University of California, Berkeley
School Psychology Program Student Handbook
2018 – 2019

The University of California at Berkeley is fully accredited by the Western Association of Schools and Colleges to grant professional and doctoral degrees. The UC Berkeley School Psychology Program is accredited by the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The program is also approved by the National Association of School Psychologists (NASP) and the California State Department of Education. Established in 1965 by Dr. Nadine M. Lambert, the program has graduated over 200 doctoral students to date. Dr. Frank C. Worrell is the program director and Dr. Carolyn Hartsough is the Program Coordinator.

The Berkeley School Psychology Program prepares graduates to assume leadership roles as practicing school psychologists, researchers, university educators, and program directors at the local, state and national levels. Grounded in a scientist-practitioner model of education and training in psychology, the Program emphasizes a cognitive-developmental perspective and a school-based mental-health consultation model of service delivery.

This document is intended to provide students with information needed to plan and coordinate successful completion of the School Psychology Program at Berkeley. The information contained herein is necessary but by no means sufficient for understanding the rules and regulations pertaining to the granting of the doctoral degree at Berkeley. This document primarily contains information that is specific to our program and describes any procedures and requirements (both academic and professional) that may be *in addition* to those outlined in the *Graduate School of Education's Handbook for Advanced Degree Students* (**https://gse.berkeley.edu/sas/handbooks/advanced-degree-students**).

The Berkeley School Psychology Program is housed in the Graduate School of Education (GSE). The GSE is one of the 14 professional schools under the jurisdiction of the Berkeley Graduate Division, the campus unit that supervises all graduate degree programs, certifies completion of doctoral program requirements, and recommends conferral of degrees. Although the GSE and the School Psychology Program may require activities or products that augment those established by the Graduate Division, none may be required that conflict with Graduate Division regulations. Accordingly, in order properly to understand the Graduate Division and GSE requirements, it is essential that you obtain and become familiar with the most recent copy of the *Handbook for Advanced Degree Students* from the GSE. This document guides your planning for all significant degree goals, describes procedures for completing advanced degree programs in the GSE, and interprets and applies the regulations and requirements of the Berkeley Graduate Division. For any questions or clarifications about the Berkeley Graduate Division procedures and regulations that form the basis of the GSE *Handbook for Advanced Degree Students*, see

the *Guide to Graduate Policy* (available at:
http://www.grad.berkeley.edu/policies/guides/category/ggp/).

See Appendix A for an explanation of due process and grievance procedures applicable to School Psychology graduate students and Appendix B for a listing of the University documents containing written policies and procedures governing student rights and responsibilities regarding administrative and financial assistance, student evaluation, advisement, retention, and termination decisions.

Issues surrounding ethical practices in the profession of psychology have lately been prominent in national media. Well before these concerning recent allegations, it was the policy of the Berkeley School Psychology Program to devote portions of several seminars to the exploration of ethics in the professional practice of school psychology, as codified by the American Psychological Association and other professional organizations. All students and faculty are expected to abide by the ethical principles of the American Psychological Association (Ethical Principles of Psychologists and Code of Conduct, available at http://www.apa.org/ethics/code/) and the National Association of School Psychologists (Principles for Professional Ethics, available at https://www.nasponline.org/standards-and-certification/professional-ethics).

At the level of individual student conduct while resident in the program, it is essential to understand the absolute centrality of ethical behavior in all phases of student life (see http://sa.berkeley.edu/code-of-conduct). In addition to academic deficiencies while in residence, students may be subject to dismissal from the Program and/or the University for violations resulting from any of the following (intended to be illustrative, not exhaustive):

- ❖ **Cheating:** Cheating includes fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
- ❖ **Plagiarism:** Plagiarism includes the use of intellectual material produced by another person without acknowledging its source, or the use of material you produced without acknowledgement that the material has been used previously.
- ❖ **False Information and Representation and Fabrication or Alteration of Information:** Furnishing false information, failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other University official in an academic or professional context.
- ❖ **Theft or Damage of Intellectual Property:** Sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the University, or obtaining a copy of an exam or assignment prior to its approved release.
- ❖ **Alteration of University Documents:** Forgery of an instructor's signature, submitting an altered transcript of grades to or from another institution or employer, or falsely altering a previously graded exam or assignment.
- ❖ **Disturbances in the Classroom or Lab:** Disturbances in a classroom or lab that serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community.

Residency and Other Requirements for the Ph. D. Degree at Berkeley

Students are expected to spend a minimum of 3 full-time academic years of graduate study for receipt of the Ph.D. on the Berkeley campus. The School Psychology Program also requires the completion of at least a 1,500-hour internship before the awarding of the Ph.D. The internship is completed over a two-year period and done locally in conjunction with seminars on the Berkeley campus. The internship typically occurs in the fourth and

fifth years. The normative time to the doctoral degree at Berkeley is six years, although many students complete the degree in five years, which is the expected time to the Ph.D. in the Graduate School of Education.

The essence of doctoral study at Berkeley is the mastery of knowledge in a field of inquiry within the student's chosen discipline of study. This includes acquisition of fundamental facts and principles that apply in the major fields of study as well as the ability to think incisively and critically about the theoretical and the practical aspects of these fields.

In the School Psychology Program, both the faculty advising structure and the sequence of academic and professional course preparation have been devised with these overarching academic goals in mind. Thus, while one comes to Berkeley to learn the practice of school psychology, the academic expectation is for individualized, specialized inquiry in an area of psychology to be determined by each student with faculty from the GSE, the Psychology Department, and other University departments as appropriate.

In practice, what this means is that the Berkeley School Psychology Program is somewhat unique in regard to its faculty and program structure. Unlike programs at some institutions where there may be a large core school psychology faculty responsible for the teaching of all core courses and supervising research and professional practice of all students in the program, the Berkeley program was designed to combine academic and research education with professional education and training by developing mergers of faculty expertise.

Core theoretical courses are taught by GSE Senate faculty who provide theoretical and scientific leadership in their own academic areas of psychological specialization. Program faculty, both within the Graduate School of Education and the Department of Psychology, serve as important scientific role models from both an academic and applied perspective. Students may choose to study and conduct research with Berkeley professors in virtually any area of education or psychology. In addition, there are four professional clinical faculty (all certified school psychologists, two licensed psychologists) who teach the School Psychology professional seminars and supervise fieldwork. The Berkeley Program also utilizes community-based professionals for supervision in the field placements and internships.

Advisers, Core School Psychology Faculty, and Associated Faculty

Based on the entering student's stated interests and background, both a primary adviser and a secondary adviser are appointed. The primary supervisor is the person referred to as the "faculty counselor" in the *Graduate School of Education Handbook for Advanced Degree Students* and should be consulted regarding all matters concerning the development of an individual program of academic study.

It is imperative for successful academic progress that advisers be consulted from the very beginning of the student's residency, and it is the student's responsibility to seek advice regarding academic and research goals, especially in the writing of prequalifying papers and in preparation for the oral qualifying and dissertation proposal examinations. Participating in your adviser's research group every semester is strongly recommended, as it ensures that you are in touch regularly and facilitates progress.

While completing coursework in the school psychology core competencies, students will have an opportunity to become acquainted with all core school psychology and many of the associated faculty. In some instances these developing faculty contacts may lead to a

change of interests or research direction. In such cases a new adviser may be appropriate, and the *GSE Handbook* describes the procedures for changing advisers.

Core School Psychology faculty and associated faculty are all available to serve as readers for prequalifying papers. Those marked with an asterisk below can serve as research advisers and may also serve as dissertation committee chairs.

Core Faculty	Areas of Specialization
Carolyn Hartsough	Longitudinal studies of Attention-Deficit Hyperactivity Disorder; educational and psychological measurement; program evaluation
Susan D. Holloway	Expectations of parents, caregivers and teachers in socialization and education of young children
Kathryn Perry	Teaching practices and the development of children's academic, behavioral and socio-emotional competencies; early literacy development and reading instruction
Elliot Turiel*	Development of moral reasoning; social judgments and action, children's conceptions of authority and rules in school settings
Frank C. Worrell*	African-American education; prevention of school failure; psychosocial development of at-risk and talented adolescents; scale development and validation; teacher effectiveness
Gary Yabrove	Educational and psychological measurement; preventive practices in schools; social construction of knowledge; development of moral reasoning in young children

Associated Faculty	Areas of Specialization (Psychology/Development emphasis)
Sylvia Bunge	Neural changes that underlie the emergence of high-level cognition across ages 6-19.
Alisa Crovetti	Neuropsychology of learning and social challenges; the development of strategic reading skills in children; adolescent development; child psychotherapy
Anne Cunningham*	Context, instruction and disability in reading acquisition and development
Crystal Simmons	Racial identity and achievement; creating systems of mental health supports within a Multi-tiered systems of support framework
Darlene Francis	Behavioral neuroscience; developmental psychobiology; animal models; stress; maternal care; gene-environment interaction
Sophia Rabe-Hesketh*	Assessment and educational measurement; research methods
Stephen Hinshaw	clinical child and adolescent psychology and developmental psychopathology; diagnostic validity of childhood disorders; prediction of behavioral and learning problems, the neuropsychology and neurobiology of impulsive and externalizing behavior; ADHD
Dacher Keltner	Social functions of emotion; individual differences in positive emotions; gratitude; determinants of power and status; how humans negotiate moral concerns
Rodolfo Mendoza-Denton	Intergroup Relations; Stigma; Prejudice; Culture; Education
Geoffrey B. Saxe	Culture and the development of children's mathematical cognition
Susan I. Stone	Family and school influences school performance, especially for urban and at-risk children and youth; parenting under stress; family treatment; linking families, schools, and communities

Mark Wilson*   Application of psychological measurement theory to problems of
testing and evaluation; assessment resources for classroom teachers

Overview of Course and Activity Requirements for Students Entering 2018

Completion of required course work occupies considerable time during the first three years in residence, and excellent performance in course work is an important criterion used for evaluation by School Psychology faculty. It is, however, only one criterion. The doctoral degree at Berkeley is not a "unit-based" degree and the accumulation of units, no matter how many, will not in and of itself advance one's doctoral prospects in the absence of attention to other scholarly preparation and achievement of academic goals, primarily the writing of the prequalifying papers.

In deciding how to build a schedule of course work, it is important to understand that there are 2 sets of course requirements you must attend to: (a) Graduate School of Education (GSE) requirements; and (b) School Psychology Program requirements. The list below is THE definitive list of approved courses and alternates for 2018-2019 for school psychology students, and should be consulted if you have a question about whether a particular course is approved to meet a given requirement.

Although this summary is not a substitute for GSE documents and associated procedural handouts (available from the Student Academic Services Office, 2210 Berkeley Way), this list contains all of the course and product requirements for school psychology students. Refer to the *GSE Handbook* for details regarding requirements, as well as important timelines for completion of course work and papers. *Please also pay attention to the procedures for applying for a waiver of a GSE or core requirement, as typically only the instructor responsible for the course (with the approval of the Head Graduate Adviser) has the authority to waive a required activity or course.*
Tables 1, 2 and 3 are all intended to assist you in keeping track of when/how you will meet all the course requirements outlined below.

<center>GSE Course Requirements</center>

A. <u>Core Course Requirement</u>**: 1 GSE core course – EDUC290A (Section 006)**
B. <u>Methodology</u>: Superseded by School Psychology Program methodology requirements.
C. <u>Academic Preparation</u>: **8 units** in an academic discipline, which are met within the GSE, **and a minimum of 2 courses (totaling at least 6 units**) in a Department outside of the GSE. Students normally fulfill the "outside" requirement by taking courses in Psychology, Public Health, Sociology, Social Welfare, and Anthropology.

<center>School Psychology Program Course Requirements
(Scientific Preparation and Professional Requirements)</center>

<u>Scientific Preparation - Basic</u>
A. Core Courses: **All 5 foundation courses (**or an approved alternative)

Domain Specific Knowledge Area	Core Course	2018-2019 Alternatives
Cognitive	**EDUC 200A**	**EDUC 290C**
Social	**EDUC 215 & EDUC 200D**	None
Learning & Instruction	**EDUC 205**	None

| Biological | **PubHlth 216A (Francis)** | None |
| History | **EDUC 298C** | None |

B. Research Methodology: 1 quantitative and 1 qualitative course (**2 courses minimum**)
 * **EDUC 293A** - Data Analysis in Educational Research I
 * Qualitative Course: **To be determined in consultation with research adviser**

Scientific Preparation - Advanced (3 course minimum)
A. Advanced scientific requirements
   1) **EDUC 204C** Section 2 (Advanced Seminar in Educational and School Psychology)
   2) One course in child/adolescent psychopathology in Year 3

B. Advanced methodology requirements
   1) **EDUC 275B** - Data Analysis in Educational Research II
   2) **EDUC 274A** - Measurement in Education and the Social Sciences

C. Additional courses supporting your areas of expertise

Professional Requirements - Basic
A. School Psychology Introductory Seminars (Year 1) - 2 courses/2 semesters of supervision
   EDUC 213A - Theoretical & Empirical Bases for School Psychology Practice: Part 1: Early Development Through Middle Childhood
   EDUC 213B - Theoretical & Empirical Bases for School Psychology Practice: Part 2: Adolescence
   EDUC 213L – Supervision of Field Work **(**taken with both EDUC 213A/B)
Introduction to the profession and school settings is supported by practicum placements in a school setting (elementary level in the fall; secondary level in the spring). Students work primarily with general education classroom teachers, but also interact with credentialed school psychologists.

