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Information/Action

Educator Preparation Committee

Update on the Work Related to the Review and Revision of the Pupil Personnel Services Credential Program Standards

Executive Summary: This agenda item provides an update on the work associated with the review and revision of the Pupil Personnel Services Credential Program Standards.

Recommended Action: Staff seeks feedback on the work to date.

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

August 2018

Update on the Work Related to the Review and Revision of the Pupil Personnel Services Credential Program Standards

Introduction

This agenda item presents information about the work to update the Pupil Personnel Services Credential Program Standards and reports on the work completed since the presentation at the December 2017 Commission meeting ([Agenda Item 3E](#)).

Background

The [Pupil Personnel Services Credential Program Standards](#) (PPS) were adopted in October 2000. These include standards for three credential specialization areas: 1) School Counseling, 2) School Psychology, and 3) School Social Work. It also includes the additional authorization of Child Welfare and Attendance (CWA) that may be added to any PPS credential. Currently the PPS program standards include 16 standards that apply across the three specialization areas as well as between nine and 16 standards that are specific to each of the specializations. The table below illustrates the current structure of the PPS credentials and the number of standards for each specialization. (See [Appendix A](#) for a table of standards and fieldwork requirements for each PPS credential program and the CWA authorization).

Area	Generic Standards	Specialty Specific Standards	Total Number of Standards
School Counseling	16 Standards: common across all three specialty areas	16	32
School Psychology		11	27
School Social Work		9	25

There are also eight additional program standards for the CWA authorization. Candidates who choose to earn a CWA authorization must first hold or be concurrently recommended for one of the three PPS specialization credentials listed above.

The PPS work group has held four two-day meetings to date in October 2017, and January, March and June 2018. The proposed revisions reflect the realities of schools today and the additional responsibilities and expectations for these roles that did not exist when the current standards were adopted nearly two decades ago. The goal of the PPS draft performance expectations and standards is to sufficiently prepare individuals for these complexities. In addition, a major focus of the work has been to ensure that the revised performance expectations and standards are aligned with national standards while still ensuring that the unique needs of students in California are met.

At the Commission meeting, representatives from each of the specialty areas of School Counseling, School Psychology and School Social Work will discuss some of the major

differences in the draft performance expectations and the expectations for programs and candidates as reflected in the current standards that were adopted in 2000.

Additionally, the PPS work group built upon the lessons learned and approaches employed by other more recent standards development work groups such as the Preliminary Multiple and Single Subject and Preliminary Administrative Services work groups. Most notably, the draft PPS program standards have been refocused and re-conceptualized to identify the requirements that the *program* ([Appendix C](#)) must meet while the specifics of what the *candidate* ([Appendix B](#)) needs to know and be able to do are identified in the draft performance expectations (PEs). The expectation is that the Commission-approved program will teach the content of the PEs, give candidates the opportunity to practice the PEs, and assess the candidates on the PEs prior to recommending for the credential.

Current Status of PPS Work Group: Draft PPS Performance Expectations and Program Standards

The primary task of the March 2018 work group meeting was to continue to review the current set of program standards, review other professional standards, and to continue to discuss recent changes in the field. This was done in order to identify what the PPS specialty area requirements should be as well as determine the level of program standards and what knowledge, skills, and abilities a candidate should have that would be reflected in the new PEs. During this meeting, the work group drafted PEs for each of the specialties of School Social Work, School Psychology, and School Counseling (See [Appendix B](#) for the draft PPS PEs).

Between the March meeting and mid-May each specialty group reviewed and provided feedback on the draft performance expectations developed by the other two specialty groups. Upon conclusion of this part of the review and revision process, a field survey was opened on May 22, 2018 to gather broader stakeholder feedback on the draft performance expectations. The following table indicates the number of survey responses received as of the work group's June 2018 meeting.

Specialty Area	Number of Surveys Responses Received
School Counseling	51
School Psychology	348
School Social Work	45

At its June 2018 meeting, the work group reviewed and incorporated the feedback from the stakeholder surveys into the draft PEs and made correlating revisions to the draft program standards as applicable.

After the June work group meeting, the PPS Counseling and PPS Social Work groups determined that, because the feedback received to date on the draft performance expectations had been limited, it would be prudent to seek additional feedback. These surveys were re-opened in June. The PPS School Psychology group felt that they had received sufficient feedback and chose not to reopen the survey for those draft PEs at that time.

Feedback on the program standards will begin to be collected in mid-July. The stakeholder survey for all three sets of PPS program standards will be open through the first week of September. (See [Appendix C](#) for the draft PPS Program Standards).

