

**CTC-School Psychology and National Association of School Psychologists
(NASP) Standards Crosswalk
Professional Services Division
April 2014**

Overview of this Report

This agenda item reports on an alignment study and the data collected from the PPS School Psychology stakeholders comparing California's adopted program standards for the **Pupil Personnel Services-School Psychology Standards (PPS-SPS) 2001** with the national professional association's adopted standards for school psychology—**National Association of School Psychologists (NASP) Professional Standards (Adopted in 2010)**.

Background

CTC staff has received numerous requests from School Psychology (SPsy) programs for a realignment matrix updated to the 2010 NASP Professional Standards that would allow the program to submit the approval granted by the nationally-approved accrediting body, as partial fulfillment of the CTC School Psychology Standards. The Commission adopted the previous NASP/CTC Crosswalk housed within Pupil Personnel Services (PPS) in 2009. This document may be viewed at the following location: <http://www.ctc.ca.gov/educator-prep/accred-files/NASP-Standards-Crosswalk.doc> The COA approved the original crosswalk so this agenda item will update the crosswalk to align with the 2010 NASP standards.

According to California Education Code, one of the main responsibilities noted for the COA is to determine comparability of standards between the national standards and California's adopted program standards. Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. The ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework* (<http://www.ctc.ca.gov/educator-prep/accred-alignment.html>). Where there is alignment, the national program standards may be used in California's accreditation activities in lieu of the State's adopted program standards. Nationally-accredited credential programs participate in the unit accreditation process. If the national standards are aligned in some areas, but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards plus address the identified portions of California's adopted program standards. Currently CTC has three approved PPS crosswalks that are aligned with the national standards: (1) Council for Accreditation of Counseling and Related Educational Programs (CACREP), and (2) National Association of School Psychologists (NASP), (3) Council on Social Work Education (CSWE/EPAS). The crosswalks for School Counseling, School Psychology, and School Social Work have assisted in eliminating duplicate processes for programs that have received national accreditation. Due to the update in the NASP standards it is necessary to revise the currently approved NASP/SPsy Crosswalk to ensure alignment between the new NASP standards and the current PPS: School Psychology standards.

Information from the National Association of School Psychologists (NASP) website is included below to inform the Committee's understanding of the details provided in the crosswalk:

The NASP 2010 Standards consist of four separate documents: (a) Standards for Graduate Preparation of School Psychologists (formerly Training and Field Placement Programs in School Psychology), (b) Standards for the Credentialing of School Psychologists, (c) Principles for Professional Ethics, and the (d) Model for Comprehensive and Integrated School Psychological Services (formerly Guidelines for the Provision of School Psychological Services).

The 2010 Standards were developed within the context of current issues relevant to education and psychology, with a visionary look ahead to anticipated future developments and issues in our field.

Institutions that qualify to use the crosswalk by virtue of their national approval will address all additional components of the accreditation approval process as required for their specific submission (i.e., Common Standards, Preconditions). Information from the PPS-SPsy standards is included below to inform the Committee's understanding of the details provided in the crosswalk.

Pupil Personnel Services (PPS) credentials encompass a set of Generic Standards and four areas of specialization: School Counselor, School Psychologist, and School Social Worker, with an option to add the Child Welfare and Attendance specialization which must be attached to one of the three other Pupil Personnel Services Specialization Programs. Institutions submitting a request for the SPsy credential are required to address all generic standards plus the respective SPsy specialization standards in the development of their programs. The generic core, standards 1-16, gives emphasis to the common PPS concepts, terminology, methods and interdisciplinary support. The SPsy Specialization, standards 17-27, highlights three overarching areas that include Core Knowledge Base and Foundation, Professional Skills and Training, and Field Experience and Practica. The SPsy Intern standards are not included in the crosswalk and would require an additional response from institutions planning to offer the SPsy Intern option. This agenda item will focus only on the standards for the PPS-School Psychology Credential.

Writing to the national NASP standards will not lessen the requirements for program approval. However, as indicated by those in the SPsy field, it will combine the efforts and time required for preparing the submission and documentation. Any institution electing to utilize the option of submitting their NASP approval will also respond to the additional sections of the SPsy standards that were not addressed in the NASP standards crosswalk.