B. Assessment Courses (Year 2) - 2 courses/2 semesters of supervision
   EDUC 207B - Assessment of Cognitive Functioning
   EDUC 207C - Assessment of Developmental, Learning, and Social Emotional Disorders in Children
   EDUC 213L – Supervision of Field Work **(**taken with both EDUC 207B/C)
Knowledge and growth in professional competencies in the area of psychological assessment is supported by a practicum placement in a school setting. Students work under the direct supervision of site-based, credentialed school psychologists and also receive weekly clinical supervision from program faculty.

C. Law - **EDUC 263A** - Legal Issues in Educational Practice (offered every other year)

D. Ethnic and Cultural Differences Course **minimum 1 course**)
   Either **EDUC 200D** - Psychosocial Development; **EDUC 240B** - Theoretical Issues in the Study of Literacy; *or* **EDUC 283F** - Urban Education

Professional Requirements- Advanced
A. Consultation and Intervention Seminars and Related Practica (Year 2)
   EDUC 213C - School Based Consultation

EDUC 213D - Educational Interventions for the School Psychologist
EDUC 213L – Supervision of consultation practica (taken with both EDUC 213C/D)
E**DUC 413L -** Consultation Lab (taken concurrently with both EDUC 213C/D)
Knowledge and growth of professional competencies in the areas of consultation and intervention are supported by a practicum placement in a school setting where students work as a school-based consultant with two classroom teachers. Students are provided weekly clinical supervision (ED213L) as well as small group consultation (413L) over the course of the entire year.

B. Psychological Assessment (**Year 3**) – one case completed (with faculty supervision) in the Psychology Clinic

C. Community- and School-Based Internship Seminars (**Years 4 and 5**)
   Community-Based Internship (Year 4)
     EDUC 413A – Diagnosis and Treatment of Developmental Psychopathology
     EDUC 413B – Diagnosis and Treatment of Child Mental Health Problems
     EDUC 213L - Supervision (taken with both EDUC 413A/B)
     E**DUC 413L** – Consultation Lab (taken concurrently with both EDUC 413A/B)

   School-Based Internship (Year 5)
     EDUC 413C – School Based Internship in School Psychology
     EDUC 413D – School Based Internship in School Psychology
     EDUC 213L - Supervision (taken with both EDUC 413C/D)
     E**DUC 413L** – Consultation Lab (taken concurrently with both EDUC 413C/D)
Knowledge and growth of professional competencies are supported by participation in two half-time internships spread over a contiguous two-year period. The first year takes place in a community agency, or in a school-based community mental health program (a minimum of 20 hours per week at the internship is required). The second year is the school-based internship, which is the culminating professional experience (again, a minimum of 20 hours per week at the school based internship site is required). Students are provided weekly clinical supervision (ED213L) as well as small group consultation (ED413L) each semester, across both years.

Discipline Specific Knowledge
APA has identified 10 domains in which doctoral level health service psychologists must acquire an advanced and specialized knowledge base, which serves as the foundation for training and professional practice. Students will achieve this objective through their coursework, field placements/practica, and internships.
- History and Systems
- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Advanced Integrative Knowledge
- Research Methods
- Statistical Analysis
- Psychometrics

Profession-Wide Competencies

APA has identified 9 areas of professional practice in which doctoral level health service psychologists must attain and demonstrate high levels of competence. Again, students will achieve this objective through their coursework, field placements/practica, and internships.

- Assessment
- Intervention
- Consultation and Interprofessional/Interdisciplinary Skills
- Professional Values and Attitudes
- Communications & Interpersonal Skills
- Ethical & Legal Standards
- Individual & Cultural Diversity
- Supervision
- Research

School Psychology Doctoral Degree Requirements and Milestones

Successful completion of *two Prequalifying Papers* is required as a pre-requisite for admission to the *Oral Qualifying Examination*. One must be empirical and one conceptual.

All prequalifying papers must be organized and written as if they were to be submitted to a professional journal and follow the format suggested for journal submissions by the American Psychological Association. Such papers are usually 30 to 40 pages long. Each paper is written under the supervision of two readers selected by the student. Typically, the primary reader of the first paper will be the student's academic adviser. The student, in consultation with the adviser, selects the second reader. Over the course of the two papers, at least three different faculty members should be involved as readers. Often a faculty member from another department, who will act as the "outside" member on the Qualifying Examination committee, will serve as a reader on one or more papers.

In the first paper, which may be either an empirical study or a conceptual paper, students may expand upon coursework completed during the first year of the program. The first paper is expected to be significantly larger in scope and more polished than a course paper. If students begin with an empirical paper, they often report on a faculty-directed project in which they were involved. Typically, these research reports would focus attention on a smaller issue than would be acceptable for journal submission or for presentation at a national conference.

The second paper may be either a conceptual or empirical paper, so long as one of each is completed before the qualifying examination. If the second paper is empirical, faculty normally expect an increase in the scope to that typical of a paper presented at a national conference. For such a paper, it is expected that the student has taken a major role in conceptualizing and implementing the project and would accordingly be first or sole author were a professional paper to emerge from the work.

To pass *Prequalifying Review*, students must have written two prequalifying papers (one conceptual and one empirical study), each of which is read by 2 faculty members. Working with your readers, these papers are **revised** until they are "signed off" as

acceptable for the purpose of Prequalifying Review. Your performance on these papers and in course work is reviewed by the faculty. When all the course work contained on your Outline of Program is successfully completed and all readers have signed both papers, you are considered to have passed the Prequalifying Review. (See the *GSE Handbook* for a complete discussion of the Outline of Program and Prequalifying Review.)

The ***Qualifying Examination*** is conducted by a committee of four senate faculty members, at least one of whom must be a Berkeley senate faculty member from a department other than Education. There is both a written and oral portion of the qualifying exam. Most students use the prequalifying papers as the written component of the exam, providing copies of the papers and, at the candidate's discretion, a dissertation prospectus to each committee member at least two weeks before the Examination. The oral component of the Examination is based on three areas of academic specialization as declared in the student's Outline of Program. Students also develop a list of questions and relevant readings in each of their three areas of academic specialization.

Because part of the purpose of the Qualifying Examination is to evaluate the student's ability to complete the doctoral dissertation, students also may discuss their dissertation prospectus during the Qualifying Examination. This can provide students with an opportunity to discuss their dissertation plans prior to the formal Dissertation Proposal Review.

After passing the Qualifying Examination, the student may then file to advance to candidacy for the Ph.D. Advancement to candidacy requires the establishment of a 3-faculty member dissertation committee, and the submission of a title for the dissertation. Once you have advanced to candidacy, you must pass the Dissertation Proposal Defense and complete an acceptable dissertation to receive your Degree**.** (See the *GSE Handbook* for a complete discussion of the Qualifying Examination, Advancement to Candidacy and Dissertation Proposal Review.)

Masters Degree
If you do not have a masters degree, you were admitted as an M.A./Ph.D. student, and you must obtain one, hopefully before and no later than the end of your second year. Virtually all School Psychology students choose Plan II, which entails completion of the first prequalifying paper. (Read the *GSE Handbook* carefully for a discussion of requirements for the M.A.)

School Psychology Professional Timelines, Requirements and Evaluations

CBEST
Each student must take and pass the California Basic Educational Skills Test (CBEST), **OR** provide a formal test report from the SAT or ACT with scores that are high enough to waive this requirement (SAT scores must be at least 550 Math/500 English; ACT scores must be at least 23 Math/22 English). This should be done as early in the program as possible. *Verification of your passing score needs to be delivered to both the program coordinator and the Credential Analyst in Student Services.*

Certificate of Clearance and Fingerprinting
In order to work in California public schools you must obtain a "Certificate of Clearance". This document attests to your soundness of character in dealing with children. In order to obtain the Certificate of Clearance you will need to have a "livescan" taken of your fingerprints. This can be done at the campus police station (1 Sproul Hall) or one of the local city police stations. After obtaining the "livescan", you will need to contact the credential analyst to apply for the Certificate of Clearance. *Please note that the majority of local districts now require that all volunteers and practicum students complete a livescan specifically for that district. Thus, it is important to be aware that there likely will be annual, ongoing costs associated with your practicum and internship experiences*.

Proof of TB Inoculation
Proof of TB inoculation must be provided and can be obtained through previous medical records or by getting a test at the University hospital (Tang Center) here on campus. *Please file this clearance with the Practicum Coordinator no later than the end of the first week of the fall semester of your first year.*

Professional Liability Insurance
Students must obtain professional liability insurance in the fall of their first year and maintain it until they have either graduated or become a payroll employee and are covered by an employer's liability insurance.   Several professional organizations, including the American Psychological Association, offer a student discount on such insurance as a benefit of membership. For example, we strongly recommend that you join American Psychological Association as a student member ($67 per year). You can then obtain insurance from APA's established provider for an additional fee. *Proof of insurance is required before students are allowed to begin any field placement or internship. Failure to obtain insurance or inform the Program Coordinator will result in no practicum assignment, which will delay the completion of your degree.*

Internship Placement Requirements
School Psychology students complete the doctoral psychology internship over a two-year period during the fourth and fifth years in residence. The first year of this internship sequence is a Community-Based Internship in a clinical setting or agency. The second year is the culminating School-Based internship. *These two years of the internship must be undertaken in a continuous sequence.*

The *Community-Based Internship Year*, to be undertaken in the 4th year of study provides students with an opportunity to deepen their understanding of psychopathology in childhood and adolescence through gaining experience in providing treatment via counseling or therapy. Students may work in a variety of settings, such as university hospital settings, pediatric guidance clinics, school-based mental health programs, community mental health clinics, and therapeutic educational programs. *Please note that the Program Coordinator must approve all internships. Before a student is allowed to interview for the community internship, the following requirements must be met:*
1) *the first prequalifying paper must have been completed and signed off on by faculty;*
2) *the MA degree must have been obtained; and*
3) *the student must be in good academic standing (i.e., on normative time, with no incomplete grades, and no grades below B- in a required course).*

These requirements must be completed no later than the first day of the spring semester (typically the student's fifth semester in residence) of the academic year preceding the community internship year in order to proceed with internship interviews. This date varies from year-to-year, and the student is responsible for determining the exact date for each cycle. If the student attempts to undertake the internship without meeting these requirements, enrollment in the accompanying seminar will be blocked.

During the *School-Based Internship Year*, to be undertaken during the fifth year of study, students are expected to work in a school district and, under supervision, fulfill the traditional roles and responsibilities of a School Psychologist. *Please note that the Program Coordinator must approve all internships.* An Internship Credential is required by the State of California for the School-Based Internship. The requirements for the Internship Credential are: 1) satisfactory completion of the following courses - ED200A, ED213A-D and ED213L for each semester, ED207B-C, ED293A, ED275B, ED263 (law), and the "cultures" course (several alternatives); 2) attainment of the Masters Degree; and 3) two prequalifying papers completed and signed off on by faculty. When these requirements are completed and an internship secured, the Program Coordinator and student meet and sign a certification that then goes to the Credential Analyst in Student Services.

Note that the 750-hour school-based internship must immediately follow the 750-hour community internship. This is the nature of the training that we are accredited to provide. As well, we have occasionally received requests from students that they be permitted to continue community internships and other types of school placements beyond the authorized one-year period. We are not able to honor these requests as they fall outside the purview of your training. Students who continue with a practicum or internship placement beyond the authorized period, or engage in unsupervised clinical activity, are in violation of program policy as well as the professional codes of ethics of the American Psychological Association and the National Association of School Psychologists. The program will insist that the placement be ended and engage in other disciplinary action as appropriate.

School Psychology Credential

Program documentation to update our State of California credentialing authority was reviewed and approved in June, 2012. In this last cycle of approval there was a continuing effort on the part of trainers to bring California standards in line with other school psychology accreditation bodies. Accordingly, the California credential now largely reflects APA requirements and NASP guidelines, both of which we subscribe to. The procedure for obtaining the Clear School Psychology credential is similar to the process for the Internship Credential. The student and the coordinator sign a competency certification form and then there is a brief "exit interview," as you are formally completing a credential program from the state's point of view. The information from this interview is then used to revise portions of the following year's intern seminar. The credential documents and California state school psychology certification standards are provided in Appendix C.

Finally, you are enrolled in an APA-accredited doctoral program in psychology. There is no terminal Masters degree or credential track. We fully expect all students who enter the program to complete the Ph.D. Since 1981, when we received full APA accreditation, degree and credential requirements have been linked. This means that you will not be able

to enroll in the school-based internship until you have completed a Masters degree <u>AND</u> completed two prequalifying papers that have been signed off on by faculty. You will receive the clear School Psychology Credential upon successful completion of all required credential courses, the school-based internship, <u>AND</u> when the Graduate Division has approved you to take the Qualifying Examination (orals). In order to consider yourself a graduate of this program, you must receive your credential and your Ph.D.

