





# **Proposal To Hold A Public Hearing On Title 5 Regulation Amendments For Pupil Personnel Services Credentials**

## **Professional Services Division**

**March 6, 2003**

### **Executive Summary**

This agenda item requests Commission approval to hold a public hearing on suggested amendments to Title 5 regulations for Pupil Personnel Services (PPS). The Office of Administrative Law approved the existing Title 5 regulations for Pupil Personnel Services in January 1989. In June 1991, the Commission adopted standards based on the Title 5 Regulations. In October 2000, the Commission adopted new standards for the Pupil Personnel Services Credential. This agenda item includes proposed Title 5 regulation amendments that reflect PPS Standards changes adopted by the Commission in October 2000.

### **Fiscal Impact Summary**

Implementing the recommendations in this action item can be accomplished within the base budget of the Professional Services Division.

### **Policy Issues to be Considered**

Should the Commission approve holding a public hearing on the suggested amendments for Pupil Personnel Services Credential Program Standards?

### **Recommendation**

Staff recommends that the Commission direct staff to proceed with the proposed Title 5 regulation amendments for Pupil Personnel Services Credential Programs and set a date for public hearing on these proposed regulations.



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### **Part I – Background Information**

A major goal of education is to prepare students to become literate and responsible citizens. Educators have an obligation to promote personal growth and to develop critical thinking skills so students can become caring family members who are motivated and equipped to pursue productive careers in the workforce. Educators recognize that, in addition to intellectual challenges, students encounter personal, social, economic and institutional challenges. Students need strategies to address these challenges, promote personal success, and prevent educational failure.

Certificated specialists in pupil personnel services (PPS) are school counselors, school psychologists, school social workers and child welfare and attendance supervisors. They are prepared to be pupil advocates and to provide prevention and intervention strategies to remove barriers to learning. These professionals, in partnership with other educators, parents and members of the community, maintain high expectations for all students, enable pupils to reach their highest potential, foster optimum teaching and learning conditions, and strive to prevent school failure.

## **Part II. Proposed Amendments to Title 5 Regulation for Pupil Personnel Services Credential Programs with Specializations in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance**

**Proposed Revisions in Sections 80049, 80632, 80632.1, 80632.2, 80632.3, 80632.4 and 80632.5 and 80674.1, 80674.2, 80674.3, and 80674.5 are revised as follows:**

### **§80049. Specific Requirements for Professional Clear Services Credential with a Specialization in Pupil Personnel Services.**

(a) A Services Credential with a Specialization in Pupil Personnel Services may be issued in the following areas: School Counseling, School Social Work, School Psychology, and School Child Welfare and Attendance on the basis of the completion of all requirements in subsections (b) or (c). Individuals seeking the School Child Welfare and Attendance area must also hold or be issued concurrently an authorization in School Counseling, School Social Work, or School Psychology.

(b) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program in California shall include (1) through (4):

- (1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;
- (2) the completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils;
- (3) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
- (4) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the professional clear credential sought.

(c) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program outside California shall include (1) through (3). Applicants may apply directly to the Commission for the professional clear Pupil Personnel Services Credential under this section:

- (1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;
- (2) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
- (3) the completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;

(A) The professional preparation program of study for the school counseling specialization area must include a minimum of ~~30~~ 48 semester units, or the equivalent in quarter units, of post baccalaureate study and a minimum of 600 clock hours of supervised field experience in public school settings at two of three school levels such as elementary, middle and high school. Up to 150 of the 600 clock hours shall be devoted to issues of diversity.;

(B) The professional preparation program of study for the school social work specialization area must include a minimum of 45 semester units, or the equivalent in quarter units, of post baccalaureate study and a minimum of 1000 clock hours of supervised field experience, of which 450 clock hours are school-based practice.;

(C) The professional preparation program of study for the school psychologist specialization area must include a minimum of 60 semester, units or the equivalent in quarter units, of post baccalaureate study, and 450 clock hours practica consisting of 300 clock hours in preschool to grade 12 and 150 hours through on-campus agencies or community agencies and 1200 clock hours of supervised field experience.;

(D) The professional preparation program of study for the added school child welfare and attendance specialization area must include a minimum of 9 semester units, or the equivalent in quarter units of post baccalaureate study, and 150 clock hours of supervised field experience consisting of 90 clock hours in a school setting in direct contact with pupils, 30 clock hours in interdisciplinary experiences in a setting that is outside the field of education, such as but not limited to law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations, and the remaining 30 clock hours can be at the discretion of the out-of-state university program.; ~~and~~

(d) The professional clear Pupil Personnel Services Credential authorizes the services specified in Section 80049.1.

