
4B

Action

Educator Preparation Committee

Discussion and Potential Adoption of Proposed Preconditions, Program Standards and Performance Expectations for Pupil Personnel Services Credential Programs

Executive Summary: This agenda item brings proposed revised Pupil Personnel Services preconditions, program standards, and performance expectations for the Commission's consideration and adoption. In addition, it presents a proposed plan and timeline for programs to transition to the new standards and requirements.

Recommended Action: That the Commission discuss and consider for potential adoption the Pupil Personnel preconditions, program standards, and performance expectations and, if they meet the Commission's expectations, adopt the revised Preconditions and Program Standards.

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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.

Discussion and Potential Adoption of Proposed Preconditions, Program Standards and Performance Expectations for the Pupil Personnel Services Credential Programs

Introduction

This item presents draft Pupil Personnel Services (PPS) preconditions, program standards, and performance expectations (PEs) for Commission discussion and potential action. Updates and earlier drafts of the proposed revised standards and performance expectations were presented during Commission meetings held in December 2017 ([Agenda Item 3E](#)), August 2018 ([Agenda Item 2F](#)) and February 2019 ([Agenda Item 4E](#)).

Background

The [Pupil Personnel Services Credential Program Standards](#) (PPS) were adopted in October 2000 for the three PPS credential areas: 1) School Counseling, 2) School Psychology, and 3) School Social Work. Also included is the Child Welfare and Attendance (CWA) authorization that may be added to any PPS credential. Currently the PPS program standards are comprised of generic standards that apply across all PPS specialty areas and specialty specific standards as illustrated in the table below.

Specialty 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

The proposed revisions to the structure and content of the current PPS standards are based on work completed by the PPS work group during five two-day meetings held October 2017, and January, March, June and September 2018. The work group's recommended revisions are based on preparing candidates for the expectations, responsibilities and complexities of today's schools that did not exist when the current standards were adopted in 2000. In addition, a major focus of the work has been to ensure that the revised candidate performance expectations and the program standards are aligned with national standards while still ensuring that the programs prepare candidates for the unique needs of students in California.

The PPS work group identified a set of overarching principles, values and common goals that should be incorporated in the program design of all Commission-approved PPS programs ([Appendix A](#)). These foundational statements are referenced in all three sets of program speciality-specific standards.

The proposed standards have also been reorganized and reconceptualized to identify the requirements that the *program* ([Appendix B](#)) must meet while the specifics of what the *candidate* needs to know and be able to do are identified in the draft PEs ([Appendix C](#)). Commission-approved PPS programs must teach candidates the content of the PEs, give candidates the opportunity to practice the PEs, and assess the candidates on the PEs prior to recommending candidates for the credential.

Draft PPS Preconditions

Preconditions are the prerequisite requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Each program is required to meet the preconditions as a condition of sponsoring a Commission-approved PPS program.

Preconditions are generally grounded in statute, regulations, or Commission policy. In the accreditation system's seven-year cycle, all institutions sponsoring a PPS program submit a response to the preconditions in Years One and Four and these are also reconfirmed at the site visit in Year Six.

The work group recommends the following preconditions to the Commission for potential adoption. Currently there are Title 5 regulations addressing the PPS Programs and these would need to be updated to reflect the information below.

Proposed Preconditions for PPS Programs

1. Bachelor's Degree (Ed Code §44266)

Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university in a subject other than Education.

2. Program Curriculum (Currently, *Title 5 California Code of Regulations, § 80632, Article 2*)

A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement below:

- a) A program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.
- b) A program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.
- c) A program of study for the **school social work specialization** shall be: Equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.

3. For Intern Programs

An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in

the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.

Draft PPS Program Standards and Performance Expectations

During the 2017-18 meetings, the PPS work group reviewed the current set of program standards, other professional standards, and recent changes in the field to consider and inform the development of the proposed revised standards and PEs. This was done in order to identify what the PPS specialty area requirements should be as well as determine what should be in program standards and what knowledge, skills, and abilities a candidate should have that would be reflected in the new PEs.

During the meetings each specialty group reviewed and provided feedback on the draft standards and PEs developed by the other two specialty groups to assure consistency and coherence for preparation programs as well as for candidates. Throughout the meeting cycle, field surveys were used to gather and incorporate broader stakeholder feedback on the draft standards and performance expectations until a final draft version was completed. Further, the work group collaborated across specialty groups to develop the set of common principles, values and goals statements that unify the School Counseling, School Psychology and School Social Work disciplines. The language of the Common Principles, Values, and Goals of the PPS Preparation Programs is included in [Appendix A](#).