Professional Licensure

There are two types of licensure in California: one can become a Licensed Psychologist under the Board of Psychology or a Licensed Educational Psychologist (LEP) under the Board of Behavioral Sciences. Only licensure by the Board of Psychology is acceptable as an outcome for doctoral programs accredited by the American Psychological Association.

The California code for professional psychology licensure mandates **3,000 hours** of supervised professional experience, of which half or **1,500 hours** may be accrued pre-doctorally. The supervision requirements are complex and additional coursework may be required. To avoid problems, you should understand the requirements prior to starting the internships. Before beginning the internship you should do the following:
1. Consult the web site for the California Board of Psychology at http://www.psychboard.ca.gov for a full explanation of the regulations governing accrual of hours and licensure.
2. Work with the Program Coordinator to ensure that the appropriate records and signatures are maintained over the course of your internship years to support your application for licensure.

Student Evaluations

Students and faculty in the Berkeley School Psychology Program recognize the developmental processes involved in the acquisition of academic and professional skills and agree that ongoing feedback is a critical element that facilitates student development. We also appreciate the integrity of the program and our goal of training outstanding school psychologists who will assume leadership roles in diverse settings during their careers. We assume that it is necessary to set the highest standards for professional and scholastic competence and establish criteria which encompass the training standards set by APA and NASP, which for the most part exceed the minimum standards set by the state of California as expressed in the credential competencies. **See Appendix D for a copy of the School Psychology academic and professional evaluation guidelines.**

Students should expect regular feedback from the faculty regarding all aspects of their work and ongoing evaluation takes place in seminars and other academic courses. Instructors will provide feedback about a student's progress as reflected through course participation, papers and exams. Grading rubrics are specific to each course, and often each individual assignment, and are provided in the syllabi. Faculty also provide regular feedback about professional competencies and student performance in practicum and internship assignments during supervision. Faculty supervisors have an obligation to give students direct feedback regarding their performance, and to share the evaluations of field supervisors, teachers and principals.   **See Appendix E for copies of all evaluation instruments.**

All students also participate in an annual, end of year evaluation meeting with the school psychology faculty. The participants include (a) student, (b) program director and/or coordinator, and (c) program faculty who instructed them during that academic year. Other participants may, at either the faculty or student's request, include (d) faculty adviser, (e) any other faculty member, (f) other program faculty, and (g) field supervisor. If a student feels strongly that a particular person outside of the school psychology staff should attend (faculty counselor/adviser, field supervisor), the student should inform the program coordinator and they share with the coordinator the responsibility for inviting that person and encouraging their participation. During these meetings the student presents a self-evaluation, both orally and in writing, and then receives feedback from each faculty member on both professional and academic progress. Students are expected to interact with the faculty critically and honestly, discussing both strengths and weaknesses and reflecting upon their development.

Faculty are expected to present an honest evaluation of both strengths and weaknesses, and to make every attempt to be constructive if there are criticisms. The goal of the meeting is to summarize students' academic and professional development, and to provide assistance with any areas of difficulty by planning with the student ways of achieving specific goals. The program coordinator or supervisor documents the content of the discussion, including any faculty/student concerns or suggestions and any student plans for achieving suggested goals or recommended changes. If any amendments to the written student response are required, these are noted and attached as an addendum to the student response. With the agreement of all parties at the conclusion of the meeting, these evaluation reports (student response, coordinator documentation and any addendum to student response) are kept in the students' permanent program file and serve as the basis for subsequent evaluations and communications with the student. In some instances, certain goals may be outlined that the student must achieve to maintain good standing in the program. Students who experience significant difficulty are required to be evaluated more frequently than once a year. If a student fails to meet the mandatory or modified program goals after any one of the reviews, the student will be notified and given one semester to complete the outstanding work. Failure to meet the stated deadline can result in a student be placed on academic probation until the work in question is completed (note: students on academic probation cannot receive a scholarship or fellowship, and may not be appointed to work as graduate student researchers or instructors). If, at the end of the specified period, all deficiencies have been removed, and no other circumstances warranting probation have developed in the interim, the student will be returned to good standing. If deficiencies have not been corrected by the end of this period, the Program can recommend to the Head Graduate Adviser that the student be dismissed. A student who has been dismissed is no longer a student at the University of California, Berkeley or the School Psychology Program and will not be permitted to register for or take classes.

Faculty-Student Committees

Our program has a committee structure that is intended to involve all students and faculty in joint planning and decision-making activities. There are five committees:

The *Program Advisory Committee* is made up of 4-5 students (representing different levels in the program) and a faculty member. Its primary functions are overall planning and ongoing internal evaluation of the Program and increasing student-faculty communication.

The *Admissions Committee* is made up of the Faculty chair, 1 additional faculty member, and 4-5 students (representing different levels of the program). Its primary functions are to plan and conduct all admissions and recruitment activities and interview applicants. Student members of the Admissions Committee do not have access to confidential records of applicants.

The *Social Committee* is made up of one faculty member and 4-5 students (representing different levels of the program). Its primary functions are to plan and execute community building activities, organize social and recreational activities, support the conference committee on the day of the event, and plan other functions (e.g., graduation parties, NASP and APA Convention receptions, etc.).

The *All Program Meeting Committee* is made up of 4-5 students (representing different levels of Program) and a faculty member. Its primary functions are planning and scheduling monthly All-Program meetings.

The *Conference Committee* is made up of all second year students and one faculty member. Its primary function is planning and executing the annual conference hosted by the program.

TABLE1: Timeline for Course Completion and Achievement of Program Benchmarks

		Fall 1st year	Spring 1st year	Fall 2nd year	Spring 2nd year	Fall 3rd year	Spring 3rd year	Fall 4th year	Spring 4th year	Fall 5th year	Spring 5th year
GSE Course Requirements	1 Core course – 290A/B for two semesters	290A	290B								
	1 Core course - 282										
	1 Quantitative Methods – 293A (fall)	293A									
	1 Qualitative Methods - 228A or other										
	1/2 Courses outside of GSE										
	2/2 Courses outside of GSE										
School Psychology Requirements- Scientific Preparation	1 Core course in Cognitive Development - 200A										
	2 of 3 Courses in Social Development – 215, 200B or 200D										
	1 Core course in Learning & Memory - 205										
	1 Core course in Biological Foundations - PubHlth 216A										
	1 Measurement Course – 274A					274A					
	1 Quantitative Methods - 275B		275B								
	1 Course in Advanced Scientific Preparation -200D or 204C										
School Psychology Requirements – Professional Preparation	1 Professional Seminar for 8 semesters	213A	213B	213C	213D			413A	413B	413C	413D
	1 Supervision Class for 8 semesters	213L	213L	213L	213L			213L	213L	213L	213L
	2 Assessment Courses			207B	207C						
	1 Consultation Seminar for 3rd-8th semesters			413L	413L			413L	413L	413L	413L
	1 Course in child/adolescent psychopathology										
	1 History of Psychology – 298C		298C								
	1 Course in Ethnic & Cultural Differences-200D, 240B, or 283F										
	1 Law Course - 263A										
	Research Groups										
Program Benchmarks	Prequalifying Paper 1	Draft	Edits & Final								
	Prequalifying Paper 2		Draft		Edits & Final						
	Oral Examination						Prep		Take		
	Dissertation							Topic & Approval		Research/Draft/Edit	
	School Psychologist Credential							750 hr minimum		750 hr minimum	
	Board of Psychology License										

TABLE 2: Checklist of Course and Professional Practice Requirements

Graduate School of Education Course Requirements
    2 GSE Core courses (EDUC 290A, fall and spring first year)
    1 Quantitative methods course (EDUC293A)
    1 Qualitative methods course (EDUC 228A or other course)
    2 Courses from outside the GSE tailored to the student's individual program of study
     (typically in Psychology, Public Health, Sociology, Social Welfare, Anthropology)

School Psychology Scientific Course Requirements
    1 Core course in cognitive development (usually EDUC 200A)
    2 Core courses in social development (from EDUC 215, EDUC 200D, or EDUC 200B)
    1 Core course in learning and memory (EDUC 205)
    1 Core course in biological foundations (PubHlth 216A)
    1 Core course in history (EDUC 298C)
    1 Additional quantitative methods course (EDUC 275B/L)
    1 Measurement course (EDUC 274A)
    1 Course in advanced scientific preparation (EDUC 204C, Section 2)

School Psychology Professional Course Requirements
    4 Professional seminars during years one and two (EDUC 213A-D)
    4 Professional seminars during years four and five (EDUC 413A-D)
    1 Course in child/adolescent psychopathology
    1 Supervision class to accompany all 8 professional seminars (EDUC 213L)
    1 Consultation seminar to accompany the last six professional seminars (EDUC 413L)
    2 Assessment courses (EDUC 207B-C)
    1 Law course (offered every other year in Spring) (EDUC 263A)
    1 Course in "Ethnic and Cultural Differences" (usually 200D or EDUC 283F)

School Psychology Field Placement/Practicum/Internship Requirements
    Year 1 – Participant/Observer Field Placement: Fall - 1 day per week in an elementary
         classroom; Spring – 1 day per week in middle school and high school settings
    Year 2 – Assessment practicum - 1 day per week; Consultation practicum -1 day per week
    Year 3 – Psychological Assessment - completed at the University Psychology Clinic
    Year 4 – Community Based Internship - minimum 750 hours
    Year 5 – School Based Internship - minimum 750 hours

TABLE 3: Currently Authorized Suggested Program (Assuming No Previous Coursework or Supervised Field Experience)

Fall First year	Spring First year
ED 213A - Theoretical and Empirical Bases for School Psychology: Part 1	ED 213B - Theoretical and Empirical Bases for School Psychology: Part 2
ED 213L - Supervision	ED 213L - Supervision
ED 293A/L - Statistics	ED 275B/L - Statistics
ED 290A – Required course for new Doctoral Students	ED 290B – Required course for new Doctoral Students
ED 215 - Social Development (SP Core)	ED 298C – Intro to Research in School Psychology
Research group with adviser or other faculty member	Research group with adviser or other faculty member
1 additional course - Academic Preparation, GSE or Program Required Course	1 additional course -Academic Preparation, GSE or Program Required Course (e.g., ED 200A, ED 205 or PubHlth 216A)

By the end of the first year it is expected that you will have completed one prequalifying (PQ) paper

Fall Second Year	Spring Second year
ED 207B - Assessment	ED 207C - Assessment
ED 213C - Consultation	ED 213D - Educational Interventions
ED 213L - Supervision	ED 213L - Supervision
ED 413L - Consultation Lab	ED 413L - Consultation Lab
Research group with adviser or other faculty member	ED 274A - Measurement Course
1 or 2 additional courses (Academic Preparation, GSE or Program Required Course)	1 or 2 additional courses (Academic Preparation, GSE or Program Required Course); and/or Research group with adviser or other faculty member

By the end of the second year it is expected that you will have completed the first prequalifying (PQ) paper, filled the Outline of Program form, advanced to candidacy for the MA degree (if you don't already have one), and be ready to make a preliminary declaration of your three areas of academic specialization

Fall Third Year	Spring Third Year
ED 274A – Measurement	TBA: Developmental Psychopathology Course
Research group with adviser or other faculty member	Research group with adviser or other faculty member
Additional course(s) - Academic Preparation, GSE or Program Required Course	Additional course(s) - Academic Preparation, GSE or Program Required Course
Finish any uncompleted PQ papers	Finish any uncompleted PQ papers
Read/prep for Oral Examination	Read/prep for Oral examination

By the end of the third year, it is expected that you have completed the 2nd PQ paper and completed all requirements to pass the prequalifying review. You should have begun preparing for your oral exam, if not taken the exam.

Fall Fourth Year	Spring Fourth Year
ED 413A - Community Based Internship seminar	ED 413B - Community Based Internship seminar
ED 213L - Supervision	ED 213L - Supervision
ED 413L – Consultation Lab	ED 413L – Consultation Lab
Additional course(s) - Academic Preparation, GSE or Program Required Course	Additional course(s) - Academic Preparation, GSE or Program Required Course
Research group with adviser or other faculty member	Research group with adviser or other faculty member

*By the end of the fourth year, all courses (with the exception of the School-Based Internship) should be finished and you should have taken your oral examination and defended your dissertation proposal. **If you have not completed both prequalifying papers by the end of the seventh semester, you will not be allowed to apply for the 4th year School Based Internship**. This will mean that you must start again in a community-based internship, because these two half-time internships must be contiguous. In order to apply for the Doctoral Completion Fellowship (which covers tuition for year 5) you MUST have completed both prequalifying papers, passed Prequalifying Review, taken the oral examination, and be advanced to doctoral candidacy.*

Fall Fifth year	Spring Fifth year
ED 413C - School Internship seminar	ED 413D - School Internship seminar
ED 213L - Supervision	ED 213L - Supervision
ED 413L – Consultation Lab	ED 413L – Consultation Lab
1 additional course, if needed	1 additional course, if needed
Research group with adviser or other faculty member	Research group with adviser or other faculty member

During the fifth year, it is expected that the dissertation will be completed or very near completion. At this point you are through with the school psychology professional sequence and can receive your credential.

