

## COMMISSION ON TEACHER CREDENTIALING

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## POST IN PUBLIC PLACE



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**TO:** Persons Interested in the Regulations Governing Pupil Personnel Services Preparation Programs

**FROM:** Richard K. Mastain, Ed.D., Executive Secretary

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**SUBJECT:** Availability of Amended Title 5 Regulations, Sections 80622 through 80622.5 Pertaining to Programs for Pupil Personnel Services Credentials.

The Commission on Teacher Credentialing, at its July 22, 1988 meeting, reviewed proposed amendments of Sections 80622 through 80622.5, pertaining to the approval of programs of preparation for Pupil Personnel Credentials, and adopted the amendments shown in the attached text. This action was taken in response to recommendations by the state Office of Administrative Law relating to original proposed regulations adopted by the Commission on June 4, 1987 and approved by the State Board of Education on September 10, 1987.

Summary of Changes

The following amendments of the proposed Pupil Personnel Services program regulations have been made since the disapproval by the Office of Administrative Law (OAL) in January 1988 of the proposed regulations:

1. The proposed "intent" language, contained in proposed Section 80622(a), has been deleted because of the OAL position that "intent" declarations are not a proper part of the administrative (regulatory) law. An amendment of Section 80622 (new) (a)(2)(A) is proposed in order to retain, in abbreviated form, the essence of the deleted passages (see page 2 of the amended regulations).
2. The field work requirements for each of the pupil personnel specifications -- school counselor, school social worker, school psychologist and child welfare and attendance, a major

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A copy of the full text of the amended regulations is attached, clearly showing all amendments by means of strikeouts and underlying.

- (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 one or more of (B), (C), ~~(D)~~, and (E) as specified below. ~~In addition, an institution may offer the curriculum that meets the requirements of (E).~~
- (A) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all Pp 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 80622.1 and 80622.2 shall be:
- Equivalent to a minimum of 30 semester or 45 quarter units; or 450 classroom hours of postbaccalaureate study;
- (C) Credit for successful completion of a program of study for the school social work specialization specified in Sections 80622.1 and 80622.3 shall be:
- Equivalent to a minimum of 45 semester units or 60 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 80622.1 and 80622.4 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 80622.5 shall be:
- (i) Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

- (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.

80622.2 PROGRAM FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL COUNSELING.

- (a) In addition to the ~~skills and~~ knowledge requirements contained in Section 80622.1, the following specialized skills and knowledge shall be required of all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in ~~Pupil Personnel Services 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 The individual's environment the classroom, the school, the home, and the community. 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:

- (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 knowledges 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.

- (3) ~~A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty five (25) percent of the population served is from a racial/ethnic and cultural background different from the credential candidate's background or twenty five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.~~
- (5) One-hundred (100) clock hours of field work shall be with pupils of a racial/ethnic background different from that of the credential candidate.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266.

80622.3 PROGRAM FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL SOCIAL WORK.

- (a) In addition to the ~~skills and~~ knowledge requirements contained in Section 80622.1, the following specialized skills and knowledge shall be required for all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in Pupil Personnel Services 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.

- (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, prekindergarten, 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.

- (1) Appropriate field practice in the knowledges and skills provided in subdivisions (a)(1) through (7) of this section.
- (2) Field practice shall be four-hundred fifty (450) clock hours in duration in a school setting, to include the amount of direct classroom contact with pupils determined appropriate by the credential candidate and college/university instructor.
- (3) Field practice by credential candidates shall be under the supervision of an appropriate and experienced certificated professional approved jointly by the college/university and the school district administration.
- ~~(2)~~(4) The field work assignment shall be provided in a minimum of 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.
- ~~(3)~~ A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty-five (25) percent of the population served is from a racial/ethnic and cultural background different from the credential candidate's background or twenty-five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.
- (5) One-hundred (100) clock hours of field work shall be with pupils of a racial/ethnic background different from that of the credential candidate.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266.

80622.4 PROGRAM FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL PSYCHOLOGY.

- (a) In addition to the ~~skills and knowledge~~ requirements contained in Section 80622.1, the following specialized skills and knowledge shall be required by all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in Pupil Personnel Services in School Psychology.

- (iv) Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardations, 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 nonschool community-based therapeutic and remedial efforts.

- (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 preassessment 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 ~~school~~ education programs.
    - (ii) Developing, conducting and coordinating districtwide or schoolwide group assessment programs.
- (7) PROGRAM EVALUATION, to include:
- (A) Knowledge, including:
    - Advanced and specialized program evaluation theories and techniques.

## (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 ~~school~~ 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.

- (3) ~~A minimum of one field work experience shall be in a cross-cultural setting where a minimum of twenty five (25) percent of the population served is from a racial/ethnic and cultural background different from the credential candidate's background or twenty five (25) percent of the field work experience is with pupils from a racial/ethnic and cultural background different from the credential candidate's background.~~
- (5) One-hundred (100) clock hours of field work shall be with pupils of a racial/ethnic background different from that of the credential candidate.

Authority: Education Code Section 44225(b).

Reference: Education Code Sections 44225(a), 44226, 44227, and 44266.

80622.5 PROGRAM FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL WITH THE ADVANCED SPECIALIZATION IN PUPIL PERSONNEL SERVICES IN SCHOOL CHILD WELFARE AND ATTENDANCE SERVICES.

- (a) In addition to the ~~knowledge and skill requirements~~ contained in Section 80622.1 and one of the specializations contained in Section 80622.2, 80622.3, or 80622.4, the following specialized knowledge and skills shall be required for persons seeking the additional Specialization ~~in Pupil Personnel Services~~ 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.