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OFFICE OF THE EXECUTIVE SECRETARY

June 27, 1991

TO: All Deans, Directors of Schools and Departments of Education and Pupil Personnel Services Program Coordinators

FROM: Philip A. Fitch, Executive Secretary

SUBJECT: New Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Preparation for Pupil Personnel Services (School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Services).

At its June 1991 meeting in Sacramento, the Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Preparation for Pupil Personnel Services Specialists in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance Services. Please see the attached document.

A Commission-appointed advisory panel of seventeen professionals from local school districts, county offices of education, and institutions of higher education met over a period of 12 months to develop standards. The panel examined pertinent research, journals, and standards of the national professional organizations, in addition to consulting with peers and colleagues in the field.

The enclosed standards and preconditions for the Pupil Personnel Services Credential becomes effective on or before September 30, 1991 for all new programs submitted for Commission approval. Programs coming up for evaluation during the academic years 1991-92 and 1992-93 have the option of using the new standards or new guidelines. Programs coming up for review after June 1, 1993, must meet the new standards.

All questions concerning this matter should be directed to Dr. Joseph Dear at the Commission's address or by telephone at (916)327-1461.

Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions for the Evaluation of Pupil Personnel Services Programs with Specializations in

School Counseling

School Psychology

School Social Work

And

Child Welfare and Attendance Services

Commission on Teacher Credentialing

State of California

June 10, 1991

COMMISSION ON TEACHER CREDENTIALING

Mary Jane T. Pearson, Chair

Philip A. Fitch, Executive Secretary

June 1991

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Commission on Teacher Credentialing
Pupil Personnel Services Credential Programs Advisory Panel
1990-91

Name	Position	Affiliation
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Delores Nelson	Pupil Services and Attendance Counselor	Los Angeles Unified School District
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Jim Saum	Counselor Education Professor	California State University Sacramento
Norma Sturgis	Psychiatric Social Worker	Los Angeles Unified School District
Darryl Yagi	School Counselor	Casa Grande High School

Consultant to the Panel: Joseph D. Dear

California Department of Education Liaison: Mary Tobias Weaver

Pupil Personnel Services Quality Standards

Philosophy Statement

A major goal of education is to prepare pupils to become literate and responsible citizens. Educators have an obligation to promote personal growth and to develop critical thinking skills so that the pupils become caring family members and motivated workers. Educators recognize that in addition to intellectual challenges, pupils encounter personal, social, economic, and institutional challenges. Strategies are essential to address these challenges, promote success, and prevent educational failure.

Credentialed pupil personnel services specialists are school counselors, school psychologists, school social workers, and child welfare and attendance supervisors. They are educated to be pupil advocates and to provide prevention and intervention strategies that remove barriers to learning. These professionals, in partnership with other educators, parents and the community, maintain high expectations for all pupils, facilitate pupils reaching their highest potential, foster optimum teaching and learning conditions, and prevent school failure.

California's pupils live in a dynamic society with a diversity of cultures and changing values. They have needs for educational environments that prepare them to function in complex, global, and multicultural communities. The needs of pupils demand that pupil personnel services specialists and others work together by uniting their skills as a team to provide comprehensive, coordinated programs and services on behalf of all pupils and their families.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.

(2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

(4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

(5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(7) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Education Code Section 44252(b)(6).

(8) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).

(9) A college or university that operates a program of professional preparation shall have a curriculum that meets the requirements of (A) and one or more of (B), (C), (D), and (E) as specified below. Statutory basis: Title 5 California Code of Regulations, Section 80632, Article 2, Professional Preparation Programs.

(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 (Title 5 Regulations) shall be:

Equivalent to a minimum of 30 semester units 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** as specified in Sections 80632.1 and 80632.3 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** as 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 services specialization** as specified in Section 80632.5 shall be:

Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

Flow Chart

Pupil Personnel Services Credential Standards

The following flow chart is an explanation of the six different sections of the Pupil Personnel Services Credential Standards which include four specializations—three major areas, School Counseling, School Psychology and School Social Work, and one "supplemental" area, Child Welfare and Attendance Services.

Section I of this document includes standards which are required by all service and specialist credential programs, including Pupil Personnel Services.

Section II includes eight generic standards which are required by all three main Pupil Personnel Services Credential specializations, school counseling, school psychology and school social work.

Section III include ten School Counseling Credential Specialization Standards that are required of all School Counseling Credential Programs. These ten standards begin with standard #20, because the first 19 standards include those found in sections I and II, which are required of all School Counseling Credential Programs.

Section IV includes 14 School Psychology Credential Specialization Standards that are required of all School Psychology Credential Programs. These 14 standards begin with standard #20, because the first 19 standards include those found in sections I and II, which are required of all School Psychology Credential Programs.

Section V includes seven School Social Work Credential Specialization Standards that are required of all School Social Work Credential Programs. These seven standards begin with standard #20, because the first 19 standards include those found in sections I and II, which are required of all School Social Work Credential Programs.

Section VI includes four Child Welfare and Attendance Services Credential Standards that are required of all Child Welfare and Attendance Services Credential Programs. It is important to note that this program cannot stand alone, but only as a supplement to any one of the other three specializations.

Flow Chart (Continued)

Pupil Personnel Services (PPS) Credential

Section I
Common Standards for all Service and Specialist Credentials
(Institutional Resources and Coordination)
(11 Standards)

Section II
Generic Standards
Required for each of the three PPS Credential Specializations
(8 Standards)

Section III	Section IV	Section V
School Counseling Specialization Credential Standards	School Psychology Specialization Credential Standards	School Social Work Specialization Credential Standards
• Course Work 10 Standards	• Course Work 14 Standards	• Course Work 7 Standards
• Field Practice (450 hours)	• Field Practice (540 hours)	• Field Practice (450 hours)

Section VI
Child Welfare and Attendance Services
Specialization Credential Standards

- Course work - 5 Standards
- Field Practice --90 hours

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as school counselors, psychologists, social workers or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institution support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective procedures to quickly resolve grievances and appeals by faculty, students and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the needs of the program in terms of Coordination, Admissions, Field Experiences, and the Development of Candidate Competence.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.

- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.

- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to the credential area, and the identified needs of schools and districts in the local service region.

- The opportunities for involvement by persons who represent the diversity of the community in program evaluation and development that are meaningful and substantive.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Admission and Candidate Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution has defined carefully an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has consistently attained the median or higher (in the comparison population) on each selected indicator of academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each prospective educator must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective service as an educator.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates and written evaluations of candidates' preprofessional experiences with children and youth.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to students from diverse ethnic, cultural and socio-economic backgrounds.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for certification; and (4) specific standards and deadlines for making satisfactory progress in the program.

- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains only those candidates who are suited to enter the pupil personnel services profession and who are likely to attain the Standards of Candidate Competence and Performance in Category III.

Rationale

An institution that prepares pupil personnel services professionals has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited for the field.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.

- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to be pupil personnel services professionals and considers candidate appeals.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Generic Standards

Standard 12

Growth and Development

Each candidate demonstrates knowledge of normal and abnormal growth and development, including relevant research and theories, and other information related to pupil strengths and weaknesses that affect learning. Each candidate demonstrates knowledge of the possible influence of culture, race, stereotyping, family, socio-economic status, and language on pupil development.

Rationale

In order to help pupils achieve academic success, the pupil personnel services specialist must have adequate knowledge of the major variables affecting pupil growth and development.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of relevant research and theories of normal and abnormal human growth and development, as they relate to pupils' progress in a school setting.

- Each candidate demonstrates knowledge of principles and methods to help pupils learn effective ways to plan and give direction to their own learning.

- Each candidate demonstrates knowledge of the wide variety of social and cultural influences that may affect pupils in a school setting.

- Each candidate demonstrates knowledge of how stereotyping, family influences, and socio-economic status may affect the pupil's development.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 13

Socio-Cultural Influences

Each candidate demonstrates knowledge of the possible effects of culture, race, lifestyle, stereotyping, family, socio-economic status, gender, sexual orientation, language and values on pupil's progress in a school setting. This includes knowledge of the influence of these factors on the delivery of pupil personnel services that facilitate pupil academic and career success.

Rationale

In order to help pupils from different backgrounds achieve academic and career success, pupil personnel services specialists must have adequate knowledge of cultural and societal influences on the educational process.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the culture and values of the five dominant ethnic groups: Asian American, African American, Hispanic, Native American, and White, Non Hispanic, and the diversity within each group.

- Each candidate demonstrates knowledge of his/her own value system and its relation to his/her ability to work with students with different values and beliefs.

- Each candidate demonstrates knowledge of the wide variety of social and cultural influences that affect pupils in a school setting.

- Each candidate demonstrates knowledge of the social and cultural influences in the school environment that may affect the delivery of pupil personnel services, which promote academic and vocational success.

- Each candidate demonstrates knowledge of socio-cultural influences on communication styles that may be most appropriate for individuals from a culture different from his/her own.

- Each candidate demonstrates knowledge of socio-cultural influences on counseling techniques that may be most appropriate for individuals from a culture different from his/her own.

- Each candidate demonstrates knowledge about the principles of cross-cultural interactions and their effect on teacher-pupil and pupil-pupil relationships.

- Each candidate demonstrates knowledge of culturally-appropriate techniques to enlist the aid of parents and families to support educational efforts.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 14

Assessment

Each candidate demonstrates knowledge of assessment theories and methods related to emotional, intellectual, physical and social characteristics as these affect learning performance of a diverse pupil population. This broad based knowledge requires consideration of the effects upon pupil performance of family, school, culture, language, gender, racial/ethnic and experience factors as well as the environmental conditions under which the assessment takes place.

Rationale

Comprehensive assessment is necessary to pupil personnel services specialists in developing strategies for educational planning and decision making, thus maximizing pupil performance.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of assessment theories and methods appropriate to the specific backgrounds of the pupils.

- Each candidate demonstrates knowledge of the effects of emotional, intellectual, physical and social characteristics on the learning performance of a diverse population.

- Each candidate demonstrates knowledge of the influences of the assessment environment upon outcomes.

- Each candidate demonstrates knowledge of the influence of non-cognitive factors on assessment outcomes (e.g., poor nutrition, physical and emotional abuse, poverty, and other individual, family, school and societal related variables.)

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 15

Problem Prevention and Early Intervention

Each candidate demonstrates knowledge of the factors and processes contributing to pupils' difficulties and failure in school, and of methods and techniques for prevention and early intervention to maximize school success. Each candidate demonstrates knowledge of how environmental factors may place children at risk of school failure.

Rationale

Since complex pressures of today's society produce conditions that inhibit the maximum social, intellectual, and emotional development of pupils, pupil personnel services specialists must know how to assist children to enhance success under such conditions.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the characteristics of pupils at risk of failing in school.

- Each candidate demonstrates knowledge of conditions that place pupils at risk, assessment procedures for evaluating risk, and interventions for preventing further problem development including such critical areas as suicide, child abuse, and alcohol and other drug abuse.

- Each candidate demonstrates knowledge of a variety of programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools.

- Each candidate demonstrates knowledge of methods and techniques of resolving conflicts between and among pupils and groups of pupils.

- Each candidate is knowledgeable of individual and group counseling techniques that promote pupil success.

- Each candidate demonstrates knowledge of effects of school organization systems upon the pupils.

- Each candidate demonstrates knowledge of methods such as counseling, collaboration, consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupil lives.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 16

Consultation Services

Each candidate demonstrates knowledge of theories, models, and processes of consultation with teachers, administrators and other school personnel, parents, community groups, agencies, and pupils as appropriate.

Rationale

All pupil personnel services specialists must have knowledge of consultation services in order to help solve problems related to pupil progress and success.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of individual and team consultation processes, including methods of initiating, developing, and concluding consultative relationships.

- Each candidate demonstrates knowledge of pupil advocacy approaches.

- Each candidate demonstrates knowledge of principles and practices of effective classroom management and school discipline.

- Each candidate demonstrates knowledge of barriers and inhibitors to the development of effective interrelationships among teachers, staff, parents and others.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 17

Learning Theory And Psychological Education

Each candidate demonstrates knowledge about theories of cognitive and affective learning and classroom applications. Each candidate is aware of various roles and functions of pupil personnel services specialists in supporting human relations goals and themes in the state-adopted curriculum frameworks.

Rationale

Knowledge of learning theory, motivation, and principles of affective development and human relations are essential to delivering and facilitating programs and strategies that promote pupil academic success. Pupil personnel services specialists play an integral role in school efforts to ensure students have access to a challenging and engaging curriculum based on knowledge of the goals and themes contained in the state-adopted curriculum frameworks and theories of learning and motivation.

Rationale

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about theories of learning.

- Each candidate demonstrates knowledge about developing positive, culturally-sensitive learning environments.

