

University of La Verne

**STUDENT
HANDBOOK**

**Master
of
Science
in
School Psychology**

**LA FETRA
COLLEGE OF EDUCATION**

**SCHOOL PSYCHOLOGY
PROGRAM**

Updated 2018

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University of La Verne
La Fetra College of Education
School Psychology Program

PROGRAM PHILOSOPHY & PRINCIPLES OF TRAINING

The School Psychology Program at the University of LaVerne is committed to preparing culturally responsive school psychologists who advocate for equitable, safe, and diverse learning environments where all children, families, and teachers can collaborate to succeed academically, socially, and emotionally. Through embracing the scholar-practitioner model we aim to develop candidates who are highly-developed professionals that can apply a holistic understanding of human development and behavior to the work they do in the areas of; individual assessment, cultural competency, research, ecological influences on children and communities and curriculum and instruction.

Our philosophy is closely entwined with the University of La Verne's four core values of; ethical reasoning, diversity and inclusivity, lifelong learning and community and civic engagement. Employment of the scholar-practitioner model provides for each candidate to receive program coursework in theory that develops and builds a foundation in ethical practices to use throughout your educational journey from training to professional practice. Candidate fieldwork experiences equip candidates with practical experiences to engage in culturally competent and inclusive practices in the educational system. Moreover, we encourage candidates to be highly engaged and invested in their continued learning in order to enrich their professional lives and the lives of those they will effect in the communities they will serve

Fostering a positive learning environment for professionals in training that allows them to build lasting relationships and networks of colleagues is the foundation of the cohort structure. As such, the program utilizes this structure where a group of candidates simultaneously enter, matriculate, and graduate from the program at the same time to encourage the building of support systems both within and after matriculation.

Collectively with the La Fetra College of Education Dean and other programs within our college, we have recently undertaken the development of an integrated services training model, in which students from related specialization areas (e.g., school counseling students, special education students) will participate together in certain courses. Taking courses together candidates support one another's learning and augment knowledge about the roles each plays as student support services professionals. Our goal is to provide a pre-service training environment where candidates can build upon common knowledge foundations and shared learning experiences that will prepare future practitioners with the necessary skills to collaborate in a variety of schools and communities.

The Field experience is designed to integrate your academic learning with practical experience. This experience also serves as an opportunity for school psychology candidates seeking the Pupil Personnel Services Credential with Specialization in School Psychology (PPS Credential) to demonstrate skills as required by the California Commission on Teacher Credentialing, to develop specific learning activities for themselves; and to implement those activities under professional supervision.

Each school psychology candidate is expected to take primary responsibility for the success of his/her education within the program and fieldwork experience. Please read this Handbook

carefully, ask questions, take notes and use the forms provided. As you matriculate in the program you will work closely with your faculty and university supervisors to make this an effective learning experience.

In concert with the La Fetra College of Education dispositions, the program strives to instill in its trainees the dispositions of; Intellectual and personal transformation, an understanding of Cultural competence and inclusion, emphasize Social-emotional learning, the ability to engage in Ethically responsible decision making, skills in facilitation and collaboration, engagement in Critical analysis and inquiry, to maintain Innovative thinking and to be Effective in verbal and non-verbal expression

La Fetra College of Education Mission, Vision, Goals, & Dispositions

Mission

The La Fetra College of Education champions social equity for children, families, and communities by equipping and empowering highly skilled scholar practitioners, education advocates, and leaders.

Vision

The La Fetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.

Goals

Student Pathways to Success:

Provide students broad access to high-impact learning, a sense of belonging, career readiness, and holistic support so that they become influencers in their communities of practice.

Preeminence in Social Equity Focus:

Position the LFCE as a national model in producing Latinx Educators who serve as social justice advocates and agents of change by infusing culturally relevant pedagogy throughout the curriculum, establishing innovative and inclusive education policies, and disseminating relevant and accessible scholarship.

Highly-Engages Community Partners:

Become the partner of choice for school districts, social service agencies, donors, non-profits, and community activists who seek to enhance the pipeline and life-long learning of highly-skilled, scholarly practitioners; education advocates; and leaders who advance in social equity.

Diverse, Equipped, Energized Faculty & Staff:

Create a social-cultural-political climate that fosters diversity, encourages a global mindset, and re-energizes the spirit of faculty and staff.

Culture of Continuous Improvement:

Promote academic excellence and cutting-edge programming by becoming a learning organization that achieves ever-higher performance levels through ongoing assessment, reflection, adaptability, evidence-based decision-making, and alignment of effort and resources with priorities.

Dispositions

Intellectual & Personal Transformation

- Process of recognizing the limitations of a mono-worldview and striving for an enhanced identity and perspective that is shaped and changed in relation to people, knowledge, and experiences.

Cultural Competence & Inclusion

- Transformation in ideological perspective that influences professional identity and the perception of clients and/or students from a deficit perspective to one that skillfully and respectfully uses cultural referents to impart academic content and competences.

Social- Emotional Learning

- Emphasizes the importance of adults and children learning to accurately recognize feelings, interests, values and strengths of self and others. Adults model this awareness by validating others' feelings and helping them explore options to navigate social situations. Self-management demonstrates the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Ethically Responsible Decision- Making

- Development of a personal and professional values system that incorporates integrity, honesty, and confidentiality to discern the needs of others and use relevant information, skills and abilities to manage routine and challenging situations.

Facilitation & Collaboration

- This starts with an attitude of humility. We must be wise enough to know that we need others for self-improvement and that the capacity of a diverse team can far exceed that of the individual. Collaboration explores opportunities for receiving assistance and for being of service. Facilitation takes this process one step further to a meta-level by encouraging and engaging a group of others, including self, in collaboration.