SIXTH YEAR

At this point your dissertation should be in progress, if not finished. Hopefully, no later than the end of the 6th year, you should receive your Ph.D.

Appendix A

Department-Level Grievance Procedure

The purpose of this procedure is to afford students in the Graduate School of Education an opportunity to resolve complaints about dismissal from graduate standing, placement on probationary status, denial of readmission, and other administrative or academic decisions that terminate or otherwise impede progress toward academic or professional degree goals.

The scope of this procedure is limited to the matters listed above, and excludes complaints regarding denial of admission, student records, grades in courses of instruction, student employment, student discipline, and auxiliary student services (such as housing, child care, etc.). This procedure may not be used for complaints regarding actions based solely on faculty evaluation of the academic quality of a student's performance, or evaluations of a student's appropriate academic progress, unless the complaint alleges that the actions may have been influenced by non-academic criteria.

A. Informal Resolution Procedures
A student may pursue informal resolution of a complaint by scheduling a meeting with the Head Graduate Adviser to discuss the complaint and explore possible avenues of resolution. Attempts to resolve a complaint informally should be completed within 30 calendar days of receipt of the complaint. At any point in this process, if a satisfactory solution cannot be reached, the student may initiate formal resolution by putting the complaint in writing (email communication is acceptable).

B. Formal Resolution Procedures
A written complaint (email is acceptable) must include information regarding the action being complained about and the date it occurred, the grounds upon which the appeal is based, and the relief requested. The complaint must be based on one or more of the following grounds:

1. Procedural errors or violation of official policy by academic or administrative personnel;

2. Judgments improperly based upon non-academic criteria including, but not limited to, discrimination or harassment on the basis of sex, race, national origin, color, age, religion, sexual orientation, or disability;

3. Specific mitigating circumstances beyond the student's control not properly taken into account in a decision affecting the student's academic progress.

The Head Graduate Adviser must receive a written complaint within 30 days from the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. The department should complete its investigation and notify the student of the outcome of the complaint within 60 days of the date it was received.

The time frame for filing a written complaint may be extended by the department if the student has been involved in continuing efforts toward informal resolution, and the informal resolution process was initiated within 30 days of the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. All time frames referred to in this procedure refer to calendar days. Summer and inter-semester recesses are not included within these time frames.

Upon receipt of a written complaint, the Head Graduate Adviser may assign an individual to investigate the complaint and make a recommendation to him/her regarding the outcome of the complaint.

Generally, the investigation will include an interview with the complainant, a review of any relevant written materials, and an effort to obtain information from available witnesses (i.e. interviews or written statements or documents). The Head Graduate Adviser will notify the student in writing about the outcome of the complaint. A written complaint under this procedure satisfies the requirement of a unit level resolution process pursuant to the Graduate Appeals Procedure.

C. Appeal to the Graduate Division
If the student is not satisfied with the outcome of his or her complaint under the department's procedure, he or she may bring the complaint to the Formal Appeal stage of the Graduate Appeals Procedure. The formal appeal must be received in the Office of the Dean of the Graduate Division within 15 days of the date of the written notification of the result of the department level procedure. Copies of the Graduate Appeals Procedure (updated February 12, 1996) may be obtained from the Office of the Dean of the Graduate Division.

If the complaint is about an action taken by the Head Graduate Adviser, the complainant may elect to take the complaint directly to the Dean of the School. If the student is still not satisfied with the outcome, the student may take the complaint to the Formal Appeal stage of the Graduate Appeals Procedure.

D. Complaints Involving Discrimination
If the complaint involves allegations of discrimination or harassment on the basis of sex, race, national origin, color, age, religion, sexual orientation, or disability, the department may consult the appropriate campus compliance officers prior to commencing informal or formal resolution. The names, phone numbers, and campus addresses of these individuals are listed in various campus publications and may be obtained from the Office for the Prevention of Harassment and Discrimination at (510) 643-7985.

E. Other Complaint Procedures
Graduate students may contact the Office of the Ombudsman for Students at (510) 642-5754, the Title IX Compliance Officer, or the 504/ADA Compliance Officer for assistance with complaint resolution. There also are other complaint resolution procedures available to graduate students for complaints that do not fall under this procedure. A comprehensive listing of these procedures is contained in the Graduate Appeals Procedure.

F. Title IX Reporting Requirements
University officials (supervisors and faculty) are charged by state and federal laws and UC policy to provide a learning and/or work environment that is free of harassment, and to assist those who report harassing conduct to them. University officials are required under UCB policy to seek guidance from the Director of the Office for the Prevention of Harassment and Discrimination/Title IX Officer, Denise Oldham, (ask_ophd@berkeley.edu(link sends e-mail)) before responding to reports of harassment that come to his/her attention.

Appendix B

Graduate School of Education Policies and Procedures
Governing Student Rights, Responsibilities and Student Development

Formal written policies and procedures govern rights, responsibilities and personal development of students admitted to and enrolled in the Program. These are made available to all interested parties in documents and on web pages as noted below:

Admissions
- For information about admissions requirements see the UC Berkeley School Psychology Program web site at https://gse.berkeley.edu/admission-outcome-data
- For information about how to apply see the UC Berkeley Graduate School of Education web site at https://gse.berkeley.edu/admissions-application-instructions

Administrative and Financial assistance:
- See the *Graduate School of Education Handbook for Advanced Degree Students* http://g*se.berkeley.edu/handbook-advanced-degree-students*
- For general information about financial aid see the UC Berkeley School Psychology Program web site at https://gse.berkeley.edu/cognition-development/school-psychology
- For information about how to apply for financial assistance see the UC Berkeley Graduate School of Education web site at https://gse.berkeley.edu/admissions-fees-and-financial-support

Nondiscrimination Policy
- The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. More information can be found at https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C
- Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Director of the Office for the Prevention of Harassment and Discrimination (OPHD). Email: ask_ophd@berkeley.edu(link sends e-mail), or telephone: 510 643-7985. Complaints of discrimination should be directed to OPHD, as above.

- Student-related discrimination complaints can also be brought to the U.S. Department of Education's Office for Civil Rights, San Francisco Regional Office, 50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102, Email: ocr.sanfrancisco@ed.gov(link sends e-mail); Telephone: 415-486-5555, FAX: 415-486-5570; TDD: 800-877-8339

Degree requirements
- See Table 2 of this handbook for detailed information

Student performance evaluation and feedback
- See Appendix D and E for School Psychology Student Evaluation Guidelines and copies of all evaluation forms

Student advisement
- See the *Graduate School of Education Handbook for Advanced Degree Students* http://g*se.berkeley.edu/handbook-advanced-degree-students*

Due Process, student retention and termination decisions
- See *The Guide to Graduate Policy* (Topic E) at the UC Berkeley Graduate Division web site at http://www.grad.berkeley.edu/policies/ggp/ggp.pdf

Appendix C

School Psychology Internship Credential Standards Certification

School Psychology Program, U. C. Berkeley
Pupil Personnel Services Credential - School Psychology Internship Authorization

Student's Name:

Course	Date	Units	Grade	Standards
Development (ED200A or ED291D)			(3)	2,17
Assessment (ED 207B-C)			(4,4)	4,22,25
Statistics (ED293A,L/ED75B,L)			(4,4)	15,23,24,25
Legal (ED263A or approved alternate)			(2)	6,19
First Year Seminar (ED 213A,B) &			(4,4)	3,5,6-10,12,13,15,18,19,25
Supervised Field Placement (213L)			(1,1)	
Second Year Seminar (ED 213C-D) &			(4,4)	4,5,7-12,14,18,20-23,25
Supervised Field Placement (213L)			(1,1)	
Clinical Seminar (ED 413A-B,L) &			(4,4)	
				3,13,14,16,18,19,20,25,26
Supervised Internship (213L)			(1,1)	

One from the following:
Social Influences (ED283F) or   (3)   3,18
ED 182,282A,283B,245A,292A
AAS 122. 126,132,133
SW 272,275,276,298

Divisional Review - (date, adviser)

MA Degree - (date, adviser)

Field Placements (date, district-school/agency, supervisor)

_____
Standards are listed on the back of this document
_____
 For the Admissions, Certification, and Review Committee   Date

Exit Interview:

_____
                    Student   Date
Employing District: Employing County: Beginning Date:

Appendix C-1

School Psychology Credential Standards Certification

School Psychology Program, U. C. Berkeley
Pupil Personnel Services Credential - School Psychology Authorization
Student's Name:

Course	Date	Units	Grade	Standards
Development (ED200A or ED291D)			(3)	2,17
Assessment (ED 207B-C)			(4,4)	4,22,25
Educational Measurement (ED274A)			(4)	4,21-24
Statistics (ED293AL/ED275BL)			(4,4)	15,23-25
Legal (ED263A or approved alternate)			(2)	6,19
Social Influences (ED283F or alternate)			(2)	3,18
First Year Seminar (ED 213A,B) & Supervised Field Placement (213L)			(4,4)	3,5,6-10,12,13,15,18,19,25
Second Year Seminar (ED 213C-D) & Supervised Field Placement (213L)			(4,4) (1,1)	4,5,7-12,14,18,20-23,25
Community Seminar (ED 413A-B,L) & Supervised Internship (213L)			(4,4) (1,1)	3,13,14,16,18-20,25,26
Fourth Year Seminar (ED 413C-D) & Supervised Internship (213L)			(7,7) (1,1)	2,7-9,12-14,16,18-23,26

Application to Qualifying Exam:

Clinical Internship:

School Internship:

_____

Standards are listed on the back of this document

_____
 For the Admissions, Certification, and Review Committee   Date

Exit Interview: _____
                        Student   Date

School Psychology Generic Credential Standards

1. Has been exposed to program with cohesive design and cogent rationale

2. Knowledge of typical and atypical growth and development

3. Knowledge of effects of ethnic, cultural, socioeconomic and environmental factors on pupil learning

4. Knowledge of current theories and methods of assessment

5. Knowledge of comprehensive prevention and early intervention for achievement

6. Knowledge of professional codes of ethics and current legal mandates

7. Knowledge of family-school collaboration

8. Knowledge of principles underlying self esteem development/opportunities to assess own self-esteem

9. Knowledge of how schools can enhance student safety and violence prevention

10. Knowledge of theories, models and processes of consultation

11. Knowledge of learning theories and factors influencing congruence between instruction and pupil learning assets

12. Knowledge of how to serve as systems change agent to develop programs supporting pupil learning

13. Knowledge of how to collaborate effectively with community-based agencies and other professionals

14. Knowledge of human relations (self-awareness, sensitivity to others, skillfulness in relating to others)

15. Knowledge of current technology for facilitating program management and student achievement

16. Knowledge of models of supervision used to mentor pre-professionals

School Psychology Specialization Credential Standards

17. Has core knowledge-base in the discipline of psychology (biological, learning, socio-cultural, development)

18. Has foundation in knowledge base of education (school organization/operation, service delivery systems)

19. Knowledge of legal, ethical and professional foundations of school psychology

20. Has knowledge of and interpersonal skill in facilitating consultation and collaboration

21. Can help design, implement and evaluate wellness, prevention and intervention programs

22. Knowledge of how to do individual assessment, including contextual influences and IDEA procedures

23. Knowledge of how to plan and evaluate local school programs and interpret findings to others

24. Knowledge of principles of research design and computer technology

25. Has spent a minimum of 450 clock hours in professional practica, at least 300 in a K-12 setting

26. Has spent a minimum of 1200 clock hours in internship settings, at least 800 in K-12 setting under supervision of credentialed school psychologist

Appendix D

School Psychology Student Evaluation Guidelines

Students have the right to know in what ways their performance is regarded, their strengths and weaknesses, and to have an opportunity for open self-reflection with the primary instructors involved in their professional training. One of the ways in which the School Psychology Program has attempted to meet this need is through the establishment of formal student evaluation sessions held at the end of each academic year. Guidelines and criteria, developed by a joint committee of students and staff, form the bases for useful dialogue and review both by the students themselves and by the staff evaluation committee. Goals are set during each formal evaluation, which can guide the student in planning academic and professional programs.

There are eight primary components to the formal evaluation.