(e) The professional clear Pupil Personnel Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

#### NOTE

Authority cited: Section 44225, Education Code. Reference: Sections 44252 and 44266, Education Code.

#### **~~§80632~~**

#### **~~Programs Providing Professional and Specialized Preparation for the Services Credential With A Specialization in Pupil Personnel Services: General Requirements.~~**

~~(a) — The Committee on Accreditation shall approve an educational program designed to prepare candidates for the Services Credential with a Specialization in Pupil Personnel Services if an application filed by an accredited institution of higher education provides the following assurances and information:~~

~~(1) — That the institution of higher education has been accredited by a regional accrediting commission or association, which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department;~~

~~(2) — That the institution has a curriculum that meets the requirements of (A) and , based on the approval for the specialization sought, one or more of (B), (C), (D), and (E) as specified below:~~

~~(A) — In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising.~~

~~(B) — Credit for successful completion of a program of study for the school counselor specialization as specified in Sections 80632.1 and 80632.2 shall be: equivalent to a minimum of 30 semester or 45 quarter units; or 450 classroom hours of post baccalaureate study;~~

~~(C) — Credit for successful completion of a program of study for the school social work specialization specified in Sections 80632.1 and 80632.3 shall be: equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.~~

~~(D) — Credit for successful completion of a program of study for the school psychologist specialization specified in Sections 80632.1 and 80632.4 shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.~~

~~(E) — Credit for successful completion of a program of study for the added child welfare and attendance specialization specified in Section 80632.5 shall be: (i) Equivalent to a minimum of 9 semester units or 12 quarter units; or 135 classroom hours of postgraduate study.~~

~~(3) — That a procedure has been established that provides a record for each candidate to designate and complete a course of study based on an area of specialization in pupil personnel services chosen by the candidate for credentialing purposes;~~

~~(4) — That the institution has a complete description of its candidate evaluation procedures which sets forth the institution's minimum objectives and verifiable standards of knowledge and skill that shall be demonstrated in courses and field experiences by each candidate in the areas of pupil personnel services selected by the candidate; and~~

~~(5) — That a procedure has been established in which the institution shall certify that the candidate has satisfied all legal requirements for the Pupil Personnel Services Credential as specified in Education Code 44266.~~

NOTE:

Authority: ~~Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~Sections 44227 and 44266, Education Code~~

~~§80632.1—Generic Program of Instruction in Basic Pupil Personnel Services For All Specializations.~~

~~(a) — Programs approved by the Commission pursuant to Sections 80632.2, 80632.3, and 80632.4 shall provide that each candidate demonstrates knowledge in the following areas of generic pupil personnel services:~~

~~(1) — KNOWLEDGE OF TECHNIQUES FOR FACILITATING INDIVIDUAL GROWTH AND DEVELOPMENT TO ACHIEVE ACADEMIC SUCCESS, to include:~~

~~(A) — Human growth and development, including:~~

~~(i) — Normal and abnormal human growth and development.~~

~~(ii) — Individual strengths and weaknesses affecting learning.~~

~~(iii) — Effects of cultural, racial, life-style and sex stereotyping.~~

~~(iv) — Effects of family socio-economic status and life-style on pupil growth and development.~~

~~(B) — Scope and degree of high school graduation requirements and curriculum standards.~~

~~(C) — Existing remedial, developmental and special programs available to pupils in the school and the community.~~

~~(D) — Individual and group counseling techniques.~~

~~(E) — Principles and methods to help pupils learn effective ways to plan and give direction to their own learning.~~