The September 2018 work group meeting will review stakeholder feedback to determine what, if any, additional revisions need to be made to the draft PEs and standards. The September meeting outcomes include: 1) finalization of draft PPS PEs in each of the three specialty areas, 2) finalization of draft PPS program standards in each of the three specialty areas, and 3) review and revision of the PPS preconditions. Further, the work group intends to draft a comprehensive common single PPS introductory statement to accompany the program standards and PEs.

In addition, there are several related issues that continue to need further discussion by the work group. These include the topic of post graduate hours and degrees as aligned to the PPS standards for each specialty area as well as clarification for the term intern as it relates to fieldwork and the intern credential for the specialty areas. The preparation, assignment, roles, and responsibilities related to child welfare and attendance and the changing context of CWA within schools today will also need further examination.

Recommendation

After Commission discussion, staff will take any issues, concerns, or questions raised by the Commission back to the work group for further discussion and consideration as it continues its charge.

Next Steps

The work group will continue to seek feedback and revise, as necessary, the draft PPS School Psychology, School Counseling, School Social Work, and Child Welfare and Attendance credential program standards and performance expectations. An item will be brought forward at a future meeting for Commission consideration and potential action to adopt revised program standards, performance expectations, and preconditions for the PPS credentials.

Appendix A
Current Credential Program Standard Organization

Standards Common to All PPS Programs		
1: Program Design, Rationale and Coordination	7: Family-School Collaboration	13: Collaboration and Coordination of Pupil Support Systems
2: Growth and Development	8: Self-Esteem and Personal and Social Responsibility	14: Human Relations
3: Socio-Cultural Competence	9: School Safety and Violence Prevention	15: Technological Literacy
4: Assessment	10: Consultation	16: Supervision and Mentoring 9: School Safety and Violence Prevention
5: Comprehensive Prevention and Early Intervention for Achievement	11: Learning Theory and Educational Psychology	
6: Professional Ethics and legal Mandates	12: Professional Leadership Development	
Program Specific Standards and Required Semester Units		
School Psychology (60 units)	School Counseling (48 units)	School Social Work (45 units)
17: Psychological Foundations 18: Educational Foundations 19: Legal, Ethical and Prof. Foundations 20: Collaboration Consultation 21: Wellness Promotion/Crisis Intervention/ Counseling 22: Individual Evaluation and Assessment 23: Program Planning and Evaluation 24: Research, Measurement and Technology 25: Practica 26: Culminating Field Experience 27: Determination of Candidate Competence	17: Foundations of School Counseling 18: Professionalism, Ethics and Legal Mandates 19: Academic Development 20: Career Development 21: Personal and Social Development 22: Leadership 23: Advocacy 24: Learning, Achievement and instruction 25: Individual Counseling 26: Group Counseling and Facilitation 27: Collaboration, Coordination and Team Bld. 28: Organizational and System Development 29: Prevention Education and Training 30: Research, Program Evaluation and Tech. 31: Field Experience 32: Determination of Candidate Competence	17: Social Work Foundations 18: Professional Ethics 19: Wellness and Resiliency Promotion 20: Direct learning Support Services 21: System Level Learning Support Services 22: Pupil, Family, Faculty, Community 23: Research 24: Field Experience 25: Candidate Competence
1200 Hours Fieldwork + 450 Hours Practica	600 Hours Fieldwork	1000 Hours Fieldwork
Child Welfare and Attendance Added Authorization Program Standards (9 units)		
1: Professional Role of Child Welfare and Attendance 2: Laws Pertaining to Child Welfare and Attendance 3: Program Leadership and Management	4: Collaboration and Partnerships 5: School Culture and Related Systems 6: Assessment and Evaluation of Barriers to Student Learning	7: Field Experience and Supervision of Child Welfare 8: Determination of Candidate Competence

Appendix B

Draft Performance Expectations

Pupil Personnel Services

School Psychology Performance Expectations

SP PE1: Data-Based Decision Making and Accountability

Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

PPS School Psychologist candidates will have the knowledge, skills and abilities to:

1. Administer and score tests and assessments according to standards procedures, including developmental history, intelligence cognitive, processing, achievement, adaptive behavior, social-emotional, behavioral and other relevant measures.
2. Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students' cultural, language, and socioeconomic backgrounds.
3. Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.
4. Use assessment data to identify and develop effective interventions, services and programs for all students.
5. Monitor and evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.
6. Utilize state and local accountability systems to implement and evaluate service effectiveness.

SP PE2: Consultation and Collaboration

Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

Candidates have the knowledge, skills and abilities to:

1. Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.
2. Consult, collaborate and communicate effectively with community agencies.
3. Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.

SP PE3: Interventions and Instructional Support to Develop Academic Skills

Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support cognitive and academic skills.