- Each candidate demonstrates knowledge of curriculum and methods for conducting human relations training and affective education.

- Each candidate demonstrates knowledge about the principles of human relations and the effects of teacher-pupil and pupil-pupil relationships on learning.

- Each candidate demonstrates knowledge about ways to help students accept responsibility for their own learning.

- Each candidate demonstrates knowledge about the role of affective learning on pupil's self esteem.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 18

Program/Service Coordination and Development

Each candidate demonstrates knowledge of the coordination and development of programs and services that enhance school climate for effective learning.

Rationale

The pupil personnel services specialist must be able to utilize the educational environment and community resources to promote the academic success of all pupils.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the multidisciplinary team approach to involve all school personnel in services to pupils.

- Each candidate demonstrates knowledge of the appropriate techniques for involving and supervising paraprofessionals, volunteers, and others in providing programs and services.

- Each candidate demonstrates knowledge of the factors that promote and enhance a positive school climate and the processes that facilitate change in school climate to promote pupil success.

- Each candidate demonstrates knowledge of methods, techniques, and processes that develop and enhance staff morale.

- Each candidate demonstrates knowledge of community services and the processes for making appropriate referrals to these services.

- Each candidate demonstrates knowledge of state-recommended high school graduation requirements and an awareness of state-adopted curriculum frameworks.

- Each candidate demonstrates knowledge of developing, coordinating, and enhancing programs so that services to pupils and other school and community personnel are maximized.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 19

Legal Enablements and Constraints

Each candidate demonstrates knowledge of legal enablements and constraints affecting pupil personnel services specialists and pupils in California schools.

Rationale

For pupil personnel services specialists to provide services effectively, they must be knowledgeable of federal/state laws and regulations as they pertain to the rights and constraints of children and families eligible to receive educational services.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of relevant laws and regulations pertaining to children and families.

- Each candidate demonstrates knowledge of appropriate compliance procedures relating to pupil personnel services.

- Each candidate demonstrates knowledge of how to keep informed of changes in laws and regulations related to California public education.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

School Counselor Specialization Standards

Definitions

(I) Educational Counseling: Refers to "Educational Counseling" as defined in California Education Code 49600.

Educational counseling shall include, but not be limited to, all of the following:

(1) Academic counseling, in which pupils receive counseling in the following areas:

(A) Establishment and implementation, with parental involvement, of the pupil's immediate and long-range educational plans.
(B) Optimizing progress towards achievement of proficiency standards.
(C) Completion of the required curriculum in accordance with the pupil's needs, abilities, and aptitudes.
(D) Academic planning for access to and success in higher education programs including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid.

(2) Career and vocational counseling, in which pupils are assisted in doing all of the following:

(A) Planning for the future.
(B) Becoming aware of their career potential.
(C) Developing realistic perceptions of work.
(D) Relating to the work world.

(3) Personal and social counseling, in which pupils receive counseling pertaining to interpersonal relationships for the purpose of promoting the development of their academic abilities, careers and vocations, personalities, and social skills.

(II) Student Age: refers to student ages in grades K-12.

(III) Experienced practitioner: refers to one who has had at least two years experience counseling in school or appropriate non-school setting while holding the appropriate credential/license.

(IV) Parents: refers to parents, legal guardians, or surrogate parents.

School Counselor Specialization Standards

Standard 20

Educational Assessment

Each candidate demonstrates knowledge of assessment programs and techniques related to academic, career, personal, and social counseling. This knowledge requires consideration of the impact of cultural, ethnic, and gender factors of the pupils, the school, and the community upon pupil assessment and achievement. Each candidate demonstrates skill in assessment through the selection, administration, and interpretation of a wide variety of assessment procedures.

Rationale

School counselors use pupil assessment to develop strategies for the improvement of pupil performance.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of testing and other assessment techniques and programs.

- Each candidate demonstrates knowledge of the effects of cultural, ethnic, and gender factors upon assessment programs and techniques.

- Each candidate demonstrates knowledge and skill in using non-testing assessment procedures (e.g., observation, anecdotal records, questionnaires, case studies, and pupil records).

- Each candidate demonstrates knowledge of the effect of biased assessment on pupil course and program placement.

- Each candidate demonstrates skill in the selection, administration, and application of unbiased assessment instruments and procedures.

- Each candidate demonstrates skill in interpreting assessment results, including the use of statistical data, to pupils, teachers, administrators, parents, and others.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 21

Personal and Social Counseling

Each candidate demonstrates knowledge of the concepts and processes contributing to effective counseling and intervention programs for individuals and groups as related to personal and social development.

Rationale

In order to ensure that students achieve educational success, counseling and intervention services must be comprehensive, including personal and social counseling.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the major individual and group counseling theories and techniques appropriate to schools.

- Each candidate demonstrates knowledge of crisis intervention techniques.

- Each candidate demonstrates knowledge of school-based and community-based prevention and intervention programs including techniques in critical areas (e.g., suicide, substance abuse).

- Each candidate demonstrates skill in expressing and applying a personal counseling philosophy.

- Each candidate demonstrates skill in training pupils for personal and social growth and development (e.g., self esteem, social skills, and cross-cultural communication.)

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 22

Academic and Career Counseling

Each candidate demonstrates knowledge of the concepts and processes contributing to effective counseling and intervention programs for individuals and groups as related to academic and career development.

Rationale

In order to ensure that pupils achieve educational success, counseling and intervention services must be comprehensive, including academic and career counseling.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the application and rationale of curriculum standards and frameworks to academic and career development.

- Each candidate demonstrates knowledge of guidance curricula and skills in using classroom guidance techniques.

- Each candidate demonstrates knowledge of career choice theories and techniques, career clusters, and the potential influences and conflicts of differing cultural value systems.

- Each candidate demonstrates skill in assisting pupils to develop appropriate academic and career plans.

- Each candidate demonstrates knowledge of California model high school graduation requirements.

- Each candidate demonstrates knowledge and skill in practices that ensure all pupils receive equitable treatment as related to appropriate course selection for post-secondary education training opportunities.

- Each candidate demonstrates knowledge of admission requirements for the California community college and university systems. In addition, the candidate demonstrates skill in accessing admission requirements for private colleges/universities, vocational and trade schools, and other post-secondary training opportunities.

- Each candidate demonstrates knowledge of various programs of financial assistance available to pupils.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 23

Program Development

Each candidate demonstrates knowledge and skill in planning, developing, implementing, and evaluating comprehensive counseling and guidance programs.