Plan and Timeline for Programs to Transition to the Proposed Revised PPS Preconditions, Program Standards and Performance Expectations

If the Commission adopts revised PPS preconditions, program standards and PEs, currently approved PPS programs will need time to learn about and fully understand these new requirements and expectations. Further, institutions will need time to engage their own faculty and K-12 partners in determining what curricular, fieldwork and clinical practice changes need to be made to their programs and to complete their internal institutional processes to address and implement those changes.

Staff suggests that once the draft standards and PEs are adopted the remainder of the 2018-19 year be focused on supporting programs in gaining a deep understanding of the revised preconditions, program standards and PEs. The 2019-20 and 2020-21 years would be for institutions to begin to align their programs with the revised preconditions, standards and PEs. Beginning with the 2021-22 academic year, all programs would be required to fully meet the revised PPS preconditions, program standards and PEs. The table below presents the proposed timeline for implementation of the proposed preconditions, program standards, and PEs should the Commission adopt these documents at the April 2019 meeting.

Proposed Timeline for Program Transition

Activity	Timeline
Commission adopts proposed revised PPS preconditions, program standards and performance expectations.	April 2019
Technical Assistance is provided to programs to understand the revised PPS preconditions, program standards and performance expectations.	May 2019-December 2020

Activity	Timeline
Technical Assistance is provided to programs as they transition to the revised PPS preconditions, program standards and performance expectations.	January 2020-June 2021
Institutions submit a Transition Plan identifying the planned modifications to meet the updated program standards, and performance expectations.	June 2020-January 2021
No new candidates may be enrolled in programs under the former PPS standards.	July 1, 2021
All programs are aligned with the revised PPS preconditions, program standards and performance expectations.	Academic Year 2021-22

A Commission-approved PPS program could elect to move to the revised preconditions, standards and performance expectations more quickly than the process outlined above.

Staff Recommendation

Staff recommends that the Commission adopt the revised preconditions, program standards and performance expectations for the three Pupil Personnel Services Credential areas and direct staff to begin the regulatory process to update the regulations.

Next Steps

If the Commission takes action to adopt the PPS preconditions, program standards and performance expectations, staff will notify the field and implement the plan for transitioning to the new standards and expectations as described in this agenda item.

Appendix A

The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS speciality areas, and they apply to all PPS credential candidates.

Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs

Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students.

PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:

- address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments.
- recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school.
- promote understanding that students need individualized opportunities, services, and supports to address life's challenges, and gain personal success and achieve academically.

PPS credential programs support candidates understandings that:

- establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being.
- recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning.
- confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.
- provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success.
- increase awareness of mental health programs and services to address barriers.
- a positive school culture and climate can enhance the safety and well-being of all students.

PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions. Through the use of a cultural humility framework PPS programs support candidate's understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement. PPS Programs support candidate's growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students.

Appendix B

Draft Pupil Personnel Services Program Standards

Pupil Personnel Services School Psychology Draft Program Standards

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

Pupil Personnel Services School Psychology programs must be delivered within a comprehensive framework based on a clearly articulated program philosophy/mission that includes goals, objectives and a sequential, integrated course of study. The program offers candidates a program that is consistent with the [Common Principles, Values and Goals](#) of Pupil Personnel Services Programs. 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 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 stakeholders. 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 students.

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 address (a) the SPPEs as they apply to the areas to be authorized by this credential, and (b) prepare the candidate for program-based assessments.

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 the 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, dispositions and abilities necessary to perform as highly skilled school psychologists. Qualified faculty members have a minimum of three years of professional practice and 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 clinical practice experiences.

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Program Standard 4. Clinical Practice

A. Practica/Fieldwork in School Psychology

The program provides candidates with field based opportunities and specific experiences aligned with the SPPEs, including, but not limited to the following (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.

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provide for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations 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. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.

B. Internship or Culminating Field Experience

The second level of field based experiences is the culminating field experience, or internship which provides candidates 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.

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

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1. The culminating field experience or internship 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 such as (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 principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
4. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is 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.
5. 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 and the program.

Qualifications and Training of Site Supervisors

The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 3 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience.

A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision. This supervisor must have at least the equivalent of three (3) years of full-time experience as a school psychologist. A field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives.

Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA)

As a part of the culminating field experience 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. Under the program oversight and

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administration the direct supervision of the field experience in CWA can be provided through the field-based supervisor. Program faculty provide indirect supervision for all activities in alternative or school-based CWA settings.

Program Standard 5. Determination of Candidate Competence

The School Psychology program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SPPEs), and collects assessment data to determine that candidates attain adequate competence and able to 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 demonstrated 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 also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.