Candidates have the knowledge, skills and abilities to:

1. Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.
2. Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention.
3. Understand implications of learning and developmental theories for assessment.
4. Implement and evaluate services that support cognitive and academic skills development for all children.

SP PE4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills

Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

Candidates have the knowledge, skills and abilities to:

1. Work with multidisciplinary teams to design and implement direct evidence based interventions that focus on behavioral and social/emotional wellness appropriate for all children.

2. Interpret behavioral and social/emotional data within the contexts of biological, cultural and social influences, including complex trauma and stress, impacting behavior, socialization, social-emotional learning, and mental health.
3. Understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychopathology, for assessment and intervention.
4. Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions

SP PE5: Direct and Indirect Services – School-wide Practices to Promote Learning

Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide practices to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Candidates have the knowledge, skills and abilities to:

1. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.
2. Functions as a change agent to inform policy and promote positive academic outcomes, effective learning, social development, and mental health.

SP PE6: School-wide Practices to Promote Behavioral and Mental Health

Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, and school discipline policies, to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Candidates have the knowledge, skills and abilities to:

1. Implement evidence-based multi-tiered prevention strategies.
2. Identify protective and adaptive factors that promote a healthy school climate and improve school safety.
3. Describe resilience and risk-factors affecting student behavior.
4. Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations.
5. Implement effective crisis preparation, response, and recovery strategies.

6. Design, disseminate, and implement district -wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols. (e.g., violence towards others)

SP PE7: Family-School Collaboration

PPS School Social Work candidates will be able to:

Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Candidates have the knowledge, skills and abilities to:

1. Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes.
2. Apply theory and research on family systems and its implications for children’s learning, socialization, and mental health.
3. Communicate children’s learning, development, socialization and mental health in cultural context.

SP PE8: Human Diversity

Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity.

Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.

Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

Candidates have the knowledge, skills and abilities to:

1. Conduct assessments with attention to culture, language, and all aspects of human diversity.
2. Evaluate the effects of language acquisition and development on all aspects student learning.
3. Implement evidence-based strategies to enhance the quality of learning for all pupils.
4. Advocate for fairness and equity in all aspects of professional practice.

SP PE9: Research and Program Evaluation

Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design,

statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Candidates have the knowledge, skills and abilities to:

1. Provide support for multidisciplinary teams in accessing and interpreting evidence-based practices.
2. Select, interpret and apply assessment results as they relate to instructional practices.
3. Demonstrate application of appropriate statistical principles and research designs to interpret assessment data, develop interventions, evaluate programs to improve student achievement and classroom performance.
4. Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.

SP PE10: Legal, Ethical, and Professional Practice & Disposition

Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Candidates have the knowledge, skills and abilities to:

1. Provide services that reflect best practices in legal, ethical and professional practice.
2. Understand implications of history, service models, and professional standards for professional identity and effective practice.
3. Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self-care.

Pupil Personnel Services
School Counseling Performance Expectations

SC PE 1: Foundations of School Counseling Professional Standards

PPS School Counselors will be able to:

1. Understand and articulate the key elements of an effective and data driven school counseling programs for elementary, middle, and high school.
2. Describe the history of school counseling to create a context for the current state of the profession and the need to have comprehensive school counseling programs.
3. Have knowledge of and demonstrate understanding of core counseling theories that work within schools, such as: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).
4. Identify the key components of models for school counseling programs, such as: the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SC PE 2: Professionalism, Ethics, and Legal Mandates

PPS School Counselors will be able to:

1. Develop and apply an ethical decision-making process.
2. Articulate school counseling philosophy as it pertains to school counselor professional identity.
3. Locate and identify key provisions of the California Education Code (EDC), such as EDC 49600 and 49602, California Code of Regulations, Local Board Policy and collective bargaining agreements (if applicable).
4. Locate and identify key provisions of Family Education Rights and Privacy Act (FERPA) and Every Student Succeeds Act (ESSA).
5. Maintain confidentiality of student records, counseling relationships, and understand the limits of confidentiality and legal responsibilities within school counseling service.
6. Articulate and provide an example of a self-care plan.
7. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers as well.
8. Understand the importance of staying abreast of empirically validated practices and programs, and implementing those practices and programs in an ethical manner.
9. Have knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including (but not limited to): Special needs population, English Learner, undocumented youth, Racial and ethnic minorities, Foster youth, Homeless, Social & Economically Disadvantaged, LGBTQ+
10. Understand the importance of maintaining professional and ethical boundaries in school counseling relationships, including, avoiding dual relationships or multiple role

relationships with students, parents, etc., per professional counseling association ethical guidelines, such as: American School Counselor Association (ASCA), American Counseling Association (ACA), American Psychological Association (APA).