Rationale

Counselors must be prepared to plan, develop, implement, and evaluate comprehensive counseling and related supplemental support services in order to effectively address the educational needs of pupils and the needs of the school community.

Factors to Consider

When an evaluating team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of a variety of comprehensive counseling and guidance programs.

- Each candidate demonstrates knowledge and skill in conducting needs assessments and in planning, developing, and implementing comprehensive guidance programs based on the needs assessment.

- Each candidate demonstrates knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding, and appropriate expenditures.

- Each candidate demonstrates knowledge of organizing and staffing comprehensive counseling and guidance programs.

- Each candidate demonstrates knowledge and skill required in designing and implementing an evaluation of a comprehensive counseling and guidance program, including the collection of data and preparation of an evaluation report.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 24

Program Coordination and Supervision

Each candidate demonstrates knowledge and skill in coordinating and supervising comprehensive counseling and guidance programs in a multicultural school setting.

Rationale

With the diversity of today's multi-cultural society, a comprehensive counseling and guidance program must be well coordinated and supervised to meet the complex needs of the school community.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and skill in coordinating the roles of school-wide staff, parents, and community members in the delivery of comprehensive counseling and guidance programs.

- Each candidate demonstrates knowledge and skill in coordinating support services necessary for success in academic and career development and in brokering appropriate services to meet those pupil needs.

- Each candidate demonstrates knowledge and skill in coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision making.

- Each candidate demonstrates knowledge and skill in providing and participating in staff development and public relation activities to support comprehensive counseling and guidance programs.

- Each candidate demonstrates knowledge and skill in facilitating groups addressing school and pupil needs.

- Each candidate demonstrates knowledge of theories, principles, and techniques of supervision, and skill in supervising others involved in comprehensive counseling and guidance programs (e.g., peer counselors, teacher advisors, volunteers, and counseling paraprofessionals.)

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 25

Consultation Services To Schools

Each candidate demonstrates knowledge and skill in the consultation processes and programs in which pupils, teachers, administrators, parents and community members collaborate with the counselor on ways to address pupil needs. In order to identify specific community members who can be of assistance to pupils and their families, each candidate demonstrates knowledge of available school and community resources that offer services to address educational needs of pupils.

Rationale

Pupil needs and social complexities within schools and communities demand counseling services beyond what individual counselors can provide directly. Counselors need to demonstrate effective consultation processes to enhance the ability of others to to accomplish their assigned tasks effectively.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and skill in identifying and selecting appropriate consultation processes with pupils, teachers, administrators, and parents in support of pupils achieving educational success.

- Each candidate demonstrates knowledge of the school as an organizational system and how to effect change within that system.

- Each candidate demonstrates skill in consulting with other staff members in developing and modifying educational programs to meet pupil needs.

- Each candidate demonstrates knowledge about the public and private agencies available within the community that provide a variety of services to pupils and their families.

- Each candidate demonstrates knowledge and skill in referring to and consulting with community agencies.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Legal Aspects

Each candidate demonstrates knowledge of the laws and regulations impacting school counselors and pupils.

Rationale

Federal and California laws and regulations influence counselor role and functions. Counselors must have knowledge of the effect of these laws and regulations on pupils and counseling and guidance programs.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of state requirements for academic progress and high school graduation.

- Each candidate demonstrates knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils, and staff (e.g., confidentiality, child abuse reporting, pupil records).

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Professional Ethics

Each candidate demonstrates knowledge of the ethical standards and practices of the school counseling profession. Each candidate demonstrates skills in applying these ethical standards to specific counseling situations.

Rationale

Professions have ethical standards and practices to protect their clients. School counselors have a responsibility to uphold the standards of their profession.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the ethical standards and practices developed by the American Association of Counseling and Development and the American School Counselor Association, adopted by the California Association for Counseling and Development.

- Each candidate demonstrates the skill of applying these ethical standards and practices to specific counseling situations.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Field Practice

Each candidate in field practice demonstrates knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. A minimum of four hundred fifty (450) clock hours of field practice is required according to the following standards:

• A minimum of three hundred (300) clock hours in a K-12 school setting in direct contact with pupils.

a) The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of one hundred (100) clock hours at each setting.

b) At least one hundred (100) clock hours shall be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate.

c) A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.

• Up to one hundred and fifty (150) clock hours may be in a setting other than schools counseling with school age (K-12) youth, provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential.

Rationale

Individualized, appropriate field practice provides candidates with comprehensive professional preparation that qualifies them for work in a range of grade levels with pupils who are culturally and ethnically diverse. It provides the candidate with the opportunity to enhance their professional preparation through activities outside of the school setting.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

• Each candidate demonstrates knowledge and skill in academic assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics as identified in standards 20 through 27.

School Counselor Standards and Factors to Consider, Continued

- Each candidate in field practice is supervised by a qualified supervisor who holds a Pupil Personnel Services Credential and has been approved by both the school district administration and the college/university field practice instructor. (Some field practice that occurs in a setting other than schools, may require a dual supervision by both a holder of the Pupil Personnel Services Credential and a licensed professional whose expertise is required for the setting.)

- Each candidate demonstrates knowledge of and skills in performing appropriate counseling responsibilities at two or more levels of schooling (elementary, middle school, high school).

- Each candidate's field practice shall include a minimum of one hundred (100) clock hours of individual and/or group work with at least ten (10) pupils of a racial/ethnic background different from that of the candidate.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.

• One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

• The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

School Psychologist Specialization Standards

Standard 20

Individual Development

Each school psychologist credential candidate has the advanced knowledge of human development, human learning, and human exceptionalities necessary to facilitate the individual development of regular and special education pupils. In addition to having the appropriate knowledge and theoretical understandings, the candidates will have the skills needed to work effectively with parents and school personnel to properly define and clarify problems that are affecting the child's educational development.

