



**School Psychology Handbook**  
**Master of Arts in Education:**  
**School Psychology with Pupil Personnel Services Credential in**  
**School Psychology**



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### **University Mission Statement**

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. Education for Professional Practice: Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. Scholarship: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. Multicultural and International Competence: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. Community Engagement: Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

### **The California School of Education (CSOE)**

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:



1. To provide the education and training of well-rounded professionals who will serve local, national, and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

#### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

A=Application: Theory to Practice

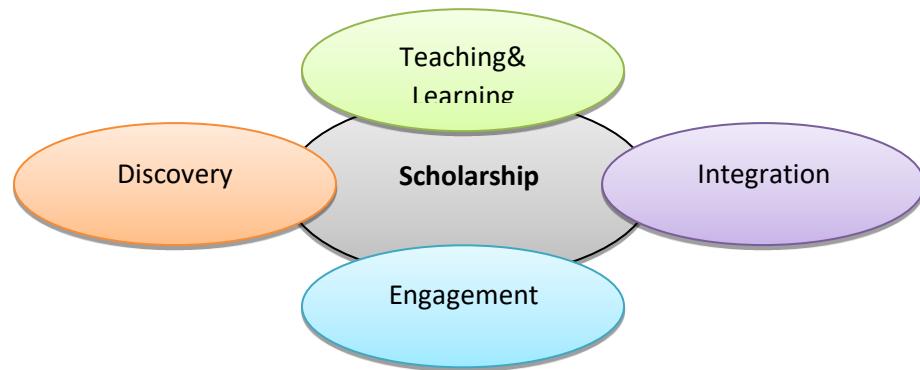
D=Dedication: Inclusive Excellence

#### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

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Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSoE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus, we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSoE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSoE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSoE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSoE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSoE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSoE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates bring to our courses and provide the environment for them to utilize their

uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.



### **Mission/Vision/Goal**

The mission of the School & Educational Psychology Programs is to develop and implement a quality urban school psychology training model that prepares school psychologists to embrace a keen commitment to assist in the academic success and well-being of all students within a school district. Our school psychologists will value diversity, be proficient in their subject content, and utilize empirical data in their roles as problem-solvers and decision-makers.

The PPS Credential Program in School Psychology is designed to train and prepare students, at the master level to become competent credentialed school psychologists in the state of California.

**School Mission:** The California School of Education at Alliant International University prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates preparation centered on multidisciplinary and holistic approaches to education.

**Program Mission/Goal:** The Programs in School & Educational psychology unit is designed to provide students with a sound theoretical and empirically knowledge base grounded within the domain of applied educational psychology. In order to achieve this objective, school districts, administrators, teachers, parents, and school support personnel are partners and are an integral component of our training programs. The master's degree and doctoral degree level programs espouse a holistic emphasis grounded in a professional practice training model. The unit's primary focus is to prepare culturally-informed practitioners who are capable of making contributions to the existing knowledge base and empirical findings within psychology and education so they can become effective agents of change within the school districts where they are gainfully employed. Specifically, the graduates of the Programs in School and Educational Psychology unit will be prepared to make substantive contributions to the domain of applied educational psychology through the adoption of diverse professional roles (e.g., consultation and prevention science), the application of psycho-educational assessment strategies and intervention modalities to address learning barriers/challenges as well as adoption and implementation of educational action research activities that facilitate the adoption and implementation of program changes and improvements.



### **Program Description**

The master's degree program in school psychology prepares students to obtain the PPS (Pupil Personnel Services) credential that allows them to practice, as a school psychologist, in California Schools.

During the three-year master's degree program, students will take evening classes and engage in fieldwork and Internship. Upon completion of 60 semester units (including 450 practicum hours and 1200 Internship hours), candidates will qualify for the Master of Arts in Education: School Psychology degree from Alliant International University, and will qualify for recommendation to the CCTC for the PPS Credential in School Psychology. Paid internships are dependent on the budgets and policies of individual school districts. While working as interns in the third year, students who have applied and been admitted to the Psy.D program, will be able to enroll concurrently in the Psy.D. Program with classes meeting in the evenings and weekends to accommodate working professionals. Thus, students who enroll in the Psy.D program while completing internships will be completing the last year of the credential program simultaneously with the first year of the Psy.D program. This reduces the time-to-degree from six to five years.

The master's degree and credential programs in school psychology will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in other related fields. The program can be completed by those who work at other jobs during the week as long as students allow for approximately eight to ten "school-time hours" (K-12) per week to complete course/practicum assignments. To complete the credential in the third year, students will need to complete 1200 hours of a paid internship or 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University.

Participants will also need to pass the CBEST exam prior to the start of the second year of classes in the school psychology program as well as the comprehensive exam prior to starting an internship. All students are required to take and pass the Praxis 2 exam prior to the completion of their internship and submit their scores to the program. Students are responsible for: 1) paying the examination fees, 2) going to the local testing center, 3) taking the exam, and 4) forwarding the scores to the School & Educational Psychology Programs.



## **Student Learning Outcomes and Assessment**

### **Professional Skills**

Professional Skills courses provide PPS Credential students with competencies (i.e. how to administer, score, interpret and intervene using psycho-educational assessment techniques/interventions) within school and community settings. The six Special Focus Area courses provide the Educational Psychology Psy.D students with skill training within the domain of applied educational psychology (e.g. infant mental health; pediatric psychology, provision of services for children and adolescents in alternative placements, screening and identification of autism spectrum disorders, child neuropsychology, and multicultural counseling).

#### Student Learning Outcomes – PPS Credential program in Measurable Terms

- Able to administer, score, interpret, and write test reports based on psycho-educational assessments.
- Able to select and intervene effectively using psycho-educational interventions.

### **Professional Roles**

The Professional Roles courses provide PPS Credential students with psycho-educational competencies (e.g. the adoption of diverse professional roles) associated with the culturally-informed practice of applied school/educational psychology.

#### Student Learning Outcomes – PPS Credential Program in Measurable Terms

- Able to develop a professional practice role identity that is consonant with the field of professional school psychology.

### **Applied Research**

The Applied Research courses in the PPS Credential students with training in program development and evaluation and qualitative methodological approaches associated with educational action research endeavors.

#### Student Learning Outcomes – PPS Credential Program in Measurable Terms

- Able to engage in program development and evaluation as well as educational action research endeavors based on qualitative research methodologies.

### **Professional Concepts**

Professional concept courses provide PPS Credential program students with training in the direct application of theory to the adoption of various roles within educational context (s) that are associated with the practice of applied school/educational psychology within school districts.



Student Learning Outcomes – PPS Credential program in Measurable Terms

- Able to apply professional concepts (professional conduct, techniques, practices) to educational settings that are associated with multicultural school psychology.

Alliant Professional Practice competency (PPS)	Program Competency/Student Learning Outcome
A – A domain specific body of knowledge and research/scholarship	Professional Skills, Professional Roles
I – Insight into the context of practice	Professional Concepts
M – Multicultural/International competence	Professional Skills
P – Professional Literacies	Applied Research
A – Application of knowledge and research/ Scholarship in new ways	Professional Concepts
C – Conduct, judgment, dispositions and ethics	Professional Skills
T – Team-based and multidisciplinary approaches	Professional Concepts



School Psychology Curriculum MAP

PPS Professional Practice Competencies

CCTC Standards  
LEAD Competencies

Curriculum Map/Learning Outcomes Matrix: MAE with PPS School Counseling and School Psychology	Units	Discipline-Specific Body of Knowledge, Research & Scholarship	Insight into the Context of Practice	Multicultural Competence	Professional Literacies	Applications of Knowledge	Conduct, Judgment, Ethics	Team-Based and Multi-disciplinary Approaches	17-27	L-Leadership E-Engagement A-Application D-Dedication
PPS6009 Child through Adolescent Development: Biological, Behavior, Cognitive	3	X	X	X	X				17,18,25	E, A, D
PPS 6016 History, Legal/ethical Issues	3		X		X		X		17,18,19,22,25	L, E,A,D
PPS6025 Methodology of Educational Research	3	X			X	X			18,19,24,25	E, A
PPS 6001A PPS 6002A Practicum	.5/.5	X	X	X	X	X	X	X	17,18,21,24,25,	L, E, A, D
PPS6010 Multicultural Children, Adolescents and Their Families	3	X		X	X		X		17,18,20,25	E, A, D
PPS6022 School Safety, Violence Prevention, Crisis Intervention	3	X				X	X	X	18,19,20,21,23,25	L, E, A
PPS6552 Psychopath/Psychop harm	3	X	X		X		X	X	17,19,21,22	E, A
PPS 6580 Group Counseling	3	X		X	X		X		17,18,19,21,23,25	L, E, A, D
PPS 6570 Individual Counseling	3	X		X	X		X		17,18,19,21,22	L, E, A, D
PPS 6048 Case Study Development 1: Introduction to Psycho-Educational	3	X			X		X		19,22,25	E, A, D



Assessment, Crisis Intervention										
PPS 6046 Assessment of Learning Problems and Intervention Strategist	3	X			X		X	X	22,25	E, A, D
PPS6049 Atypical Pop. Alternative, Eligibility Assessment	3	X			X		X		22,25	E, A, D
PPS 6031 Program Development and Evaluation	3	X	X			X			20,21,22,23,25	L, E, A
PPS6029 Behavior Management in the Classroom	3	X			X	X		X	20,21,22,23,25	L, E, A, D
PPS 6024 Family, School and Community Collaboration	3		X	X		X		X	17,18,19,20,21,25	L, E,A,D
PPS6014 Academic Intervention: Accommodation and Modification	3				X	X		X	17,18,19,20,21,22,23,24	L, E, A, D
PPS 6003A/PPS 6004A: Practicum	.5/.5	x	X	x	x	X	X	X	17,18,19,20,21,22,23,25	L E, A, D
PPS6027 Professional Roles: Comprehensive Exam	3				X	X	X		25,27	L, E, A, D
Culminating Experience										
PPS7001 Internship, full-time	5		X			X	X	X	20,21,22,23,24,25,26,27	L, E, A, D
PPS7002 Internship, full-time	5		X			X	X	X	20,21,22,23,24,25,26,27	L, E, A, D
Praxis 2		X	X	X	X	X	X	X	17-27	L, E, A, D
Comprehensive Examination		X	X	X	X	X	X	X	17-27	L, E, A, D



Oral Presentations Scoring Rubric						
	Learning Outcomes					
Students	Student speaks in a confident (authoritative) tone reflecting mastery of the content material	Modulates voice, adjust tone, and pace appropriately	Makes eye contact with the audience	Uses stories and examples, in such a way, to connect with the audience	Select language that is appropriate, accurate, and clear	Able to respond effectively to questions without becoming defensive
Average Score						
% High Competent						

*Scoring: Not Competent = 1, Minimally Competent = 2, Competent = 3, Highly Competent = 4*



Written Presentation Scoring Rubric

Learning Outcomes						
Students	Engages in Critical Thinking/Analysis	Documents cited current and up-to-date sources	Develops an Organization and Structure that is Logical and Coherent	Uses Correct Grammar and Punctuation	Discusses Content in such a way that reflects Student Knowledge and Mastery of Applied School/Educational Psychology	Adheres to APA Format Guidelines (6 <sup>th</sup> Edition)
Average Score						
% High Competent						

*Scoring: Not Competent = 1, Minimally Competent = 2, Competent = 3, Highly Competent = 4*



## **REGISTRATION**

- Students may not register for any courses unless officially admitted to the University by the AIU Admissions Office.
- Students may not attend any class for which they are not officially enrolled after registration closes for the semester.
- Students will not receive credit for any course in which they are not officially registered. Except in unusual circumstances, registration after the first week of classes will not be permitted. Students must obtain permission for late registration from their advisor and instructor of the class.
- Official registration includes both the selection of classes and payment of tuition and fees.
- Registration must be completed by the student or his/her legal agent. None of the registration procedures may be waived by anyone, including deans, department directors, the registrar, or ID members of the faculty or the administrative staff.

## **REGISTRATION DATES**

Registration dates are announced in the academic calendar that is published each year. New and returning students are urged to pre-register, and new students are expected to register no later than the regularly scheduled registration days of the semester of academic work. To attend class, a student must be officially registered for courses.