11. Understand and articulate the State laws and obligations regarding mandated reporting for child, elder, and dependent adults.
12. Understand the importance of and display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SC PE3: Student Academic Development

PPS School Counselors will:

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (i.e., General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Understand the relationship of academic performance to the world of work, family life, and community service.
4. Have knowledge of prevention and intervention strategies to support academic achievement, such as: motivation, student efficacy, time management, study skills, problem solving, and teacher-student relationships.
5. Support students in successful transitions between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Have knowledge and understanding of academic standards (e.g., common core), grading policies and state testing.
7. Have knowledge and understanding of English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Have knowledge and understanding of Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.

SC PE4: Student College and Career Development

PPS School Counselor candidates will:

1. Demonstrate the role of the school counselors in PK-12 college/career tiered system of support.
2. Have knowledge of college entrance criteria, such as A-G courses required for University of California (UC), California State University (CSU), private universities and out of state institutions.

3. Have knowledge of state and local graduation requirements.
4. Have comprehensive knowledge of college counseling process, aspirations and college admission procedures (letters of recommendation, local and state programs available ex.: California State University Educational Opportunity Program (CSU EOP), University of California Early Academic Outreach Program (EAOP), Community Colleges).
5. Demonstrate knowledge of college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB).
6. Demonstrate knowledge of financial aid planning for higher education including the Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, and net college cost.
7. Demonstrate knowledge of how to promote developmentally appropriate college affordability planning, and establishing a schoolwide career and college culture throughout PreK-12 schools.
8. Demonstrate knowledge of educational transitional strategies including career development and exploration throughout the lifespan including using multiple career assessments and planning tools.
9. Have knowledge of local and national career and job market trends.
10. Have knowledge of Career Technical Education (CTE) pathways and certifications, military entrance requirements i.e. Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Have knowledge of secondary pupil transcript analysis and international student transfer requirements i.e. Test of English as a Foreign Language (TOEFL).
12. Have knowledge of National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) athlete academic requirements and processes.
13. Demonstrate knowledge of four and six-year academic and post-secondary planning.
14. Have an understanding of post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

SC PE5: Social/Emotional Development

PPS School Counselor candidates will be able to:

1. Articulate the role of the school counselors in social, emotional, and Multi-Tiered Systems of Support (MTSS).
2. Provide individual and group counseling within a psycho-educational framework, including building rapport, showing empathy, and providing a non-judgmental support to students.
3. Apply a MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.

4. Develop cultural competency and demonstrate skill in helping pupils to: respect and understand alternative points of view; recognize, accept, respect and value individual differences, cultural diversity, and family configuration patterns.
5. Describe interventions used in responsive services including, individual/small group/crisis response.
6. Demonstrate an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.
7. Understand what defines a crisis, the appropriate response and develops a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.
8. Articulate the role of the school counselor and the school counseling program in the school crisis/post-crisis plan. Demonstrate via live action or role play a school counselor's engagement in the crisis response.
9. Be knowledgeable about trauma-informed care and demonstrates ability to create interventions aligned with trauma-informed care.
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self harm, social media literacy, Alcohol Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11. Demonstrate knowledge of and skill in developing, organizing, presenting and evaluating preventive in-service education programs for school staff.
12. Understand the benefit of enrichment and extracurricular engagement, such as: school clubs, sports, and other extracurricular activities to promote school connectedness.

SC PE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

PPS School Counselor candidates will:

1. Have knowledge of theories of individual and family development across the lifespan.
2. Have knowledge of learning theories.
3. Have knowledge of systemic and environmental factors affecting human development, function and behavior.
4. Have the skills to design, teach, and evaluate a school counseling core curriculum classroom lesson, including formative and summative assessments.
5. Demonstrate effective classroom management skills, including developing, implementation, and consulting on classroom behavior management through practice (e.g., classroom role play, fieldwork engagement, observation, etc.).
6. Identify appropriate State and National evidence-based curriculum.
7. Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual

- orientation, socioeconomic status) as a factor in effective classroom management.
8. Understand student engagement and pedagogical considerations.
 9. Demonstrate knowledge of and skill in identifying early signs and predictors of student learning problems
 10. Demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination.
 11. Demonstrate knowledge of a school counseling core curriculum that supports learning and skill in using classroom guidance techniques.