~~(F) — The effect of the Pupil Personnel Services Credential holder's values and biases upon the manner in which he/she provides services to pupils who come from differing socio-economic, racial, social backgrounds.~~

~~(G) — Culturally appropriate communication styles and counseling techniques.~~

~~(2) — KNOWLEDGE OF HUMAN ASSESSMENT, to include:~~

~~— Assessment methods and theories related to emotional, intellectual and physical characteristics of typical and atypical pupils including limited English proficient pupils, as these factors affect learning performance.~~

~~(3) — KNOWLEDGE OF PROBLEM PREVENTION AND EARLY INTERVENTION, to include:~~

~~(A) — Methods for early identification of pupils at risk of failing in school.~~

~~(B) — Methods of working with school staff and parents, including planned prevention programs, to prevent school failure of pupils with special physical, social, intellectual and emotional problems and needs and to increase pupil success in school.~~

~~(C) — Methods for effective conflict resolution.~~

~~(4) — KNOWLEDGE OF CONSULTATION SERVICES, to include:~~

~~(A) — Individual and team consultation processes.~~

~~(B) — Pupil advocacy processes.~~

~~(C) — Principles and practices of effective classroom management.~~

~~(D) — Principles and procedures of effective school discipline.~~

~~(E) — Methods of initiating consultative relationships with and between teachers, other staff, and parents.~~

~~(5) — KNOWLEDGE OF PSYCHOLOGICAL EDUCATION, to include:~~

~~(A) — Theories of learning and teaching.~~

~~(B) — Strategies to infuse into the classroom concepts and principles of human relations as contained in state-adopted frameworks.~~

~~(6) — KNOWLEDGE OF COORDINATION AND DEVELOPMENT OF SERVICES, to include:~~

~~(A) — How school professions work together.~~

~~(B) — Methods to increase services to pupils and other school personnel.~~

~~(C) — Use of paraprofessionals and volunteers.~~

~~(D) — Principles of supervision and program planning.~~

~~(E) — Personal and programmatic factors affecting school climate.~~

~~(F) — Methods on how to bring about change within the school.~~

~~(G) — Methods to develop and maintain staff morale.~~

~~(7) — KNOWLEDGE OF LEGAL ENABLEMENTS AND CONSTRAINTS, to include:~~

~~(A) — Relevant laws pertaining to pupils in a school setting.~~

~~(B) — Appropriate compliance procedures relating to pupil personnel services.~~

~~(C) — Methods to keep informed regarding changing laws, regulations and procedures related to California public education.~~

~~(8) — KNOWLEDGE OF REFERRAL AND UTILIZATION OF SERVICES, to include:~~

~~—— Community services and referral processes.~~

NOTE:

Authority: ~~Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~Sections 44227 and 44266, Education Code~~

~~**§80632.2 — Program For The Pupil Personnel Services Credential With The Specialization In School Counseling:**~~

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required of all candidates seeking a Pupil Personnel Services Credential with the Specialization in School Counseling.~~

~~(1) — ACADEMIC ASSESSMENT~~

~~(A) — Knowledge of:~~

~~(i) — Group testing, state mandated and other assessment programs and techniques as they apply to academic, career, personal/ social counseling.~~

~~(ii) — The effect of cultural and ethnic factors upon academic assessment and achievement.~~

~~(iii) — The significance of the cultural/ethnic composition of the school and the community upon academic assessment and achievement.~~

~~(B) — Skills, to include:~~

~~(i) — Selecting appropriate unbiased academic and other assessment instruments.~~

~~(ii) — Administering a variety of academic and other assessment instruments.~~

~~(iii) — Translating group academic and other test scores to a common reference system.~~

~~(iv) — Interpreting to pupils, teachers, administrators, parents and others the results of these assessment instruments.~~