Critical Analysis & Inquiry

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Inquiry and Analysis are systematic processes grounded in information literacy and the scientific method that support this habit, resulting in evidenced-based conclusions and judgments.

Innovative Thinking

- Innovative educators and other professionals use creative and divergent thinking to address challenging situations, complete tasks and solve problems. Innovative thinking involves synthesis of current ideas, with the addition of fresh perspectives, unorthodox approaches and the generation of novel solutions.

Effective Verbal & Non- Verbal Expression

- This involves choosing the appropriate form and style of expression given one's audience, message, and context, and artful use of each mode of communication. Factors that contribute to effectiveness include an allocentric focus, logical organization, grammar and syntax mastery, agility in switching between styles, active listening, and pursuit of feedback.

PROGRAM GOALS

The aims of the program involve not only the applied aspects of training graduate students in the day-to-day practice skills of professional school psychologist, but also to train graduates in the theoretical aspects of effecting change within the educational system. To that end, the goals of the program are to;

1. Advance innovative leaders who actively employ educational equity, social justice, and collaborative practices in working with administrators, classroom teachers, parents, and the community to create safe, healthy, and supportive learning environments for all children.
2. Develop reflective leaders who can effectively articulate, competently demonstrate, and professionally engage in culturally responsive psychoeducational practices necessary for the delivery of school psychology services in Pre-K to 12 educational settings such as; collaboration and consultation with interdisciplinary team members, individual and group counseling with students, involvement in crisis prevention, individual assessment and test interpretation, effective report writing, development of data-based interventions, research and measurement, and wellness promotion.
3. Integrate coursework and fieldwork experiences to provide candidates with educational foundations, professional knowledge, legal/ethical fundamentals, skills, and abilities to successfully carry out the responsibilities of a credentialed school psychology practitioner.
4. Develop scholar-practitioners who are critical consumers of research and utilize action research to employ data-based educational interventions that will meet the diverse academic and social-emotional learning needs of all students.
5. Cultivate candidate capacity to practice, demonstrate and apply attitudes, and behaviors which promote healthy educational, personal, and social development of the children, adolescents, and families that will they serve.
6. Foster professionals who will continuously strive to enhance their professional growth, competency and knowledge base through engagement in professional development activities.

PROGRAM ADMISSION

Admission Requirements- School Psychology Program

1. A bachelor's degree from a regionally accredited institution of higher learning with a GPA of 2.75 or above (3.0 is preferred) in undergraduate work and a cumulative GPA of 3.0 or above for any graduate work. Candidates who demonstrate academic and professional potential but do not meet the required GPA may be admitted conditionally with stipulations required by the program, including prerequisites.
2. Possession of one of the following; (a) an undergraduate major in psychology or another behavioral science, or (b) a valid teaching credential with a minimum of one year of full-time classroom teaching experience, or (c) successful coursework or experience demonstrating basic knowledge of general psychology, human learning and

development, and human behavior, or (d) a pupil personnel services credential in school counseling.

3. A statement of purpose is required (double spaced, 1, 500 words). The statement should include; articulation of the relevancy and role that cultural competency plays in the context of school psychologist's delivery of service in the educational system, an explanation of the candidate's motivation for seeking admission to this particular degree program including a description of the candidate's compatibility with the school psychology program; and a clear statement that addresses the candidate's goals for training and future professional aspirations.
4. Competitive applicants will have at least one year of volunteer or paid experience working with children or adolescents. Applicants without prior teaching or counseling experience are strongly encouraged to seek out opportunities to experience working with students.
5. Three letters of recommendation from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and potential to be a competent school psychologist. All three letters must be from individuals who can knowledgeably comment upon the candidate's academic employment/volunteer experience or professional abilities.
6. Following receipt and review of application materials, an on-campus interview is required for candidates being considered for admission. The interviews will be with the program chairperson or designated faculty member(s)
7. Current professional resume
8. Evidence of a Certificate of Clearance or valid California teaching credential issued by the California Commission on Teacher Credentialing must be on file with the University before entrance into the program.
9. Clear TB verification must be on file with the University of LaVerne.

Additional Requirements

1. Provide evidence of passing the California Basic Educational Skills Test (CBEST) prior to admissions or prior to Spring registration in the first year of coursework.
2. Writing competency assessment (question provided at time of interview)

Transfer Credits Up to 12 semester hours of credit may be transferred into the University of La Verne's School Psychology degree program if a) the units were acceptable as graduate degree coursework in the transferring school and/or met that institution's PPS credential requirements; b) the courses are comparable to those offered in the School Psychology Program; c) a grade point average of 3.0 or better was earned, and d) the coursework was taken from an accredited institution within five years prior to transfer to the University of La Verne. (Catalog, p. 24)

All student must request transfer credit for courses previously completed at La Verne or another college or university at the time of application or during the semester/term of their admission.

Students receiving Veterans Administration (VA) funding are eligible to receive transfer credit for previously completed courses only if they make their request during the semester/term of their admission. The following conditions must exist for transfer credit to be approved:

1. The course must have been taken within the last five years at a regionally accredited university or college and after the student had received a bachelor's degree.
2. The course must be acceptable into an appropriate graduate degree program at the institution where it was taken.
3. A grade of B (3.0) or better must have been earned in the course. (A grade of B- is not acceptable.)
4. The course must be sufficiently related to the student's degree program at the University of La Verne as determined by the Program Chair/Director.
5. There is a limit of six semester hours which may be transferred into a 30-35 semester hour degree programs. A total of 12 semester hours may be transferred into a program requiring 36 or more semester hours. (A quarter hour counts as two-thirds of a semester hour.)