The School Psychology crosswalk is presented as a possible option for those programs that have participated successfully in the national accreditation process. During Program Assessment the nationally approved programs would only respond to one set of program standards, the NASP standards, plus any PPS-SPsy standards or portion of a standard that was not identified as contained in the crosswalk. The full NASP standards are available for review at the following location: http://www.nasponline.org/standards/2010standards/2_Credentialing_Standards.pdf

A combination of conference calls and face-to-face meetings with school psychology program coordinators and school psychology faculty resulted in the draft crosswalk. All programs

approved to offer the CTC School Psychology Credential were emailed the updated draft crosswalk for review and input regardless of whether they were approved by NASP. There were six responders who replied to the request for input on the crosswalk. All six endorsed the revised NASP/SPsy Crosswalk with no changes or additions requested.

Staff Recommendation

Staff is requesting that the COA review the final alignment crosswalk for possible adoption. Review of the previous crosswalk, which aligned the NASP standards and the PPS School Psychology standards, established the approval for the crosswalk. This item indicates the changes in the crosswalk to align with the new NASP standards. If approved by the COA, the School Psychology Crosswalk would be available for use by institutions that have received national accreditation from NASP. If adopted, approved California programs that elect to use the NASP/SPsy Crosswalk would need to address the standards identified below in addition to the NASP Accreditation Standards.

Staff recommends that the Committee on Accreditation take action to adopt the NASP/CTC School Psychology Standards Crosswalk with the following conditions:

All CTC School Psychology Standards are met by NASP requirements with the following exceptions:

An institution electing to respond to the NASP standards for an accreditation activity in California MUST address the following five California program standards in addition to the response to the NASP standards.

- Generic Standard 8: Self-esteem and Personal and Social Responsibility. Self-esteem is not addressed by NASP Standards and requires separate documentation of verification.
- Generic Standard 16: Supervision and Mentoring. “Models” of supervision are not addressed by NASP Standards and require separate documentation of verification.
- Specialization Standard 25: Practica: Given that NASP standards do not address CTC standards as noted, all of Standard 25 requires separate documentation of verification.
- Specialization Standard 26: Culminating Field Experience. NASP allows 600 hours in a non-school setting, while CTC only allows 400. Appropriate documentation is required
- Specialization Standard 27: Determination of Candidate Competence. Given that NASP standards do not fully address CTC standards as noted, all of Standard 27 requires separate documentation of verification.

Next Steps

Based on the COA’s discussion, direction and possible adoption of the crosswalk, staff will inform the field if the crosswalk becomes available for their use.

Appendix A

Commission on Teacher Credentialing Pupil Personnel Services Program/School Psychology

and

National Association of School Psychologists

Standards Crosswalk



**Commission on Teacher Credentialing (CTC)
and
National Association of School Psychologists (NASP)**

Standards Crosswalk

Draft 2014

California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix

An institution that is offering a nationally accredited Pupil Personnel Services: School Psychologists educator preparation program may elect to use NASP’s 2010 standards for California accreditation activities. Please see page 22 of this alignment matrix for the California program standards that MUST be addressed by the program in addition to the NASP Standards.

CTC Generic Standards: PPS

CTC Standard	Key CTC Elements	Applicable NASP Stds	NASP Standards Language that Documents Comparability
1. Program Design, Rationale, and Coordination	(a) Coordinated, cohesive design (b) Cogent rationale (c) Foundation courses precede advanced	1.1	(a) integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice (b) Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives (c) An integrated, sequential program of study and supervised field experiences (d) Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, sequential manner
2. Growth and Development	(a) Understand typical & atypical growth (b) Theories and research on pupil strengths and weaknesses that affect learning and (c) Effects of health and developmental factors, language, cultural variables, diversity, SES, and resiliency on development	2.4 2.3 2.8	(a) Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics (a/b) Biological, cultural, and social influences on cognitive and academic skills (b) Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics (c) Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

			skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
3. Socio-Cultural Competence	<p>(a) Understand ethnic, cultural, SES, and environmental factors influences learning and achievement</p> <p>(b) Work effectively with diverse pupils and families</p> <p>(c) Appreciation for diversity</p> <p>(d) Serve diverse and changing communities</p> <p>(e) Development of culturally congruent policies, programs and practices</p>	<p>(a) 2.8</p> <p>(b1) 2.8</p> <p>(b2) 2.8</p> <p>(b3) 2.8</p> <p>(c) 1.0</p> <p>(d) 2.8</p>	<p>(a) Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)</p> <p>(b1) Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity</p> <p>(b2) Strategies for addressing diversity factors in design, implementation, and evaluation of all services</p> <p>(b3) Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics</p> <p>(c) ...within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized.</p> <p>(d) Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery</p> <p>(d2) In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics (e) In collaboration with others,</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