~~(2) — COUNSELING SERVICES TO INDIVIDUALS~~

~~(A) — Knowledge of:~~

- ~~(i) — Model high school graduation requirements;~~
- ~~(ii) — Employment categories, school curricular and extracurricular opportunities that do not require post-high school education;~~
- ~~(iii) — Post high school education and training opportunities;~~
- ~~(iv) — Programs of financial assistance;~~
- ~~(v) — Admission requirements of colleges and universities, vocational schools, and other post-secondary preparation agencies;~~
- ~~(vi) — The world of work and the cultural value systems that pertain to the world of work;~~
- ~~(vii) — Educational and career choice theories and techniques.~~
- ~~(B) — Skills, to include:~~
  - ~~(i) — Identifying and providing information and sources of information which would include educational and career choices.~~
  - ~~(ii) — Effective techniques for providing educational counseling to pupils and parents about academic and career decisions, including the selection of appropriate courses.~~
- ~~(3) — PROGRAM COORDINATION AND SUPERVISION~~
  - ~~(A) — Knowledge of:~~
    - ~~(i) — Counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and other personnel.~~
    - ~~(ii) — School counseling budgeting procedures and sources of funds.~~
    - ~~(iii) — Supervision techniques appropriate for counseling programs.~~
    - ~~(iv) — Methods of evaluating school counseling programs.~~
  - ~~(B) — Skills, to include:~~
    - ~~(i) — Planning, implementing and evaluating school counseling programs appropriate to the individual school site or district.~~
    - ~~(ii) — Planning a counseling program budget.~~
    - ~~(iii) — Supervising teacher advisors, intern counselors, peer counselors, volunteer counselors or counseling paraprofessionals.~~

~~(iv) — Conducting research to evaluate school counseling programs.~~

~~(4) — CONSULTATION SERVICES TO THE SCHOOL~~

~~(A) — Knowledge of:~~

~~(i) — Appropriate consultation models in working with teachers, administrators and parents regarding guidance and counseling practices and programs.~~

~~(ii) — In-service practices and programs related to advising techniques.~~

~~(iii) — Community resources.~~

~~(B) — Skills, to include:~~

~~(i) — Providing consultation and in-service to teachers, administrators and parents regarding guidance and counseling practices and programs.~~

~~(ii) — Involving the community in the counseling program.~~

~~(iii) — Surveying community placement opportunities and the need for curriculum development in the schools as it relates to these needed knowledge and skills.~~

~~(5) — LEGAL ASPECTS~~

~~(A) — Knowledge of:~~

~~(i) — State requirements for scholastic progress and high school graduation;~~

~~(ii) — California Education Code provisions and federal laws affecting school counseling programs.~~

~~(B) — Skills, to include:~~

~~(i) — Procedures for implementing relevant laws and regulations.~~

~~(6) — PROFESSIONAL ETHICS~~

~~(A) — Knowledge of:~~

~~(i) — Official statements of the code of ethics related to professional counseling, including the American Association for Counseling and Development.~~

~~(B) — Skills, to include:~~

~~(i) — Applying the codes of ethics to a specific counseling situation.~~

~~(ii) — Applying professional standards when using assessment instruments.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a) (1) through (6) of this section.~~

~~(2) — Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE:

Authority: — Sections 44225(b)(4), and 44225(q), Education Code

Reference: — Sections 44227 and 44266, Education Code

**~~§80632.3 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Social Work.~~**

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required for all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Social Work.~~

~~(1) — HUMAN ASSESSMENT AS DIRECT SERVICE TO PUPILS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — The effects of social environments and socially handicapping conditions on the lives of pupils and on the educational process.~~

~~(ii) — Individual development and family life as affected by poverty, culture or language, neglect or abuse, school-age parenthood, family breakdown, alienation and/or delinquency.~~

~~(B) — Skills, including:~~

~~(i) — Securing participation of pupils, family, community groups, social service agencies and school personnel in the definition and comprehensive assessment of problems.~~

~~(ii) — Conducting case, group and community analyses.~~

~~(iii) — Evaluating socially handicapping conditions in relation to pupil development and education programs.~~

~~(iv) — Making recommendations to appropriate school authorities based on formulations derived from pupil, family, school and community environments.~~

~~(2) — SOCIAL INTERVENTIONS, to include:~~

~~(A) — Knowledge of social work methods and procedures appropriate to elementary and high school sites.~~