Registration is conducted in the Credentials Office in the School of Education. After the first semester students do have the option to register for classes on-line. An appointment with the student advisor is necessary to register in person.

Please contact Larissa Dizon at [ldizon@alliant.edu](mailto:ldizon@alliant.edu) or 858-635-4058 for all registration related questions.

## **SERC (Student Evaluation Review Committee)**

The HSOE SERC (Student Evaluation Review Committee) may be called by the campus program director when there is concern that a HSOE student or program Candidate may not successfully complete the program's coursework or comprehensive examination required to move into Candidacy, may not successfully complete Candidacy, or may not be recommended for a credential. Students can also self-refer to SERC to receive some guidance and support in addressing any school-related matter. The SERC consists of the campus program director, the several faculty members in the Program along with Student Support Services personnel. The SERC meets with the student to discuss concerns, reasons for referral, reasons for dismissal from the California School of Education, and plans for resolution. SERC is recommending body and the final decision is made by the System-wide Director of the Programs in School & Education Psychology. This decision can be appealed to the Dean of HSOE as prescribed in the student handbook.

Please refer to the Alliant International University Student Handbook for additional information regarding the "Student Code of Conduct" and "Problem Solving and Informal Dispute Resolution Guidelines."



**Alliant Online Information Sheet**

**How to log on:**

**ALLIANT PORTAL**

Go to [www.alliant.edu](http://www.alliant.edu).

Go to myalliant.edu

Username: your first name.lastname (there is a period in between your first and last name)

Password: enter your personally created password

- The myalliant portal contains all your personal student or faculty information
- 

**OUTLOOK WEB ACCESS (EMAIL):**

Alliant E-mail: (your first name.last name)@alliant.edu

*NOTE – YOU ARE REQUIRED TO CHECK YOUR ALLIANT EMAIL ACCOUNT*

Go to <https://email.alliant.edu>

Domain\username is: Alliant\ (your first name.last name)

Password is: your personally created password (after you changed it when you received your temporary password from the IT department)

If you need further assistance contact the IT Helpdesk at 858-635-4357 or via e-mail at [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu).



**MASTER PLAN OF STUDY (MPS)**  
**MAE in School Psychology with PPS Credential**  
**2016-2017**

NAME: \_\_\_\_\_ ID#: \_\_\_\_\_

**School Psychology: 2.5 Years**

**T5: Spring Start 2017**

March 6-May 7, 2017	PPS6009 PPS6001A PPS6016	Child through Adolescent Development: Biological, Behavior, Cognitive Practicum History and Trends of School Supportive Services
May 8-July 2, 2017	PPS6025 PPS6002A PPS6010	Methodology of Educational Research Practicum Multicultural Children, Adolescents, and Families
July 3 - Aug 27, 2017	PPS6022 PPS6003A PPS6031	School Safety, Violence Prevention, Crisis Intervention Practicum Consultation, Program Development and Evaluation
Aug 28 - Oct 22, 2017	PPS6552 PPS6004A PPS6024	Psychopathology & Psychopharmacology Practicum Family, School and Community Collaboration
Oct 23- Dec 17, 2017	PPS6029 PPS6570	Behavior Management in the Classroom Individual Counseling
Jan 8 - Mar 4, 2018	PPS6580 PPS6014	Group Counseling Curriculum Instruction and Academic Accomodation and Modification Int
March 6 - May 7, 2018	PPS6048	Case Studies: Psychoeducational Assessment
May 7 - July 1, 2018	PPS6046	Assessment of Learning Problems and Intervention Strategies
July 2 - Aug 26, 2018	PPS6049 PPS6033	Advanced Psychological Assessment Applied to Atypical Problems Comp Exam
Aug 27-Oct 21, 2018	PPS7001	Internship
Oct 22-Dec 16, 2018	PPS7001	Internship
Jan 7-March 3, 2019	PPS7002	Internship
March 3-May 5, 2019	PPS7002	Internship



## COURSE DESCRIPTIONS

### **PPS 6001A/2A/3A/4A Placement Practicum/Role of School Psychologist (.5 unit each)**

Students are required to register for a practicum seminar during semesters One, Two, Four, and Five. Some practicum activities are directly related to the courses students are enrolled in. Most courses require “field activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total 450 practicum hours required by CCTC. Students may also provide other services to school

districts to meet the total hour requirements. Seminar advisor works with student, instructor and/or district liaison to provide guidance to student and evaluate practicum performances.

### **PPS 6014 Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)**

Course is designed for non-educators/teachers and offers an overview/introduction to the principles of curriculum construction. Course includes academic interventions for accommodation and modification for students with special learning needs.

### **PPS 6009 Child through Adolescent Development: Biological, Behavior, Cognitive (3units)**

This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both the theoretical and applied aspects of development, (e.g. behavior modification and learning, parenting as well as teaching children from ethnic, linguistic, and cultural diversity backgrounds.

### **PPS 6010 Multicultural Children, Adolescents, and Their Families (3 units)**

The objective of this course Is to provide the PPS student with an overview of the issues related to the topics of multicultural families, (e.g. at risk low income families, and successful community intervention programs for disadvantaged families that exist in the literature). Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic, social and gender diversity.

### **PPS 6016 History and Trends of School Supportive Services (3 Units)**

This course will explore the history, trends, and future roles of school counselors, school psychologists and other supportive services. Students will be exposed to the techniques of academic counseling as well as the laws and regulations regarding disruptive behavior.

### **PPS 6029 Behavior Management in the Classroom (3 units)**

This course is designed to introduce students to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Students will become familiar with assessment and intervention techniques to aid on consultation to parents and teachers. Students will become familiar with laws and regulations regarding disruptive behavior.



### **PPS 6031 Consultation, Program Development and Evaluation (3 units)**

Students will learn how to engage in various consultation activities as well as learn how to complete a needs assessment, design, implement, coordinate and evaluate effective intervention programs. This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

### **PPS 6022 School Safety, Violence Prevention, Crisis Intervention (3 units)**

This course is designed to give students an overview of the various aspects of violence on the school campuses, Guidelines to safe schools, violence prevention and crisis intervention will be explored including intervening with aggressive students.

### **PPS6025 Methodology of Educational Research (3 units)**

The objective of this course is to provide the school psychology graduate student enrolled in the Pupil Personnel Certificate program with exposure to both quantitative and qualitative educational research methods. The student will also be prepared to learn how to select the most appropriate educational research method to suit the educational research question(s) under investigation in school settings.

### **PPS 6024 Family, School and Community Collaboration (3 units)**

Teachers, families, and staff seek consultation from counselors and psychologists on various issues pertaining to students/children. The objective of this course is to provide the student with an overview of the issues inherent in the provision of culturally-informed interventions and community-based services to culturally and ethnically diverse children, adolescents, and their families, as well as services offered through their respective school districts.

### **PPS6033 Professional Roles: Comprehensive Exam (3 unit)**

Course includes a comprehensive review of all aspects of the roles of school psychologist. Comprehensive exam will focus on the three concentration areas and provide an indication of the students' competency levels. Successful completion of the exam precedes the advancement to internship.

### **PPS6552 Psychopathology and Psychopharmacology**

This course is an overview of the issues regarding Psychopathology and Psychopharmacology, including the major diagnostic areas; the medications currently used; the issues; special populations; the ADHD and Spectrum Disorder debate; and an overview of the collaborative care model for educational psychologists. It also covers the basic brain functions and how the body reacts to medications, including mechanisms of absorption, half-life and peak concentration levels.

### **PPS6048 Case Study Development: Psycho-Educational Assessment (3 units)**

This course will focus on achievement and aptitude assessment tools as well as informant measures, self-report, and behavior observations. Students will learn the concepts of how to conduct full battery assessments and comprehensive reports.



**PPS6046 Assessment of Learning Problems and Intervention Strategies (3 units)**

This course will continue to focus on conducting full battery assessments and reports. Students will focus on understanding how to use assessment information in a problem solving process and will be able to convey findings in an articulate way to an adverse audience. Students enhance their understanding of contextual influences on outcomes and particular emphasis is placed on assessment of the various processing disorders.

**PPS6049 Advanced Psychological Assessment Applied to Atypical Populations (3 units)**

This course will focus on the State of California's eligibility criteria for individuals with exceptional needs, allowing students opportunities to focus on various arenas of eligibility. Students will continue to practice conducting full assessment batteries.

**PPS6580 Group counseling (3 units)**

An overview of the principles, theories, strategies, and structural components associated with running short-term group counseling strategies within school setting from elementary through high school settings. The legal and ethical guidelines associated with group interventions, group leadership skills, developmentally and culturally informed group interventions, crisis intervention, and group interventions for substance using and abusing students will be explored.

**PPS6570 Individual counseling (3 units)**

This course is designed to expose students to brief approaches to individual counseling and interventions with children and adolescents in school settings. The emphasis will be on the adoption of cognitive-behavioral short-term intervention strategies into the students' professional repertoire in the area of school-based mental health strategies.

**PPS7001A/7001B/7002A/7002B Internship (2.5 units, 10 units total)**

Internship (1200 hours and 10 total units) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school psychology services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.



## Pupil Personnel Services (PPS) in School Psychology or School Counseling Intern and Clear Credentials

### 2016-2017 Credential Packet

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[G1 Credential File Requirements](#)

[Applying for your Intern PPS Credential \(\*Optional\*\)](#)

[Applying for your Clear PPS Credential](#)

### **Introduction to Credentialing**

All practicing School Psychologists and School Counselors must hold a Pupil Personnel Services (PPS) credential with the California Commission on Teacher Credentialing (CTC). Alliant's Credentialing Department will be your liaison with the CTC and will work with you to be recommended for your [PPS Intern credential](#) and/or your [PPS Clear credential](#) in the coming years.

Please refer to the following pages for very important information on each credential requirement. Many of your questions will be answered after reading through the entire packet. Any other questions can be referred to the Credentialing Department (see contact information below).

### **CSOE's Credentialing Department**

For any questions you have after reading through this packet, please contact CSOE's Credentialing Department at [csoe.credentials@alliant.edu](mailto:csoe.credentials@alliant.edu) and we will respond to you within 2 business days.



## G1 Credential File Requirements

Before you can register for your second semester of coursework, you must have the following on file with the CTC:

- Certificate of Clearance

The Credentialing Department will run a report of all G1 students on June 15, 2017 to see who does not yet have a Certificate of Clearance (COC) or other appropriate document on file with the CTC. An email reminder will be sent out on June 1 about this requirement and the deadline (see below).

**The deadline to have a Certificate of Clearance or other appropriate document granted by the CTC is June, 15, 2017. Failure to complete this will result in a registration hold placed on your account and you will be unable to register for the T-1 Term until your file is complete.**

Nothing needs to be submitted by you to the Credentialing Department for this requirement. As long as your COC or other appropriate document is granted and valid on 6/1, you will be cleared for T-1 registration.

*Applying* for a COC by the 6/15 deadline is not sufficient. The COC or other appropriate document must be *officially granted* by the CTC by the 6/15 deadline. CTC processing times vary throughout the year but on average, the CTC will officially grant a COC within 2 weeks of the candidate submitting their application online.

### Certificate of Clearance

A Certificate of Clearance (COC) is a document issued to individuals who have completed the CTC's fingerprint process and professional fitness review. Before a candidate can be recommended for any credential they must have a valid COC on file with the CTC.

If you already have a valid COC on file with the CCTC (they are good for 5 years) we can accept that. There are a few alternatives that, as long as they remain valid at the time of recommendation to the CTC for your intern or clear credential, will fulfill the COC requirement:

- Preliminary or Clear Multiple Subject/Single Subject credential
- Level I, Level II, Preliminary, or Clear Education Specialist credential
- Short-Term Staff Permit
- 30-day Substitute Teaching Permit

If you **do not** already have a COC or fingerprint clearance on file with the CTC, you will need to apply for one directly with the CTC.

### How to apply for a Certificate of Clearance



The Certificate of Clearance

described in detail on the CTC website at <http://www.ctc.ca.gov/help/application/cert-of-clear.html>.

application process is

**Important:** Make sure you turn off your internet browser's pop-up blocker before logging in to the CTC website, otherwise the pop-up window to input your credit card information will not display.