		(d2) 2.8 (e) 2.8	address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
4. Assessment	(a) Data-based decision making (b) Understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. (c) Influence of multiple factors in pupil achievement	(a) 2.1 (b) 2.1 (b) 2.5 (c) 2.3	(a) Data-Based Decision Making and Accountability...assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics (b) Assessment and data collection methods to measure response to, progress in, and effective outcomes of services (b) Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services. (b) Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being (c) Biological, cultural, and social influences on cognitive and academic skills
5. Comprehensive Prevention and Early Intervention for Achievement	(a) Understanding factors that contribute to successful learning (b) Identify and address problems in early stages (c) Implement prevention and early intervention strategies (d) Understand classroom, school, family and community factors that support pupil learning (e) Skills to assist pupils with learning difficulties	(a) 2.3 (b, c) 2.7 (d, e) 2.4	(a) Interventions and Instructional Support to Develop Academic Skills...Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics (b, c) School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students (d, e) .. have knowledge and facilitate development and implementation of strategies that result in optimal instructional environments

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

6. Professional Ethics and Legal Mandates	(a) Understand professional codes of ethics and current legal mandates (b) Understand range of legal issues (c) Able to access information about legal and ethical matters	(a, b, c) 2.10*	(a, c) School psychologists have knowledge of .. ethical, professional and legal standards (b)... and fulfill all legal requirements as in response to law and court decisions
7. Family-School Collaboration	(a) Understand ways in which pupil development, well-being and learning are enhanced by family school collaboration (b) Foster respectful and productive family school collaboration	(a) 2.8 (b)	(a) School psychologists have knowledge of family systems, including family strengths and influences on student development, learning and behavior, and methods to involve families in education and service delivery. (b) School psychologists work effectively with families, educators and others in community to promote and provide comprehensive services to children and families
8. Self esteem and Personal and Social Responsibility	(a) Candidates assess their own self - esteem (b) Demonstrate principles of building self-esteem, personal and social responsibility and lifelong learning	(a) (b) 2.4 (b) 2.10	(a) No comparable NASP standard (b) Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics (b) Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills (b) Engage in career-long self-evaluation and continuing professional development

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

			<i>Note: Self Esteem not comparably addressed</i>
9. School Safety and Violence Prevention	<p>a) Understand ways to enhance safety and well-being of pupils</p> <p>(b) Knowledge and models of systematic school safety planning</p> <p>(c) Plans for crisis response, prevention, intervention and treatment</p> <p>(d) Knowledge and skills to reduce school violence</p> <p>(e) Address needs of witnesses, victims and perpetrators of violence</p>	<p>(a, c) 2.6</p> <p>(d, e) 2.6</p>	<p>(a1) Knowledge of ...psychological and educational principles and research related to resilience and risk factors in learning and mental health</p> <p>(a2) Knowledge of ...methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics</p> <p>(b1) Knowledge of ...universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being</p> <p>(b2) Knowledge of ...evidence-based strategies for effective crisis prevention, preparation, and response.</p> <p>(c, e) Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families</p> <p>(d) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks</p> <p>(e) Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and Characteristics</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

10. Consultation	<p>(a) Know and apply theories, models and processes of consultation</p> <p>(b) [candidates] use communication, interpersonal and problem solving skills in consultation with teachers, administrators, parents and others</p> <p>(c) When consulting and collaborating, School Psychologists identify problem areas, collect and analyze information, make decisions about, and evaluate service delivery</p>	<p>(a) 2.2</p> <p>(b) 2.2</p> <p>(c) 2.2</p> <p>(c) 2.1</p>	<p>(a) Knowledge of...varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems</p> <p>(a2) Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery</p> <p>(b) Consult and collaborate at the individual, family, group, and systems levels</p> <p>(b2) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others</p> <p>(b3) Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others</p> <p>(c) Knowledge of...strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others</p> <p>(c2) Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness</p>
11. Learning Theory and Educational Psychology	<p>(a) Understand learning theories and factors influence learning and teaching (e.g., cognition, memory, cultural and linguistic differences)</p> <p>(b) Know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits</p>	<p>(a) 2.3</p> <p>(b) 2.3</p>	<p>(a1) Biological, cultural, and social influences on cognitive and academic skills</p> <p>(a2) Knowledge of...curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.</p> <p>(a3) Knowledge of...evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics</p> <p>(b) Implement methods to promote intervention acceptability</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