Rationale

School psychologists serve as the major representatives in the school of the discipline of psychology. Traditionally psychology has been a major foundation for educational practice. School psychologists knowledgeable of research and theory in psychology are able to identify practices and procedures in the school setting that facilitate child growth and development.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of the psychology of human learning.
- Each candidate demonstrates knowledge of the psychology of human exceptionality.
- Each candidate demonstrates knowledge of the psychology of cognitive and affective development.
- Each candidate demonstrates knowledge of the biological basis of behavior.
- Each candidate demonstrates knowledge of principles and theories of social psychology.
- Each candidate demonstrates skill in defining and clarifying children's school problems using psychological theory.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Individual Human Assessment

Each school psychologist credential candidate has the advanced knowledge of psychometric and other methods of measurement necessary to properly select, administer, and interpret educational and psychological assessment procedures. The candidate is familiar with and skilled in using methods and techniques to assess functioning in the areas of cognition, achievement, language, perceptual-motor development, adaptive behavior, social development and emotional development. The candidate performs differential diagnoses of handicapping conditions, and provides other diagnostic information useful in educational planning, taking into account the influence of children's cultural background, gender, ethnicity, and language proficiency in making these judgments.

Rationale

A major role for school psychologists, dictated by past practices, federal and state law and regulation is the assessment of individuals using a variety of methodologies.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of psychometric theory and skillful in conducting assessment procedures.

- Each candidate demonstrates skill selecting specific assessment instructions that are appropriate for the ethnic/cultural background of the pupil.

- Each candidate demonstrates knowledge of and skilled in selecting and using a variety of methods to assess cognitive ability level, cognitive processing, school adjustment, achievement, language, perceptual-motor development, adaptive behavior, social development, and emotional development.

- Each candidate demonstrates skill writing reports of assessments, integrating information from a variety of sources.

- Each candidate demonstrates skill interpreting the results of individual assessment to professional and lay individuals.

- Each candidate demonstrates accuracy in diagnosing handicapping conditions.

- Each candidate demonstrates skill working with interpreters in assessing limited-English-proficient pupils.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Individual Intervention

Each school psychologist credential candidate demonstrates knowledge of how to formulate action plans and modifications of the educational setting to meet the individual pupil's educational and psychological needs. The candidate understands how pupils change and develop and how human change may be facilitated. The candidate is aware of and is able to use methods to intervene in order to improve school performance and to encourage positive, effective behavior in the school. The candidate contributes to individual educational planning for pupils in regular and special education. Using methods such as interviewing, psychological counseling, behavioral techniques, consultation, and home-school cooperative planning.

Rationale

School psychologists are often called upon to help make the school and home environment more responsive to an individual child's needs. Usually an identified child has experienced difficulty in school and would be likely to fail without some intervention on the part of school personnel. School psychologists must know what to do in a variety of situations and what is effective. Because of their background in psychology, they can contribute insights from this perspective into the problem solving process.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about psychological theory and research concerning behavioral change.

- Each candidate demonstrates knowledge of techniques for promoting individual development.

- Each candidate demonstrates knowledge of instructional and remedial techniques in the education of exceptional children.

- Each candidate demonstrates skill in contributing to the development of individualized education programs.

- Each candidate demonstrates skill in using direct methods and techniques such as behavioral management and pupil counseling to improve school performance.

- Each candidate demonstrates knowledge about educational and psychological techniques that are acceptable and consonant with the values of the five dominant ethnic groups in California: Asian, Black, Hispanic, Native American, and White.

School Psychology Standards and Factors to Consider, Continued

- Each candidate demonstrates skill in using indirect methods and techniques to improve school performance such as consultation, collaboration and inservice education with school personnel, parents, and community based professionals.

- Each candidate demonstrates skill in assisting within the school the activities of community-based helpers.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Individual Evaluation

Each school psychologist credential candidate has the advanced and specialized knowledge of procedures and methods used to determine if pupils have made progress in specific educational programs. The candidate demonstrates skill conducting evaluations and reporting the results of such evaluations to school personnel and parents so they may make alterations, if needed, in a child's educational program.

Rationale

School psychologists are charged with conducting periodic re-evaluations of pupil progress in special education and other programs. This must be done effectively so that programs meet the child's unique needs as well as complying with state regulations.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about advanced and specialized procedures to evaluate pupil progress in educational programs.

- Each candidate demonstrates knowledge of the difficulties and the challenges of measuring and assessing change.

- Each candidate demonstrates skill in conducting and reporting reevaluation of pupil progress.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Consultation

Each school psychologist credential candidate possesses advanced knowledge of the theory, methods, and techniques of collaborative consultation, organization development, and staff development. The candidate demonstrates skill using consultation techniques, conducting inservice education, and working as a member of multidisciplinary teams for the improvement of pupils academic, social, and emotional functioning.

Rationale

School psychologists can deliver indirect services to children as well as direct services, such as testing and counseling. Providing consultation services to adults who work with children allows professional assistance to reach more children and is an efficient use of time and effort.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about different methods of consultation.

- Each candidate demonstrates skill in developing the interpersonal relationships necessary for affective consultation.

- Each candidate has participated in consultation efforts under supervision in a school district setting.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Group Assessment

Each school psychologist credential candidate has advanced and specialized knowledge of group and environmental assessment techniques to screen children for further study and to identify instructional needs. The candidate is able to carry out screening programs and group assessments, including the effects of environments, as part of the process of identifying and responding to children at risk of educational failure.

Rationale

In many situations, group assessments combined with individual assessments are a very efficient use of time. Early identification and intervention may prevent many later problems. School psychologists must be able to conduct assessments appropriate to a variety of groups and environments.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about screening and pre-assessment procedures and about group tests and measurement.
- Each candidate demonstrates knowledge of needs assessment procedures.
- Each candidate demonstrates skill developing and executing screening programs.
- Each candidate demonstrates skill conducting group and ecological assessment for a variety of educational purposes, including designing appropriate interventions.
- Each candidate demonstrates skill reporting group assessment results to a variety of professional and lay individuals.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Program Evaluation

Each school psychologist credential candidate demonstrates advanced and specialized knowledge of program evaluation theory and methods, and skilled in conducting evaluation of school programs designed to meet pupil's special or regular educational needs of pupils.

Rationale

The programs designed to serve groups of children may or may not be effective. Data must be collected periodically, used to modify the program if needed, and to determine if the program is meeting its goals and objectives.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of program evaluation theories and techniques.

- Each candidate demonstrates skill designing, conducting, and reporting program evaluation.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Legal Aspects

Each school psychologist credential candidate demonstrates knowledge of legal principles and specific laws and regulations relevant to the practice of school psychology. Each candidate demonstrates the ability to determine if school policies and procedures are in compliance with federal and state law and regulations.

Rationale

School psychologists in California are directly involved in making decisions which reflect the legal rights of children and their guardians. Therefore school psychologists must be aware of the content, scope and limitations of laws and regulations so as to carry out their professional responsibilities.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

• Each candidate demonstrates an awareness of the many sources and content of laws and regulations which affect children, their parents or guardians, and school personnel.

