



PRACTICUM GUIDE/LOG:

(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 6101, PPS 6102, PPS 6103 AND/OR COURSES TAUGHT DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)

(CTC STANDARD 25)

The California Commission of Teacher Credentialing (CCTC) requires 450 total practica hours for School Psychologist candidates. However, it is recognized that since the practicum experience is a challenging and ongoing process it often requires additional time in order for students to be adequately prepared prior to their fieldwork/internship. Therefore, the Alliant International University, California School of Education School Psychology Program strongly recommends **more** than the basic number of hours that are required by CCTC (Alliant International University CSOE strongly suggests: approximately 600 hours for School Psychologists)

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.

Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; or Classroom Teacher; or School Counselor; or District School Psychologist, or Parent, or DIS Staff, etc.)
1. Complete Certificate of Clearance and fingerprinting 2. Observation/Shadow a School Psychologist 3. Conduct Local, State, National Labor Market search on School Psychology 4. Observation of General and Special Education Students in School Cafeteria 5. Observation of General and Special Education Students on Playground	17. Psychological Foundations 18. Educational Foundations	Domain 10: Legal, Ethical, and Professional Practice Domain 6: Preventive and Responsive	1. (2) / _____ 2. (6) / _____ 3. (2) / _____ 4. (4) / _____ 5. (3) / _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

<p>6. Review Organization of a School District</p> <p>7. Observe School Staff meeting(s) <i>(try to observe 2 or 3 of these)</i></p> <p>8. Observation of two IEPs <i>(try to observe 2 or 3 of these)</i></p> <p>9. Observation/Review of two Student Study Team Meetings <i>try to observe 2 or 3 of these)</i></p> <p>10. Visit <i>(or complete an Interview of the Individual who works at)</i> a Career Center or other outside agency <i>(eg., Regional Center)</i></p> <p>11. Child/Family Ecological Interview <i>(i.e., interview Parent of a special needs child)</i></p>	<p>20. Collaborative Consultation</p> <p>22. Individual Evaluation and Assessment</p> <p>23. Program Planning and Evaluation</p>	<p>Domain 8: Diversity in Development and Learning</p> <p>Domain 5: School-Wide Practices to Promote Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p>	<p>6. (3) / _____</p> <p>7. (6) / _____</p> <p>8. (6) / _____</p> <p>9. (3) / _____</p> <p>10. (2) / _____</p>	<p>6 _____</p> <p>7 _____</p> <p>8 _____</p> <p>9 _____</p> <p>10 _____</p>
<p>12. Observation of Special Education Students in a Mild-to-Moderate Classroom</p> <p>13. Observe/ Interview Teacher of Mild to Moderate Classroom</p> <p>14. Observation of Special Education Students in a Moderate-to-Severe Classroom</p> <p>15. Interview Special Education Teacher in Moderate-to-Severe Classroom</p> <p>16. Observation of Learning Disabled Students</p> <p>17. Interview Teacher (RSP or SDC) of Learning Disabled Teacher</p> <p>18. Interview a School Administrator</p> <p>19. Research/Review Components of IDEA and Composite of Laws/Section 3030</p> <p>20. Review at least three (3) special education student files</p> <p>21. Begin and Organize Professional Portfolio <i>(i.e., resume, practicum work, case studies, inservice trainings, etc)</i></p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>24. Research, Measurement, and Technology</p> <p>17. Psychological Foundations</p> <p>19. Legal, Ethical and Professional Foundations</p> <p>18. Educational Foundations</p> <p>24. Research, Measurement, and Technology</p>	<p>Domain 5: School-Wide Practices to Promote Learning-</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>1. (2) / _____</p> <p>12. (3) / _____</p> <p>13. (3) / _____</p> <p>14. (3) / _____</p> <p>15. (3) / _____</p> <p>16. (3) / _____</p> <p>17. (3) / _____</p> <p>18. (3) / _____</p> <p>19. (4) / _____</p> <p>20. (3) / _____</p> <p>21. (5) / _____</p>	<p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p>