			and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services
12. Professional Leadership Development	(a) Understand importance of leadership (b) Operate as systems change agents	(a, b) 2.2	(a, b) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
		(a, b) 2.5	(a, b) Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services. Develop school policies, regulations, services, and accountability systems to ensure effective services for all children
		(a, b) 2.9	(a, b) In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings
13. Collaboration and Coordination of Pupil Support Systems	(a) Collaborates effectively with community based organization, agencies and others (b) Demonstrates knowledge of programs and models within comprehensive	(a) 2.2	(a) Knowledge of...strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
		(a) 2.2	(a) Consult and collaborate at the individual, family, group, and systems

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

		(c3) 2.5	systems levels related to learning, mental health, and physical well-being (c3) Knowledge of evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics
15. Technological Literacy	(a) Skill in current technology for communication, and collecting, organizing, distributing and analyzing data	(a) 2.1 (a2) 2.3 (a3) 2.9 (a4) 2.10	(a) Skills to...Access information and technology resources to enhance data collection and decision making (a2) Knowledge of...information and assistive technology resources to enhance children’s cognitive and academic skills (a3) Knowledge of...technology and information resources applicable to research and program evaluation; Skills... Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels (a4) Knowledge of...relevant information sources and technology
16. Supervision and Mentoring	(a) Opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals	(a) 3.1 (a2) 2.10 (a3) 3.4	(a) Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies (a2) Utilize supervision and mentoring for effective school psychology practice (a3) An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

			intern's attainment of competencies Note: Although significant supervision exists, models of supervision does not appear in NASP standards
17. Psychological Foundations	(a) Foundation in the knowledge base of psychology, including biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.	(a) 2.3 (a2) 2.3 (a3) 2.4 (a4) 2.4 (a5) 2.8	(a) Knowledge of biological, cultural, and social influences on cognitive and academic skills (a2) Knowledge of human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics (a3) Knowledge of...biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills (a4) Knowledge of...human developmental processes related to social-emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics (a5) Knowledge of...psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
18. Educational Foundations	(a) Foundation in the knowledge base of education concerning the organization and operation of schools, community-based resources, and alternative service	(a) 2.5 (b) 2.7	(a) Knowledge of...school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings (b) Design and implement evidence-based practices and policies that

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>delivery systems.</p> <p>(b) Prepared to design and operate programs to promote school-family interactions.</p> <p>(c) Knowledgeable about family influences on cognitive, motivational, and social characteristics</p> <p>(d) Methods to facilitate safe and caring schools</p>	<p>(c) 2.7</p> <p>(c2) 2.7</p> <p>(d) 2.6</p> <p>(d2) 2.6</p>	<p>facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children</p> <p>(c) Knowledge of... characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development</p> <p>(c2) Knowledge of psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics</p> <p>(d) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks</p> <p>(d2) Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families</p>
<p>19. Legal, Ethical and Professional Foundations</p>	<p>(a) Knowledge base of school psychology, including the history of school psychology, legal and ethical issues, professional issues and standards, alternative models of service delivery, emergent technologies, and roles and functions</p> <p>(b) Understand the influence of diverse values</p> <p>(c) Prepared to practice in ways that meet all ethical, professional, and legal</p>	<p>(a) 2.10</p>	<p>(a) Knowledge of</p> <ul style="list-style-type: none"> • History and foundations of school psychology • Multiple school psychology service delivery models and methods • Ethical and professional standards for school psychology • Legal standards and regulations relevant for practice in settings in which school psychologists work • Factors related to professional identity and effective practice as