1) Academic Progress

First year objectives:
- complete minimum required GSE and School Psychology coursework
- complete first prequalifying paper
- file "Outline of Program for M.A. Degree" (See GSE Handbook)
- obtain MA degree

Second year objectives:
- complete additional required GSE and School Psychology coursework
- begin second prequalifying paper
- file "Outline of Program for Ph.D. Degree" and obtain MA degree (if not done during first year)

Third year objectives:
- complete any remaining required GSE and School Psychology coursework
- complete second prequalifying paper and the process of "Prequalifying Review" (see GSE Handbook)
- prepare for and ideally take the "Oral Examination" and prepare for and pass "Dissertation Proposal Review"

Fourth year objectives:
- take the Oral Examination and pass "Dissertation Proposal Review" (if not already done)
- complete any remaining required GSE and School Psychology coursework
- "Advance to Candidacy"

Fifth year objectives:
- conduct dissertation research
- file dissertation

Sixth year objectives:
- file "Report on Progress in Candidacy" if dissertation not completed (See GSE Handbook)
- if not already completed, student will file dissertation

2) Quality of Written Work
Each school psychology seminar requires several written assignments. As part of their supervision requirements, students must complete written "logs" describing their experiences in field placements and internships. Students learn how to write detailed and comprehensive psycho-educational evaluations. In addition, students are expected to produce two Prequalifying papers that are of high enough quality for faculty to sign off on them. One of these papers must be an empirical study. *No student may enter the Community Internship (typically year 4) before receiving the MA degree and completing at least their first prequalifying paper.*

3) Communication: Oral skills
From their first year on, students have regular and ongoing opportunities to present their ideas orally. In both seminars and in supervision, students are expected to share their ideas and reactions to the course readings, as well as their experiences in field placements and internships. They are expected to contribute regularly to class discussions. Participants in group supervision are expected to contribute at least once during each session: that is, engage with other students in a discussion of their issues. During the second year, each student regularly presents about assessment cases in class. Each student also makes an in class presentation on a test instrument. Beginning in the second year, students also serve as a "discussion leader", facilitating thoughtful discussion of assigned readings on a specific academic subject.   During the Internship years (4th and 5th), students are expected to be able to lead a two-hour seminar on an academic subject, including presentation of information in lecture format, answering questions and encouraging group discussion. Students also present detailed case studies and discuss specific clinical complexities with classmates. Students offer constructive criticism to peers regarding seminar lecture, handling of questions or discussion, and presentation, diagnosis, or recommendations related to the case study.

4) Contacts and Relationships with Adviser and Other Faculty
Students should have regular and ongoing contact with their faculty adviser, across all years in residence. In order to build a strong relationship, students should aim to meet with their adviser at least twice each semester and enroll in any research groups that they offer. In their second and third years, students should put time and energy into developing good working relationships with three other faculty members, as they begin the process of building committees for their oral examination (4 senate faculty members required) and dissertation (3 senate faculty members required). An inability to develop and sustain relationships with members of the faculty is one sign of inadequate progress.

5) Professional Values, Attitudes and Behaviors
Students are expected to behave in a mature and professional manner both in the University setting and when working in field placement and internship settings (see Evaluation forms for details regarding expectations). They will also become familiar with the codes of professional and ethical conduct published by the American Psychological Association and the California Association of School Psychologists. Violation of these codes, or serious deficiencies in any aspect of professionalism, will make students subject to disciplinary measures that may include being dismissed from the program.

6) Psychological Mindedness (Clinical Skill Development)
In the first year, students are expected to develop their ability to observe and accurately describe children's behavior in school, identify individual differences in learning and behavior, and begin to develop a sense of the range of normal and atypical behavior for children of different ages. Students will also be able to identify and describe the effects of environment, peers and various

adult-child relationships on children's behavior. Students will be able to formulate and state hypotheses to explain children's behavior within a particular context. In the second year, students are expected to learn how to integrate testing data, interview material and observations to develop, test, and reformulate hypotheses about children's behavior or learning. Students also gain skills necessary to develop hypotheses to explain intrapersonal, interpersonal and system dynamics that affect the attitudes and actions of students, teachers, parents, and administrators. In the third and fourth years, students are expected to be able to discuss clinical issues evident in children's behavior within one or more theoretical frameworks, identifying significant themes and identifying relevant treatment approaches. Finally, in the fifth year students are expected to have integrated skills they have acquired over the previous four years. They are able to develop recommendations based on interpretations of all available data, and demonstrate that they have carefully considered the relevant characteristics of the systems and individuals who will be instrumental in carrying them out.

7) Self-Awareness
In the first year, students are expected to be able to identify and describe their academic strengths and weaknesses, and their personal strengths and weaknesses as they apply to professional performance. They should also be able to reflect on and identify the ways in which their behavior, attitudes, personal characteristics, and style affect others (e.g., school personnel, faculty, fellow students). In the second year and beyond, students are expected to increase their awareness of their own interactional style as a psychologist in training, and the ways their personal characteristics and behavior might affect others. They should show an increasing ability to identify any potentially unresolved personal issues, as they related to their professional functioning. They should also be able to evaluate their own behaviors and non-defensively accept constructive criticism. Finally, they should show willingness to change their behaviors following constructive criticism which they view as valid.

8) Interpersonal Skills
Students are expected to be collegial with, and generally supportive of, all other students and faculty. Ideally, students are able to be non-judgmental and open-minded, and cooperative rather than competitive. In addition, students should demonstrate self-awareness, the ability to view themselves both objectively and critically, and understand how others might perceive them. Over time, it is expected that they develop the ability to evaluate their own behaviors and receive constructive criticism in a non-defensive way

Student are also expected to be an engaged and contributing member of the program by doing the following: a) Attending all required events - All Program meetings, Committee meetings, the Annual Welcome Luncheon, and the Annual Spring Conference; b) Submitting required forms in a timely manner; and c) Submitting revisions to prequalifying papers no later than three weeks to one month before a required signature is needed. A longer lead-time may be required at the discretion of individual faculty.

Appendix E

Field Supervisor Evaluation Forms

1) 1st Year Placement Evaluation - Elementary
2) 1st Year Placement Evaluation - Secondary
3) Standardized Test Administration Competencies Evaluation
4) Assessment Field Practicum Evaluation
5) Psychology Clinic Assessment Evaluation
6) Consultation Practicum Evaluation
7) Community Based Internship Evaluation
8) School-Based Internship Performance Evaluation
9) Student Self-Evaluation Form

Student: _____   School: _____

School Contact: _____   District: _____

A first year student from the Berkeley School Psychology Program has just completed a placement in your classroom. Please help us by responding to the following brief questions about this assignment and their competencies. The information you provide will help us focus appropriately on student and program needs.

Please use the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable or that you have not observed.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally these students can be given difficult or complex clinical assignments with confidence in their ability to be effective. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their duties. **Top 15%**.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. Most students will meet the normal requirements and a fairly large proportion may remain at this level. **Mid 66%**.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in the field placement in order to achieve the "standard" level of practice. Performance is below average and may be erratic or unpredictable. In order to achieve the standard level of practice, it may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Arrives at agreed-upon time.						
2. Maintains professional dress and appearance.						
3. Spends the agreed upon amount of time (half-day or full day) in school setting.						
4. Remains on site until end of school day.						
5. Behaves in professional manner with teachers and staff.						
6. Behaves in professional manner with children.						
Overall Professional Practice Rating: Engages in practice that displays competency in professional values, attitudes and behavior including punctuality, appropriate dress and behavior with students and teachers.						

Comments on Professional Practice (Please provide an explanation for any rating below "3"):

Communications and Interpersonal Skills

	1	2	3	4	5	N/O
1. Observes classroom and students in an unobtrusive manner.						
2. Works well with individual children.						
3. Works well with small groups of children.						
4. Communicates effectively with teacher and staff.						
5. Communicates effectively with children.						
6. Works effectively with individuals of differing ethnic, gender, and socio-economic groups.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Communications and Interpersonal Skills – continued	1	2	3	4	5	N/O
7. Demonstrates initiative.						
8. Responds appropriately to teacher/administrator suggestions and observations.						
Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities.						

Comments on Skills (Please provide an explanation for any rating below "3"):

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General Evaluation

1. Are you, overall, satisfied with the work of this student?

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2. Do you have any other suggestions for improvement?

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3. Would you be willing to have another student from this program in the future?

```


```

Teacher signature: _____   Date:_____

Student signature: _____   Date:_____

Thank you for your time and involvement in supervising this student.

**Please return the completed evaluation form by December 15, 2018 by email to
Kate Perry at: kperry@berkeley.edu.**

**This evaluation is an important part of the student's academic record.
Failure to return this evaluation by December 15, 2018 could result in an incomplete grade,
with negative consequences for the student.**

Berkeley
UNIVERSITY OF CALIFORNIA

Student: _____   School: _____

School Contact: _____   District:_____

A first year student from the Berkeley School Psychology Program has just completed a placement at your school. Please help us by responding to the following brief questions about this assignment and their competencies. The information you provide will help us focus appropriately on student and program needs.

Please use the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable or that you have not observed.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally these students can be given difficult or complex clinical assignments with confidence in their ability to be effective. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their duties. **Top 15%**.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. Most students will meet the normal requirements and a fairly large proportion may remain at this level. **Mid 66%**.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in the field placement in order to achieve the "standard" level of practice. Performance is below average and may be erratic or unpredictable. In order to achieve the standard level of practice, it may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Arrives at agreed-upon time.						
2. Maintains professional dress and appearance.						
3. Spends the agreed upon amount of time (half-day or full day) in school setting.						
4. Remains on site until end of school day.						
5. Behaves in professional manner with teachers and staff.						
6. Behaves in professional manner with children.						
Overall Professional Practice Rating: Engages in practice that displays competency in professional values, attitudes and behavior including punctuality, appropriate dress and behavior with students and teachers.						

Comments on Professional Practice (Please provide an explanation for any rating below "3"):

Communications and Interpersonal Skills

	1	2	3	4	5	N/O
1. Observes classroom and students in unobtrusive manner.						
2. Works well with individual children.						
3. Works well with small groups of children.						
4. Demonstrates sensitivity to individuals of differing ethnic, gender, and socio-economic groups.						
5. Demonstrates initiative.						
6. Responds appropriately to teacher/administrator suggestions and observations.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Overall Communications and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities.

Comments on Communications and Interpersonal Skills (Please provide an explanation for any rating below "3"):

General Evaluation

1. Are you, overall, satisfied with the work of this student?

2. Do you have any other suggestions for improvement?

3. Would you be willing to have another student from this program in the future?

Teacher Supervisor: _____   Date:_____

Student signature: _____   Date:_____

Thank you for your time and involvement in supervising this student.

**Please return the completed evaluation form by May 19, 2019 by email to
Kate Perry at: kperry@berkeley.edu.**

**This evaluation is an important part of the student's academic record.
Failure to return this evaluation by May 19, 2019 could result in an incomplete grade,
with negative consequences for the student.**

Berkeley
UNIVERSITY OF CALIFORNIA

Date: _____

Student Name: _____

Observer: _____

Test: WISC-V _____

Before Beginning	**Circle**	**One**
1. Positions child correctly	Yes	No
2. Sits directly across from child	Yes	No
3. Attempts to establish rapport	Yes	No
4. Tells child breaks are OK and to let examiner know when he or she needs a break	Yes	No
5. Does not prolong getting-acquainted period	Yes	No
6. Avoids use of terms *intelligence* and *test* when introducing test	Yes	No
7. Responds truthfully to any questions child has about purpose of testing	Yes	No
8. Keeps test materials in order	Yes	No
9. Keeps test kit out of child's view	Yes	No
10. Begins test when rapport has been established	Yes	No
11. Positions Record Form and Administration and Scoring Manual so that child cannot read questions or answers	Yes	No
12. Introduces test by reading direction in Administration and Scoring Manual Verbatim.	Yes	No

Block Design

Background Considerations

1. Places Stimulus Book 1 properly	Yes	No
2. Reads directions verbatim	Yes	No
3. Repeats directions correctly, as needed	Yes	No
4. Uses stopwatch	Yes	No
5. Places intact model or Stimulus Book and blocks accurately	Yes	No
6. Presents blocks to child with proper variety of surfaces facing up	Yes	No
7. Shows different sides of blocks correctly while reading directions	Yes	No
8. Points to model and pictured design correctly	Yes	No

9. For items 1 to 3, demonstrates task by using blocks to construct model	Yes	No
10. For items 4 to 13, gives child only pictured design to use as a reference for constructions	Yes	No
11. Does not permit child to rotate model or Stimulus Book for any item	Yes	No
12. Prompts correctly if child attempts to construct design on top of Stimulus Book page	Yes	No
13. Disassembles child's constructions and scrambles block correctly	Yes	No
14. Times correctly	Yes	No
15. Administers trials correctly	Yes	No
16. Corrects only first time child rotates his or her construction 30 degrees or more	Yes	No

Starting/Stopping Considerations

17. Starts with appropriate item	Yes	No
18. Administers items in reverse sequence correctly	Yes	No
19. Discontinues subtest correctly	Yes	No

Similarities

Background Considerations

1. Reads items verbatim	Yes	No
2. Repeats items correctly, as needed	Yes	No
3. Queries correctly	Yes	No
4. Provides acknowledgment of correct answer only on sample item	Yes	No
5. For sample item and items 1,2,5,6,8, and 9, give child correct answers	Yes	No
6. For items 3,4,7, and 10 to 23, does not give child correct answers	Yes	No
7. Prompts correctly if child's response indicates he or she misheard a word	Yes	No