Graduate students matriculated into a certificate program may transfer up to six semester hours of elective credit toward completion of the certificate. Requests to have transfer credit applied to the certificate must be submitted to the Department/Program Chair through the student's advisor. The Department/Program Chair will evaluate accepting the transfer credits into a degree program and notify the Graduate Office or the Regional and Online Campuses Office to post the approved transfer credit to the student's transcript.

STUDENT RETENTION POLICY

Normal Academic Progress—Graduate

Graduate students are considered to be making normal academic progress when a cumulative GPA of 3.0 or higher is maintained. Full and part-time graduate students making normal academic progress must complete their degrees within the limits specified under Time Limitation in the Graduation Requirements—Graduate Programs section of this catalog. To maintain financial aid eligibility, students may have to meet additional requirements as described in the Financial Aid section of this catalog. Students receiving veterans' benefits who fail to maintain the 3.0 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Academic Probation

Academic probation is a serious warning to the student that his/her scholastic record is unsatisfactory. Continued failure to improve this record will result in academic disqualification. Students on probation may also have restrictions imposed by the Dean or program chair/director regarding their programs of study. A graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation with an appropriate notation made on the transcript.

For term students, academic standing is determined after every term. For semester students, academic standing is calculated after the fall, spring, and summer semesters. Grades submitted at a later date will not result in an academic standing adjustment of previous academic standing, but may impact future academic standing. Graduate students on academic probation must obtain a GPA of 3.0 or above for each term/semester until their cumulative GPA reaches 3.0. Graduate

students will remain on academic probation until their cumulative GPA rises to 3.0 or better. Graduate students will not be eligible for Advanced Standing or enrollment in the culminating activity until academic probation is removed. After reaching the cumulative 3.0 GPA, graduate students must maintain that average as a minimum until they complete their degree program. Academic probation is distinct from financial aid probation, which is covered in the Financial Aid section of this catalog.

Academic Disqualification

Graduate students on academic probation who fail to earn a 3.0 GPA in any term/semester will be academically disqualified. Disqualified students are not allowed to return as an enrolled student. La Verne Main Campus and ROC graduate students may appeal to their Academic Dean for reinstatement. Extenuating circumstances will be reviewed on a case by case basis.

ADVANCED STANDING AND PROGRAM COMPLETION

Application for Graduation & Advanced Standing-Master's Degree Programs.

All master's students must submit an Application for Graduation along with the published fee. Graduate students must file their Application for Graduation when they apply for Advanced Standing. This application provides the Registrar with the information needed to prepare the diploma and to include the student's name in the list of graduates.

Advanced Standing: Master's Degree Programs:

Master's degree candidates must have received Advanced Standing prior to the beginning of the semester/term for which they plan on registering for their culminating activity. To apply for Advanced Standing students must have completed the number of units and any assigned stipulations listed below according to the degree program they are pursuing.

Required Semester Hours (SH) for the degree program

- 30 SH Program 18 SH completed *or* completed 15 SH & currently enrolled in 3 SH
- 33 - 36 SH Program 21 SH completed *or* completed 18 SH & currently enrolled in 6 SH
- 39 - 50 SH Program 30 SH completed *or* completed 25 SH & currently enrolled in 6 SH
- 51 - plus SH Program 43 SH completed *or* completed 37 SH & currently enrolled in 6 SH

Additional Requirements

- Completed all prerequisites assigned upon admissions
- Completed ESL courses (as applicable)
- Fulfilled any stipulations assigned upon admissions
- Be in good academic standing in degree program applicable course work

When all the requirements are met, student must submit an Application for Advanced Standing with approval of their academic advisor, a completed Program of Study, along with an Application for Graduation to Graduate Academic Services or their regional campus. Students must pay the graduation fee to Student Accounts (See current catalog for current fee). Verification of Advanced Standing is sent to the student's ULV email address (@laverne.edu) by Graduate Academic Services or the ROC Student Services Office.

Degree Completion Date:

The degree is not considered completed until all of the requirements have been fulfilled, all grades have been received, and all applicable advanced standing or appeal fees have been paid. The degree date will be determined by the final event that completes the degree; this maybe the final day of the term or semester, the date coursework is completed for an IP, INC, or CE grade, or the payment of required advanced standing and/or appeal fees.

Credential Eligibility:

In order to apply for the state credential in pupil personnel services as a school psychologist, the trainee must do the following;

- Complete all degree requirement
- Pass the Praxis II exam (at the National Level)
- Complete the program portfolio

Time Limitation.

All requirements for the master’s degree are to be completed within five years from the time of first course registration post admission for the graduate program at the University of La Verne; all requirements for the doctorate, within eight years. Students who do not complete their degree requirements within the appropriate time limit, have the option to appeal for an extension of time to complete their degree program. Appeals for extensions of time limitations must be made in writing to the Graduate Appeals Committee.

MASTER’S DEGREES

Semester/Term of Matriculation:	Complete Degree Program by:
Fall Semester/Term	August 31st of Summer Semester/Term of the 5th year
Winter Term	December 31st of Fall Term of the 5th year
Spring Semester	December 31st of Fall Semester of the 5th year Spring Term March 31st of Winter Term of the 5th year
Summer Semester/Term	May 31st of Spring Semester/Term of the 5th year

PROGRAM DESCRIPTION

The University of LaVerne Master of Science in School Psychology and Credential (PPS) program prepares culturally responsive school psychologists who advocate for equitable, safe, and diverse learning environments where all children can thrive. Our program equips candidates to utilize expertise in mental health, assessment, prevention, and intervention to partner with school administrators, teachers, and families to enrich the academic, social, and emotional lives of children

Rooted in the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services and domains of professional school psychology practice, our program trains candidates to advocate for and collaborate with families, other educators and the community to lower barriers to student achievement and effectively deliver school psychological services that support students ability learn and teachers’ ability to teach.