• Each candidate has knowledge of the legal requirements which determine the child's rights to and eligibility for special education services and the processes which serve to insure that the child's rights are protected.

• Each candidate has participated in a variety of decision-making activities in the school setting which involve attention to the legal rights of children and their parents or guardians.

• Each candidate has been a participant in a critique of the policies and procedures of at least one school district with reference to federal and state compliance practices affecting children and their educational progress.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Community Resources

Each school psychologist credential candidate demonstrates knowledge of services available to children and their families both within and outside the school system, and skills in implementing successful referrals to community-based services.

Rationale

The public school is but one of a variety of organizations in each community which serve children and their families. Children and their parents or guardians often have needs which go beyond the services which can be provided through the public school system, and need assistance in securing help from the community.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate has learned about the public and private agencies available within the community to provide a variety of services to children and their families.

- Each candidate has participated in the referral process with both public and private agencies which work with handicapped and non-handicapped children and their families.

- Each candidate has been a participant in school-based student study teams which have the responsibility of identifying children's needs and providing referral follow-up designed to meet those needs.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Research

Each school psychologist credential candidate demonstrates knowledge of psychological research methods and designs in the fields of psychology and education and has skill in collecting, organizing, and providing information on topics needing research. Candidates can interpret the findings from both the educational and psychological research literature and from original empirical investigations to address district, school, and individual child needs.

Rationale

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School psychologists should be able to provide intelligible summaries and interpretations of a variety of data. This can enable improved school practice.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about research design in education and psychology.

- Each candidate demonstrates knowledge about relevant statistical methods.

- Each candidate demonstrates knowledge about methods of locating and interpreting research data to school personnel.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 30

Professional Ethics

Each school psychologist credential candidate demonstrates knowledge of ethical codes and standards for the provision of school psychology services. The candidate demonstrates skill using an ethical decision-making process when legal guidelines and ethical codes are not available as guides to problem resolution. The candidate demonstrates sensitivity to ethical dilemmas encountered in the provision of services to children and their families.

Rationale

Many situations and circumstances in which school psychologists are involved require decision-making for which there are no clearly specified legal or even organizational guidelines. There is need for school psychologists to be aware both of explicit and implicit ethical dilemmas in their work. School psychologists in California need to be aware of the diverse values which influence the lives of people and how to help in the resolution of conflicts among these values at the personal, group, and organizational level.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates familiarity with the content of the codes of ethics and service delivery standards of national and state professional organizations, such as American Psychological Association, National Association of School Psychologists, and California Association of School Psychologists.

- Each candidate demonstrates the ability to apply ethical decision-making skills in the resolution of problems arising from value conflicts at the personal, group, and institutional levels.

- Each candidate participates in a process which has identified personal needs related to improving the candidates expertise in the practice of school psychology.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 31

Supervision

Each school psychologist credential candidate demonstrates knowledge of principles and techniques of the supervision of human services workers and skill in supervising others.

Rationale

A variety of personnel working in school psychology require supervision. These include interns and new psychologists as well as paraprofessionals in some situations. Additionally, in some districts school psychologists assume supervisorial responsibilities over other school psychologists to assure high quality service delivery. School psychologists, therefore, should be prepared in supervision.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge about principles and practices in supervision.
- Each candidate demonstrates knowledge about patterns of staffing.
- Each candidate demonstrates skill receiving supervision.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 32

Field Practice

Each school psychologist credential candidate in field practice demonstrates knowledge and skill in areas of individual assessment, individual intervention, individual educational program evaluation, consultation, group assessment, supervision and working with community agencies. They also demonstrate skill in applying psychological theory, legal principles, ethical principles, and educational and psychological research. A minimum of five hundred forty (540) clock hours of field practice is required according to the following standards:

• A minimum of three hundred (380) clock hours in a (K-12) school setting in direct contact with pupils.

a) The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of one hundred (100) clock hours at each setting.

b) At least one hundred (100) clock hours shall be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate.

• The entire field experience shall be supervised by an experienced practitioner who holds a Pupil Personnel Services Credential.

Rationale

Individualized, appropriate field practice provides candidates with comprehensive professional preparation that qualifies them for work in a range of grade levels with pupils who are culturally and ethnically diverse. It provides the candidate with the opportunity to enhance their professional preparation through activities outside of the school setting. It also permits the candidate to integrate skills previously learned in a variety of course work.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

• Each candidate delivers psychological services demonstrating knowledge and skill in individual assessment, individual intervention, individual educational program evaluation, consultation, group assessment, supervision and working with community agencies. They also demonstrate skill in applying psychological theory, legal principles, ethical principles, and educational and psychological research as identified in standards 1 through 12.

• Each candidate conducts ethically correct and effective individual and group assessments of diverse pupils, including those with low incidence disabilities.

School Psychology Standards and Factors to Consider, Continued

- Each candidate develops individual and group interventions for children and contributes to group decision-making about educational programing.

- Each candidate demonstrates the ability to consult with and to contribute to the professional development of teachers and other school personnel and to collaborate with parents and community helpers.

- Each candidate learns to profit from supervision, preferably from an experienced, school psychologist so that the services provided meet high ethical, legal, and professional standards of psychology.

- The time spent in field work meets or exceeds the hourly and diversity requirements of this standard.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 33

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.

- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

School Social Work Specialization Standards

Standard 20

Human Assessment as Direct Service to Pupils.

Each school social work candidate must demonstrate the knowledge and skills necessary to make appropriate psycho-social assessments of pupil's behavior and of the home, school and community factors which may affect his/her learning.

Rationale

Any strategy or intervention must be based on a proper definition of the problem and an appropriate assessment of all the factors influencing a pupil's behavior.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and understanding of the developmental life cycle, including stages of development and appropriate developmental tasks for each age level.

- Each candidate demonstrates knowledge and understanding of the family development cycle: family systems theory, family roles, family dynamics, parenting styles, and differences due to class, ethnicity, and belief systems.

- Each candidate demonstrates knowledge and understanding of behavior as an expression of the stress one may experience in his/her life situation or circumstance.

- Each candidate demonstrates knowledge and understanding of the interacting social systems: child home, school and community which influence the pupil's behavior and school performance.

- Each candidate demonstrates knowledge and understanding of the effect of poverty, culture, language, abuse or neglect, school-age parenthood, changing family constellation, alienation, and delinquency on family life and individual development.