<p>22. Download and review Ethical Guidelines per NASP and CASP</p> <p>23. Research Study on Psychological/Educational Disorders (per DSM-5)</p> <p>24. Review/Critique of Research Articles (per PPS 6025)</p> <p>25. Review research on “data-driven” instruction (RTI) (i.e., investigate what local school district is doing regarding implementing RTI)</p> <p>26. Research/Review an Issue in Education from an Historical Perspective (e.g., the practice of corporal punishment, or social promotion vs retention, or Zero Tolerance, or handwriting vs “keyboarding,” etc).</p> <p>27. Review issues in History of CASP and NASP (per PPS 6016 or other coursework)</p>	<p>18. Educational Foundations</p>	<p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>22. (3) / _____</p> <p>23. (4) / _____</p> <p>24. (6) / _____</p> <p>25. (4) / _____</p> <p>26. (4) / _____</p> <p>27. (3) / _____</p>	<p>22. _____</p> <p>23. _____</p> <p>24. _____</p> <p>25. _____</p> <p>26. _____</p> <p>27. _____</p>
<p>28. Observe/Interview Adaptive PE teacher</p> <p>29. Observe/Interview Speech Pathologist</p> <p>30. Observe/Interview OT or PT or VI or O&M Specialist</p> <p>31. Observe/Interview School Nurse</p> <p>32. Observe Classroom of Profound Intellectually Disabled Students</p> <p>33. Interview Teacher of Severe to Profound Intellectually Disabled Students (aka “Moderate to Severe” students but these are students who have significantly more “profound” cognitive and physical disabilities)</p> <p>34. Shadow/Observe and Interview a School Counselor</p> <p>35. Observe Group Counseling strategies/process at the secondary level (i.e., 7-12 grade range -- or interview a school counselor or school psychologist regarding <u>academic</u> group counseling activities for this grade range)</p> <p>36. Investigate Community Resources (i.e., with what agencies, institutions, businesses, individuals do/does the local school district interact?)</p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>23. Program Planning and Evaluation</p> <p>20. Collaborative Consultation</p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 2: Consultation and Collaboration-</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 2: Consultation and Collaboration-</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p>	<p>28. (3) / _____</p> <p>29. (3) / _____</p> <p>30. (3) / _____</p> <p>31. (3) / _____</p> <p>32. (3) / _____</p> <p>33. (3) / _____</p> <p>34. (5) / _____</p> <p>35. (4) / _____</p> <p>36. (3) / _____</p>	<p>28. _____</p> <p>29. _____</p> <p>30. _____</p> <p>31. _____</p> <p>32. _____</p> <p>33. _____</p> <p>34. _____</p> <p>35. _____</p> <p>36. _____</p>

<p>37. Observe school counselor Guidance Counseling strategies (i.e., 7-12 grade range -- or interview a school counselor or school psychologist regarding <i>social-emotional</i> group counseling activities doe this grade range)</p> <p>38. Review/Investigate issues/intervention strategies in Bullying (include "cyber-bullying")</p> <p>39. Investigate/Review/Report on Core Academic Standards within the local school district</p> <p>40. Observe/Review Reading Groups in General Education Classroom (try to schedule a time when you can be in the classroom during "group" reading time or during "independent" reading times)</p> <p>41. Observe two General Education Classrooms (elementary and secondary—if possible)</p> <p>42. Interview two General Education Teachers (one Elementary; one Secondary)</p> <p>43. Interview Parent of Gifted student (or interview a teacher of a GATE program/classroom)</p> <p>44. Review counseling / intervention/teaching issues of students from two of the following groups: gang/adjudicated youth; foster children; pregnant minors; LGBTQ students; homeless youth/families</p> <p>45. Observe or Interview or Investigate issues in bilingual counseling interactions with non-English speaking parents (try to speak with a School Psychologist or School Counselor regarding bilingual and translation issues)</p> <p>46. Investigate psycho-educational assessment issues and "challenges" dealing with ELL students</p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>24. Research, Measurement, and Technology</p> <p>18. Educational Foundations</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 7: Family–School Collaboration Services</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 5: School-Wide Practices to Promote Learning-</p> <p>Domain 7: Family–School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family–School Collaboration Services</p>	<p>37. (4) / _____</p> <p>38. (4) / _____</p> <p>39. (4) / _____</p> <p>40. (4) / _____</p> <p>41. (4) / _____</p> <p>42. (4) / _____</p> <p>43. (3) / _____</p> <p>44. (4) / _____</p> <p>45. (4) / _____</p> <p>46. (3) / _____</p>	<p>37. _____</p> <p>38. _____</p> <p>39. _____</p> <p>40. _____</p> <p>41. _____</p> <p>42. _____</p> <p>43. _____</p> <p>44. _____</p> <p>45. _____</p> <p>46. _____</p>
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47. Review/Investigate issues in Conflict Resolution and Peer Mediation	21. Wellness Promotion, Crisis Intervention and Counseling	Domain 6: Preventive and Responsive Services	47. (3) / _____	47. _____
48. Review/Investigate issues in group counseling at Elementary Level (i.e., 1 st -6 th grade range -- or interview a school counselor or school psychologist regarding academic group counseling activities for this grade range)	19. Legal, Ethical and Professional Foundations	Domain 7: Family-School Collaboration Services	48. (4) / _____	48. _____
49. Review/Investigate issues in group counseling at Elementary Level (i.e., 1 st -6 th grade range -- or interview a school counselor or school psychologist regarding social-emotional group counseling activities for this grade range)	21. Wellness Promotion, Crisis Intervention and Counseling		49. (4) / _____	49. _____
50. Review/Investigate issues re: Child Abuse/Reporting			50. (3) / _____	50. _____
51. Interview School Psychologist or School Counselor re: dealing with Crisis Intervention practices/ policies within the school or school district	23. Program Planning and Evaluation	Domain 10: Legal, Ethical, and Professional Practice	51. (4) / _____	51. _____
52. Practicum Supervision (ie Discussions and Assignments for PPS 6101, PPS 6102 ad PPS 6103)			52. (10) / _____	52. _____

Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____

TOTAL NUMBER OF HOURS FOR THIS DOCUMENT ("PRACTICA 1") _____

(For this document ("Practica 1"): Provide evidence of no less than 225 hours --which required by CCTC; However, 300 hours is recommended by Alliant International University California School of Education)

Student Signature _____ Printed Name _____ Date _____

Supervisor's Signature _____ Printed Name _____ Date _____

*** NOTE: "Suggested or approximate hours" does NOT mean students cannot document more (or less) hours than this. It only serves as a "guide" as to how many hours it might typically take in order to complete this particular activity.**