Graduates of the program will be equipped with the range of knowledge and skills that school psychologists require to meet the comprehensive needs and increasingly diverse populations of the youth, families, schools, and communities we serve.

COURSE SEQUENCE
ULV SCHOOL PSYCHOLOGY PREPARATION PROGRAM

YEAR 1

Summer

General Education Courses (Also offered online) – 6 units

ASCD 503	Educational Psychology (3)
ASCD 550	Human Development (3)

School Psychology Program Core Courses – 4 units

SPSY 564	Instruction and Intervention (3)
SPSY 567	Crisis Prevention and Intervention (3)

Fall – 10 units

SPSY 547	Introduction to School Psychology (Law & Ethics) (3)
SPSY 549	Counseling and Psychological Theories (3)
SPSY 571	Individual Counseling in Schools (3)
SPSY 586 A	Practicum I in School Psychology (1)

Spring – 10 units

SPSY 577	Individual Assessment (3)
SPSY 572	Group Counseling in Schools (3)
SPSY 535	Child Psychopathology (3)
SPSY 586 B	Practicum II in School Psychology (1)

YEAR 2

Summer – 4 units

SPSY 564	Instruction and Intervention (3)
SPSY 567	Crisis Prevention and Intervention (3)

Complete General Education Courses – ASCD 503 and ASCD 550 (6 units)

Fall – 10 units

SPSY 502	Learning Disabilities and Neurology (3)
SPSY 574	Consultation in School Psychology (3)
SPSY 578	Advanced Assessment (3)
SPSY 587 A	Practicum III in School Psychology (1)

Spring –10 units

SPSY 560	Behavioral Intervention for Student Success (3)
SPSY 573	Psychology of Multiculturalism in Schools (3)
SPSY 579	Alternative Assessment (3)
SPSY 587 B	Practicum IV in School Psychology (1)

YEAR 3

Summer

SPSY 564	Instruction and Intervention (2)
SPSY 567	Crisis Prevention and Intervention (2)

Fall – 5 units

SPSY 548	Program Planning and Evaluation (3)
SPSY 589 A	Supervised Field Work – Level I (2)

Spring – 5 units

SPSY 598	Graduate Seminar in School Psychology (3)
SPSY 589 B	Supervised Field Work – Level II (2)

Additional Program Requirement:

Each candidate must complete one self-selected 3-unit elective course during enrollment within the program. The course can be taken during any semester that the candidate is enrolled:

There are two electives offered within the School Psychology Program they are as follows:

- SPSY 561 Foundations and Principles of Applied Behavior Analysis (3)
- SPSY 580 Advanced Assessment in Neuropsychology (3)

With Program Chair approval an elective course may be taken from another La Fetra College of Education graduate program. Refer to the university catalog for specific course description and registration information. Possible courses are as follows;

- EDLD 573 Contemporary Issues in School (3)
- SPED 510 Autism (3)
- SPED 504 Law (3)
- PPS 532 The World of Immigrant Youth (3)
- ASCD 551 Studies in Attachment (3)
- ASCD 556 Assessment in Early Childhood (3)
- EDLD 572 Foundations of Educational Leadership (3)
- SPED 505 Positive Behavior Support (3)
- PPS 533 Counseling the Latina/o Family (3)
- ASCD 558 Cognition & Brain Development (3)
- PPS 534 Bilingual Educational Theories (3)
- EDLD 578 School Law (3)

FIELDWORK EXPERIENCE & REQUIREMENTS

Field experience is an integral part of the school psychology pupil personnel services credential program. School psychology trainees take Practicum I & II during their first year of classes, Practicum II & IV during the second year of classes, and the Culminating Field Experience/Internship (i.e. Supervised Field Work-Levels I & II) during the third year of studies.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete field experiences in three (3) of these four (4) settings.

The following requirements must be addressed and completed by all candidates participating in a the Practica and Culminating Fieldwork experience:

Memorandum of Understanding/Contracts

All field placement sites must be covered by a formal Memorandum of Understanding contract (MOU). The MOU is established between the school district and the University. In order to collect fieldwork credit toward certification, students **MUST** make sure that the respective district has an MOU contract in place. You can verify this information with the Fieldwork Coordinator. Additionally, a list of current districts MOU's is available upon request.

Passing CBEST- Verification

School psychology trainees must pass all sections of the California Basic Educational Skills Test (CBEST) prior to enrolling in SPSY 587A Practicum B. Proof of passing the CBEST must be submitted to the university supervisor and a copy maintained in the candidate's program file.

Professional Liability Insurance

All school psychology trainees must be covered by professional liability insurance during supervised field experience. If you presently have a liability insurance policy (for example, through your school district or California Teachers Association), you **must** check to see that it covers you in this new role as a school psychology trainee.

You may obtain information about coverage through the following organization:

California Association of School Psychologists

www.casponline.org

www.americanprofessional.com

click on *Students*, then *Online Applications*, and continue to *Application*) Complete application with CASP membership and member number.

National Association of School Psychologists

www.nasponline.org

<http://www.nasponline.org/membership/insurance.aspx>

Evidence of coverage **must** be presented to your university supervisor before you begin field experience.