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Pupil Personnel Services School Counseling Draft Program Standards

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

Pupil Personnel Services School Counseling program design is informed by theory, research and principles of pupil learning theory to prepare candidates to implement a comprehensive data-informed student support system at all levels of public schools. The program offers candidates a program that is consistent with the [*Common Principles, Values and Goals*](#) of Pupil Personnel Service Programs. Programs will support candidate development by providing each candidate multiple opportunities to address the depth and breadth areas of school counseling focus including equity, access, diversity, advocacy, social justice, and global citizenship, development of academic, college and career, and social emotional domains within a comprehensive school counseling program. Programs are required to evaluate professional dispositions throughout a candidate's tenure including at the program entry, prior to field experience, and program completion.

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 that are designed to engage candidates in developing knowledge, skills, and dispositions to advance the academic, social/emotional, and career/transitional learning of students in the Pre-K-12 school system.

Programs will establish one or more partnerships that contribute substantially to the design, implementation, quality and effectiveness of the program. Partners, such as advisory committees, districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate at least twice each year. Program design embeds ethical practices, district policies, and state and local laws within coursework and field experiences. The program is to be delivered by qualified faculty, and include coursework and supervised field experiences that are designed to engage candidates in learning activities that require the ability to apply developmentally appropriate prevention and intervention practices necessary for the preparation of highly competent school counselors.

Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)

The School Counselor Performance Expectations (SCPEs) 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

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organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPE). 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 areas to be authorized by this 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 summative and timely performance feedback regarding candidates' progress toward mastering the SCPEs.

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 SCPEs. 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 progress towards mastery of the performance expectations necessary to perform as highly skilled school counselors. 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 counselors. The school counseling program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.

Program Standard 4: Clinical Practice

Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs. The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors. Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that 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. The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. Field experience includes the completion of both practica and fieldwork.

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Practica:

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (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 candidate’s 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 within 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, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization . At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field.
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; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
3. The opportunity for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.
4. The opportunity to 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.
5. 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 activities candidates are expected to experience, 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.

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6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling.
7. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

Qualifications, Training and Responsibilities of Site Supervisors

The program assigns qualified supervisors and provides training based on the program's design.

Qualifications for supervisors must include, but are not limited to:

1. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
2. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
3. 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. 600 clock hours are required in a public Pre-K-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. University Supervision Requirements include:
 - a. 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.
 - b. 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 field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Child Welfare and Attendance (CWA) Authorization (Only for candidates who elect to earn a CWA)

Candidates complete a minimum of one hundred and fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder. A minimum of 90 clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.

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Program Standard 5: Determination 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. 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.

The school counseling program implements well-designed, scientifically based 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 Counseling 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 a regionally accredited institution of higher learning.

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Pupil Personnel Services School Social Work Draft Program Standards

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

Pupil Personnel Services School Social Work programs prepare candidates to develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers for all students. The program offers candidates a program that is consistent with the [*Common Principles, Values and Goals*](#) of Pupil Personnel Service Programs. Programs provide candidates the opportunity to develop and practice skills related to the understanding of the laws, policies, procedures, and unique service environment of the California public school system. Programs include a developmental interrelated set of courses and practical learning experiences that are aligned to the mission and goals of each school social work program, address the profession's purpose, are grounded in core professional values, and are informed by program context. Programs are further influenced by their communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local and regional contexts. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future school social work education, practice, and research.

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

The School Social Work Performance Expectations (SSWPEs) 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 School Social Work-Performance Expectations. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of assignments address (a) the SSWPEs as they apply to the areas to be authorized by the credential and (b) program-based assessments.

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 SSWPEs. 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, dispositions and abilities necessary to perform as highly skilled school social workers. 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 social workers. The school social work

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program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.

Standard 4: Field Practice Experience

Candidates will complete a minimum of 1000 hours of field experience including at least 450 hours in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. Candidates must work in multiple public school levels and the distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor.

The school social work program assigns qualified field supervisors. Qualifications for field supervisors must include, but are not limited to, a Pupil Personnel Services Credential in School Social Work. PPS School Social Work (PPS/SSW) candidates should have a broad base of experiences including but not limited to: families and 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, sexual minority youth (LGBTQ+), and students with mental health needs. The program should provide the candidate with direct contact with students and families that is sufficient to demonstrate competency in the School Social Work Performance Expectations.

Field Education Requirements must include:

1. Program faculty have contact with the candidate and site field supervisor at least twice during the academic year to assess the candidate's progress and to provide additional support and training as needed.
2. The program provides preparation and continuing education for field experience supervisors/instructors on program requirements, models of supervision, and the SSW PEs, in collaboration with site supervisors/field instructors. Site Supervisors/field instructors share responsibility for the quality of field experience, design of field experiences, quality of progress, and written evaluation and verification of candidate competence.