- Login to your Educator Profile
- Click on "Apply for a New Document"
- Click on "Submit an Online Application"
- Click on "Submit Your Application Online"
- Enter your SSN and DOB, click "OK"
  - o *If you do not already have an Educator Profile established on the CTC site, you can create one at this time. You will need to input your SSN/DOB twice before being prompted to create your profile.*
- Review your contact information and edit if necessary, otherwise click "Next"
- Under Web Applications click "Create New"
- For General Application Category, choose "Certificate of Clearance/Activity Supervisor Clearance Certificate"
- For Document/Authorization Title, choose "Certificate of Clearance"
- Scroll down completely and click "Next" (on far right side, very small button)
- Answer all of the CTC's professional fitness questions on the following pages, then click "Proceed to Payment"
  - o *The fee you pay now will become a credit on your account so when you eventually apply for your PPS credential you will already have a credit on your account that will automatically be applied towards the processing fee for your PPS credential.*

### **Live Scan fingerprinting**

If you have gotten your Live Scan fingerprints done previously for another agency (e.g., a school district or a non-profit you volunteered with) you will still need to get your fingerprints done again because the Live Scan agency will not release the results to an agency like the CTC if they were not listed on your Live Scan fingerprint application form.

- The Request for Live Scan Service form can be accessed from the CCTC directly at <http://www.ctc.ca.gov/credentials/fee-and-fingerprint.html>.
- A list of Live Scan locations can be found at <http://www.livescan-fingerprinting.net/tag/ctc>.

Once you get your Live Scan fingerprints done using the CCTC's application form, proceed with applying for your [Certificate of Clearance](#).



### **Applying for your Intern PPS Credential (*Optional*)**

Some of our School Psychology or School Counseling students receive a paid job offer for their internship. The paid position must be a Certificated position and not a Classified position (a Certificated position means you are the School Psychologist/School Counselor on record, a Classified position means that you are working under the School Psychologist/School Counselor on record).

If you find yourself in this situation, you will need a PPS Intern credential on file with the CTC and you will need to submit the following document to the Credentialing Department before your internship begins:

- Official undergraduate transcripts** (this will be retrieved from your admissions file so you do not need to resubmit these, just be aware that they must be on file)
- [Passing CBEST score report](#)
- [Release form](#) (found at the end of this packet)
- [Offer of employment letter](#)

There are two opportunities to be recommended for a PPS intern credential each academic year: Fall and Spring. **The deadline to be recommended for a PPS intern credential is the University's add/drop deadline:**

Term	Deadline
T-2	Sept 13, 2017
T-4	Jan 24, 2018
T-2	Sept 12, 2018
T-4	Jan 24, 2019

### **Important Information about Intern Credentials**

- An Intern credential is a cooperative agreement between the candidate, employing district, and university (Alliant)
- Your Intern credential will have an employment restriction placed on it for the district that you submit an [Offer of Employment letter](#) from
- An Intern credential is valid for 2 years with the CTC

### **California Basic Educational Skills Test (CBEST)**

The CBEST exam fulfills the CTC's basic skills requirement.

The website for the CBEST exam can be found at <http://www.ctcexams.nesinc.com/>.

- CBEST scores do not expire, they are valid for life.



- If you designate your scores at the time do not need to submit a score report in your credential application. You must notify the Credentialing Department that you've done this as we are not notified by the testing administrator.
- Otherwise, you must submit a copy of your passing score report (a copy is sufficient, no need to submit your official copy) and you must pass all sections of the CBEST.

Alliant as a recipient of test registration you

- There are various alternatives to the CBEST that will fulfill the Basic Skills Requirement. Please review the CTC website and include a copy of the eligible exam in your application.

### **Statement of Release form**

The CTC requires that Alliant release a copy of your undergraduate and graduate (Alliant) transcripts to them in your application for credential. The Family Educational Rights & Privacy Act (FERPA) forbids this without a student's written consent so this Statement of Release form fulfills this. The [Statement of Release form](#) can be found at the end of this packet.

### **Offer of Employment Letter**

The following are items the Credential Analyst will look for when reviewing Offer of Employment letters:

- It is on school/district letterhead and signed by the HR or Administrator with their contact information included
- The school site you will be working at is part of a district or charter school organization that Alliant has an active Memorandum of Understanding (MOU) with:
  - o Please note that the majority of large districts in the Bay Area, Los Angeles area, Orange County, and San Diego area have active MOUs with Alliant, however, if you are working at a charter school or in a small school district please notify the Credentialing Department as soon as possible so that we can assure that we have an active MOU on file. If we do not at the time we can work towards obtaining one but we need as much time as possible to complete that process. We will not be able to file for your PPS Intern credential until an active MOU is on file with Alliant and your school district or charter school organization.

### **Intern Credential Eligibility Letter**

If your district needs a letter from Alliant stating that you are intern credential eligible, send the request via email to [csoe.credentials@alliant.edu](mailto:csoe.credentials@alliant.edu) and include your name, student ID number, and campus. Allow one-week processing time.

The letter will state that Candidate is enrolled in Alliant's CTC-approved PPS credential program in School Psychology/School Counseling and that pending X, Y, Z requirements and a job offer, Alliant will submit formal recommendation to the CTC for Candidate's PPS intern credential. The fewer things listed as outstanding the better so make sure your file is complete (see checklist above).

### **Recommendation Process & Timeline**

Within 3 business days, unless otherwise notified, of receiving your complete Intern credential application, the Credentialing Department will recommend you to the CTC for your PPS Intern credential.

Once that happens you will receive two emails: one directly from the CTC and one from the Credential Analyst with information on how to login and pay the CTC's processing fee online. You will need to login to your



[Educator Profile](#), review the answer the CTC's professional pay the CTC's processing fee with a credit card. **The CTC will not review your application until the processing fee has been paid.** Make sure you turn off your internet browser's pop-up blocker before logging in, otherwise the pop-up window to input your credit card information will not display. You will receive a final email confirmation from the CTC when your PPS Intern credential has been granted.

recommendation, fitness questions, and

Depending on the time of year, the CTC's processing times vary but it should take between 1-2 weeks.

### Applying for your Clear PPS Credential

At the end of your program you will be ready to be recommended for your PPS Clear credential in School Psychology or School Counseling upon completion of the following:

*The first three items listed below are only required for those candidates who were not previously recommended to the CTC for a PPS Intern credential.*

- Official undergraduate transcripts** (this will be retrieved from your admissions file so you do not need to resubmit these, just be aware that they must be on file)
- Passing CBEST score report
- Release form (found at the end of this packet)
- Exit interview completed with Program Director
- Minimum 3.0 cumulative GPA with grades of C or higher for all coursework
- \$0 tuition balance

### Exit Interview

The Program Director will notify the Credentialing Department when your exit interview is completed which will prompt them to review your student record and account balance.

### Recommendation Process & Timeline

Within 3 business days, unless otherwise notified, of receiving confirmation from the Program Director that your exit interview has been completed, the Credentialing Department will review your student record and credential file to confirm that all requirements have been met. If anything is missing, they will email you notifying you of such.

If your student record and credential file are complete, they will recommend you to the CTC for your PPS Clear credential. Once that happens you will receive two emails: one directly from the CTC and one from the Credential Analyst with information on how to login and pay the CTC's processing fee online. You will need to login to your [Educator Profile](#), review the recommendation, answer the CTC's professional fitness questions, and pay the CTC's processing fee with a credit card. **The CTC will not review your application until the processing fee has been paid.** Make sure you turn off your internet browser's pop-up blocker before logging in, otherwise the pop-up window to input your credit card information will not display.

You will receive a final email confirmation from the CTC when your PPS Intern credential has been granted. Depending on the time of year, the CTC's processing times vary but it should take between 1-2 weeks.



**Statement of Release**

To recommend an applicant for a credential and support Intern field placements, the University is obligated to provide information concerning the applicant's qualifications to the California Commission on Teacher Credentialing (CTC) and provide pertinent information regarding program status and continuing eligibility to CTC, employing agencies, and affiliated partner organizations.

I, \_\_\_\_\_, understand that, as part of the requirements for admission to the Credential Program, I am personally responsible for submitting official transcripts of all my university level coursework prior to the processing of my credential application and hereby authorize the Credential Department of Alliant to use these transcripts in submitting my application for credential to the CTC.

I also understand that field placement involves the collaborative support of my employing agency and affiliated partner organizations and I hereby authorize Alliant to provide pertinent information regarding my program status and continuing eligibility to my employing agency and affiliated partner organization.



Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**School Psychology  
PPS 6001A/6002A/6003A/6004A  
Practicum**

**Practicum: 450 Practicum Clock Hours**

Candidates are required to complete 450 clock hours. Candidates will be required to spend approximately eight to ten hours per week in school settings in conjunction with courses and course assignments. These hours will include shadowing/interviewing/observing psychologists; observations of children and meetings; and interviewing of counselors, teachers, and parents. In addition, candidates will have the opportunity to visit various community sites children's court, regional center, and at various alternative school sites. As candidates continue practicum hours, additional activities will include interviewing a cross-cultural family, conducting a needs assessment by survey and interview of key school staff, and additional interviews and observations. As candidate's skill sets expand. They will engage in pre-counseling services, interview staff regarding violence prevention programs, and complete psycho-educational assessments. These first year activities support the seven CCTC practicum standards.

During the second year, these standards are further met by various field activities. Candidates will interview 3 cross-cultural staff and parents, conduct a program needs assessment, conduct 3 alternative assessments, and 2 full batteries. Candidates will increase/enhance consultation skills by conducting 2 Positive Behavior Plans, 2 Functional Analysis Assessments, collaboration/training project, program development project and advanced case studies of preschool and school age children. Candidates will also conduct an advanced analysis of a school-wide discipline policy.

Candidates can obtain practicum hours through two distinct processes. The first process is mandatory, and includes the following:

**Mandatory Activities**

During the first two years of the program candidates will spend approximately eight to ten hours per week in school settings in conjunction with courses and course assignments. These hours will include observations, interviewing, assessment, shadowing, research, and counseling. Instructors of the courses offered during a semester, coordinate students practice activities and signs candidate's practicum/field activity sheets. The practicum experiences are organized, sequential training consistent with the school psychology program's goals, and include directed observations and participation in educational settings. Each course provides a field activity form, listing the required field experiences to be completed for each course. The training offers candidates a



breadth of experiences and populations, and provides and consultation, supervision both on-site and by the school psychology faculty. The practicum experiences allow candidates ample opportunity to integrate their theoretical and practicum knowledge under close supervision. Evaluation is an integral and ongoing part of each courses required Practicum experiences and are incorporated into each classes' grading rubrics.

services with diverse appropriate supervision

Candidates are to obtain both elementary and secondary experience. The purpose is for them to create multiple relationships with advisors/mentors/supervisors, which will help facilitate access to the school and the students.

For example, if the candidate is required to do an observation for one of his/her classes, this liaison will help in providing the necessary access to the classroom, playground, etc.

The following practicum process is highly encouraged, but is optional.

### **Optional Activities**

Candidates may also participate in practicum experiences with various collaborative school districts, as well as community agencies and hospitals serving children and families.

Both practicum process options (required and optional) provide candidates the opportunity to engage in field-based activities in all areas of professional training. Specifically, there are seven objectives to be met across the first two years in the PPS program. Candidates will provide written documentation via course required activities documented via field activity form with the quality of the students' work reflected in the grade earned for the course. The field activity form documents how each objective was met by listing the objective, the activities conducted to meet the objective, and the criteria for evaluation. The seven objectives, required by the CCTC Standard 25, effective January 2001, are as follows:

- Objective 1: Collaboration and consultation
- Objective 2: Wellness promotion
- Objective 3: Counseling and crisis intervention
- Objective 4: Individual assessment
- Objective 5: Educational planning and evaluation
- Objective 6: Program planning and evaluation
- Objective 7: Research and measurement

Through these pre-planned Practicum activities candidates demonstrate the ability to select and apply core, knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Candidates will keep a log of activities (field activity form), in addition to written reports and class presentations related to each objective being incorporated into the grading system of each class. Candidates will have appropriate evaluators sign the activity logs, verifying that the activities were carried out as planned.