Starting/Stopping Considerations

8. Starts with appropriate item	Yes	No
9. Administers items in reverse sequence correctly	Yes	No
10. Discontinues subtest correctly	Yes	No

Matrix Reasoning

Background Considerations

1. Reads directions verbatim	Yes	No
2. Places Stimulus Book 1 properly	Yes	No
3. Points to visual stimuli, response options, and box with questions mark when administering each item	Yes	No
4. Provides rationale for responses to sample items	Yes	No

5. Grants additional time appropriately	Yes	No
6. Repeats directions as needed	Yes	No
7. Shortens or eliminates direction appropriately	Yes	No
8. Provides assistance only on two sample items.	Yes	No

Starting/Stopping Considerations

9. Starts with appropriate item	Yes	No
10. Administers items in reverse sequence correctly	Yes	No
11. Discontinues subtest correctly	Yes	No

Digit Span

Background Considerations

1. Reads directions verbatim	Yes	No
2. Reads directions clearly	Yes	No
3. Shields digits in Administration and Scoring Manual and on Record Form from child's view	Yes	No
4. Reads digits clearly, at rate of one digit second, and drops voice slightly per on last digit	Yes	No
5. Continues to present remainder of trial and allows child to respond if child begins to respond before examiner finishes reading a trial	Yes	No
6. Does not repeat any digits on any trial of a series during subtest	Yes	No
7. Administers both trials of each item for Digit Span Forward, Digit Span Backward, and Digit Span Sequencing.	Yes	No
8. For Digit Span Backward, give appropriate feedback	Yes	No
9. For Digit Span Sequencing, gives appropriate feedback	Yes	No

Starting/Stopping Considerations

10. Starts with appropriate item	Yes	No
11. Discontinues Digit Span Forward correctly	Yes	No
12. Discontinues Digit Span Backward correctly	Yes	No
13. Discontinues Digit Span Sequencing correctly	Yes	No

Coding

Background Considerations

1. Provides smooth working surface	Yes	No
2. Reads directions verbatim	Yes	No
3. Points to key while reading directions	Yes	No
4. Uses stopwatch	Yes	No
5. Notes child's handedness on Record Form	Yes	No

6. Gives child number 2 pencil without eraser	Yes	No
7. Does not provide or allow child to use eraser	Yes	No
8. Completes demonstration items and then sample items	Yes	No
9. Corrects child's mistakes when administering sample items	Yes	No
10. Waits until child understands task before starting subtest	Yes	No
11. Times correctly	Yes	No
12. Prompts correctly if child begins to complete test items before instructions are finished	Yes	No
13. Allows spontaneous corrections, unless corrections are done repeatedly or impede performance	Yes	No

Starting/Stopping Considerations

14. Starts with appropriate item	Yes	No
15. Discontinues subtest correctly	Yes	No

Vocabulary

Background Considerations

1. Reads directions verbatim	Yes	No
2. Reads items verbatim	Yes	No
3. Repeats directions correctly, as needed	Yes	No
4. Proceeds correctly if child's response suggests he/she misunderstood a word	Yes	No
5. Places Stimulus Book 1 properly and opens it to appropriate page	Yes	No
6. For items 5, 6, 9, and 10, follows directions if child doesnt give a 2-pt response	Yes	No
7. For items preceded with an asterisk, queries correctly	Yes	No
8. Queries appropriately when response is not clear	Yes	No

Starting/Stopping Considerations

9. Starts with appropriate item	Yes	No
10. Administers items in reverse sequence correctly	Yes	No
11. Discontinues subtest correctly	Yes	No

Figure Weights

Background Considerations

1. Reads directions verbatim	Yes	No
2. Places Stimulus Book 1 properly	Yes	No
3. Uses stopwatch	Yes	No
4. Times correctly	Yes	No
5. Points correctly while reading directions on sample and test items	Yes	No
6. Provides feedback only on sample items	Yes	No

7. Gives special instructions to introduce item 27	Yes	No
8. Says "Lets try another one" after each item, as appropriate	Yes	No
9. For items 1 to 18, prompts correctly if child hasn't responded after 10 sec	Yes	No
10. For items 19 to 34, prompts correctly if child hasn't responded after 20 sec	Yes	No
11. Asks appropriate question if intended response is not clear	Yes	No
12. Removes Stimulus Book 1 correctly	Yes	No

Starting/Stopping Considerations

13. Starts with appropriate time	Yes	No
14. Administers items in reverse sequence correctly	Yes	No
15. Discontinues subtest correctly	Yes	No

Visual Puzzles

Background Considerations

1. Reads directions verbatim	Yes	No
2. Places Stimulus Book 1 properly	Yes	No
3. Uses stopwatch	Yes	No
4. Times correctly	Yes	No
5. On demonstration item, points correctly while explaining task	Yes	No
6. Does not give sample item until child understands task	Yes	No
7. On sample item, points correctly while explaining task	Yes	No
8. Gives appropriate feedback regardless of whether child gives corrects or incorrect answer to sample item	Yes	No
9. Turns pages of Stimulus Book 1 correctly	Yes	No
10. Points across response options and to picture of completed puzzle while administering items	Yes	No
11. Repeats directions correctly, as needed	Yes	No
12. Follows directions correctly when child says one or more pieces are incorrectly oriented relative to completed puzzle	Yes	No
13. Give appropriate feedback if child selects fewer than three response options for an item	Yes	No
14. On all items, gives appropriate feedback if child hasn't responded after 20 sec	Yes	No
15. Removes Stimulus Book 1 correctly	Yes	No

Starting/Stopping Considerations

16. Starts with appropriate item	Yes	No
17. Administers items in reverse sequence correctly	Yes	No
18. Discontinues subtest correctly	Yes	No

Picture Span

Background Considerations

1. Reads directions verbatim

2. Repeats directions correctly, as needed	Yes	No
3. Uses stopwatch	Yes	No
4. Times correctly	Yes	No
5. Positions Stimulus Book 2 correctly	Yes	No
6. Exposes each stimulus page one time only	Yes	No
7. Does not provide names of any pictured objects on stimulus or response pages	Yes	No
8. Scores intended responses	Yes	No
9. Administers items B and C when appropriate	Yes	No

10. For items 1, 2, 4, and 5, gives child correct answer if he or she does not

   obtain perfect score   Yes   No

Starting/Stopping Considerations

11. Starts with appropriate item	Yes	No
12. Administers items in reverse sequence correctly	Yes	No
13. Discontinues subtest correctly	Yes	No

Symbol Search

Background Considerations

1. Provides smooth working surface	Yes	No
2. Reads directions verbatim	Yes	No
3. Uses stopwatch	Yes	No
4. Uses own pencil for demonstration items	Yes	No
5. Gives child number 2 pencil without eraser	Yes	No
6. Open Response Booklet 1 to appropriate page	Yes	No

7. For demonstration items, points to target symbol(s) and search group while

   reading directions   Yes   No

8. For demonstration items, draws diagonal line through target symbol or NO box Yes   No

9. For sample items, points to target symbol(s) and search group and gives

   appropriate directions   Yes   No

10. Give appropriate feedback if child makes correct response on first sample item Yes   No

11. Corrects error immediately if child makes an error on sample item	Yes	No
12 Waits until child understands directions before proceeding to test items	Yes	No

13. After child understand task, opens Response Booklet 1 and turns to appropriate

   page   Yes   No

14. Time correctly   Yes   No

15. Gives appropriate prompts	Yes	No
Starting/Stopping Considerations		
16. Starts with appropriate item	Yes	No
17. Discontinues subtest correctly	Yes	No

Total score _____Yes; _____No

Proficiency expectation is 70% or more of total items in "Yes" column are observed.

Intern: _____   School/District: _____

Supervisor: _____   Dates of Placement: _____

The following represent competencies that we expect the school psychology graduate student will develop during the course of this training experience. From your perspective as a supervisor to whom this student was assigned, please rank your observations of the development of each competency, using the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable, or that you have not observed.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally these students can be given difficult or complex clinical assignments/clients with confidence in their ability to be effective. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their clinical work. **Top 15%**.
3	**Standard:** Most students will meet the normal requirements and a fairly large proportion may remain at this level. The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. **Mid 66%**.
2	**Below Standard:** Performance is below average and may be erratic or unpredictable. A student whose performance is consistently evaluated at this level may need additional interventions, or possibly extended time in the fieldwork placement. It may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Spends agreed-upon time in school setting.						
2. Maintains professional dress and appearance.						
3. Behaves in professional manner with teachers and staff.						
4. Behaves in professional manner with students.						
5. Performs expected administrative work responsibly (e.g., returns phone calls promptly, is on time for appointments).						
6. Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work.						
Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above.						

Comments (Please provide an explanation for any rating below "3"):

Assessment

	1	2	3	4	5	N/O
1. Carries out assessment tasks in an ethical and responsible manner.						
2. Administers and interprets diagnostic instruments competently.						
3. Willingness to acknowledge and correct errors.						
4. Prepares reports in a timely manner, so that supervisor feedback can be obtained and integrated.						
5. Assessment reports are well organized, clear, and accurate.						
6. Communicates assessment results and recommendations clearly and effectively to:						
a. teachers						
b. parents						
c. clients						
d. field supervisor						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Assessment – continued

	1	2	3	4	5	N/O
7. Helps to generate recommendations to facilitate student progress/development in the following settings in supervisory sessions.						
8. Demonstrates some understanding of special education law and the regulations in California.						
9. Displays interpersonal skills necessary to establish and maintain positive relations (e.g., empathy, genuineness, sensitivity to non-verbal communication) with:						
a. children						
b. teachers						
c. parents						
10. Understands and is able to explain the purpose of proposed interventions to families and/or school staff.						
11. Consults effectively with other professionals also assessing the same student.						
Overall Assessment Performance Rating: Engages in effective assessment practice including accuracy in identification of diagnostic instruments, in administration, in scoring and in making and communication appropriate treatment/intervention recommendations.						

Comments (Please provide an explanation for any rating below "3"):

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Communications and Interpersonal Skills

	1	2	3	4	5	N/O
1. Prepares and presents clinical material in such a way as to facilitate the supervision process.						
2. Arrives on time and prepared to supervision.						
3. Accepts constructive criticism non-defensively and uses feedback to improve performance.						
4. Follows through on recommendations from supervisor appropriately.						
5. Is motivated to learn, for example, readily seeks help and information when needed.						
Overall Communications and Interpersonal Skills Performance Rating: Engages in practice that demonstrates the ability to effectively profit from supervision and collaboration including being prepared, on-time, non-defensive, motivated to seek help and to follow-through on supervisor recommendations.						

Semester Progress Summary

Please summarize, in a brief narrative, the types of activities and level of responsibility assigned to this student during this placement in your district, paying particular attention to any participation/observation at team meetings, consultation sessions and assessments conducted. Your perceptions of this student's current strengths, as well as areas in which further experience may be warranted as part of their training, would also be appreciated.

1. Experiences obtained this semester and assessments conducted (type/number):

2. Student's level of involvement/responsibility:

3. Team participation/observation:

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4. Strengths:

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5. Areas for further development:

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Supervisor signature:_____   Date:_____

Student signature: _____   Date:_____

Thank you for your time and involvement in supervising this student.

Please return the completed evaluation form by May 19, 2019 by email to
Kate Perry at: kperry@berkeley.edu.

This evaluation is an important part of the student's academic record.
Failure to return this evaluation by May 19, 2019 could result in an incomplete grade,
with negative consequences for the student.

Student: _____ School: _____

Teacher: _____ Grade: _____ District: _____

The following represent competencies that we expect the school psychology graduate student will develop during the course of this training experience. From your perspective as a teacher to whom this student has been assigned, please rank your observations of the development of each competency, using the following rating scale for your evaluation. Indicate N/O for any competencies that are not applicable, or that you have not observed.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally these students can be given difficult or complex clinical assignments/clients with confidence in their ability to be effective. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their clinical work. **Top 15%**.
3	**Standard:** Most students will meet the normal requirements and a fairly large proportion may remain at this level. The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. **Mid 66%**.
2	**Below Standard:** Performance is below average and may be erratic or unpredictable. A student whose performance is consistently evaluated at this level may need additional interventions, or possibly extended time in the fieldwork placement. It may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed:** Student has not had an opportunity to demonstrate a particular skill or clinical area.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Spends agreed-upon time in school setting.						
2. Maintains professional dress and appearance.						
3. Behaves in professional manner with teachers and staff.						
4. Behaves in professional manner with students.						
Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above.						