- Each candidate demonstrates knowledge and understanding of the impact of separation and loss experiences on children, pupil's learning, and school attendance.

- Each candidate demonstrates skill in conducting an appropriate psycho-social assessment of pupil's behavior and of factors affecting his/her learning and personal and school adjustment.

School Social Work Standards & Factors to Consider, Continued

- Each candidate demonstrates skill in developing a plan of action (program, intervention, referral, or consultation) to address the pupil's problem based on a comprehensive psycho-social assessment.

- Each candidate demonstrates skill in making an individual, family, group, and community assessment to secure participation of pupil, family, community groups, social agencies, and school personnel in the definition of and the comprehensive assessment of problems.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Social Interventions

Each school social work candidate must demonstrate the knowledge and skills of appropriate methods of interventions (individual, family, group and community) to address problems of pupils in the school setting.

Rationale

In order to develop proper problem-solving strategies to address problems of pupils, candidates must be knowledgeable about and skilled in utilizing a variety of social work intervention methods and strategies.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and understanding of the different techniques to interviewing children, adolescents, and adults to clarify problems and to elicit their participation in problem-solving activities.

- Each candidate demonstrates knowledge and understanding of group theory: group structure, dynamics, membership, roles, norms, values, communication, forms of leadership, and decision-making processes.

- Each candidate demonstrates knowledge and understanding of family structure: dynamics, roles, traditions, division of labor, decision-making patterns, communication patterns, goals, and resources.

- Each candidate demonstrates knowledge and understanding of school structure: school climate, roles, rules, lines of authority, traditions, program options, leadership styles, and formal and informal decision-making processes.

- Each candidate demonstrates knowledge and understanding of community/neighborhood environments affecting the school site and school programs: sources of conflict and support, available resources, and identification of community leaders.

- Each candidate demonstrates skill in utilizing appropriate social work methods with pupils, groups of pupils, parents, and others to make a proper definition of problems, conduct comprehensive assessments, develop strategies, and implement an action plan on behalf of pupils.

- Each candidate demonstrates skill in interpreting pupil's developmental and educational status and potential to parents to enhance parents' understanding and cooperation in utilizing available school resources and community based services.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Consultation, Coordination, Referral and Development of Service

Each school social work candidate must demonstrate knowledge of the impact of interacting social systems on pupils' learning and behavior; and skill to engage other professionals and parents in addressing the needs of pupils, especially with reference to socio-economically and culturally-diverse groups.

Rationale

Candidates must be knowledgeable about the roles and effect that key people in social systems—notably school personnel and community-based professionals—have on the performance of pupils in school; and must have skills in engaging those social systems on behalf of pupil needs.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and understanding of groups and organizations as social systems.

- Each candidate demonstrates knowledge and understanding of the school as an organizational system interacting within a community.

- Each candidate demonstrates knowledge and understanding of educational and support service teams within the school.

- Each candidate demonstrates knowledge and understanding of governance structures of public education and their impact on funding, regulatory policies and procedures, and programs, particularly relating to pupil welfare and attendance requirements, and student eligibility for special education services, and to the rights and obligations of schools, parents, and pupils.

- Each candidate demonstrates knowledge and understanding of community organizations and their resources related to income maintenance, employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare, and the developmentally disabled.

- Each candidate demonstrates skill in performing advocacy roles on behalf of pupils and families.

- Each candidate demonstrates skill in applying individual and group methods of consultation.

School Social Work Standards & Factors to Consider, Continued

- Each candidate demonstrates skill in using effective and appropriate professional communication with pupils, families, school, and community groups.

- Each candidate demonstrates skill in using effective means of involving parents.

- Each candidate demonstrates skill in using techniques and approaches designed to resolve conflict.

- Each candidate demonstrates skill in establishing linkages with school units and community resource agencies.

- Each candidate demonstrates skill in facilitating the use of school and community resources.

- Each candidate demonstrates skill in facilitating the development of needed services for pupils, families, and schools.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Research

Each school social work candidate must demonstrate knowledge of the process of social research and the application of social research to the development or improvement of services in schools.

Rationale

It is essential that school service programs be based upon knowledge which has been developed and refined through scientific methods. School social workers should have understanding and skill for the conduct of basic research in school settings, in order to improve their own practice and for the general delivery of services.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and understanding of the essential steps and processes of social research, with particular attention to problem definition and assessment; the design of the study, data collection and analysis, and the appropriate designation of conclusions, including limitations of findings in specific research.

- Each candidate demonstrates knowledge and understanding of relevant findings of social research, particularly as these relate to the needs of pupils at a risk of school failure due to socioeconomic status or cultural difference.

- Each candidate demonstrates skill in designing and conducting studies, and writing proposals that include a needs assessment, program development, and evaluation of the practice or program.

- Each candidate demonstrates skill in employing methods in research and program design and implementation with minimal race, class, gender and sexual preference biases.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Professional Ethics

Each school social work candidate must demonstrate knowledge and skills reflecting the integration of social work ethics in his/her professional practice.

Rationale

Critical life situations of families and children, including cultural imperatives of a diverse society, have potential for value conflicts and dilemmas for practitioners. The National Association of Social Workers has developed a Code of Ethics to provide guidance and standards for professional social workers in their practice with all clients.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge and understanding of the National Association of Social Workers (NASW) Code of Ethics and its application to school social work practice.

- Each candidate demonstrates knowledge and understanding of the differences in professional ethics and practice perspectives among and within the professional groups serving pupils in schools and from community bases.

- Each candidate demonstrates skill in applying the National Association of Social Workers (NASW) Code of Ethics to school-site situations.

- Each candidate demonstrates skill in identifying potential ethical and value conflicts between the professions, as these may be evident in specific situations concerning pupils.

- Each candidate demonstrates skill in resolving conflict that arises from ethical differences in working with pupils and their families, and that arises among various professionals serving pupils.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Field Practice Experience

Each school social work candidate must demonstrate competent school social work practice by successfully completing 450 clock hours of school based practice supervised by a credentialed practitioner, and of which 100 clock hours shall be with at least ten pupils of a racial/ethnic background different from that of the candidate. The assignment shall be provided in at least two of three settings (elementary, middle, high school), with a minimum of 100 clock hours at each setting.