### **Recording of Hours**



Candidates will complete the Log of Activities Form for all practicum hours. It is imperative that candidates keep accurate records of their hours in order to obtain credit for all hours conducted. Candidates will use multiple sheets of this form, and may use different forms for different activities/placements/supervisors. These forms will be used as part of the student's evaluation at the end of each semester.

Log of Activities Form  
imperative that

### Practicum Documentation

Each candidate will keep a three-ring binder of the following:

- Log of Activities, including the summary sheet of the log activities
  - Copies of appropriate practicum contracts
  - Candidate Practicum Proposals, including Practicum Proposal Forms signed by the Practicum Coordinator
- 
- Appropriate student papers/assignments completed as required by appropriate PPS courses
  - Candidate evaluations of practicum courses (PPS6001/2/3/4/5/6)
  - Any reports/papers completed as a result of activities performed
  - The Candidates Filed Supervisor will complete an evaluation at the end of each semester documenting academic and professional skills and knowledge

Candidates must complete all practicum objectives/hours and PPS course work before they can advance to the internship level.

At the end of the second year, students will take a comprehensive exam to determine competencies for full-time internship placement for the following school year. Candidates will be encouraged to attend California Association of School Psychologists (CASP) convention in the spring, in hopes of obtaining a full-time internship for the following fall term as well as to enhance ongoing professional training.



## FIELDWORK EVALUATION OF COMPETENCY DEVELOPMENT SCHOOL PSYCHOLOGY PROGRAM

*This form requires both the self-evaluation of the trainee and evaluation by the field-based supervisor.*

### **Trainee Instructions:**

1. Provide a brief summary of this semester's activities in each of the program areas.
2. Provide a self-evaluation of your competency development in each area, with commentary.
3. Discuss your self-evaluation with your field supervisor; obtain field supervisor's evaluation.
- 4. Make copies for yourself, your field supervisor, and your university supervisor; Submit original to your university supervisor.**

### **Field Supervisor Instructions**

- Review the trainee/intern self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee/intern's competency development.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern's self-evaluation.

*We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area:*

### **Degree of Competency Development**

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
0	Not seen	No opportunity or not yet demonstrated/observed in this setting
1	Emerging	Beginning to show this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely



- 3      Integrated      Uses knowledge/skills flexibly as part of an overall repertoire  
(not expected prior to the culminating internship)

***Evaluation of Competency Development for Stage in the Program***

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent with expectations at this stage
3	Commendable	Above and beyond expectations at this stage

Completed evaluations are due to the University Supervisor by the 14<sup>th</sup> session of class.

**EVALUATION OF COMPETENCY DEVELOPMENT**

**SCHOOL PSYCHOLOGY PROGRAM**

Trainee/Intern \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Field Experience: \_\_\_\_\_ Fieldwork \_\_\_\_\_ Practicum \_\_\_\_\_ Internship \_\_\_\_\_

Field Placement: District \_\_\_\_\_ School(s) \_\_\_\_\_

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



## Area I. PROFESSIONAL SCHOOL PSYCHOLOGY

### **Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

I. PROFESSIONAL SCHOOL PSYCHOLOGY	Self-Evaluation		Supervisor's Eval	
Competencies	Develop	Eval	Develop	Eval
Professional awareness & identity				
Critically analyzes service delivery models for diverse schools				
Practices consistent with standards, laws, & ethics				
Personal & interpersonal effectiveness				

### **Comments (Trainee/Intern):**



**Supervisor's Comments:**

**Area II. RESEARCH & PROGRAM EVALUATION**

**Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

<b>II. RESEARCH &amp; PROGRAM EVALUATION</b>	<b>Self-Evaluation</b>		<b>Supervisor's Eval</b>	
<b>Competencies</b>	<b>Develop</b>	<b>Eval</b>	<b>Develop</b>	<b>Eval</b>
Uses systematic hypotheses-generation-testing to approach practice				
Uses research to guide/inform service delivery & case studies				
Reads & shares current research				
Conducts program evaluation &/or applied research in school setting				

**Comments (Trainee/Intern):**



**Supervisor's Comments:**

**Area III. SOCIAL & CULTURAL FOUNDATIONS**

**Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

III. SOCIAL & CULTURAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
Competencies	Develop	Eval	Develop	Eval
Understands influence of own culture, values, belief systems				
Has breadth of knowledge of ethnic group cultural themes				
Has depth of knowledge in at least one culture different from own				
Recognizes limits of own cultural and linguistic competencies				
Understands ecosystemic influence of social, cultural, & societal factors				

**Comments (Trainee/Intern):**



**Supervisor's Comments:**

**Area IV. EDUCATIONAL FOUNDATIONS**

**Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

IV. EDUCATIONAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
Competencies	Develop	Eval	Develop	Eval
Understands the school as a system & culture				
Knows legal & educational bases for special education programs				
Knows legal & educational bases for bilingual education programs				
Aware of curricular match with student needs				
Aware of elements of effective teaching				
Aware of elements of effective schools				

**Comments (Trainee/Intern):**



**Alliant International University  
California School  
of Education**

**Supervisor's Comments:**

#### **Area V. PSYCHOLOGICAL FOUNDATIONS**

**Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

<b>V. PSYCHOLOGICAL FOUNDATIONS</b>	<b>Self-Evaluation</b>		<b>Supervisor's Eval</b>	
<b>Competencies</b>	<b>Develop</b>	<b>Eval</b>	<b>Develop</b>	<b>Eval</b>
Applies principles of human development in service delivery				
Applies biological bases of behavior to service delivery				
Applies principles of learning & cognition to service delivery				
Applies knowledge of individual differences (human exceptionalities)				

**Comments (Trainee/Intern):**



**Supervisor's Comments:**

**Area VI. ASSESSMENT-FOR-INTERVENTION**

**Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

VI. ASSESSMENT-FOR-INTERVENTION	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Assesses situations to inform interventions				
Knowledge/skills to select/apply <i>appropriate</i> tools				
Knowledge/skills in ecological assessment				
Knowledge/skills in authentic assessment				
Knowledge/skills in behavioral assessment				
Knowledge/skills in developmental assessment				
Knowledge/skills in dynamic assessment of cognitive functions				
Knowledge/skills in psychoeducational special education evaluations				
Effective oral communication of assessment/evaluation results				
Effective written communication of assessment/evaluation results				
Uses results to collaborate with others in developing interventions				

**Comments (Trainee/Intern):**



**Supervisor's Comments:**

**Alliant International University**  
**California School**  
**of Education**

## **Area VII. INTERVENTIONS**

### **Brief Summary of Field Placement Activities:**

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

<b>VII. INTERVENTIONS</b>	<b>Self-Evaluation</b>		<b>Supervisor's Eval</b>	
	<b>Develop</b>	<b>Eval</b>	<b>Develop</b>	<b>Eval</b>
Competencies				
Plans interventions on the basis of assessment findings				
Articulates theoretical underpinnings of interventions				
Articulates cultural factors influencing intervention design				
Delineates clear goals for interventions				
Systematically implements & monitors interventions				
Systematically evaluates effectiveness of interventions & outcomes				
Effectively communicates outcomes of interventions				
Individual counseling skills				
Group counseling skills				
Collaboration & teaming skills				
Consultation skills				
Program development skills (e.g., school-wide programs)				
Staff development skills (e.g., inservice workshops)				
Skills in working with parents & families				
Skills in networking/liaison with communities, agencies, services				

### **Comments (Trainee/Intern):**

*Revised:9/13/16*

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**Supervisor's Comments:**

**SUMMARY: OVERALL DEVELOPMENT**

Trainee/Intern Self-Evaluation	Supervisor's Evaluation
<b>Areas of Strength</b>	<b>Areas of Strength</b>
<b>Areas to Target for Growth</b>	<b>Areas to Target for Growth</b>
_____ Signature	_____ Signature

**Supervisor:** Please indicate your recommendation for this individual's next phase of experience:



Fall Semester [for Spring]

continue in this phase of field experience as planned

Spring Semester [for Next Year]

advance to next phase of field experience as planned

ready to advance to full-time internship

OTHER: Please call, phone number(s) \_\_\_\_\_

**The California School of Education  
School Psychology**

**SCHOOL PSYCHOLOGY FIELDWORK EXPERIENCES\***

First Year		Research Measurement	Program Planning/Evaluation	Educational Planning/Evaluation	Individual Assessment	Counseling/Crisis Assessment
Activity	No. Hours					
<b>PPS 6009 Child-Adolescent Development: Biological, Behavior, Cognitive (3 units)</b>						
Child/Family Ecological Interview	5-6	X		X		
Observations of child and adolescents	2-4	X		X		X
Observations of adulthood and aging	2-4	X		X		
<b>PPS 6016 History, Trends, Legal and Ethical Issues in Schools and Support Services (3 units)</b>						
Interview parent of special education student	4-6	X	X			X
Shadow and interview school psychologist/school counselor	8-10	X		x		X
Observe School Staff	8-10	X				X
Shadow and interview three (3) teachers	20-22	X				X
Review organization of School District	2	X				X
Internet search of CASP/NASP legal/ethical issues/ed code	5	X	X		X	X
General observation of students on school grounds	1	X	x			
<b>PPS 6025 Methodology of Educational Research (3 units)</b>						
Complete a needs assessment within the schools	4-6	X	X		X	X
Interview for mini-research project	3-5	X			X	X
Observation/interview of personnel for program investigative report	12-14	X	X		X	X



<b>PPS 6010 Multicultural Children, Adolescents &amp; Their Families (3 units)</b>							
Interview a multicultural family	4-5	X	X			X	
Family Centered Prevention Program “at-risk” population inclusive of racial/cultural differences	4-5		X			X	X
Observe an ethnically diverse school, interview staff and teachers	4-5	X	X				
<b>PPS 6024 Family, School, and Community Collaboration</b>							
Observe and Interview a school psych regarding research based prevention programs available w/in RTI model	6-8		X			X	X
Conduct Cross-Cultural Agency Interviews on community programs supporting students with diverse needs	6-8	X	X				X
Observation of SST Meeting and IEP Meeting	2-4	X	X			X	
Assessment of expectations of teachers, principal, custodial and secretarial staff	2-4	X	X				X
Interview high school counselor	1-2	X	X	X	X	X	X
Interview elementary school counselor	1-2	X	X	X	X	X	X
<b>PPS 6014 Curriculum Instruction, Academic Acc. And Modification</b>							
Case reports diagnosing learning problems	10	X	X		X	X	X
Interview General Ed and Special Ed teachers on Interventions, Accommodations, and Modifications	2-3	X	X		X	X	X
Develop school wide intervention plan	10	X	X		X	X	X
Observations of Mild/Moderate/Moderate Severe Classes with special emphasis on accommodations/modifications	5-10	X	X			X	X
<b>PPS 6552 Psychopathology and Psychopharmacology</b>							
Develop a resource guide for use within their professional roles, which will 1. Define the major classes of drugs and 2. Examine the pharmacologic effects of different drug classes on behavioral, cognitive, endocrinological, and central nervous system operations.	15-20	X	X	X		X	
<b>PPS 6022 School Safety, Violence Prevention, Crisis Intervention</b>							
Prevention program for At-Risk students							
Interview school staff and collect data regarding school's crisis intervention plan	6-8	X	X	X	X		X
<b>PPS 6001A, 6002A, 6003A/6004A Practicum (.5 unit each)</b>							
Portfolio Generation (Cover letter, CV, sample reports, areas of specialization, etc)	5-6	X	X	X	X	X	X
<b>PPS 6580 Group Counseling</b>							
Observe a counseling group in elementary and secondary setting	2-3		X	X	X		
Create a group counseling curriculum in elementary and secondary setting	8-10	X	X	X	X		X
<b>PPS 6048 Case Study: Psycho Educational Assessment</b>							
Administer and Score three academic tests, WIAT and WJ	20-25	X			X	X	
Administer and Score three cognitive assessments, inclusive of WISC and WJ	20-25				X		X
Integrate the academic and cognitive instruments	10	X	X			X	X
<b>PPS 6570 Individual Counseling</b>							
Observe two counseling session in elementary and secondary educational settings	5	X	X	X			
Interview a MFT or LPCC on individual counseling theories and strategies	4-5	X	X				X
<b>PPS 6031 Consultation, Program Development, and Evaluation</b>							
Consultation to, collaboration with, or training of school staff (documented by video)	10-15	X	X		X	X	X
Interview/Observe for program needs assessment	15-20	X	X			X	X
<b>PPS 6029 Behavior Management in the Classroom</b>							
Functional Analysis Assessments (2)	16-18	X	X		X	X	
Analysis of school-wide discipline policy and practices	20-25	X	X				X
Positive Behavior Intervention Plans (2)	16-18	X	X		X	X	
<b>PPS 6046 Assessment of Learning Problems and Intervention Strategies</b>							
Administer and score psychoeducational processing instruments (RAMAL/VMI/TAPS/TVPS/as assigned)	40						
<b>PPS 6049 Atypical Pop. Alternative, Eligibility Assessment</b>							