Certificate of Clearance (COC) (Online Printing Instructions)

As part of the requirement for admissions to the ULV School Psychology Preparation Program, you applied for your Certificate of Clearance (COC) from the Commission on Teacher Credentialing (CTC), pending review of fingerprints through the Department of Justice (DOJ). You **MUST** have your Certificate of Clearance on file (hard copy) with the program **BEFORE**

you begin your first Practicum placement. It is your responsibility to verify that your COC is cleared and that a copy has been received in the School Psychology Program office. To verify and print your COC do the following:

1. Go to the CTC website: **www.ctc.ca.gov**
2. Review the status of your application
3. Print out your document and do one of the following:
 - a. Give the hard copy or e-mail a PDF version to Dr. Runnels
 - b. Give the hard copy to your Practicum Instructor

Here are the instructions to print out your COC from the CTC website:

1. Go to: **www.ctc.ca.gov**
2. Click the blue “Credentialing Information” navigation button
3. Select the “Educator Login” button on the right hand panel and enter requested information.
4. On the following page, click “Next”
5. Click on the arrow next to the document you want to print. Then click on the hyperlinked document number to view full document.

If there is no COC on file you **MUST** go through the process to get one ASAP.

FIELDWORK HOUR REQUIREMENT SUMMARY

- | | |
|---------------------------------------|--------------------------------------|
| 1. Fieldwork: First year of program: | Practicum A Level I/II = 225 hours |
| a. Fall semester | 100 hours |
| b. Spring Semester | 125 hours |
| 2. Fieldwork: Second year of program: | Practicum B Level III/IV = 225 hours |
| a. Fall Semester | 100 hours |
| b. Spring Semester | 125 hours |
| 3. Fieldwork: Third Year of program: | Fieldwork/Internship = 1,200 hours |
| a. Fall semester | 600 hours |
| b. Spring Semester | 600 hours |

PRACTICA

1. A total of four hundred and fifty (450) clock hours of practicum is required.
2. At least three hundred (300) of these four hundred and fifty (450) clock hours must be in a preschool to grade 12 school setting providing direct and indirect pupil services.
3. Up to one hundred and fifty (150) hours of experience may be in on-campus agencies (e.g., child study center, psychology clinic, and relevant educational research or evaluation activities), or community agencies (e.g., private schools, community mental health centers).
4. A minimum of two hundred (200) clock hours must be completed in a second, third, or fourth field experience setting. These two hundred (200) hours may be accrued in both practicum and the culminating field experience settings combined.
5. School psychology trainees must be supervised by an experienced (minimum of three years) professional who possesses background, training and credentials appropriate to the practicum experience.

6. Participation in regularly scheduled group and/or individual meetings with a university supervisor is required.

NON-COMPLETION OF PRACTICA HOURS

SPSY 586 A & B - Levels I and II

SPSY 587 A & B - Levels III and IV

In order for students to fulfill Practicum A and B in SPSY 586 and SPSY 587 course requirements and progress to the next practicum level they must complete the required number of hours. The total 225 hours required in each practicum sequence are divided into 100 hours for the first semester and 125 hours for the second semester.

If a student **has not** completed the 100 hours by the end of the first semester of Practicum the following will occur:

1. The student will not progress to the next Practicum level until the previous Practicum hours are completed.
2. The course instructor will enter an In Progress (IP) grade in the computer to allow the student additional time to complete the hours.
3. If the student has not completed the 100 hours prior to the beginning of the Spring semester or the required hours prior to the beginning of the Fall semester, the student will NOT progress to the following Practicum level.

*If you have completed **more** than the required hours: Overflow hours can go from A-I to A-II and from B-III to B-IV. However, overflow hours cannot go from A-II to B-III.*

CULMINATING FIELDWORK/INTERNSHIP

During the culminating field experience/internship, candidates have the opportunity to demonstrate the full range of skills they have acquired during their formal training within the program and to obtain additional knowledge and skills through this supervised professional experience. Candidates will be supervised by a credentialed school psychologist during the fieldwork/internship experience and will provide both direct and indirect services to students, school staff, families, and communities in all areas of training.

Field Experience Settings

Field experience is an integral part of the school psychology pupil personnel services credential program at the University of LaVerne. The Culminating Field Experience/Internship (i.e. Supervised Field Work) occurs during the third year of studies. The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete field experiences in three (3) of these four (4) settings.

Culminating Field Experience (Internship)

1. A total of twelve hundred (1,200) clock hours of field experience is required.
2. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
3. A minimum of eight hundred (800) clock hours must be in preschool-grade 12 school setting providing direct and indirect services to pupils.
4. Up to four hundred (400) clock hours of field experience may be in other settings, such as: (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
5. School psychology trainees (interns) must be supervised by a site level supervisor who holds a valid Pupil Personnel Services Credential authorizing service as a school psychologist and has at least the equivalent of three (3) years of full-time experience as a school psychologist.
6. Participation in regularly scheduled group and/or individual meetings with a university supervisor is required.

In order to ensure that candidates have a breadth of experience across a range of pupil development, at least two hundred (200) clock hours of the culminating fieldwork experience **MUST** be accrued in a setting that is different from the candidate's primary setting. This means for example, if a candidate has earned most of her/his hours at an elementary school site (primary setting), it is required that she/he earn two hundred (200) hours in a middle school, high school, or pre-school setting.

Note: The culminating field experience is called an "Internship" when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district.

FIELDWORK DOCUMENTATION

It is the responsibility of the school psychology trainee to initiate and collect all documentation required to verify successful completion of Practica and Culminating Field experiences.