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	standards.		<p align="center">school psychologists</p> <ul style="list-style-type: none"> • Relevant information sources and technology • Methods for planning and engaging in continuing education <p>(a, b) 2.0 (a, b) School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.</p> <p>(b2) 2.8 (b2) Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery</p> <p>(c) 2.10 (c) Provide services consistent with ethical and professional standards in school psychology. Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work. Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals</p>
20. Collaborative Consultation	<p>(a) Interpersonal skills for consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families.</p> <p>(b) Prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations.</p> <p>(c) Present and exchange information in</p>	(a, b, c) 2.10	<p>(a, b, c) School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical, legal, and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p> <p>(a, b) Apply consultation methods, collaborate, and communicate</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	a variety of contexts with diverse audiences.	(a, b) 2.2 (a, c) 2.2	effectively with others as part of a comprehensive process that permeates all aspects of service delivery (a, c) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
21. Wellness Promotion, Crisis Intervention and Counseling	(a) Prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group, and systems levels. (b) Knowledgeable about academic, behavioral, and serious personal difficulties. (c) Able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school.	(a) 2.4 (a2, c) 2.4 (a3) 2.4 (b) 2.4 (b2) 2.3 (c) 2.4	(a) Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices (a2) Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning (a3) Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services (b) Have knowledge of human developmental processes related to social-emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics (b2) Have knowledge of biological, cultural, and social influences on cognitive and academic skills; human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics (c) Have knowledge of techniques to assess socialization, mental health,

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>(d) Design and implement services across the hierarchy of pupils' development needs.</p> <p>(e) Can work with school personnel, parents, and general community in the aftermath of crises.</p>	<p>(c3) 2.5</p> <p>(d) 2.6</p> <p>(e) 2.6</p>	<p>and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring</p> <p>(c3) Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics</p> <p>(d) Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services</p> <p>(e) Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics</p>
<p>22. Individual Evaluation and Assessment</p>	<p>(a) Well versed in a variety of assessment methods to define a student's problems and needs, to assess current status, and to measure the effects of the problem-solving process.</p> <p>(b) Understand contextual influence of outcomes such as personal attributes, aptitude, and community, cultural, gender, and language influences, classroom climate, and instructional practices.</p>	<p>(a) 2.1</p> <p>(b) 2.8</p>	<p>(a) School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p> <p>(b) Have knowledge of psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>(c) Understand how to use assessment information and are able to convey findings to a diverse audience.</p> <p>(d) Able to use data-based decision making.</p> <p>(e) Understand federal and state laws related to special education services.</p>	<p>(b2) 2.3</p> <p>(c) 2.1</p> <p>(c) 2.2</p> <p>(d) 2.1</p> <p>(e) 2.10*</p>	<p>origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)</p> <p>(b2) Have knowledge of curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self- regulation and planning/organization, etc.</p> <p>(c) Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics; Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness</p> <p>(c2) Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others</p> <p>(d) Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery</p> <p>(e) Have knowledge of legal standards and regulations relevant for practice in settings in which school psychologists work *</p> <p>*NASP does not specify “special education services,” regarding legal standards and regulations, however, as the primary setting for school psychologists is schools, special education law and regulations are implied as “relevant for practice”</p>
<p>23. Program Planning and Evaluation</p>	<p>(a) Understand the school as system.</p>	<p>(a) 2.5</p>	<p>(a) Have knowledge of school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	(d) Utilize computer technology and attendant technological applications.	(d) 2.9	(d) Incorporate various techniques and technology resources for data collection , measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
--	---	---------	--

DRAFT

California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix

Field Experience and Practica

CTC Standard	Key CTC Elements	Applicable NASP Stds	NASP Standards Language that Documents Comparability
25. Practica	<p>(a) Candidates engage in field based activities in all areas of professional training</p> <p>(b) Candidates demonstrate application of core knowledge ... in their work in schools</p> <p>(c) Series of supervised experience prior to [culminating] field experience</p> <p>(d) Systematic means of evaluating practica experiences</p> <p>(e) Minimum 450 clock hours (300 pK-12; up to 150 on-campus or community agencies)</p> <p>(f) Supervision responsibility typically remains with university faculty in coordination with field based professionals</p> <p>(g) Supervisor has minimum 2 years experience appropriate to practicum experience</p> <p>(h) Practicum offered for academic credit, and is a direct extension of program training and goals</p> <p>(i) Concurrent instruction provided as part of practicum</p> <p>(k) All practica experiences are evaluated</p>	(a, c, d, f, h) 3.1	<p>NASP requires supervised practica experiences that include the following:</p> <ul style="list-style-type: none"> • Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship • Specific, required activities and systematic development and evaluation of skills (see Standards 2.1 to 2.10) that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills • Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors • Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies <p>Note: NASP does not meet specifics of this standard (scope, hours, evaluation)</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>(1) Of total 1650 hours across practicum and culminating field experience required, a minimum of 200 must be in a second, third or fourth setting. (The four basic field experience settings for school psychologists include preschool, elementary, middle school or junior high, and high school.)</p>		
--	---	--	--