Psychoeducational case study (ED, OHI, Larry P, Autism)	<b>20-25</b>	<b>X</b>							
Psychoeducational case study: Preschool	<b>10-15</b>	<b>X</b>							
Visit/Observation Hospital	<b>8-10</b>	<b>X</b>							

\*Subject to change per professor instruction

**Alliant International University  
California School of Education  
School Psychology Program**

**COMPREHENSIVE EXAMINATION PROCESS (G-3 Year)**

**2016 – 2017**

Contents

- 1) Dates of Administration
- 2) Timing of the Examination in a Student's Doctoral Program
- 3) Eligibility for comprehensive Examination
- 4) Clearance Procedures
- 5) Format of the Exam
- 6) Special Circumstances – Petitioning
- 7) Coding: Anonymity of Responses
- 8) Grading
- 9) Notification of Results
- 10) Test Security
- 11) Failure to Pass the Comprehensive Exam: Consequences, Procedures for Review and Re-taking, Responsibility



scheduled Exam

### **1) Dates of Administration**

The Comprehensive Examination will be given to all eligible HSOE 2<sup>nd</sup> year PPS Credential School Psychology students who have completed their course work or are concurrent enrolled in PPS 6049 and PPS 6033. (See separate section on “Eligibility to Take Comprehensive Exams.”)

The date, time and location is as follows: The Comprehensive Exam occurs at the end of the summer session for the second-year PPS students.

### **2) Timing of the Examination in a Student’s Curriculum**

The timing for taking the Comprehensive Examination is as follows: HSOE School Psychology Program Students

End of Year 2<sup>nd</sup> year in the PPS Credential Program in School Psychology

### **3) Eligibility for Comprehensive Examination**

A student is eligible to take the examination (a) if all course work (50 units) has been completed satisfactorily.

**Course pre-requisites are:**

**Courses to be completed to qualify to take the Comprehensive Examination**

Course #	Course Title	#Units
<b>PPS6014</b>	Curriculum Instruction and Academic Accommodation	<b>3</b>
<b>PPS6009</b>	Child through Adolescent Development	<b>3</b>
<b>PPS6016</b>	History, Trends of School Supportive Services	<b>3</b>
<b>PPS6029</b>	Behavior Management in the Classroom	<b>3</b>
<b>PPS6024</b>	Family, School and Community Collaboration	<b>3</b>
<b>PPS6022</b>	School Safety, Violence Prevention, Crisis Intervention	<b>3</b>
<b>PPS6552</b>	Psychopathology and Psychopharmacology	<b>3</b>
<b>PPS6580</b>	Group Counseling	<b>3</b>
<b>PPS6010</b>	Multicultural Children, Adolescents, and their Families	<b>3</b>



<b>PPS6570</b>	Individual Counseling	<b>3</b>
<b>PPS6048</b>	Case Study Development: Psycho-Educational Assessment	<b>3</b>
<b>PPS6046</b>	Assessment of Learning Problems and Intervention Strat. 2	<b>3</b>
<b>PPS6025</b>	Methodology of Educational Research	<b>3</b>
<b>PPS6031</b>	Consultation, Program Development and Evaluation	<b>3</b>
<b>PPS6001A/2A/3A/4A</b>	Placement Practicum/Role of the School Psychologist	<b>2</b>
<b>PPS6049</b>	Atypical Pop, Alternative Eligibility Assessments	<b>3</b>

Additional general criteria for exam eligibility are that the student is making satisfactory progress and is performing well in her/his program. Difficulties in progress or performance are indicated by:

- a) Two or more “Incomplete” grades in any courses (through the prior semester);
- b) One or more class or field evaluations (coursework practicum) indicating “serious concern (through mid-Spring semester);”
- c) Two or more class or field evaluations (coursework practicum) indicating “some concern (through mid-Spring semester);”
- d) A grade of No Report at the end of a semester or course sequence – class or field.

#### **4) Clearance Procedures**

At mid-Spring Semester of the second year of the PPS Credential program, the Academic Advisor/Campus Program Director reviews the files of her/his students to determine each student’s readiness to take the Comprehensive Examination. If the Campus Program Director/Academic Advisor concludes that the student meets the eligibility requirement, the advisor then recommends to the Program Director that the student be cleared to take the exam. If the advisor concludes that the student does not meet the eligibility requirements, the advisor can either recommend against clearance or can seek consultation from the Program Director before deciding whether to recommend clearance despite the student’s not fully meeting the eligibility criteria. The Program Director makes the final decision.

When a student has been cleared to take the Comprehensive Examination, he/she will be notified by the instructor of PPS 6033. Once cleared, the student must take the Comprehensive Examination. Then students are added to the exam roster and they will utilize their Alliant student identification number on the exam. Students who are not eligible to take the exam will be notified in writing, by the Campus Program Director, of that fact and what the next steps will be.

#### **5) Format of the Exam**

The Comprehensive Examination can be either a standardized examination (e.g. Praxis 2) or an examination that is created within the Programs in School and Educational Psychology unit. If the examination is the Praxis 2, students will be instructed to pay the necessary fees associated with taking



the exam and taking center. The latter

constructed with the principle in mind that testing covers the core concepts and principles relevant to the content areas. Therefore, HSOE School Psychology Program will ensure that all students have been adequately prepared to take the Comprehensive Examination, irrespective of the particular instructors who taught the required courses, or the particular campus, where the student satisfactorily completed the required courses. No materials, including books and notes, may be brought to the exam. The examination will consist of several vignettes and questions designed to have the student “think on their feet” to data sets that school psychologists routinely encounter in their work.

the exam at a testing exam will be

The time limit will be 4 hours.

Prior to the start of the exam, students will be required to sign a statement, stating that 1) they will not disclose the content of the exam to anyone, and 2) they will restrict their access to the MS Software package on the computer while taking the exam (See Appendix)



## 6) Special Circumstances – Petitioning

Prior to sitting for the examination, candidates will have the opportunity to inform the Program Director of any special circumstances based on filed and approved accommodations with our Student Affairs Office, which may necessitate individual changes in exam administration. This is done by completion of a Special Circumstances Petition documenting aforementioned Student Affairs filed and approved accommodations status, which can be procured from the program office. All students who are requesting special accommodations are required to produce written documentation to the Director of Student Affairs at the beginning of their career as a graduate student at Alliant International University.

The Program Director will evaluate petitions that are received from students on an individual basis and work out the accommodations needs with the Student Affairs Office.

## 7) Coding: Anonymity of Responses

In order to insure anonymity of the students' responses, each student will utilize their Alliant Student identification number. This number will be utilized on the exam.

After the grading is completed, the students' names and Alliant student identification numbers are disclosed to the appropriate personnel and to the Registrar who is responsible for recording grades. The Program will notify the students of examination results (Pass/Fail).

## 8) Grading

Criteria for scoring each question on the exam will be developed simultaneously with the construction of the vignettes. The criteria for grading each vignette will be distributed to all Program Directors/faculty scoring that vignette. Evaluation of student's performance on each vignette will be based solely upon this criterion. Specific competencies (ethics, laws, assessment etc.) will be scored separately as a section of the exam. Faculty may be incorporated into the development and scoring of the exam. These faculty will be members of the community who are contracted by HSOE School Psychology Program to teach any of the required course(s). Grading will be coordinated uniformly and with the consensus of all campuses under the direction of the particular Program Director and System-wide Program Director.

## 9) Notification of Results

The Program of the Praxis 2 Testing Center will notify students of the result of the examinations within four weeks of their completion. The final results will become a part of the student's permanent academic file.

## 10) Test Security

HSOE School Psychology Program faculty and staff members are personally responsible for the circulation of comprehensive examination questions. Appropriate and sufficiently locked storage facilities are provided for Comprehensive Examination questions and answers.

HSOE School Psychology Program faculty and/or Program Directors will proctor the HSOE examination in the computer lab. The Praxis 2 exam will be proctored at the praxis Testing Center. Following any administration of the examination, all copies of examination questions, student answers and scratch paper/notes will remain the property of HSOE School Psychology Program. The questions



and answers will remain in the possession of the designated HSOE School Psychology Program faculty or staff.

## **11) Failure to Pass the Exam: Consequences**

A student who does not pass the Comprehensive examination on the first attempt will be provided a second and final alternate form of the Comprehensive Examination. If the student fails the second Comprehensive Examination, the Campus Program Director will recommend to the System-wide Director termination of the student from the Credential Program. It is the discretion of the System-wide Director whether the Campus SERC Committee may be consulted prior to acting on the recommendation of the Campus Program Director.

The Comprehensive Examination must be passed before students are permitted to enroll in an internship or any post-Masters course work (including Psy.D. courses in educational psychology).

Due to our relationship with internship sites, implementing this requirement is both a sensitive and crucial component of our program. Internship sites need to plan and depend upon a specific number of interns per year, it is the policy of the Program to notify a site when a student who is about to commence internship participation has failed to pass the Comprehensive Examination. This is done to alert the internship site to the possibility that the student will not be allowed to participate in his/her internship. If the student fails to pass the Comprehensive Examination the second time, the internship site will be contacted to inform them that this is no longer available to be a PPS Credential School Psychology intern.

A student notified of his/her second failure on the exam may file for a formal grievance procedure as described in the Student Handbook only on the basis of lack of due process and/or inequitable treatment. It is both the responsibility and the prerogative of faculty to evaluate academic performance and to make decisions regarding such performance. Scores on the Comprehensive examination, as with the course work grades in the HSOE School Psychology Program may be challenged only on the basis of lack of due process or inequitable treatment.

## **12) Absence from a scheduled Exam**

Non-Appearance at a scheduled examination for which a student has been cleared to take, is regarded as a failure of the exam, unless the student has formally requested, in writing, and filed a "Petition to Waive Academic/Administrative Regulations" and received approval of said petition or the approval of the Campus Program Director and System Wide Director, in advance, of the examination. This above process has to be completed at least 36 hours prior to the start of the exam



**Statement of Agreement**

I hereby agree that I will not disclose the content of the PPS 6033 Comprehensive Exam to another student in the System-wide PPS Credential Program in School Psychology.

I will restrict my access to the computer while taking the exam to the MS Word software package and spell check. If it is discovered, during the exam by the Proctor, that I am on the Internet, I will be automatically referred to the SERC, and possibly terminated from the Program.

---

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Please Print Your Name

\_\_\_\_\_  
Date



Alliant International University  
**California School  
of Education**

**Alliant International University  
California School of Education  
School Psychology Program  
California**

## Comprehensive Examination

## Special Circumstances Petition

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

Best Contract Ph. # \_\_\_\_\_

Student's Name (please print): \_\_\_\_\_

**Student's Signature:**

**Student's ID #:** \_\_\_\_\_

Please identify below accommodation (s) being requested:

I wish to inform the Program Director of the above special accommodation need relevant to my taking the Research Comprehensive Examination.

**IMPORTANT:** In order to petition for the above, please have a Students Affairs Office representative sign below attesting to your filed and approved accommodation needs status with the school. Thank you.