Prerequisites to Field Experience:

1. Professional Liability Insurance
2. Certificate of Clearance or valid California Credential and TB clearance
3. Passing all sections of CBEST prior to enrolling in Practicum B-Level III

Required Documentation:

The following documents must be collected for each site as appropriate. See appendices for samples of each document. (students using several sites in Practicum A & B may not be required to provide all documents for each site):

1. Verification of Placement
2. Field Experience Planning Document
3. Field Experience Activity Log, signed by on-site supervisor

4. Summary of Field Experience Hours
5. Verification of Hours Letter
6. On-Site Field Experience Evaluation
7. Evaluation Form for University Supervisor of Field Experience
8. Demonstrated Skills Evaluation for Practica
9. Demonstrated Skills Evaluation For Supervised Field Work (Internship)

PAID INTERNSHIP CREDENTIAL REQUIREMENTS

Below are the requirements of the ULV School Psychology Program for students who are interested in seeking a PAID internship position. The following factors **MUST** be completed **BEFORE** applying for a paid Internship and in order for a student to apply for the School Psychology Internship Credential.

The following must be completed and filed with the School Psychology Program Office in order to apply for the Internship Credential:

- _____ 1. Validation of a Passing score on the California Basic Educational Skills Test (CBEST)
A copy of your passing score **MUST** be on file.
- _____ 2. Certificate of Clearance (Current) **MUST** be on file
- _____ 3. Unofficial transcript verifying successful completion of the following courses:

ASCD 503	SPSY 564	SPSY 578
ASCD 550	SPSY 567	SPSY 579
SPSY 502	SPSY 571	SPSY 586 A- I
SPSY 535	SPSY 572	SPSY 586 A- II
SPSY 547	SPSY 573	SPSY 587 B-III
SPSY 549	SPSY 574	SPSY 587 B-IV
SPSY 560	SPSY 577	3 Unit Elective

- _____ 4. Cumulative GPA of at least 3.0 (B) in the School Psychology Preparation Program (Candidate must submit an unofficial transcript)
- _____ 5. Three letters of recommendation on official letterhead stationary from any of the following individuals:
 - ✓ University supervisor of Practicum Fieldwork experience
 - ✓ Site Supervisor (Supervising School Psychologist)
 - ✓ Course instructor(s) for SPSY 577/578 or 579
 - ✓ University professor who is familiar with your skills and abilities

Letter must attest to the candidate’s professional maturity, readiness, and preparation to take on the responsibilities of an intern in a school district.
- _____ 6. A **Detailed** justification statement from the school psychology candidate discussing the following four areas; 1) Your relevant personal or professional experiences, 2) why you are qualified for an internship 3) Discuss your academic readiness, and 4) discuss any other factors which have prepared him/her to take on the actual responsibilities of a school psychology intern in a school district **(3-4 pages, APA Style)**.

_____ 7. You **MUST** receive a letter from the future employer (District) indicating their intent to employ you as an intern.

_____ 8. Make an appointment with the Chair to discuss your completed packet.
Prior to meeting with the chair e-mail the documents noted in 5, 6, and 7 above.

EXPECTATIONS FOR SUPERVISED FIELD EXPERIENCE

The expectation for the Supervised Field Experience component of the School Psychology Preparation Program are as follows:

Expectations of the School Psychology Trainee

The University expects the school psychology trainee will:

1. Represent the University of La Verne in a manner fitting a professional graduate student in the Master's of School Psychology Program.
2. Abide by the University of La Fetra College of Education dispositions.
3. Accept responsibility for identifying appropriate field experience placement sites which meet his/her interests as well as the University's program and State credential requirements;
4. Take responsibility for **initiating weekly supervision meetings** with the on-site supervisor, completing necessary paperwork and documenting hours and activities;
5. Become aware of, and operate within the standards, procedures and policies of the school/district/agency;
6. Develop increased competency and provide services to students and staff;
7. Seek assistance from on-site supervisors and/or university supervisor when dealing with unfamiliar, difficult or high-risk situations or cases;
8. Participate in regularly-scheduled group meetings and complete all in-class and homework assignments;
9. Attend professional meetings and explore community agencies created to help students and their families;
10. Conduct him/herself in a professional manner and adhere to the code of ethics of the school psychology profession.
11. Maintain up-to-date trainee liability insurance throughout the Field Work/Internship.
12. Technological competency in data retrieval, assessment, and report writing.
13. Complete Evidence of Learning Outcomes and Field Experience Logs.
14. Complete Evaluations of On-Site Supervisor and University Supervisor.

Expectations of the On-Site Supervisor

The University expects that the on-site supervisor will:

1. Be an experienced professional (two–year minimum) who possesses background, training and credentials appropriate to the practicum experience. For field work/internship is a field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist (with minimum of three (3) years of full-time experience as a school psychologist).
2. Provide the expertise, time and interest to give professional supervision and feedback (**minimum of 2 hours per week**) to the school psychology trainee. On-site supervision contact should occur no less than once a week (*daily* contact is highly desirable) and shall include observation, coaching, support and guidance, problem solving, feedback and suggestions for change and growth;
3. Participate in an on-site supervisor orientation;
4. Complete required documentation including Verification of Placement/Memorandum of Understanding and On-Site Supervisor Form
5. Complete with the school psychology trainee a Program Planning Document outlining the activities the school psychology trainee will carry out during the year of fieldwork/internship;
6. Ensure that there is no personal or professional relationship with the school psychology trainee, which would cause a conflict of interest (for example, a principal who regularly evaluates the school psychology trainee as a teacher or counselor);
7. Ensure that the school psychology trainee is oriented to the site and introduced to other site staff as a **school psychology trainee**;
8. Provide adequate workspace, materials including assessment materials and support for the school psychology trainee;
9. Ensure that the school psychology trainee does not serve as a psychometrician only;
10. Ensure that the school psychology trainee’s role and responsibilities at the site are appropriate for the level of training received, and are communicated to the appropriate staff;
11. Ensure that the school psychology trainee will be given increasing responsibility commensurate with his/her ability and experience;
12. Schedule regular meetings with the school psychology trainee to provide supervision and discuss progress, including strengths and areas for growth, and discuss the Demonstrated Skills Evaluations with the trainee before meeting with the University Supervisor.
13. Communicate school psychology trainee problems/concerns to the university supervisor; if a serious problem exists, the university supervisor must be notified immediately.

Rev. 7-07. 8-08. 8-10

Expectations of The University Supervisor of Field Experience

The University expects that the Supervisor of Field Experience will:

1. Provide assistance to the school psychology trainee in identifying appropriate placement sites and approve all sites and supervisors;
2. Provide assistance and support to the school psychology trainee in maintaining appropriate documentation;
3. For fieldwork/internships visit each placement site once each semester. The on-site meeting should be held with the school psychology trainee, the on-site supervisor, and the University Supervisor;
4. Conduct group meetings (at least monthly) for all school psychology trainees, giving them an opportunity to enhance school psychology practice skills and to share experiences, to discuss and demonstrate competency in Pupil Services Standards of Program Quality and Effectiveness and School Psychology Specialization Standards, to discuss practical applications of counseling and psychological theories, and to share experiences;
5. Inform each school psychology trainee and on-site supervisor how they can contact the university supervisor;
6. Provide feedback and evaluation of the school psychology trainee's demonstrated skills on an ongoing basis.

ASSESSMENT AND EVALUATION OF FIELDWORK

A grade of CR - "Credit" will be granted to candidates in each course upon the following:

1. Completion of all supervised field experience hours and in-class activities scheduled for all of the courses (Practicum I, II, III, and IV and Supervised Field Work-Level I and Level II)
2. Receipt by the University Supervisor of Field Experience (students using several sites in Practicum I, II, III, & IV will be required to provide all documents for each site) of:
 - a) Verification of Placement form;
 - b) Field Experience Planning Document, for each site;
 - c) Verified Field Experience Activity Log, for each site;
 - d) Summary of field Experience Hours form;
 - e) Verification of Hours Letter;
 - f) Demonstrated Skills Evaluation form, for each site;
 - g) Supervised Field Experience Evaluation form.
3. By the time a student completes his/her Field Work/Internship a rating of "3" Competent or higher on all competency areas as identified on the Demonstrated Skills Evaluation Form(s) is expected.

PROBLEMS AND CANCELLATION OF FIELD EXPERIENCE PLACEMENT

Most problems concerning the school psychology trainee will be handled directly by the on-site supervisor. Serious or on-going problems should be brought promptly to the attention of the university supervisor.

Site personnel may cancel the field experience placement for cause. The action and reason for cancellation may be discussed with the university supervisor and communicated to the school psychology trainee in advance of the cancellation.

The university supervisor may withhold or cancel any field experience placement for cause. The action and reason for withholding/canceling will be discussed with the appropriate school/district/agency personnel and communicated to the school psychology trainee. (Rev. 8/08)

Successful completion of the culminating Fieldwork experience provides evidence that a candidate is ready to be recommended for the PPS credential. Candidates who do not show evidence of successful completion of the internship based on any or all of the following; 1) University and/or fieldwork supervisor observations, 2) completion of course and program requirements, and/or 3) evaluations of professional and personal competencies may be asked to complete additional hours, repeat a semester of fieldwork, or may not be recommended for the PPS Credential.

SUGGESTED ACTIVITIES FOR PRACTICA FIELD EXPERIENCE

The Field Experience Planning Documents and Practica Field Experience Activity Logs have been designed to allow flexibility in determining how best to document your activities. Suggested Activities organized by NASP Domain are:

1. Data-based Decision-Making and Accountability

- Review student records, interview students, teachers and parents
- Observe individual students in regular education and special education classrooms
- Use assessment data to develop effective academic or behavioral interventions
- Use school or district outcome data for the purpose of evaluating a specialized program or student placement

2. Collaboration and Consultation

- Observe and participate in SST and IEP meetings at site
- Intervention planning with parents and school staff to improve students' academic achievement and school adjustment
- Interdisciplinary team participation
- Collaboration with community mental health agencies
- Inservice trainings
- Supervision and mentoring

3. Interventions and Instructional Support to Develop Academic Skills

Assess personal, classroom, school site, and community factors that support or impede student learning
Assessment of at-risk behaviors (academic, behavioral, affective, adaptive)
Development of academic, behavioral, affective, adaptive, and social goals on IEP, ITPs, and Section 504 plans and participation in meetings
Development of behavior support plans

4. Interventions and Mental Health Services to Develop Social and Life Skills

Counseling- individual and group
Researching community mental health resources
Collaboration with mental health and other community services

5. School-Wide Practices to Promote Learning

Observations and interviews
Cognitive, academic, affective, adaptive, and behavioral assessment
Functional Behavior Assessment and analysis
Assessment scoring and analysis
Reporting results of assessments

6. Preventive and Responsive Services

Individual and group counseling
Crisis counseling with pupils and parents
Aftermath program development and coordination