~~(B) — Skills, including:~~

~~(i) — Utilizing appropriate social work methods for comprehensive assessment, planning and service delivery.~~

~~(ii) — Interpreting pupil's development, educational status and potential to enhance parental understanding and cooperation.~~

~~(iii) — Assisting pupil and family to utilize available school resources and community-based services.~~

~~(3) — CONSULTATION, COORDINATION AND DEVELOPMENT OF SERVICES, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Social systems, organization theory and behavior, especially with reference to socially and economically disadvantaged groups.~~

~~(ii) — The California Education Code and California Welfare and Institutions Code Sections pertaining to pupil welfare and attendance and to education rights and obligations.~~

~~(B) — Skills, including:~~

~~(i) — Utilizing group methods to assist school staffs in self-study, self-evaluation and goal attainment.~~

~~(ii) — Communicating clearly and effectively with pupils, families, community groups, agency and court representatives, particularly to ameliorate concerns of truancy, violence, gang and racial tensions.~~

~~(iii) — Developing, administering and evaluating curriculum components and programs designed to meet the needs of pupils from special student populations or with special problems, particularly those from socially and economically disadvantaged groups.~~

~~(iv) — Securing the participation of parents as partners in education, particularly in attendance improvement, pre-kindergarten, school-aged parent and children's center programs.~~

~~(v) — Assisting in the resolution of differences between the school, family and the community with respect to the school's program.~~

~~(4) — REFERRAL AND UTILIZATION, INVOLVEMENT AND USE OF COMMUNITY RESOURCES, to include:~~

~~(A) — Knowledge of programs relating to income maintenance, employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare and the developmentally disabled.~~

~~(B) — Skills, including:~~

~~(i) — Establishing linkages between the school and relevant community service agencies.~~

~~(ii) — Facilitating inter-agency arrangements and contracts for service.~~

~~(iii) — Developing community resources to meet the needs of children and families with special problems.~~

~~(5) — SOCIAL RESEARCH AND SERVICES BASED ON RESEARCH, to include:~~

~~(A) — Knowledge of social research relevant to the needs of disadvantaged or at-risk pupils.~~

~~(B) — Skills, including:~~

~~(i) — Developing, selecting and applying research that is free of race, class or sex bias, both in design and methodology.~~

~~(ii) — Designing and conducting studies and writing research proposals for needs assessment, program development and program evaluation.~~

~~(6) — CODE OF PROFESSIONAL ETHICS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — The Code of Ethics of the National Association of Social Workers (NASW) and of the NASW Standards for Social Work Practice in the schools.~~

~~(ii) — The joint policy statement of NASW and the National Education Association and other related professional organizations.~~

~~(B) — Skills, including:~~

~~—— Applying the NASW Code of Ethics to school-site situations.~~

~~(7) — SUPERVISION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Principles of supervision and consultation.~~

~~(ii) — Consultative, teaching and supervision techniques.~~

~~(B) — Skills, including:~~

~~(i) — Supervising field practice students, student peers, parents and other volunteers.~~

~~(ii) — Providing education, in-service training and consultation with special reference to individual pupils, families, social environments and the needs of socially disadvantaged groups.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a)(1) through (7) of this section.~~

~~(2) — Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE

Authority: ~~Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~Sections 44227 and 44266, Education Code~~

~~§80632.4 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Psychology.~~

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required by all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.~~

~~(1) — FACILITATING INDIVIDUAL DEVELOPMENT, to include:~~

~~(A) — Knowledge, including:~~

~~— Advanced knowledge of human learning, human exceptionalities, cognitive, affective and biological bases of behavior, and development psychology, including those areas germane to pupils with special as well as regular educational needs.~~

~~(B) — Skills, including:~~

~~— Defining and clarifying children's school problems using psychological theories in working with parents and school personnel.~~

~~(2) — INDIVIDUAL HUMAN ASSESSMENT, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Psychometric knowledge underlying the selection, administration and interpretation of educational and psychological assessment procedures.~~