**SAO Representative Print Name**

Signature

Date:

**Approved:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No** \_\_\_\_\_ **Other:** \_\_\_\_\_

Comments:

---

Program Director (or alternate designee)-print name

---

Signature

Date:

---

Signature



## INTERNSHIP HANDBOOK

### SCHOOL PSYCHOLOGY EDUCATION PROGRAM

STUDENT NAME: \_\_\_\_\_

CAMPUS: \_\_\_\_\_

DIRECTOR NAME: \_\_\_\_\_

EXIT DATE: \_\_\_\_\_



## School Psychology/Field Placement

### **Internship: 10 Units/1200 Internship Hours/Field Placement Hours**

Upon documentation of TB screening, Certificate of Clearance, successful completion of CBEST exam, required course work, practicum hours and comprehensive exam; candidates will seek a field placement (or salaried internship) with a public-school district. After the second year of the program, candidates must pass a comprehensive examination prior to embarking on the internship experience. Although the candidate has two additional semesters of course work to complete, this exam is to give feedback as to his/her readiness to interview for (substitute “begin”) the following Fall’s internship year. Candidates will also enroll in two consecutive internship courses, PPS 7001 and PPS 7002. Candidates will complete an internship/culminating field experience for a minimum of twelve hundred (1200) hours usually completed within one (1) academic year but no more than two (2) consecutive academic years. The Internship Faculty Liaison (ILF) will serve as the “instructor” for these two courses. During the internship, candidates will meet monthly to discuss their experiences as interns. Faculty serves a support for interns and liaisons to school districts and site supervisors. Faculty will make periodic site visits to discuss the progress of the credential candidate. Starting with the cohort entering internship in August of 2014, all students will be required to enroll in professional liability insurance that will be in effect during their internship year that can be purchased through NASP as discounted rates for students.

Additional monthly (approximate) process meetings are held to mentor and support skill development. Candidates will be encouraged to attend CASP convention and interview for internships. Feedback from the candidate’s supervisors and mentors will be obtained and shared with the student. Candidates and site-supervisors will be given a copy of the Internship Handbook, inclusive of evaluation and contract forms.

### **PPS Internship/Field Placement Liaison Faculty**

The PPS Internship/Field Placement Liaison Faculty functions in the following ways:

- Maintains primary liaison with field placement agencies. This includes informing districts/supervisors of policies and procedures, responding to field setting and candidate needs as they arise, and providing consultation to districts to help strengthen their training programs.
- Makes at least one site visit per course/semester to assigned districts and maintains regular phone contact with field setting personnel throughout the year. Candidates are notified prior to each site visit to meet with or speak with the university supervisor and to provide input about their training experience.
- Reviews candidate evaluations and, following completion of the placement, assigns a Credit, Incomplete or a No-Credit grade based on field setting supervisors’ evaluations and conduct of the candidate in regard to field placement responsibilities as set forth in these guidelines.
- Reviews and updates the relevant information on participating districts for candidate placement.
- Meets with their advisees at least once prior to interview/selection to discuss both current practicum and future internship plans, assists candidates with the application process as needed, and discusses professional development issues.



- Coordinates, administers and maintains forms required for the Field Training Office.
- Processes training agreements (general and individual) with all districts
- Tracks and reports candidate placement evaluations
- Ensures proper record keeping of field settings contracts and candidate evaluations

## School Districts

The responsibilities of the school districts are as follows:

- School Districts will sign a General Training Agreement (GTA) and annually sign one Individual Training Agreement (ITA) for each candidate placed there.
- At the start of each placement year, all on-site supervisors will forward a copy of appropriate school psychology credentials.
- The on-site supervisor will provide a written evaluation of the candidate's progress each semester to the university supervisor. Evaluation forms are to be completed and returned to the university supervisor in a timely manner. The on-site supervisor will review the completed evaluation with the candidate and ask the candidate to sign it before returning it to the university supervisor. Candidates will not be given credit for completing the internship UNTIL the Internship evaluation form is received by the university supervisor. It is the on-site supervisor's responsibility to return the completed evaluation to the university supervisor to ensure that students receive proper credit for their training experience. The internship hours completed on the Internship Evaluation Form will result in the intern receiving internship credit as well as providing written documentation sent CCTC of the completion of the internship requirement. Hours listed on an internship log are not legally binding since the internship log is only a device to initiate a dialogue between the intern and their supervisor on site at the internship. The internship log is not a legally binding document.
- On-site supervisors are requested to notify the university supervisor immediately if any problems arise regarding a candidate's performance rather than wait for the written evaluation.
- On-site supervisors are asked to contact the university supervisor as soon as possible if there is any change in supervision or other components of the training contract.
- Evaluations and forms are to be sent directly to the university supervisor by the field setting/school. It is not appropriate for these documents to be delivered from the site to the university supervisor by candidate interns.
- On-site supervisors will provide an accurate description of their training program, which will be updated as necessary.

## Candidates

PPS School psychology candidates are responsible for the following:

- Candidates are responsible for knowing and following the contents of these Guidelines as well as the guidelines set forth in the student handbook. The status of a candidate's record and his/her successful and timely progress through the program may be adversely affected if these Guidelines are not followed.
- Candidates are responsible for familiarizing themselves with the professional codes of ethics relevant to potential ethical and value conflicts involving service delivery to school staffs, pupils and or families.
- Candidates are responsible for completing an annual Individual Training Agreement. They are also required to submit an evaluation of the field placement field setting to the university supervisor to receive a final grade.

Upon completion of course work, practicum, and internship, student will meet with the credential advisor for completion of credential packet to be filed with the state.

All coursework, recommendation letters, evaluation forms, and other state mandates will be reviewed. Students develop a portfolio illustrative of their experiences which is also useful in job seeking experiences. When all qualifications have been met, student will be submitted for candidacy to CCTC. During this meeting an interview with the Program Director is conducted and the credentials analyst assists the student in completing the credential packet.



## Competencies

The School Psychology candidates will demonstrate competence in the breadth of scientific psychology, its history and its research methods and applications.

The School Psychology candidates will demonstrate competence in the scientific, methodological and theoretical foundations of practice in the substantive areas of professional psychology.

The School Psychology candidates will demonstrate competence in assessment and diagnosis. Specifically, they will demonstrate competence in the selection of data sources, interpretation of data and synthesis of data from several sources done within the context of interviewing, observing, conducting file reviews and using curriculum-based, norm-referenced and criterion-referenced instruments.

The School Psychology candidates will demonstrate competence in the design and implementation of interventions. Specifically, they will demonstrate competence in intervention aimed at achieving goals in behavioral, social, emotional and academic areas, including identifying needs and planning, developing and implementing programs.

The School Psychology candidates will demonstrate competence in evaluation. Specifically, they will demonstrate competence in the interpretation and evaluation of research, program evaluation and technical issues in measurement. This includes the evaluation of academic programs, behavior management procedures and other services provided in the school setting.

The School Psychology candidates will demonstrate competence in research. Specifically, they will demonstrate the competence to conduct research to generate new knowledge to improve learning and behavior.

The School Psychology candidates will demonstrate competence in consultation. Specifically, they will demonstrate competence to collaborate with teachers, parents, and school personnel about learning, social and behavior problems helping others to better understand child development and its relationship to learning and behavior.

The School Psychology candidates will demonstrate competence in education. Specifically, they will demonstrate competence to provide educational programs on such topics as classroom management strategies, teaching and learning strategies, parenting skills, substance abuse and working with students with disabilities or gifted and talented students.

The School Psychology candidates will demonstrate competence in ethics, professional standards of practice and legal issues.

The School Psychology candidates will demonstrate competence in psychological foundations. Specifically, they will demonstrate competence in the psychological underpinnings of school psychology, including normal and abnormal development, learning theory, biological bases of behavior, and socio-cultural/familial influences on behavior.



Alliant International University  
California School  
of Education

The School Psychology candidates will demonstrate competence in educational foundations. Specifically, they will demonstrate competence in the knowledge of the organization and operations of schools including regular classrooms and special education configurations, instructional and remedial techniques, and characteristics of exceptional learners.



DATE: \_\_\_\_\_

Dear School District Governing Board:

The following agreement is between the (henceforth District) and Alliant International University's California School of Education (henceforth University). The goal of this contract is to document the above partnership between two entities listed to facilitate the full-time school psychology internship training of \_\_\_\_\_, a 3<sup>rd</sup> year student in our PPS Credential Program in School Psychology.

### **UNIVERSITY ROLE**

- |              |  |
|--------------|--|
| Statement #1 | The University will communicate to the public the availability of the School Psychology Intern program in an effort to attract high quality applicants as potential interns to the school psychology credential program.   |
| Statement #2 | The University will inform participating districts of the availability of high quality and qualified (i.e. CBEST completed, subject matter competence verified, BA degree confirmed) school psychology intern candidates.  |
| Statement #3 | The University will recommend for intern credentials to the CCTC the qualified candidates selected by participating Districts for school psychology intern positions. Candidates will not be allowed to assume an intern position until they have completed the University professional course sequence and practicum hours. |
| Statement #4 | The University will work cooperatively with District personnel to reinforce ideas, principles, and practices being conveyed through District pre-service training activities for the selected interns that are being held concurrent with the University professional training course sequence.                              |
| Statement #5 | The University will assign an Intern Faculty Liaison (IFL) to support the intern during their required field experience to obtain the PPS Credential.  |
| Statement #6 | The University IFL will work as part of a collaborative support team with District supervisors.  |
| Statement #7 | The University will recommend candidates who successfully complete their internship experience for the PPS School Psychology Credential.   |

### **DISTRICT ROLE**

- |              |  |
|--------------|--|
| Statement #1 | The District will communicate to potential interns the availability of the PPS School Psychology District/University Internship. |
| Statement #2 | The District will interview qualified candidates sent from the University for Potential School Psychology Intern Positions.      |
| Statement #3 | The District will provide the selected interns with pre-service training and orientation activities.                             |



Statement #4

The District will assign a qualified credentialed school psychologist to the intern, either at the District level, at the school site level, or at both levels. This (these) person(s) will work collaboratively with the university ILF assigned to the intern.

Statement #5

Any financial agreements between the student intern and District will be via formal written agreement.

Statement #6

The District will retain, not retain, or dismiss the intern(s) according to regular practice to school psychologists.

Statement #7

The District will not displace existing school psychologists with interns. Vacancies to accommodate interns will be designated through normal attrition.

**SIGNATURES OF AGREEMENT**

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District Signature

Printed Name & Title

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Date

---

Student Signature

Printed Name & Title

---

Date



## **EDUCATIONAL PSYCHOLOGY: SCHOOL PSYCHOLOGY EMPHASIS PROGRAM**

## **Internship Placement Agreement**

School/School District or Agency: \_\_\_\_\_

Intern: \_\_\_\_\_ Circle one: EDP 7001 EDP 7002

**NAMES AND TITLES OF ON-SITE SUPERVISORS:**

Primary Supervisor: \_\_\_\_\_

Secondary Supervisor: \_\_\_\_\_

LENGTH OF TRAINING: From: \_\_\_\_\_ To: \_\_\_\_\_

**TOTAL WEEKS ON SITE(S):** \_\_\_\_\_ **TOTAL HOURS/WEEKS ON SITES(S):** \_\_\_\_\_

TOTAL HOURS OF TRAINING: \_\_\_\_\_ (semester)

VACATION (number of weeks) \_\_\_\_\_

OTHER LEAVE (Please specify) \_\_\_\_\_

**REQUIRED DATES/TIMES ON SITE(S)**

Monday From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Tuesday From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Wednesday From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Thursday From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Friday From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Saturday      From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Sunday      From \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_



**DIRECT SERVICES**

**Hours/Week** \_\_\_\_\_

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**INDIRECT SERVICES**

**Hours/Week** \_\_\_\_\_

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**CASE CONFERENCES/QUALITY ASSURANCE**

**Hours/Week** \_\_\_\_\_

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**SUPERVISION/IN-SERVICE TRAINING/ADMINISTRATIVE MEETINGS**

**Hours/Week** \_\_\_\_\_

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**TOTAL HOURS PER WEEK** \_\_\_\_\_

(Total should equal the number of hours required per training semester)



## SIGNATURES

In my capacity as supervisor, I attest to the accuracy of this training agreement as outlined above.

---

Signature of School Psychologist – Supervisor

---

Date

.....

I agree to abide by both Alliant International University's general guideline for supervised field experience in school psychology and, in my capacity as an intern, to conform to the agency/school training policies, procedures, and training agreement set forth above.