Comments (Please provide an explanation for any rating below "3"):

Consultation and Interprofessional/Interdisciplinary Skills

	1	2	3	4	5	N/O
a. Asks meaningful, focusing questions based upon concerns I present.						
b. Solicits and utilizes my observations and knowledge regarding student performance to develop ideas for how to address problems.						
c. Makes effective use of student data.						
d. Obtains detailed, well-chosen academic and/or behavioral information on student performance in order to address specific concerns.						
e. Makes observations about students' behavior that improves my understanding of class problems.						
f. Provides psychological information or knowledge that improves my understanding of classroom problems.						
g. Works with me to develop jointly produced and mutually acceptable interventions.						
Overall Consultation and Interprofessional/Interdisciplinary Skills Rating: Engages in practice that reflects an ability to assist in defining and refining student issues including asking focused questions, utilizing observations and student data, and facilitating opportunities for joint reflection.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Intervention

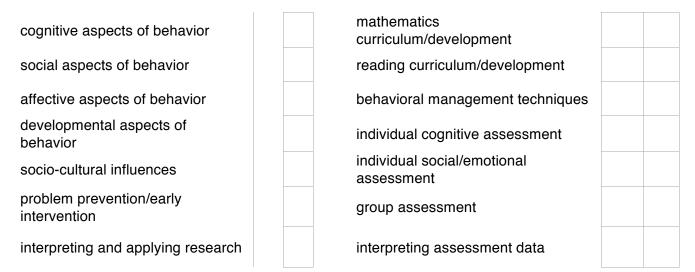|	1	2	3	4	5	N/O
a. Helps me develop meaningful, practical strategies to address individual student issues.						
b. Helps me develop and evaluate possible methods to address students' academic issues.						
c. Helps me develop and evaluate possible methods to address students' behavioral or social issues.						
d. Identifies possible modifications to class-wide practices to increase student performance/ improve student functioning.						
e. Knows of and/or finds resources available to address issues that have been discussed.						
Overall Interventions Performance Rating: Engages in practice that facilitate joint attempts to develop modifications in student programs, including identifying resources and possible methods/interventions for improving student performance.						

1. The following represent particular skills or knowledge areas that might be reflected in consultation interactions. In the first column, please put a check (✓) next to those that have been topics of discussion with the student. In the second column, please put an X (✖) next to any topics that the student was especially knowledgeable about.

cognitive aspects of behavior		mathematics curriculum/development		
social aspects of behavior		reading curriculum/development		
affective aspects of behavior		behavioral management techniques		
developmental aspects of behavior		individual cognitive assessment		
socio-cultural influences		individual social/emotional assessment		
problem prevention/early intervention		group assessment		
interpreting and applying research		interpreting assessment data		

2. Please describe activities in your classroom that the student engaged in that you found helpful.

3. Please provide a brief overall evaluation of this student's participation in your classroom.

Teacher Signature: _____   Date:_____

Student Signature: _____   Date:_____

Program Coordinator Signature:_____   Date:_____

Thank you for your time and involvement in working with this student.

Please return the completed evaluation form by December 14, 2018/May 19, 2019 by email to Kate Perry at: kperry@berkeley.edu.

**This evaluation is an important part of the student's academic record.
Failure to return this evaluation by December 14, 2018/May 19, 2019 could result in an incomplete grade, with negative consequences for the student.**

Berkeley
UNIVERSITY OF CALIFORNIA

Student: _____

Faculty Supervisor: _____

Date: _____

Please rate the performance of the student clinician by checking the appropriate box on the rating scale below. Please check "N/O" if the student was not observed performing a given task.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally, these students can be given difficult or complex clinical assignments/clients with confidence in their ability to apply skilled interventions. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their clinical/academic duties. **Top 15%**.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. Most students will meet the normal requirements and a fairly large proportion may remain at this level. **Mid 66%**.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in the fieldwork placement in order to achieve the "standard" level of practice. Performance is below average and may be erratic or unpredictable. In order to achieve the standard level of practice, it may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill or clinical area, for example if the student has not yet terminated with a client or is not required to write assessment reports.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O

1. Maintains professional dress and appearance.

2. Behaves in professional manner with clinic staff.

3. Behaves in professional manner with clients and parents.

4. Performs expected administrative work responsibly (e.g., completes paperwork, returns phone calls promptly, is on time for appointments).

5. Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work.

   Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above.

Assessment

	1	2	3	4	5	N/O

1. Carries out assessment tasks in an ethical and responsible manner

2. Administers and interprets diagnostic instruments competently

3. Prepares reports and paperwork accurately and in a timely manner

4. Consults effectively with other professionals involved in the case (e.g., clinic coordinator and director, student and faculty supervisors)

5. Demonstrates an understanding of the diagnostic criterion for learning and socio-emotional disorders

6. Displays interpersonal skills necessary to establish and maintain positive relations (e.g., empathy, genuineness, sensitivity to non-verbal communication) with:

   a. clients

   b. parents

7. Communicates assessment results and recommendations clearly and effectively to:

   a. supervisor

<table>
<tr><td style="padding-left:2em">b.   parents</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td style="padding-left:2em">c.   clients</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

8. Helps to generate recommendations to facilitate student progress/development in the following settings in Supervision Sessions

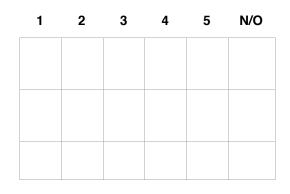9. Understands and clearly explains the purpose of proposed recommendations/interventions to clients and families.

Communications and Interpersonal Skills	1	2	3	4	5	N/O
1. Demonstrates awareness of his/her personal strengths and limitations and how they might affect their work						
2. Prepares and presents case material in such a way as to facilitate the supervision process (i.e., uses supervision well)						
3. Accepts constructive criticism non-defensively						

Please summarize your perceptions of this student's current strengths, as well as areas in which further experience may be warranted as part of their training.

1. Experiences obtained this semester (types of cases):

2. Student's level of independence, responsibility, follow through:

3. Strengths:

4. Areas for further development:

Faculty Supervisor: _____   Date:_____

Thank you for your time and involvement in supervising this student.

**Please return the completed evaluation form by May 19, 2019 by email to
Kate Perry at: kperry@berkeley.edu.**

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with negative consequences for the student.**

Student Intern: _____   Agency: _____

Supervisor:_____   Position: _____

Date:_____ Number of Hours Spent in Placement: _____

This evaluation is the primary method used by core staff in assessing and monitoring the development of our graduate students' professional competencies. As part of the evaluation process, staff observations and assessments will be shared with the Intern. Please use the following rating scale to indicate how effectively the Intern performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed. Please give concrete examples, when possible, in the comment areas.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally, these students can be given difficult or complex clinical assignments/clients with confidence in their ability to be effective. They are clearly exceptional. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. They consistently exceed the normal requirements in most of their clinical/academic duties. **Top 15%**.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. Most students will meet the normal requirements and a fairly large proportion may remain at this level. **Mid 66%**.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in the fieldwork placement in order to achieve the "standard" level of practice. Performance is below average and may be erratic or unpredictable. In order to achieve the standard level of practice, it may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill or clinical area, for example if the student has not yet terminated with a client or is not required to write assessment reports.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Arrives at workplace (agency, school, etc.) at agreed-upon time.						
2. Maintains professional dress and appearance.						
3. Spends agreed-upon (contracted) time commitment in work setting(s).						
4. Understands and follows agency/school goals, policies, and procedures.						
5. Arrives at meetings with proper preparation.						
6. Participates actively and responsibly in staff meetings, training seminars and conferences.						
7. Prepares paper work accurately and punctually.						
8. Meets deadlines for clinical documentation, notes, and other record-keeping and administrative tasks.						
9. Keeps appointments with clients/students/parents and attends training and other appointment obligations on time.						
10. Shows willingness to acknowledge and correct errors.						
11. Demonstrates ability to cope with stress and emotional demands of clinical work, and takes appropriate actions to engage in self-care.						
12. Establishes positive and productive working relationships with a majority of regular staff, interns, and other trainees.						
Overall Professional Values and Attitudes Rating: Engages in practice that displays competency in professional values, attitudes and behavior, as reflected in items listed above.						

Ethical and Legal Standards

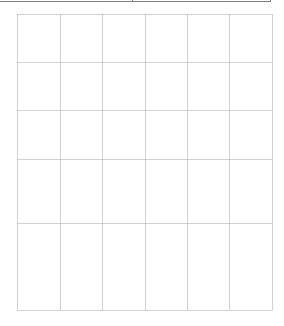|	1	2	3	4	5	N/O
1. Demonstrates knowledge of and adherence to CASP, NASP, and APA Ethical Principals and California Board of Psychology laws and regulations.						
2. Demonstrates knowledge of and adherence to California Laws for psychologists and therapists.						
3. Demonstrates awareness of confidentiality issues in the treatment of minors.						
4. Recognizes and follows through when mandated reports of child abuse are required.						

5. Can identify situations in which breaking confidentiality is permissible.

6. Seeks consultation from supervisors/administrators as needed, especially regarding risk management issues.

7. Maintains up-to-date and complete documentation on all assigned cases.

8. Maintains personal and professional boundaries with clients/students and co-workers (especially regarding dual relationships and personal disclosure with clients and parents).

Overall Legal and Ethical Standards Performance Rating:
Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of California laws and regulations.

Individual and Cultural Diversity

	1	2	3	4	5	N/O

1. Demonstrates knowledge of diversity factors including strengths related to membership in cultural or subcultural groups, ability to recognize when presenting symptoms may reflect cultural variables and not psychopathology, and ability to articulate impact on the client of immigration, racism, and the sociopolitical system in the country and client's home country.

2. Demonstrates sensitivity and comfort when asking questions to clarify aspects of other cultures with which intern is unfamiliar.

3. Ability to effectively relate to clients, peers, and staff of different racial, cultural, ethnic, class, gender, or sexual-orientation backgrounds.

4. Recommends and implements treatments that are sensitive to each client's cultural/world view and demonstrates understanding of barriers that may prevent use of mental health services within different cultures and subcultures.

5. Demonstrates ability to examine and adjust theoretical models as needed to work with diverse clients.

6. Able to form collaborative relationships with systems within the client's culture (e.g., family, school, religious institution).

7. Demonstrates ability to reflect on and identify the impact intern's own culture may have on transference, countertransference, and establishing rapport.

8. Demonstrates commitment to self-awareness and self-examination regarding intern's own identity, values, blindspots (personal bias) and worldview.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Overall Individual and Cultural Diversity Performance Rating:
Engages in practice that shows awareness of socio-cultural influences, including interactions that demonstrate sensitive questioning about other cultures, respect for those of different backgrounds and awareness of one's own biases.

Assessment	1	2	3	4	5	N/O
1. Administers and interprets diagnostic instruments competently.						
2. Assessment reports are well organized, clear, and accurate.						
3. Integrates theoretical orientation in conceptualizing treatment approach and/or interventions with clients/students.						
4. Demonstrates conceptual understanding of developmental psychopathology.						
5. Completes assessment reports on time, so that supervisor feedback can be obtained and integrated.						
6. Meets deadlines for clinical documentation, notes, and other record-keeping and administrative tasks.						
7. Keeps appointments with clients/students/parents and attends training and other appointment obligations on time.						
8. Willingness to acknowledge and correct errors.						
9. Demonstrates ability to cope with stress and emotional demands of clinical work, and takes appropriate actions to engage in self-care.						
10. Demonstrates sufficient theoretical understanding of learning, development and interventions to function as a psychologist.						
Overall Assessment Performance Rating: Engages in effective assessment practice including accuracy in identification of diagnostic instruments, in administration, in scoring and in making and communication appropriate treatment/intervention recommendations.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Interpersonal Therapeutic / Relationship Skills

	1	2	3	4	5	N/O
1. Demonstrates interpersonal skills necessary to establish and maintain a therapeutic relationship, including warmth, empathy, genuineness (congruence), and sensitivity to non-verbal communication.						
2. Demonstrates ability to establish and maintain a working alliance with students, clients, teachers, parents, and other co-workers.						
3. Demonstrates skill in developing psychotherapy treatment plans collaboratively with clients.						
4. Presents assessment information to parents/clients sensitively, concisely, and clearly.						
5. Demonstrates ability to provide collaborative consultation to teachers and parents.						
Overall Interpersonal Therapeutic / Relationship Skills Performance Rating: Engages in practice that demonstrates relationship building skills with clients and others, including interpersonal warmth and sensitivity, alliance building, and use of effective communication and collaboration.						

Use and Management of Transference / Countertransference

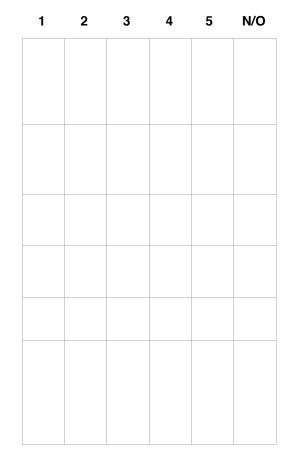|	1	2	3	4	5	N/O
1. Recognizes and responsibly manages personal strengths and weaknesses as therapeutic agents.						
2. Demonstrates ability to reflect on and use transference and countertransference material to further therapeutic gains.						
3. Identifies and effectively addresses personal (countertransference) issues that may interfere with the intern's role as a therapist.						
Overall Transference/Countertransference Performance Rating: Engages in practice that demonstrated recognition of the presence of transference and countertransference and the ability to make responsible decisions about their uses in the therapeutic setting.						