~~(ii) — Influence of culture, ethnicity, sex and language proficiency on children's test performance.~~

~~(iii) — Advanced assessment strategies and knowledge of individual differences necessary to evaluate a pupil's: 1) functional ability level, 2) school adjustment, 3) achievement, 4) language, 5) perceptual-motor development, 6) adaptive behavior, 7) social development, and 8) emotional development.~~

~~(B) — Skills, including:~~

~~(i) — Selecting, administering, scoring, interpreting, integrating with other data and reports the results of psychological and educational tests and measures to parents, professionals and others with a legitimate interest in the child.~~

~~(ii) — Conducting interviews, observations and behavioral assessments with preschool and school-aged children and young adults.~~

~~(iii) — Performing assessment studies for possible placement of pupils in special education programs.~~

~~(iv) — Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardation, giftedness and severe emotional disturbance.~~

~~(v) — Performing assessment procedures in conjunction with an interpreter when working with limited English speaking pupils.~~

~~(3) — INDIVIDUAL INTERVENTION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Individual development, cognitive and behavioral change from the perspective of psychological theory.~~

~~(ii) — The education of regular pupils and techniques of promoting individual development in the classroom.~~

~~(iii) — Methods and theories for the modification of individual programs and educational environments.~~

~~(iv) — Education of exceptional learners including instructional and remedial techniques.~~

~~(B) — Skills, including:~~

~~(i) — Recommending pupil placements and individual educational plans based on individual pupil educational considerations, as well as classroom management needs, including pupils with special as well as regular educational needs.~~

~~(ii) — Applying psychological methods to increase pupil school performance (methods such as life space interviewing, client-centered consultation, home school contracting, behavior management, self-instruction, reinforcement management strategies).~~

~~(iii) — Supporting within the school non-school community-based therapeutic and remedial efforts.~~

~~(iv) — Responding to children's needs through psychological counseling and by creating new educational plans.~~

~~(4) — EVALUATION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Advanced and specialized procedures used to evaluate pupil progress in educational programs and continued eligibility in educational programs.~~

~~(ii) — Statistical methods used to evaluate cognitive and behavioral change over time.~~

~~(B) — Skills, including:~~

~~— Evaluating the effectiveness of earlier decisions by school authorities and parents regarding elements of the pupil's educational programs.~~

~~(5) — CONSULTATION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — School psychologists' role in the staff development of teachers and others including the parents of children with special as well as regular educational needs.~~

~~(ii) — Theories of institutional and organizational change from a psychological perspective.~~

~~(iii) — Consultation with school personnel on a variety of psychological principles relating to classroom climate, instructional programs, individual needs of particular children and youth, particularly with references to pupils' special needs.~~

~~(B) — Skills, including:~~

~~(i) — Using a variety of consultation techniques with school personnel, as well as evaluate the effects of consultative interactions.~~

~~(ii) — Planning, conducting and evaluating in-service training programs for school personnel, including programs for teachers of pupils with special as well as regular educational needs.~~

~~(iii) — Functioning as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.~~

~~(iv) — Planning group educational experiences for pupils aimed at improving social and emotional development and functioning.~~

~~(v) — Planning, conducting and evaluating parent education programs, especially programs in child-rearing and discipline.~~

~~(6) — GROUP ASSESSMENT, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Screening and pre-assessment procedures.~~

~~(ii) — Advanced and specialized knowledge of group tests and measures.~~

~~(iii) — Procedures to evaluate the social system's needs.~~

~~(B) — Skills, including:~~

~~(i) — Developing, carrying out screening and identification programs for children and young adults for special education programs.~~

~~(ii) — Developing, conducting and coordinating district wide or school wide group assessment programs.~~

~~(7) — PROGRAM EVALUATION, to include:~~

~~(A) — Knowledge, including:~~

~~—— Advanced and specialized program evaluation theories and techniques.~~

~~(B) — Skills, including:~~

~~(i) — Applying designs and methods to evaluate educational programs designed to meet pupil's special as well as regular educational needs.~~

~~(ii) — Applying designs and methods to evaluate educational programs designed to meet the needs of pupils or educators.~~