SC PE 7: Leadership and Advocacy in Social Justice, Equity, and Access

PPS School Counselors will:

1. Understand and be able to demonstrate the school counselor's role as a leader, advocate, and systems change agent, based on leadership and change theory and techniques to create an environment promoting and supporting student success.
2. Understand the impact of school, district and state educational policies and procedures and practices supporting and/or impeding student success.
3. Demonstrate an understanding of multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
4. Have knowledge of and demonstrate understanding of the complexity of cultural competencies, such as the Multicultural and Social Justice Counseling competencies, in practice with marginalized populations.
5. Engage in personal reflection to identify and address personal biases and privilege (implicit and explicit) that may impact work with pupils.
6. Have knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including (but not limited to): special needs population, English learner (EL), undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, transgender, gender identity.
7. Understand how the school counselor engages in collaborative work with school administrators, while recognizing the difference between school counseling leadership and school administration.

SP CE 8: Program Development

PPS School Counselors will:

1. Understand the organization and structure of schools as part of district, county, and state educational systems.
2. Be able to plan, develop, implement and evaluate comprehensive school counseling programs and the school counseling programs role in the overall school plan.
3. Understand how to use data to articulate the impact of school counseling programs on student learning and academic achievement.

4. Design prevention and intervention programs based on a comprehensive student needs assessment.
5. Understand the interrelationships among prevention and intervention strategies within school organization and the community
6. Have the ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
7. Have the ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor programs.

SC PE 9: Research, Program Evaluation, and Technology

PPS School Counselors will:

1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e. classroom lessons, interventions).
2. Be knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.
3. Have the ability to differentiate between and ability to interpret valid and reliable results.
4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.
5. Be able to conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.
6. Be able to facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data and resources.
7. Understand and demonstrate abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.
8. Have knowledge, understanding, and experience with at least one student information systems.

SC PE 10: Clinical Practice

PPS School Counselors will:

1. Develop competency in all areas of school counseling practices, as included in the program standard competency areas.
2. Have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors.
3. Demonstrate in field experience the knowledge of and skills in working with Pre-K

through adult pupils in the areas identified in the standards for school counseling.

4. Work with students of diverse backgrounds (150 hours), including socioeconomic disadvantages, English Learners, homeless youth, foster youth; students with disabilities (including section 504 plans), students experiencing suspension and expulsion from school, Sexual minority youth, racial and ethnic minorities; and understand information on school and district policies and practices.
5. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following domains: Social/Emotional, College/Career, and Academic

Pupil Personnel Services
School Social Work Performance Expectations

SSW-PE 1. Ethical and Professional Behavior

PPS School Social Work candidates will:

1. Understand Professional Ethics and make decisions by applying the standards of the NASW Code of Ethics and NASW Standards for School Social Work Services, School Social Work Association of America Standards, relevant laws and regulations, and models for ethical decision-making that are appropriate for school settings.
2. Understand and apply rules and laws specific to the Family Educational Rights & Privacy Act (FERPA), HIPAA, ADA, IDEA, and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.
3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients as listed in *The NASW Standards for Technology in Social Work Practice*
4. Understand and be able to access the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

SSW-PE 2. Engage Diversity and Difference in Practice

PPS School Social Work candidates will:

1. Understand how social identity, intersectionality, socioeconomic status, citizenship, resiliency, human development, community-based factors, and ecological factors are related to differential student achievement, particularly with groups that have been historically marginalized.
2. Utilize this understanding with individuals, caregivers and families, teachers, school staff, school district employees, and the programs and resources of the community to advocate for more culturally responsive services in the school community.
3. Engage in ongoing self-reflective practice and cultural humility, through use of client feedback, supervision, consultation, and evaluation.

SSW-PE 3. Promote Social Justice and Equity

PPS School Social Work candidates will:

1. Promote social justice, human rights, equity, and inclusion with all students and their families especially with disadvantaged and marginalized groups of students, by critically examining existing programs and resources
2. Understand school disciplinary practices with particular attention to the historically disproportionate way those have been applied and advocate for consistent and fair enforcement.
3. Promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocate for services for all students, families, and their communities.

SSW-PE 4. Engage In Practice-informed Research and Research-informed Practice

PPS School Social Work candidates will:

1. Use data to inform practice, such as school system records and information to identify systematic racism and social injustice, chronic absenteeism, differential student performance, and disciplinary practices.
2. Utilize feedback and identify trends to inform practice with individuals, families, and groups; and to inform research on school social work practice outcomes that impact the school community.
3. Research effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.

SSW-PE 5. Engage in Policy Practice

PPS School Social Work candidates will:

1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.
2. Understand and critically analyze district, local, state, federal policies, practices, procedures and funding sources and how they may impact chronic absenteeism, crisis intervention, school safety, school discipline, restorative practices, and trauma-informed schools.