CTC Standard	Key CTC Elements	Applicable NASP Stds	NASP Standards Language that Documents Comparability
<p>26. Culminating Field Experience</p>	<p>(a) Candidates demonstrate full range of skills, including direct and indirect service to pupils, parents and staff</p> <p>(b) Supervised by a credentialed school psychologist</p> <p>(c) Minimum 1200 hours</p> <p>(d) Completed within no more than 2 consecutive academic years</p> <p>(e) 800 hours must be in P-12 school setting</p> <p>(f) Up to 400 hours may be acquired in other defined settings</p> <p>(g) Supervision and principle responsibility of the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.</p>	<p>(a) 3.2-3.6</p> <p>(c , d) 3.3</p> <p>(e) <i>not met</i></p> <p>(f) <i>NASP allows 600 hours, so this is not met</i></p> <p>(g) 3.4</p>	<p>The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:</p> <ul style="list-style-type: none"> • A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution • A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology (see Standards 2.1 to 2.10) • Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers • Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>(h) The primary supervisor must have a current and valid PPS credential authorizing service as a school psychologist. Must have at least the equivalent of two years full-time experience as a school psychologist. If outside of California, the site supervisor must be a NCSP or graduate of a NASP-approved program.</p> <p>(i) A written plan is written and agreed upon by the local educational agency, the field supervisors, and training program supervisory staff.</p> <p>(j) Candidates receive academic credit for the field experience</p> <p>(The four basic field experience settings for school psychologists include preschool, elementary, middle school or junior high, and high school.)</p>	<p>(h) 3.4</p> <p>(i) 3.5</p> <p>(j) 3.1</p>	<p>characteristics and attain competencies needed for effective practice as school psychologists</p> <p>NASP requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:</p> <ul style="list-style-type: none"> • A minimum of 1200 clock hours for specialist level interns and 1500 clock hours for doctoral level interns, including a minimum of 600 hours of the internship completed in a school setting • A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years • Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors • Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies <p>NASP requires that the school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:</p> <ul style="list-style-type: none"> • A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved • Formative and summative performance-based evaluation of intern
--	--	--	---

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

			<p>performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed</p> <ul style="list-style-type: none"> • Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities <p>The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:</p> <ul style="list-style-type: none"> • Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services • Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers <p>Note: NASP allows 600 hours non-school setting; CTC only allows 400.</p>
27. Determination of Candidate Competence	(a) Prior to recommending candidates for a school psychologist credential, one or more persons who are responsible for the	(a) 3.6	(a) The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP)
Standards Alignment Matrix**

	<p>program, determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.</p>	<p>to begin effective practice as school psychologists, including the following:</p> <ul style="list-style-type: none"> • Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services • Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers <p><i>Given that NASP standards do not fully address CTC standards as noted, these areas would need separate documentation of verification.</i></p>
--	---	---

DRAFT

If approved by COA:

An institution electing to respond to the NASP standards for an accreditation activity in California MUST address the following five California program standards in addition to the response to the NASP standards.

- Generic Standard 8: Self-esteem and Personal and Social Responsibility. Self-esteem is not addressed by NASP Standards and requires separate documentation of verification.
- Generic Standard 16: Supervision and Mentoring. “Models” of supervision are not addressed by NASP Standards and require separate documentation of verification.
- Specialization Standard 25: Practica: Given that NASP standards do not address CTC standards as noted, all of Standard 25 requires separate documentation of verification.
- Specialization Standard 26: Culminating Field Experience. NASP allows 600 hours non-school setting, while CTC only allows 400. Appropriate documentation is required
- Specialization Standard 27: Determination of Candidate Competence. Given that NASP standards do not fully address CTC standards as noted, all of Standard 27 requires separate documentation of verification.