I further agree to act in accordance with the Ethical Principles and Code of Conduct of the American Psychological Association and the Law and Regulations Relating to the Practice of Psychology.

---

Signature of Student Intern

---

Date

\*\*\*\*\*

In my capacity as School/Agency Liaison Faculty at Alliant International University, I approve the psychology training agreement as outlined above.

---

Signature of Program Director – AIU

---

Date

\*\*\*\*\*

## CHANGES IN TRAINING AGREEMENT

SHOULD ANY CHANGES OCCUR IN THE CONTENT OF THIS AGREEMENT SUBSEQUENT TO THE SIGNING OF THIS DOCUMENT, THE PROGRAM DIRECTOR AT ALLIANT UNIVERSITY MUST BE NOTIFIED AND A NEW INDIVIDUAL TRAINING AGREEMENT SIGNED AT THE EARLIEST OPPORTUNITY.



# **SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP EVALUATION FORM**

Training Level: G3 Internship: Circle one: PPS7001 PPS 7002

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Placement School(s) and grade levels: \_\_\_\_\_

Evaluation Period: Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Number of weeks: \_\_\_\_\_

THIS EVALUATION TOTAL # OF HOURS: \_\_\_\_\_

Supervision received:

Individual hours/week: \_\_\_\_\_ Group hours/week: \_\_\_\_\_

The primary supervisor and the student discussed this evaluation: Yes No

Please use the following evaluation scale for these items:

7 = Highly Competent; 6= Very Competent; 5= Competent (Could Improve);  
4= Generally Competent (Should Improve); 3= Poor Skills or Emerging Skills (Must Improve);  
2= Very Poor (Well Below Standard); 1= Major Concerns Noted (Significantly Below Standard).

The site supervisor's overall rating of the intern's performance to date is: 7 6 5 4 3 2 1

---

**Supervisor's Signature**

---

Date

---

Supervisor's Printed Name

---

#### Other Supervisor contributing to this evaluation

All students are required to read their evaluations and to certify the following:

I have read the evaluation and I am aware that I have the right to respond to it in writing and have my response attached to the evaluation and placed in my permanent file:

---

**Student's Signature**

Date



PLEASE COMPLETE THE FOLLOWING SECTIONS:

I. PROFESSIONALISM:

1. Conducts himself/herself in a responsible and professional manner ..... 7 6 5 4 3 2 1 NA
2. Is punctual for meetings ..... 7 6 5 4 3 2 1 NA
3. Completes reports in a timely manner ..... 7 6 5 4 3 2 1 NA
4. Participates in a community of school psychologists (staff meetings, workshops, seminars, etc.) .....  
..... 7 6 5 4 3 2 1 NA
5. Collaborates effectively with educational and auxiliary staff ..... 7 6 5 4 3 2 1 NA
6. Possess effective communication skills ..... 7 6 5 4 3 2 1 NA
7. Possesses effective communication skills ..... 7 6 5 4 3 2 1 NA
8. Demonstrates sensitivity towards others from different cultures and backgrounds .....  
..... 7 6 5 4 3 2 1 NA

OVERALL RATING AND COMMENTS ON PROFESSIONALISM: (7-1 scale) RATING: \_\_\_\_\_

Comments:

II. DIAGNOSTIC/ASSESSMENT SKILLS:

1. Demonstrates knowledge about learning difficulties and disabilities ..... 7 6 5 4 3 2 1 NA
2. Understands psychometric properties of tests ..... 7 6 5 4 3 2 1 NA
3. Completes Assessment Plans with little or no assistance ..... 7 6 5 4 3 2 1 NA
4. Completes assessment battery with students with adequate support and ..... 7 6 5 4 3 2 1 NA
5. Interprets assessments effectively ..... 7 6 5 4 3 2 1 NA
6. Writing skills are effective and free from error ..... 7 6 5 4 3 2 1 NA
7. Please indicate the number of test batteries performed by the intern:  
0      1-5      6-10      11-15      16-20      21+
8. Please indicate the number of reports written by the intern:  
0      1-5      6-10      11-15      16-20      21+



Psychological Tests and Assessments Administered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OVERALL RATING AND COMMENTS ON DIAGNOSTIC/ASSESSMENT SKILLS: RATING: \_\_\_\_\_  
\_\_\_\_\_  
(use the same 7-1 scale)

COMMENTS: (use reverse side if necessary)

**III. INTERVENTION SKILLS:**

1. Plans, recommends, implements, and evaluates interventions effectively ..... 7 6 5 4 3 2 1 NA
2. Forms appropriate working relationships with students, families, and staff ..... 7 6 5 4 3 2 1 NA
3. Is knowledgeable about a range of academic interventions ..... 7 6 5 4 3 2 1 NA
4. Is knowledgeable about a range of socio-emotional interventions ..... 7 6 5 4 3 2 1 NA
5. The intern demonstrates knowledge about behavioral interventions ..... 7 6 5 4 3 2 1 NA
6. Demonstrates knowledge of requirements and procedures for functional analysis assessments, behavior support plans and/or manifestation determination reviews ..... 7 6 5 4 3 2 1 NA
7. Helps plan and implement appropriate classroom management procedures with other educational staff ..... 7 6 5 4 3 2 1 NA
8. Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community) ..... 7 6 5 4 3 2 1 NA

OVERALL RATING AND COMMENTS ON INTERVENTION SKILLS:

Rating \_\_\_\_\_ (Same 7-1 scale)

Comments: (use reverse side if necessary)

**IV. SUPERVISION:**

1. Recognizes his/her own limitations and seeks supervision as needed ..... 7 6 5 4 3 2 1 NA
2. The intern is reliable with regard to supervision appointments ..... 7 6 5 4 3 2 1 NA
3. The intern takes initiative in supervision such as coming prepared, questioning, challenging, and taking an active role ..... 7 6 5 4 3 2 1 NA



4. The intern is realistic about his/her own strengths and weaknesses ..... 7 6 5 4 3 2 1 NA
5. The intern's expectations of the supervisor are appropriate and realistic ..... 7 6 5 4 3 2 1 NA

OVERALL RATING AND COMMENTS ON SUPERVISION:

Rating: \_\_\_\_\_ (Use same 7-1 scale)

Comments: (use reverse side if necessary)

V. SUMMARY OF STRENGTHS AND WEAKNESSES: (use reverse side if necessary)



**SCHOOL PSYCHOLOGY PROGRAM**  
**INTERNSHIP/FIELD PLACEMENT GRADE REPORT**

Student's Name: \_\_\_\_\_ ID#\_\_\_\_\_

Trimester: Fall Spring Summer Instructor: \_\_\_\_\_

Course #: 7001 (600 hrs.) 7002 (600 hrs.)

School/Agency \_\_\_\_\_

Dates of field placement: \_\_\_\_\_

School Psychologist/Supervisor: \_\_\_\_\_

**Grade:** Credit In Progress No Credit incomplete

**Overall level of concern:**

No Concern Some Concern Serious Concern

Using the following evaluation scale, the student's overall ratings are as follows:

- “5” performs far above what is expected.
- “4” Performs above what is expected.
- “3” Performs as expected given experience/level of training.
- “2” Below normal expectations
- “1” Serious difficulty in this area.
- “NA” Not applicable.

Professionalism: \_\_\_\_\_ Diagnostic/Assessment Skills: \_\_\_\_\_

Interventions: \_\_\_\_\_ Supervision: \_\_\_\_\_

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Note: The grade report as indicated above reflects the grad assigned by the above named Agency/School Liaison Faculty. Comprehensive evaluations are located in the student's field training file. The file is transferred to the Registrar's Office when all field training is completed.

To Registrar's Office: \_\_\_\_\_



## INTERNSHIP LOG

Intern: Intern Site: Site Supervisors:

Week of:	Mon.		Tues.		Wed.		Thurs.		Fri		Weekend	Total
Time at School(s)	In	Out	In	Out	In	Out	In	Out	In	Out		
<b>Collaboration and Consultation</b>												
Individual Consultation (with teacher, staff, and parents)												
Group or Systems Consultation (SST, Triad meetings, IEP's, etc.)												
Staff Meetings												
<b>Wellness Promotion and Counseling/Crisis intervention</b>												
Group Counseling												
Direct Prevention or Intervention (direct services to students)												
Individual Counseling												
<b>Individual Assessments</b>												
Assessment (Individual Testing)												
Report Writing												
Observations												
Interviews												
Case Preparation												
Research												
<b>Educational Planning Evaluation</b>												
Professional Enrichment (submit documentation)												
<b>Research Measurement</b>												
Research for various projects												
<b>Professional Leadership Development</b>												
In-Service Presentations												
Supervision (individual)												
Supervision (group)												
<b>Technology Literacy</b>												
<b>Other Tasks (see attached)</b>												
Total for the Week												
Supervisor's Initials												



## SCHOOL PSYCHOLOGY INTERN SITE EVALUATION

TO BE COMPLETED BY THE INTERN TOWARD THE END OF THEIR FIELDWORK/INTERNSHIP EXPERIENCE

Name of School Psychology Intern: \_\_\_\_\_

Internship Location: \_\_\_\_\_

Site Address: \_\_\_\_\_

Name of Site Supervisor(s): \_\_\_\_\_

Interns: Please use the following scale to rate your Fieldwork/Internship experience with the district:

7=Highly Acceptable	3=Less than Adequate
6=Very Acceptable	2=Far Below Expectations
5=Acceptable	1=Significantly below what was expected/major concerns noted in this area
4= Generally Adequate	

### ENVIRONMENT & CLIMATE

- 1) Staff members act professionally and ethically toward each other ..... 7 6 5 4 3 2 1
- 2) The site provides appropriate references, books and materials ..... 7 6 5 4 3 2 1
- 3) The site provides an adequate forum for discussing issues or concerns ..... 7 6 5 4 3 2 1
- 4) The site gives students adequate guidance on ethical issues ..... 7 6 5 4 3 2 1
- 5) There are sufficient students for interns ..... 7 6 5 4 3 2 1
- 6) Student problems/referrals are appropriate for the Intern's level of training ..... 7 6 5 4 3 2 1
- 7) The professional staff is readily accessible to the Intern ..... 7 6 5 4 3 2 1
- 8) The staff maintains regular contact with the Intern ..... 7 6 5 4 3 2 1
- 9) Staff members act professionally and ethically toward students ..... 7 6 5 4 3 2 1
- 10) Staff members act professionally and ethically towards interns ..... 7 6 5 4 3 2 1
- 11) There are sufficient opportunities to observe counseling activities ..... 7 6 5 4 3 2 1  
(Where appropriate).



***REGARDING THE INTERNSHIP SITE SUPERVISOR(S)***

- 1) The site supervisor provides opportunities for relevant feedback in a positive manner ..... 7 6 5 4 3 2 1
- 2) The site supervisor attempts to enhance the intern's personal and professional growth ..... 7 6 5 4 3 2 1
- 3) The site supervisor is sensitive to the Intern's emotional/experiential needs and current ..... 7 6 5 4 3 2 1  
Personal/professional development
- 4) The amount of service expected by the internship site staff was the same as the amount ..... 7 6 5 4 3 2 1  
The Intern contracted to provide

How often did you meet with your site supervisor(s)?