SSW-PE 6. Engage with Individuals, Families, Groups, Organizations, and Communities

PPS School Social Work candidates will:

1. Engage and develop effective relationships with pupils, families, school personnel, other PPSC service providers, and the community.
2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers and other learning support providers as needed to address student needs.
3. Provide caring and supporting relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.
4. Assist the school in providing a range of culturally responsive opportunities, services and supports as well as positive practices to reinforce good attendance, including strategies to re-engage disconnected students.

SSW-PE 7. Assess Individuals, Families, Groups, Organizations, and Communities

PPS School Social Work candidates will be able to:

1. Assess the social and emotional needs, strengths, risk and protective factors of students and families.
2. Assess the existing services of the school, (e.g., Positive Behavioral Interventions and Supports, school mental health programs; Individual Education Plans) including multi-tiered systems of support (MTSS) to promote high expectations and improve student learning, behavior, achievement, and well-being.
3. Utilize consultation and review school based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.

SSW-PE 8. Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

PPS School Social Work candidates will:

1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.
2. Consult with others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.
3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS), school climate, wellness, and attendance improvement interventions.
4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance problems as early as possible, and initiate appropriate actions and interventions to re-engage disconnected students to the educational process.
5. Collaborate with other school personnel and community support providers to implement models of systematic school safety planning that include comprehensive school climate and crisis response plans that address elements of prevention, intervention, and post-vention (MTSS).

SSW-PE 9. Evaluate Interventions along with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

PPS School Social Work candidates will:

1. Utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.
2. Utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes.
3. Utilize disaggregated data to evaluate intervention outcomes with groups of students to inform future practices.

SSW-PE 10. Growth and Development

PPS School Social Work candidates will:

1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.
2. Understand the effects of health and developmental factors, language, cultural variables, diversity, socioeconomic status, the impact of trauma, factors of resiliency and different abilities on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

Appendix C

Draft Program Standards

PPS School Psychology **Draft Program Standards**

Program Standard 1. Program Design, Rationale, Organization and Context

Graduate education in School Psychology is delivered within a comprehensive framework based on a clearly articulated program philosophy/mission that includes goals, objectives and a sequential, integrated course of study. Appreciation of human diversity, equity and social justice is emphasized. The school psychology program develops candidates' strong affiliation with School Psychology as a profession, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of highly competent school-based mental health professionals whose services positively impact children, families, schools, and other consumers. The program uses systematic, performance-based evaluation and accountability procedures for ongoing program improvement.

Program Standard 2. Preparation of Candidates for Meeting School Psychology Performance Expectations

The School Psychology Performance Expectations (SPPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support all pupils.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and reflect on each School Psychology Performance Expectation (SPPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments is appropriate to (a) address the SPPEs as they apply to the areas to be authorized by this credential, and (b) prepare the candidate for program-based assessments.

As candidates progress through the program, faculty and qualified supervisors assess candidates' pedagogical performance in relation to the SPPEs. Qualified supervisors provide formative and timely performance feedback regarding candidates' progress toward mastering the SPPEs. The full set of school psychology SPPEs may be found in this document following Program Standard 5.

Program Standard 3. Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements

Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering SPPEs. The program uses evidence based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates develop the knowledge, skills and abilities necessary to perform as highly skilled school psychologists. Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. The program provides support and assistance to candidates and only retains candidates who are suited for entry into

or advancement as school psychologists. The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.

Program Standard 4. Clinical Practice

A. Practica/Fieldwork in School Psychology

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) data-based decision making (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services- school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family school collaboration, (h) human diversity, (i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.

Practica consist of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. Practica provide for the application of knowledge, skills and abilities. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by candidates.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. The supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
4. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.
5. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-campus and off-campus placements through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the various characteristics of the experience.

B. Internship or Culminating Field Experience

During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Note: This culminating field experience is called an “internship” when the candidate is granted a Pupil Personnel Services School Psychology Intern Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district. Candidates from approved programs in California are recommended for the Intern School Psychology credential by the program Director or Coordinator. As California Program Standards and Performance Expectations are aligned with National Association of School Psychologists (NASP) Standards, an intern candidate who receives their training from an institution outside of California is eligible to receive an intern credential from the California Commission on Teacher Credentialing if they are recommended by the Program Director or Coordinator from a program that is accredited by the National Association of School Psychologists.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:

1. The culminating field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils
3. Up to two hundred (200) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principle responsibility for the field experience in other settings is the responsibility of the off-campus agency. **OR** (d) A candidate may earn a Child Welfare and Attendance (CWA) authorization if they complete a minimum of 150 hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Supervision and principle responsibility for the field experience in CWA is the responsibility of the school or district supervisor. Training program faculty provide indirect supervision for all activities in alternative or school-based CWA settings.
4. A field-based professional holding a current and valid credential authorizing service as a school psychologist provides culminating fieldwork or internship supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate’s credential-granting institution and provides experiences that are consistent with the credential-granting institution’s training objectives. In those few instances when an appropriate field experience site is located outside of California, the

field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.

5. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), training program supervisory staff. The field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
6. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district.

Program Standard 5. Determination of Candidate Competence

The school psychology program implements well-designed, valid methods to assess the knowledge, skills and abilities of candidates, and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.

Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher education.

PPS School Counseling Draft Program Standards

Program Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships

The Pupil Personnel Services Credential School Counseling preparation program prepares School Counseling Candidates to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and principles of adult learning theory. Programs are required to evaluate professional dispositions throughout the Candidate's tenure including at the program entry, prior to clinical practice, and program completion. Programs are required to have improvement plans to support candidates throughout their tenure. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former candidates, and personnel in cooperating agencies; (3) address candidate learning; and (4) are written so they can be evaluated. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences. These experiences are designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance student PK-12 academic, social/emotional, and career/transitional learning. Each sponsor of Pupil Personnel Services Credential School Counseling preparation program establishes one or more partnerships that contribute substantially to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate bi-annually. Program design imbeds ethical practices, district policies, and state and local laws within coursework and field experiences. School counseling programming is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of highly competent school counselors.

Program Standard 2: Development of Academic, College and Career, and Social Emotional Domains within a Comprehensive School Counseling Program

By design, the pupil personnel services preparation program facilitates each candidate's development of academic achievement, college and career readiness, and social/emotional development for PK-12 students through learning activities that provide knowledge and training in these three domains. The program curriculum and field experiences are designed to engage candidates in learning activities that require the ability to apply developmentally appropriate prevention and intervention supports in each area. Programs will support candidates' development by providing multiple opportunities to participate in individual counseling, group counseling, school counseling core curriculum classroom instruction, and individual student planning, ensuring equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every

student. In addition, the program ensures candidates create and implement data-informed school counseling interventions that positively impact student academic, college and career, and social/emotional outcomes. The program prepares candidates to understand the school counselor's responsibility to develop and nurture family participation and community engagement within these three domains. In addition, the program prepares school counselors to support a positive school culture that promotes constructive problem solving and conflict resolution strategies. Programs will cover topics in School Counseling Performance Expectations (SCPEs).

Program Standard 3: Equity, Access, Diversity, Advocacy, Social Justice, & Global Citizenship

By design, the pupil personnel services preparation program provides each candidate with an opportunity to understand and apply theories and principles of equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, gender identity, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of school counseling in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how school counselors can be leaders and advocates to support equitable policies and procedures. The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs. In addition, the program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing PK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences--local/state and federal policy decisions, and prevailing educational practices--impact schooling and the role of the school counselor.

Program Standard 4: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)

The California School Counselor Performance Expectations describe the set of professional knowledge, skills, and abilities expected of a beginning level practitioner in order to effectively

lead a school counseling program for all students in an educational setting. The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPEs). Therefore, programs must document where each of the lettered standards is covered in the curriculum. As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging. The scope of the pedagogical and andragogical assignments address (a) the SCPEs as they apply to the credential, and (b) program-based assessments. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SCPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the SCPEs.

Program Standard 5: Clinical Practice

In the school counseling pupil personnel services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. The fieldwork experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the School Counselor Performance Expectations (SCPEs). The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners (e.g., school-site supervisors). Partners share responsibility for quality of clinical practice; design of field experiences; evaluation of clinical progress; and assessment and verification of candidate competence.

The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality field experience training opportunities. In addition to the university-based training opportunities, it is essential that candidates receive supervision from school-based practitioners. These field experiences are enhanced when the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates.

Practica

The candidates' practica experience includes the following:

A minimum of one hundred (100) clock hours in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

Fieldwork

The candidates' total field experience includes the following:

1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling. At least six hundred (600) clock hours must be completed in public school settings with PreK-12 pupils.
2. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement.
3. Work with students of diverse backgrounds (150 hours)--including Socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.
4. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.
5. Dispositions and recommendations for self-care and self-work - i.e., Candidate participating as a counselee in individual and/or group counseling.
6. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following domains: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

For Candidates Seeking the Added Authorization in Child Welfare and Attendance (CWA):

Candidates complete a minimum of one hundred fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder. The field experience must contain the following focus areas: attendance, enrollment, student records, school safety, parent engagement, technology, compliance, special education. The candidate should also have experience related to student discipline, however, the nature of the experience should focus on understanding development and implementation of student discipline policies through a counselor lens, e.g., incorporating proactive student support strategies and establishing early intervention indicators, and the candidate should not engage as the disciplinarian. If a candidate is not supervised by a PPS credentialed site supervisor during the completion of the CWA field experience, then the site supervisor must be a current CWA authorization holder, and the hours accumulated would be used to satisfy two hundred (200) of the eight hundred (800) clock hours that may be completed in other areas related to schools and/or counseling.