7. Family-School Collaboration Services

Parent Teacher Association meeting attendance
Home visits and phone calls and letters to parents
School newsletter articles
Parent education material development and presentations
Investigation of community resources
Referrals to community mental health providers and County Mental Health Agencies

8. Diversity in Development and Learning

Work with students of different cultural and socioeconomic backgrounds
Work with students of different language backgrounds
Work with students of different ability levels
Work with students of different learning styles

9. Research and Program Evaluation

Design, implement, and evaluate prevention, intervention, and postvention and other mental health programs
Develop research designs
Conduct action research
Evaluate published research and write reviews
Evaluation of local school programs (SPARCs, RTI)
Investigation and use of school, district, or state data sources
Use of assessment scoring programs

10. Legal, Ethical, and Professional Practice

Legal/ethical research
Review of legal/ethical articles and report on findings
Knowledge of NASP Code of Ethics and Ethical Standards
Self reflection of ethical practices and professionalism

11. Personal and Professional Growth and Development

Self-Esteem and personal/social responsibility
Inquiry and reflective learning
Leadership and advocacy
Attendance and participation in school and district meetings
Attendance at workshops/conferences
Professional association membership

APPENDICES

ALL DOCUMENTS IN THE APPENDICES ARE TO BE TYPED. E-COPIES OF THESE DOCUMENTS WILL BE MADE AVAILABLE TO YOU VIA YOUR PRACTICUM/FIELDWORK COURSE INSTRUCTOR.

APPENDIX A

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST DOMAINS

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGY DOMAINS

(From Standards for Graduate Preparation of School Psychologists, 2010)

1. Data-Based Decision-Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

9. Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

APPENDIX B

VERIFICATION OF PLACEMENT DOCUMENT

**Verification of Placement (Practica)
For University of La Verne
School Psychology Preparation Program**

TO: _____
(Name) University Supervisor of Practica

This is to attest that the undersigned is willing to provide supervision for
_____ as follows:

Period of placement from: date _____ to _____

Number of service/ work hours per week: _____

Total hours to be completed at this site: _____

It is recognized that IF the school psychology trainee does not possess a valid teaching credential or pupil personnel services credential, s/he has provided the undersigned with a copy of an Affidavit for Certificate of Clearance.

Name of Supervisor: _____
(Print)

Title of Supervisor: _____
(Print)

Type of Pupil Personnel Services Credential Held: _____

Signature of Supervisor: _____ Date

Approval of Placement: _____ Date

(Signature of Site Administrator) Date

(Signature of District/Agency Administrator, if required) Date

**Verification of Placement—Supervised Field Work (Internship)
For University of La Verne
School Psychology Preparation Program**

TO: _____
(Name) University Supervisor of Supervised Field Work (Internship)

This is to attest that the undersigned is willing to provide supervision for
_____ as follows:

Period of placement from: _____ date _____ to _____

Number of service/ work hours per week: _____

Number of supervision hours per week: _____
(NASP requires 2 hours of supervision per week)

Total TRAINEE hours to be completed at this site: _____

It is recognized that IF the school psychology trainee does not possess a valid teaching credential or pupil personnel services credential, s/he has provided the undersigned with a copy of an Affidavit for Certificate of Clearance.

Name of Supervisor: _____ (Print)

Title of Supervisor: _____ (Print)

Type of Pupil Personnel Services Credential Held:

Signature of Supervisor: _____
Date

Approval of Placement: _____
Date

(Signature of Site Administrator) Date

(Signature of District/Agency Administrator, if required) Date

APPENDIX C

FIELD EXPERIENCE PLANNING DOCUMENT

**University of La Verne
School Psychology Preparation Program
Field Experience Planning Document**

School Psychology Trainee: _____

Placement Site(s): _____

Grade Levels: **Elementary** **Middle** **High School** **Other (specify)**

From: _____ **To:** _____ **Hours:** _____

Practice Domains and Activities/Experiences: *List activities under the practice domain*

1. Data-based Decision-Making and Accountability

2. Collaboration and Consultation

3. Interventions and Instructional Support to Develop Academic Skills

4. Interventions and Mental Health Services to Develop Social and Life Skills

5. School-Wide Practices to Promote Learning

6. Preventive and Responsive Services

7. Family-School Collaboration Services

8. Diversity in Development and Learning

9. Research and Program Evaluation

10. Legal, Ethical, and Professional Practice

11. Personal and Professional Growth and Development

_____ Date _____
School Psychology Trainee

_____ Date _____
On-Site Supervisor

_____ Date _____
University Supervisor

APPENDIX D

FIELD EXPERIENCE ACTIVITY LOGS

FIELD EXPERIENCE ACTIVITY LOGS: DIRECTIONS

Each log page will include your name, the name of the site, including its level (preschool, elementary, middle, high school), and a description of the activity under the appropriate domain of practice. Indicate the dates of the week (e.g. From ___ To ___). Include the date of the year and indicate the course you are taking for credit.

Use only first names and initials of individuals, briefly describe the activity, giving enough detail so that you can remember what happened as you discuss it with your on-site and university supervisors.

Put the number of hours in the box for the appropriate day (e.g. M=Monday). Total the number of hours in each domain of practice at the end of each week.

Hours will be counted in quarter hours, i.e.:

15 minutes -	.25
30 minutes -	.50
45 minutes -	.75
1 hour -	1.00

Record the total number of hours for the week at the bottom of the page. Also record the total number of hours completed so far in practica or supervised fieldwork on the bottom line.

APPENDIX E

FIELD EXPERIENCE ACTIVITY LOG DOCUMENTATION