Intervention

	1	2	3	4	5	N/O
1. Demonstrates an ability to identify most appropriate evidence-based treatment approaches/interventions and develop appropriate treatment/intervention plans, specific to different clients and clinical situations.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

2. Demonstrates basic therapeutic skills of warmth, empathy, and congruence in the interest of forming a working alliance with clients.

3. Has a plan for psychotherapy/counseling sessions and maintains appropriate focus during sessions.

4. Is able to develop effective treatment plans and maintain adequate progress notes.

5. Is able to identify when treatment techniques are ineffective with a given client/student and is able to modify treatment/recommendations as needed.

6. Demonstrates ability to apply DSM5 criteria to make appropriate diagnoses of clients.

7. Demonstrates ability to apply IDEA eligibility criteria to make appropriate eligibility determinations for special education.

8. Demonstrates knowledge and effective use of community and referral resources to effectively serve the client/student.

9. Demonstrates awareness of current literature and research as applied to presenting issues of clients/students.

8. Handles psychotherapy termination appropriately.

Overall Intervention Performance Rating: Engages in practice that is theoretically and empirically grounded and includes making accurate diagnoses, implementing evidence-based treatments effectively, effectively monitoring progress, and terminating professionally and therapeutically.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Communications and Interpersonal Skills

	1	2	3	4	5	N/O
1. Prepares and presents clinical material in such a way as to facilitate the supervision process.						
2. Arrives on time and prepared to supervision.						
3. Accepts constructive criticism non-defensively and uses feedback to improve performance.						
4. Approaches supervision in an open and collaborative manner.						
5. Follows through on recommendations from supervisor appropriately.						
6. Is motivated to learn, for example, readily seeks help and information when needed.						
7. Takes an active role in individual and/or group supervision.						
8. Takes initiative to collaborate with multidisciplinary members of treatment teams/IEP teams, including psychiatrists, case managers, parents, and teachers.						
Overall Communications and Interpersonal Skills Performance Rating: Engages in practice that demonstrates the ability to effectively profit from supervision and collaboration including being prepared, on-time, non-defensive, motivated to seek help and to follow-through on supervisor recommendations.						

Comments

1. Strengths: What did this trainee offer your work setting? Please comment on any areas of significant growth during the time intern was working in this setting.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

2. Weaknesses: Suggested areas of improvement or growth. (Please comment on any ratings below "3" and note any concerns you have about this trainee.)

3. Please comment on the supervision provided by U.C. Berkeley faculty (amount of contact, format, suggestions for improvement, noted strengths, etc.).

Agency Supervisor signature: _____   Date:_____

Intern signature: _____   Date:_____

University Supervisor signature: _____   Date: _____

Thank you for your time and involvement in supervising this student.

Please return the completed evaluation form by December 14 / May 19, 2019

by email to Kate Perry at: kperry@berkeley.edu.

**This evaluation is an important part of the student's academic record.
Failure to return this evaluation by December 14 / May 19, 2019 could result in an incomplete grade, with negative consequences for the student.**

Student Intern: _____   School: _____

Supervisor: _____   District: _____

Date:_____ Number of Hours Spent in Placement: _____

Please indicate below how effectively the trainee performed in the areas specified. Please give concrete examples, when possible, in the comment areas.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. Generally these students can be given more difficult or complex assignments/duties with confidence in their ability to apply skilled interventions. They are clearly exceptional in this area. **Top 5%**.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement in this area. They consistently exceed the normal requirements in most of their professional/academic duties. **Top 15%**.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements in this area. Most students will meet the normal requirements and a fairly large proportion may remain at this level. **Mid 66%**.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in the fieldwork placement in order to achieve the "standard" level of practice. Performance is below average in this area, and may be erratic or unpredictable. In order to achieve the standard level of practice, it may also be necessary for the student to take some time off from their placement, or be advised to take a leave of absence. **Bottom 15%**.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement in this area. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program. **Bottom 5%**.
N/O	**Not Observed**: Student has not had an opportunity to demonstrate a particular skill or clinical area, for example if the student has not yet terminated with a client.

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Professional Values and Attitudes

	1	2	3	4	5	N/O
1. Arrives at school/meetings at agreed-upon time.						
2. Maintains professional dress and appearance.						
3. Spends agreed-upon time commitment in work setting.						
4. Behaves in a professional manner with teachers and staff.						
5. Behaves in a professional manner with students.						
6. Demonstrates initiative and leadership.						
7. Demonstrates resourcefulness when presented with personal/professional challenges.						
8. Exercises appropriate discretion.						
9. Demonstrates necessary organizational skills.						
10. Completes required work in a timely fashion.						
11. Shows sensitivity and adherence to personal and professional boundaries.						
Overall Professional Practice Rating: Engages in practice that displays competency in professional values, attitudes and behavior including punctuality, appropriate dress and behavior with students and teachers.						

Comments:

Ethical and Legal Standards

	1	2	3	4	5	N/O
1. Is knowledgeable and acts in accordance with relevant federal and state laws and policies in practice.						
2. Demonstrates knowledge and adherence to CASP, NASP, and APA ethical principles.						

3.   Recognizes ethical dilemmas as they arise.

4.   Applies ethical decision-making processes in order to resolve ethical dilemmas.

5.   Seeks consultation and guidance from supervisors/ administrators as needed.

Overall Ethical and Legal Performance Rating: Engages in practice that is in keeping with the ethical codes of professional associations and federal and state of California laws and regulations.

Comments:

Consultation and Interprofessional/Interdisciplinary Skills	1	2	3	4	5	N/O
1. Makes an effort to engage in direct consultation with classroom teachers.						
2. Makes an effort to engage in direct consultation with principal and/or other administrators.						
3. Makes an effort to engage in direct consultation with members of school multidisciplinary teams.						
4. Engages in effective collaboration with families.						
Overall Consultation and Interprofessional/Interdisciplinary Skills Performance Rating: Engages in effective practice of consultation to teachers, principals, multidisciplinary teams and families.						

Comments:

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

Assessment

	1	2	3	4	5	N/O
1. Identifies appropriate assessment measures for individual cases.						
2. Collects accurate and relevant data from structured and semi-structured interviews.						
3. Collects accurate and relevant data from observations.						
4. Administers and scores tests accurately.						
5. Interprets diagnostic instruments competently.						
6. Writes comprehensive reports that identify student strengths and needs.						
7. Completes reports on time, so that feedback from supervisor can be integrated.						
8. Generates educational recommendations to facilitate pupil progress.						
9. Demonstrates ability to apply IDEA eligibility criteria to make appropriate eligibility determinations for special education.						
10. Communicates assessment results and recommendations clearly and effectively in IEP meetings.						
Overall Assessment Performance Rating: Engages in effective assessment practice including accuracy in identification of diagnostic instruments, in administration, in scoring and in making and communication appropriate treatment/intervention recommendations.						

Comments:

Communications and Interpersonal Skills

	1	2	3	4	5	N/O
1. Develops and maintains effective relationships with a wide range of individuals in the school setting.						
2. Clearly communicates information orally.						

3. Facilitates the useful exchange of information with others.

4. Demonstrates the ability to manage difficult communication well.

5. Demonstrates poise, tact, and rapport with school staff and others.

6. Communicates effectively when dealing with other agencies in the community.

Overall Communication and Interpersonal Skills Performance Rating: Engages in practice that reflects development of effective communication and interpersonal skills, including inclusivity, clarity and sensitivity across multiple recipient communities.

Comments:

Intervention	1	2	3	4	5	N/O
1. Is able to develop effective, evidence-based treatment approaches/counseling interventions informed by school-based concerns.						
2. Is able to write specific, measureable goals and objectives.						
3. Demonstrates basic therapeutic skills of warmth, empathy, and congruence in the interest of forming a working alliance with clients.						
4. Has a plan for counseling sessions (individual and group) and maintains appropriate focus during sessions.						
5. Periodically collects data to measure progress.						
6. Is able to identify when treatment techniques are ineffective with a given client/student and is able to modify interventions as needed.						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

7. When a student has been identified as thinking about suicide, gathers information about suicide risk including whether a plan exists, history of prior suicidal behavior, and the extent of resources available to the student.

8. Takes appropriate steps to safeguard student based on assessed risk of suicide.

9. Demonstrates knowledge and effective use of other school resources and community resources to effectively serve the student.

10. Demonstrates awareness of current literature and research as applied to presenting issues of clients/students.

Overall Intervention Performance Rating: Engages in practice that is theoretically and empirically grounded and includes implementing evidence-based treatments effectively, and effectively planning and monitoring students' progress in counseling or other interventions.

Comments:

Effective Application of Research: Screening, Intervention and Evaluation	1	2	3	4	5	N/O
1. Participates in school-wide or within-classroom screening programs.						
2. Applies research literature to the development of evidence-based interventions.						
3. Selects appropriate interventions for student academic problems.						
4. Selects appropriate interventions for student behavioral/social problems.						
5. Monitors and modifies interventions as needed.						
Overall Effective Application of Research Performance Rating: Engages in effective screening, intervention and evaluation activities by selecting evidence-based diagnostically appropriate interventions						

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

that are modified as needed for relevant communities.

Comments:

Individual and Cultural Diversity

	1	2	3	4	5	N/O
1. Shows the ability to recognize when and where cultural issues might be operating in the course of school psychology service delivery.						
2. Demonstrates sensitivity when asking questions to clarify aspects of other cultures with which the intern is not familiar.						
3. Demonstrates ability to effectively relate to clients, peers, and staff of different racial, cultural, ethnic, gender, or sexual orientation backgrounds.						
4. Demonstrates commitment to self-awareness and self-examination regarding intern's own identity, values, and cultural biases.						
Overall Individual and Cultural Diversity Performance Rating: Engages in practice that shows awareness of socio-cultural influences, including interactions that demonstrate sensitive questioning about other cultures, respect for those of different backgrounds and awareness of one's own biases.						

Comments:

General Feedback

1. What did this intern psychologist offer your school system?

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

2. Suggested areas for improvement or growth:

3. Compared with other interns you have known, how well prepared was this intern? Please mention any strengths or weaknesses of his or her training.

4. Please comment on the supervision provided by University faculty (amount of contact, format, suggestions for improvement, noted strengths, etc.).

Field Supervisor signature: _____   Date:_____

Intern signature: _____   Date:_____

1 Poor (Bottom 5%)	2 Below Standard (Bottom 15%)	3 Standard (Mid 66%)	4 Above Standard (Top 15%)	5 Outstanding (Top 5%)

University Supervisor signature: _____   Date: _____

Thank you for your time and involvement in supervising this student.

Please return the completed evaluation form by December 14, 2018 / May 19, 2019

by email to Kate Perry at: kperry@berkeley.edu

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incomplete grade, with negative consequences for the student.

Student Self Evaluation

School Psychology Program

(See guidelines for evaluation criteria for each area for each year in the Program Handbook.)

Name:	Date:

The following represent competencies that you as a school psychology graduate student will develop during the course of your training. Please rate your performance for each competency using the following rating scale.

5	**Outstanding:** Student produces the highest quality of results. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students. They are clearly exceptional.
4	**Above Standard:** Performance of students in this category is decidedly better than the normal requirement. These students consistently exceed normal requirements.
3	**Standard:** The performance of students at this level ranges from meeting normal requirements to exceeding normal requirements. Most students will meet the normal requirements and a fairly large proportion may remain at this level.
2	**Below Standard:** A student whose performance is consistently evaluated at this level may need additional support to be effective, or possibly extended time in order to achieve the "standard" level of performance. Performance is below average and may be erratic or unpredictable.
1	**Poor:** Student failed to meet expectations. Consistently performs poorly and clearly needs improvement. A specific period of time should be established for a student to improve his or her performance. If improvement is not made, then the student's suitability for this field of work should be re-evaluated and the student may need to withdraw from the program.

IA. Written Work: Progress on prequalifying papers	Self-Rating	Faculty Rating

IB. Written Work: Progress on written class assignments	Self-Rating	Faculty Rating

II. Oral Skills (Examples: case presentation in supervision/consultation; communicating clearly with teachers/clinical personnel; participation in seminars)	Self-Rating	Faculty Rating

IIIA. Faculty Relationships: Frequency/quality of contact with advisor	Self-Rating	Faculty Rating

IIIB. Faculty Relationships: Frequency/quality of contact with professional faculty	Self-Rating	Faculty Rating

IV. Professional Behavior (Examples: conforming to institutional (school/clinic) behavior standards; awareness of ethical issues; relationships with other professionals)	Self-Rating	Faculty Rating

V. Psychological Mindedness (Examples: ability to fit observations of pupils into theoretical framework; ability to communicate knowledge to non-psychologists)	Self-Rating	Faculty Rating

VI. Self Awareness (Examples: ability to view self objectively and critically; ability to attain congruence between own perceptions and those of others)	Self-Rating	Faculty Rating

VII. Interpersonal Relations (Examples: ability to cooperate; ability to avoid inappropriate negative behaviors and demonstrate appropriate assertiveness)	Self-Rating	Faculty Rating

Name of agency (program)/school district/school where you completed any field assignments this year:

Name of agency (program)/school district/school (if known) where you complete field assignment next year:

Student Signature: _____