Supervision Requirements for the Site

1. The supervision and principle responsibility for the fieldwork experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by a university faculty or a field-based professional, fieldwork supervision should be provided by an experienced PPS School Counselor credential holder (minimum of two years professional experience). If there is not a PPS School Counselor credential holder available to the candidate, they can be supervised by another Professional that holds a PPS credential in school psychology or school social work who possesses background, training and credentials appropriate to the fieldwork experience for School Counselors.
2. 600 clock hours are required in a public PK-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours.
3. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of clinical practice, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
4. Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week.

Supervision Requirements for the University

5. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
6. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of clinical practice, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Program Standard 6: Assessment of Candidate Performance

The sponsor for Pupil Personnel Services Credential School Counseling preparation program has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, continuous, and timely feedback on the candidate's performance and professional dispositions, including constructive suggestions for improvement. Prior to recommending each candidate for a Pupil Personnel Services Credential with an authorization in School Counseling, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the School Counselor Performance Expectations and satisfactory performance on the full range of School Counselor Performance Expectations. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. When available, a Commission-approved Professional School Counselor Performance Assessment (e.g., Praxis) will be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level school

counselors. During the program, candidates are guided and coached on their performance using formative assessment processes.

Candidate Recommendation

Prior to recommending candidates for a School Counseling Credential, as indicated in the program standards, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

**PPS School Social Work
Draft Program Standards**

Standard 1. Program Design and Coordination

The program is coordinated effectively in accordance with cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

In order to prepare candidates to effectively serve all California public school students, key elements within the program's curriculum should align with the Council on Social Work Education (CSWE) Education & Policy Accreditation Standards (EPAS) and develop an advanced understanding and practice skills relevant to the laws, policies, procedures, and unique service environment of the California public school system. The program includes a developmental interrelated set of courses and practical learning experiences. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Standard 2. Preparing Candidates for Mastery of School Social Work Performance Expectations

The School Social Work (SSW) Performance Expectations (PEs) describe the set of professional knowledge, skill, and abilities expected of beginning level practitioner in order to effectively support all students.

The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each of the Social Work-Performance Expectations. As candidates progress through the program, learning assignments are increasingly complex and challenging. The scope of assignments address the SSW-PEs as they apply to the areas to be authorized by the credential and prepares for the candidate for program-based assessments. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidate competency in relation to the SSW-PEs and provide formative and timely performance feedback regarding candidate progress toward mastering the School Social Work-PEs. The full set of School Social Work PEs can be found the accompanying document, "School Social Work Performance Expectations".

Standard 3. Field Experience

Field Work requirement: All candidates will complete 1000 hours of field work, including at least 450 hours in a public school-based setting which may include pre-schools, elementary schools, middle schools, high schools; as well as district level and alternative school settings. It is recommended that candidates work in multiple settings, and the distribution of hours should be decided in collaboration between the candidate, field supervisor, and university supervisor. The candidate should be supervised by a person with a Pupil Personnel Services Credential (PPSC), preferably with an MSW and a Credential in School Social Work. In cases where a field supervisor does not have a PPSC in School Social Work the University MSW Program assumes

responsibility for reinforcing the school social work perspective and describes how this is accomplished

PPSC candidates should work in direct contact with students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 plans, students who have been expelled from school, and/or sexual minority youth. The direct contact with students and families should be sufficient to demonstrate competency in the School Social Work Performance Expectations.

If candidates seek to obtain the Child Welfare & Attendance (CWA) certification:

For the CWA Fieldwork, 150 additional clock hours are required as part of the total field experience requirement. The hours are to be completed in a school setting(s) in direct contact with students who are manifesting poor patterns of attendance and who are at risk of dropping out of school. This includes students who have been expelled, are involved with Child Welfare Services, Juvenile Justice, are experiencing a high number of school transitions, are homeless, and are experiencing complex medical issues. The field experience can include participation on School Attendance Review Team (SART) and the School Attendance Review Board (SARB). Candidates should be exposed to issues concerning discipline, retention, suspension and expulsion policies.

Standard 4. Determination of Candidate Competence

Prior to recommending candidates for School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have documented that they have a Masters degree, at minimum, from an institution of higher learning accredited by the Council on Social Work Education