- Once each week  
 2-5 times each week  
 More than 5 times each week

Rate the overall quality of your supervision: ..... 7 6 5 4 3 2 1

Comments:

Rate the overall quality of the university supervision that you received: ..... 7 6 5 4 3 2 1

Comments:

Using the scale above rate the overall quality of your internship site: ..... 7 6 5 4 3 2 1

Additional comments:

**Signature of Intern** \_\_\_\_\_ **Date** \_\_\_\_\_



### UNIVERSITY SUPERVISOR EVALUATION

TO BE COMPLETED BY THE INTERN TOWARD THE END OF THEIR FIELDWORK/ INTERNSHIP EXPERIENCE

**(THIS FORM SHOULD BE FORWARDED DIRECTLY TO THE SCHOOL PSYCHOLOGY PROGRAM DIRECTOR)**

Name of School Psychology Intern:

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University Supervisor(s):

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*(If you had more than one supervisor from the university during your internship please specify)*

Alliant International University Campus Location:

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*Interns: Please use the following scale to AIU Internship Supervisor(s):*

7=Highly Acceptable	3=Less than Adequate
6=Very Acceptable	2=Far Below Expectations
5=Acceptable	1=Significantly Below what was expected/major concerns noted in this area
4= Generally Adequate	

1) The university supervisor(s) acted professionally and ethically toward the intern ..... 7 6 5 4 3 2 1  
Comments:

2) The university supervisor(s) provided appropriate references, books, and materials when ..... 7 6 5 4 3 2 1  
Comments:

3) The university supervisor(s) provided an adequate forum for discussing issues or concerns 7 6 5 4 3 2 1  
Comments:

4) The university supervisor(s) gave the intern adequate guidance on ethical issues where ..... 7 6 5 4 3 2 1  
necessary. Comments:

5) The university supervisor(s) was/were easily accessible to the Intern ..... 7 6 5 4 3 2 1  
Comments:

6) The university supervisor(s) had regular contact with the Intern and the ..... 7 6 5 4 3 2 1  
on-site supervisor(s) Comments:



- 7) The university supervisor(s) provided opportunities for relevant feedback in a..... 7 6 5 4 3 2 1  
positive manner.

Comments:

- 8) The university supervisor(s) was/were responsive to the Intern's emotional/experiential..... 7 6 5 4 3 2 1  
needs and current personal/professional development.

Comments:

- 9) The university supervisor(s) consistently monitored the Intern's progress towards the..... 7 6 5 4 3 2 1  
completion of the required competencies.

Comments:

**Using the same scale, how would you rate the overall quality of your university supervisor?**

7=Highly Acceptable                  3=Less than Adequate

6=Very Acceptable                  2=Far Below Expectations

5=Acceptable                  1=Significantly below what was expected/major concerns noted in this  
area

4= Generally Adequate

**During your internship how often did you meet with your university supervisor? (Either on-site or off-site)**

2-5 times during the internship experience

More than 5 times during the internship experience

**Additional comments:**

*Check one please:*

This form can be shared with my university supervisor\_\_\_\_\_

I prefer that this form NOT be shared with my university supervisor\_\_\_\_\_

**Signature of Intern** \_\_\_\_\_ **Date** \_\_\_\_\_

## EXIT PACKET

### SCHOOL PSYCHOLOGY EDUCATION PROGRAM

**STUDENT NAME:** \_\_\_\_\_

**CAMPUS:** \_\_\_\_\_

**DIRECTOR NAME:** \_\_\_\_\_

**EXIT DATE:** \_\_\_\_\_

**SCHOOL PSYCHOLOGY EDUCATION PROGRAM**

**Program Completion Form**



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

Candidate's Name \_\_\_\_\_

Credential: \_\_\_\_\_

On the basis of my professional judgment:

- \_\_\_\_ This candidate has successfully completed all requirements at Alliant International University and should be recommended to the commission on Teacher Credentialing for the above named teaching credential.
- \_\_\_\_ I do not believe this candidate has successfully completed all of the requirements for the Credential.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Director of School Psychology

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Date

Name \_\_\_\_\_

Credential \_\_\_\_\_

Date \_\_\_\_\_



# **EXIT QUESTIONS FOR PROGRAM ASSESSMENT**

**(Written)**

1. What did you find most effective about the School psychology program?

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2. What would you like to see included in the program that would make it more effective?



**EXIT QUESTIONS FOR PROGRAM ASSESSMENT**  
(Oral)

1. Do you feel well prepared for today's schools?

2. In your opinion, what were the favorite and least favorite aspects of the School Psychology program?

3. Do you have any interest in continuing in Higher Education?



## STUDENT PROGRAM EVALUATION

Date of Survey:	Program Currently Enrolled: MA, Psy.D, Not Currently enrolled	
	If you have graduated which program did you graduate from: MA or Psy.D	
	If you are currently enrolled as a student, which level best reflects your status: <b>1<sup>st</sup> yr. MA, 2<sup>nd</sup> yr. MA, Internship, Internships &amp; 1<sup>st</sup> yr. Psy.D, 1<sup>st</sup> yr. Psy.D, 2<sup>nd</sup> yr. Psy.D, Dissertation Level</b>	
	Please indicate which Alliant campus you currently are adjunct faculty for: Irvine, LA, SD or SF	
	<b>DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS</b>	
	Students have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.	Strongly Disagree=1 Strongly Agree=5
1-1-1	Professional school psychologists are able to utilize empirical data as the foundation for their decision-making within a school context.	
1-2-1	Professional school psychologists are able to utilize educational action research methodologies and procedures to conduct decision-making within a school context.	
1-2-2	Graduates of the program possess the dispositions necessary to conduct their work as school psychologists.	
1-3-1	Graduates of the program possess the ability to recognize when they may need to adjust their dispositions and find ways to adapt without compromising their ethics.	
1-3-2	School psychologist are capable of profiting from constructive feedback from their supervisors and other colleagues.	
1-4-1	The collection and analysis of data is at the cornerstone of a competent school psychologist's professional activities.	
1-4-2	Candidates and faculty review data on their performance regularly and develop plans for improvement.	
2-3-3	Group supervision is designed to facilitate the integration of course content, professional development as well as dispositional characteristics within the internship setting.	
3-2-1	The internship setting will hopefully extend the training program's conceptual framework	
3-2-2	Experiences during internship are utilized to improve the training program in all its various aspects.	
3-2-3	Interns are constantly being supervised and receiving feedback from their supervisors.	
3-2-4	Structures are in place to facilitate interactions between interns, their supervisors and their other interns.	
3-2-5	School Psychology credential students can reflect on and can justify their own practices.	
3-2-6	School Psychology credential students are considered members of the instructional team in the school and are active participants in professional decisions.	
3-2-7	Information Technology is one of the competencies that school psychology credential students possess.	
3-2-8	School psychology credential students gathering data on their own performance is a routine occurrence.	
3-2-9	Credential students must pass the Comprehensive Exam before they begin their 1200 internship.	
3-3-1	The Group Supervision context provides the interns with the opportunity to interact with other interns with the goal of improving their practice.	
3-3-4	Professional field training experiences provide students with an applied context to practice their skills and knowledge with cultural and ethnically diverse groups.	
3-3-5	Exposure to racial, cultural, and gender groups commences with admission to the program and continues throughout the training process.	
3-3-6	The various components associated with the training program are designed to train students to work with culturally and ethnically diverse children, adolescents and their families.	



4-1-1	School psychology students are able to provide direction and instruction and draw upon their own experiences and knowledge in order to convey this information.	
4-1-3	School psychology students are trained to develop psycho educational interventions that challenge children and adolescents to achieve an increased level of cognitive complexity.	
4-1-4	Students receive feedback from supervisors concerning their ability to work with culturally and ethnically diverse populations.	
4-1-5	Exposure to diverse faculty occurs on a routine basis to students throughout their training experience.	
4-1-6	Faculty who are associated with the training program are experienced with working with culturally and ethnically diverse children, adolescents, and their families.	
4-1-7	We admit students into the School/Educational psychology programs from culturally and ethnically diverse groups.	
4-1-8	Active participation in the training programs activities on the part of our culturally and ethnically diverse student population is strongly encouraged, accepted, and valued.	
4-1-9	Professional field experiences are designed to provide students with maximum exposure to diverse populations.	
4-1-10	Sustained exposure to culturally and ethnically diverse children, adolescents, and their families provide students with the ability to conduct professional activities with multicultural population with relative ease.	
4-1-11	Intellectual vitality and sensitivity to critical issues shaping the field are qualities that our faculty are known for by their students.	
5-2-2	Professional education faculty incorporate diversity issues, technology, applied field experiences and ongoing professional assessments into the didactic training of school psychology students.	
5-2-3	Shaping and molding the curriculum to meet the needs of the learner and enhance instruction are key features of the learning experience in this unit.	
5-2-4	Through the use of assessment technology, multiple forms of assessment, and data driven methodologies, the faculty trains school psychology students to practice in the 21 <sup>st</sup> century.	



**Self-Assessment/Dispositions Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Please evaluate yourself in the following areas by putting a check in the appropriate box.*

Personal Attributes	Need Assistance	Lack Experience	Feel Confident
1. Personal Image			
2. Communication Skills			
3. Initiative			
4. quality of Judgment			
5. Response to supervision			
6. Relationship with co-workers			
7. Rapport with children			
8. Sensitivity to and interest of children			
9. Appreciation and respects for the diverse needs of children from diverse ethnic, cultural and socio-economic backgrounds.			

Professional Skills	Need Assistance	Lack Experience	Feel Confident
1. Planning skills			
2. Implementation skills			
3. Organizational/Management skills			
4. Discipline skills			
5. Evaluation skills			
6. Fulfillment of professional responsibilities			
7. Potential effectiveness as a school psychologist			
8. Technology skills			

*I would like assistance in the following areas:*




**Directory of Important Contact Persons/Offices**

NAME	TITLE	PHONE	E-MAIL	LOCATION
Mary Oling-Sisay	Dean	858-635-4701	<a href="mailto:molingsisay@alliant.edu">molingsisay@alliant.edu</a>	San Diego
Steven G. Fisher	System-wide Program Director	858-635-4825	<a href="mailto:sfisher@alliant.edu">sfisher@alliant.edu</a>	San Diego
Suzanne Garrett	System-wide Credentials Analyst	858-635-4820	<a href="mailto:jgarrett@alliant.edu">jgarrett@alliant.edu</a>	System-wide
Brandy Hill	System-wide Academic Program Coordinator	949-812-7449	<a href="mailto:Brandy.hill@alliant.edu">Brandy.hill@alliant.edu</a>	Irvine/System-wide
Larissa Dizon	Systemwide Student Advisor	858-635-4058	<a href="mailto:ldizon@alliant.edu">ldizon@alliant.edu</a>	San Diego/Systemwide
<b>Irvine</b>				
Donald Wofford	Program Director	949-812-7448	<a href="mailto:dwofford@alliant.edu">dwofford@alliant.edu</a>	Irvine
Nicole Camaras	Director, Campus & Student Services	949-812-7464	<a href="mailto:nicole.camaras@alliant.edu">nicole.camaras@alliant.edu</a>	Irvine
<b>Los Angeles</b>				
Carlton Parks	Program Director	626-270-3379	<a href="mailto:cparks@alliant.edu">cparks@alliant.edu</a>	Los Angeles
Thomas Ryerson	Program Coordinator	626-270-3377	<a href="mailto:tryerson@alliant.edu">tryerson@alliant.edu</a>	Los Angeles
Stephanie Byers-Bell	Campus Director	626-270-3304	<a href="mailto:sbyers-bell@alliant.edu">sbyers-bell@alliant.edu</a>	Los Angeles
<b>San Diego</b>				
Steven G. Fisher	Program Director	858-635-4825	<a href="mailto:sfisher@alliant.edu">sfisher@alliant.edu</a>	San Diego
Adam Kasarda	Director, Campus & Student Services	858-635-4471	<a href="mailto:akasarda@alliant.edu">akasarda@alliant.edu</a>	San Diego
Library		858-635-5500	<a href="mailto:library@alliant.edu">library@alliant.edu</a>	San Diego
24 Hour Emergency Campus Security		858-635-5500		San Diego
IT Department		858-635-HELP	<a href="mailto:helpdesk@alliant.edu">helpdesk@alliant.edu</a>	System-wide
<b>San Francisco</b>				
James Adams	System-wide Program Director	415-336-3388	<a href="mailto:jadams@alliant.edu">jadams@alliant.edu</a>	San Francisco
Angela Dickson	Director, Campus & Student Services	415-955-2163	<a href="mailto:adickson@alliant.edu">adickson@alliant.edu</a>	San Francisco
<b>Sacramento</b>				
James Adams	Program Director	415-336-3388	<a href="mailto:jadams@alliant.edu">jadams@alliant.edu</a>	San Francisco
Kimberly Gardner	Director of Campus Services	916-561-3204	<a href="mailto:kgardner@alliant.edu">kgardner@alliant.edu</a>	Sacramento
<b>Fresno</b>				
James Adams	Program Director	415-336-3388	<a href="mailto:jadams@alliant.edu">jadams@alliant.edu</a>	San Francisco



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California School  
of Education