Rationale

Social Work training is based on a concurrent field work model which exposes candidates to classroom theory and practical hands-on learning experiences in the field. The concurrent field experience assures that candidates blend the knowledge derived from academic course work in human behavior, counseling and other intervention methods, policy and laws, research, and program development with experiences in school based practice settings. In order for candidates to develop professional practice skills school social work training programs must provide: (1) sufficient time for candidates to develop practice skills; (2) competent supervision and field instruction on a regular weekly basis; (3) a range of learning experiences for candidates to learn the similarities and differences of working with pupils of different ages, socio-economic backgrounds, and ethnic backgrounds and with a variety of problem situations; and (4) a method of evaluating a candidates progress in the field.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates skill in developing and using the social work relationship to effect change consistent with social work purposes and assessed needs of pupils and their families.

- Each candidate demonstrates skill in integrating the knowledge and skills described in both the Pupil Personnel Services Generic and School Social Work Standards.

- Each candidate demonstrates skill in conducting appropriate psychosocial assessments of pupils and families, including the identification of school and community factors which inhibit the pupils progress in learning.

School Social Work Standards & Factors to Consider, Continued

- Each candidate demonstrates skill in implementing effective intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils and their families.

- Each candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school and the community at-large.

- Each candidate demonstrates skill in working effectively within the policies and procedures of the school site to advocate on behalf of pupils and their families.

- Each candidate demonstrates skill in effectively utilizing supervision for further professional growth and development and to understand the principles of supervision.

- Each candidate demonstrates skill in identifying problems in the school and community that affect pupils learning and collect relevant data which may lead to the development of programs or activities to reduce pupils barriers to learning.

- Each candidate demonstrates skill in working effectively within the ethics of the social work profession in each school site and within the community.

The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidates performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.

- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Child Welfare & Attendance Services Specialization Standards

In addition to the requirements contained in Title 5, Section 80632.1 (Generic pupil personnel services) and one of the specializations contained in Section 80632.2, (School Counseling), 80632.3 (School Social Work), or 80632.4 (School Psychology), the following standards with specialized knowledge and skills shall be required for persons seeking the additional specialization in Child Welfare and Attendance Services.

Standard 1

Knowledge of Attendance Laws and the Rights of Minors

Each candidate demonstrates knowledge of the California school attendance laws and the rights of minors.

Rationale

In order to insure compliance with California compulsory attendance laws and the rights of minors, candidates must have a broad knowledge of legal enablements and constraints.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate is able to describe reasons why California public school education is both a requirement and a right.

- Each candidate demonstrates knowledge of the basic California compulsory education law, legal variances, and attendance accounting procedures.

- Each candidate demonstrates knowledge of California and Federal child labor laws and their relationship to compulsory school attendance in California.

- Each candidate demonstrates knowledge of child custody laws as they relate to school matters.

- Each candidate demonstrates knowledge of child abuse reporting laws and their appropriate legal responses.

- Each candidate demonstrates knowledge of the responsibilities assigned to a school district custodian of records, including the laws relating to confidentiality, access, and transfer of those records.

Child Welfare and Attendance Services Standards and Factors To Consider, Continued

- Each candidate demonstrates knowledge of laws related to severance of school attendance, appropriateness of use, and due process.

- Each candidate demonstrates knowledge of laws relating to safe and orderly school environments.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Skills Using Attendance Laws

Each candidate demonstrates the ability to conduct assessment of student attendance, interpret attendance laws to parents/guardians as well as staff, and to intervene appropriately to solve attendance problems of students.

Rationale

Preventive and remedial action, with regard to minors, requires the ability to assess and interpret problem situations and intervene appropriately

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates the ability to evaluate the effectiveness of attendance improvement programs.

- Each candidate demonstrates a basic ability to interpret laws related to legal severance of attendance and appropriateness of use, including due process.

- Each candidate demonstrates the appropriate use of legal alternatives to regular California public school attendance.

- Each candidate demonstrates the ability to assess symptoms related to poor school attendance, and design and implement attendance improvement strategies.

- Each candidate demonstrates a knowledge of the School Attendance Review Boards, their composition and use.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Assessment

Each candidate demonstrates the ability to assess factors contributing to pupil attendance problems (e.g., truancy, school dropout, and school phobia).

Rationale

Child welfare and attendance specialists must understand the multiplicity of causes of school attendance problems in order to effectively assess such problems and intervene appropriately.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate is able to recognize the effect of personal, cultural, and environmental factors upon school attendance.

- Each candidate demonstrates knowledge about truancy and dropout prevention programs, their use, and the technique to involve pupils and parents.

- Each candidate demonstrates knowledge about the importance of parenting skills and their relationship on school attendance.

- Each candidate demonstrates knowledge about the relationship between truancy and community problems, as well as, methods to prevent and remediate such problems.

- Each candidate demonstrates knowledge about psychological and social factors that prevent pupils from attending school regularly.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 4

Field Practice and Supervision in the Attendance Laws and the Rights of Minors

In addition to the requirements contained in Section 80632.1, 80632.2, 80632.3 or 80632.4, each candidate shall complete a minimum of ninety (90) clock hours of field practice, under supervision, in the attendance laws and the rights of minors.

Rationale

Supervised field practice and knowledge of the attendance laws and rights of minors enables the child welfare and attendance specialist to be confident and effective in the school setting.

Factors to Consider

When an evaluation team judges whether a program meets the standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates completion of a broad variety of field experiences with the use of the California school attendance laws, under supervision of the Pupil Personnel Services Credential holder.

- Each candidate demonstrates completion of field experiences, under supervision, related to parent and pupil rights, regarding education and attendance.

- Each candidate demonstrates completion of field experiences, under supervision, related to the assessment of symptoms of poor school attendance and the improvement of attendance patterns.

- Each candidate demonstrates completion of field experiences, under supervision, in the appropriate use of alternatives to regular school attendance.

- Each candidate demonstrates, through field experiences, under supervision, the ability to interpret California and Federal child labor laws for the pupil's parents and employer's understanding and compliance.

- Each candidate demonstrates, through field experience, under supervision, the ability to interpret child custody laws to school personnel, pupils, parents and guardians.

- Each candidate demonstrates, through field experience, under supervision, an ability to recognize a child abuse situation and report it through proper channels to the appropriate authorities.

Child Welfare and Attendance Services Standards and Factors To Consider, Continued

- Each candidate demonstrates through field experiences, under supervision, the ability to form meaningful and helpful relationships with clients and co-workers.

- Each candidate demonstrates through field experiences, under supervision, appropriate use of the referral process, as related to the use of community resources.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 5

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidates performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.

• One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

• The program meets other factors related to this standard of quality brought to the attention of the team by the institution.