Qualifications, Training and Responsibilities of Site Field Supervisors/Field Instructors

The program assigns qualified supervisors/field instructors and provides field experience based on the program's design. Supervisor/field instructor qualifications, training and responsibilities must include, but are not limited to the following:

1. A PPS/SSW candidate must be supervised by someone who holds a PPS in School Social Work, or an MSW with another PPS credential, and a minimum of two years post MSW experience. In those instances where the supervisor of record does not have a PPS/SSW credential in School Social Work, the approved university program will ensure that the SSW Performance Expectations are reinforced and incorporated into the field experience. In addition, a valid CWA authorization is required in those settings where the candidate will accrue hours and experience toward the CWA authorization.

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2. The field supervisor/field instructor is responsible to complete field instructor training which includes models of supervision, the SSW Performance Expectations, and program fieldwork requirements. Both, the university and the field supervisor/instructor share responsibility for the quality of field experience, the design of field experiences, evaluation of the candidate, and verification of candidate competence.

3. Candidates must meet with their field supervisor for a minimum of one (1) hour of individual supervision per week, The field supervisor/field instructor must be accessible to the candidate at all times while the candidate is accruing fieldwork hours. The field experience requires 450 clock hours in a public Pre-K-12 school, and candidates must be supervised by a professional who holds a valid PPS SSW credential.

Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA Authorization)

If a candidate seeks to obtain the CWA authorization, a minimum of 150 clock 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.

Standard 5. Determination of Candidate Competence

The school social work program implements well-designed, scientifically based 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 the School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. 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 a regionally accredited institution of higher education.

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Draft Pupil Personnel Services Performance Expectations

Pupil Personnel Services

School Psychology Performance Expectations

SPPE 1: 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.

Candidates have the knowledge, skills and abilities to:

1. Administer and score tests and assessments according to standard 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, including dual language learners.
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.

SPPE 2: 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.

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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.

SPPE 3: 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 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.

SPPE 4: 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 students, 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.

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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.

SPPE 5: 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 multi-tiered systems of support 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, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

Candidates have the knowledge, skills and abilities to:

1. Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.
2. Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective learning, social development, and mental health.

SPPE 6: 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, school response and recovery, and 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

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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)

SPPE 7: Family-school Collaboration

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.

SPPE 8: 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.

SPPE 9: 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,

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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, and 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.

SPPE 10: 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.

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Pupil Personnel Services School Counseling Performance Expectations

SCPE 1: Foundations of School Counseling Professional Standards

1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
2. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: 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 and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SCPE 2: Professionalism, Ethics, and Legal Mandates

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 state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
4. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.
5. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
7. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
8. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
9. 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 and economically disadvantaged, and LGBTQ+.

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10. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
11. Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
12. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SCPE 3: Student Academic Development

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, 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 (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply 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.

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SCPE 4: Student College and Career Development

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
5. Identify 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), and the resources and accommodations available to support student performance on these assessments.
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
7. Ability to promote developmentally appropriate college affordability planning, and establishing a schoolwide career and college culture throughout PreK-12 schools.
8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
9. Knowledge and understanding of local and national career and job market trends.
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.
14. Understand and implement 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.

SCPE 5: Social/Emotional Development

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.

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2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the 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 to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7. Understand what defines a crisis, identifies the appropriate responses, 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 and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
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. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

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

1. Understanding of theories of individual and family development across the lifespan.
2. Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.
3. Knowledge of systemic and environmental factors affecting human development, function and behavior.
4. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.
5. Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.
6. 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.
7. Review and analyze appropriate state and national evidence-based curriculum for Pre-K-12 social/emotional learning.
8. Identify and apply student engagement strategies and pedagogical best practices.
9. Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.
10. Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

1. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.
2. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.
3. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
4. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.
5. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
6. Demonstrate 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, undocumented youth, racial and

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ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.

7. Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
8. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success
9. Understand and apply processes 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.
10. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
11. Understand the role of the school in preparing PreK-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.

SCPE 8: Program Development

1. Understands the organization and structure of schools as part of district, county, and state educational systems.
2. Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.
3. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.
4. Demonstrate the ability to design, develop, and deliver 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. Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
7. Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.

SCPE 9: Research, Program Evaluation, and Technology

1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).
2. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.

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3. 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. Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.
6. 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. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.
8. Possess knowledge, understanding, and experience with at least one student information system.

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Pupil Personnel Services School Social Work Performance Expectations

SSWPE 1: Ethical and Professional Behavior

1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.
2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal 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.
4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

SSWPE 2: Engage Diversity and Difference in Practice

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

SSWPE 3: Promote Social Justice and Equity

1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.
2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.
3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.

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SSWPE 4: Engage in Practice-informed Research and Research-informed Practice

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

SSWPE 5: Engage in Policy Practice

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, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.

SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities

1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.
2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.
3. Provide caring and supportive 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 regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.

SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities

1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.
2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to 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.

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SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

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 and collaborate with the PPS team and 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) that enhance 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 barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.
5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).

SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community

1. Understand and 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. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.
3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.

SSWPE 10: Growth and Development

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, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.