~~(8) — LEGAL ASPECTS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — California Education Code provisions and federal legislation, related to special education funding and program requirements.~~

~~(ii) — Advanced and specific knowledge of case law, related to programs of regular and special education and parents' and childrens' rights.~~

~~(B) — Skills, including:~~

~~—— Evaluating school district procedures to assure compliance with State Education Code, federal regulations and case law related to regular and special education programs.~~

~~(9) — COMMUNITY RESOURCES, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Community agencies and resources avail able to help children, particularly those children with exceptional needs.~~

~~(ii) — Making referrals for assistance to non school personnel.~~

~~(B) — Skills, including:~~

~~(i) — Acting as liaison to community agencies providing services to pupils, particularly pupils with exceptional needs.~~

~~(ii) — Identifying within the schools those pupils who need referral to medical, psychiatric or other health care providers and making such referrals.~~

~~(10) — RESEARCH, to include:~~

~~(A) — Knowledge, including:~~

~~—— Research method and designs, particularly those used to study pupils with special as well as regular educational needs and to discover ways to prevent failure in school.~~

~~(B) — Skills, including:~~

~~(i) — Collecting, organizing and providing information to school personnel and parents from psychological research findings.~~

~~(ii) — Conceptualizing, designing, implementing and sharing the results of school-related research.~~

~~(11) — PROFESSIONAL ETHICS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Official statements of the Code of Ethics of the American Psychological Association, the National Association of School Psychologists and the California Association of School Psychologists.~~

~~(ii) — The principles of professional organizations for delivery of school psychological services.~~

~~(B) — Skills, including:~~

~~(i) — Applying ethical principles in the practice of school psychology.~~

~~(ii) — Interpreting and applying professional standards of psychological service delivery.~~

~~(iii) — Performing self-assessment to identify personal needs for continuing education in school psychology.~~

~~(12) — SUPERVISION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Principles of supervision.~~

~~(ii) — Appropriate patterns of supervision, supervisor-staff relations, scheduling patterns, and the models for supervisory relationships in a service delivery system.~~

~~(B) — Skills, including:~~

~~—— Supervising psychological examiners, paraprofessionals and others providing school psychological services who are not fully credentialed school psychologists.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a) (1) through (12) of this section.~~

~~(2) — Field practice shall be at least five hundred forty (540) clock hours in duration, of which a minimum of three hundred eighty (380) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE:

Authority: ~~Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~Sections 44227 and 44266, Education Code~~

~~**§80632.5 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Child Welfare And Attendance Services.**~~

~~(a) — In addition to the requirements contained in Section 80632.1 and one of the specializations contained in Section 80632.2, 80632.3, or 80632.4, the following specialized knowledge and skills shall be required for persons seeking the additional Specialization in School Child Welfare and Attendance:~~

~~(1) — ATTENDANCE LAWS AND THE RIGHTS OF MINORS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — State Code requirements governing school attendance.~~

~~(ii) — Child labor laws, both federal and state.~~

~~(iii) — State Code provisions pertaining to juvenile delinquency.~~

~~(iv) — State Code provisions for tutoring and private school attendance in lieu of regular school attendance.~~

~~(B) — Skills, including:~~

~~(i) — Conducting assessment of student attendance.~~

~~(ii) — Interpreting attendance laws to students.~~

~~(iii) — Intervening at appropriate times for solving attendance problems of students.~~

~~(b) — Field practice shall be required of all candidates and shall be in addition to the field practice required in Sections 80632.2(b), 80632.3(b) or 80632.4(b).~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivision (a) (1) of this section.~~

~~(2) — Field practice shall be at least ninety (90) clock hours in duration, in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(c) — Credit may be granted by the college/university toward the required ninety (90) hours provided in subdivision (b) of this section for equivalent field practice completed previously by the candidate as part of an approved Pupil Personnel Services program at the same or another institution of higher education.~~

**NOTES:**

~~Authority: — Sections 44225(b)(4), and 44225(q), Education Code~~

~~Reference: — Sections 44227 and 44266, Education Code~~