

COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE DIRECTOR



03-0026

DATE: October 16, 2003

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Amendments of Section 80049, and Deletion of Sections 80632, 80632.1, 80632.2, 80632.3, 80632.4, and 80632.5 of Title 5, California Code of Regulations, Pertaining to Pupil Personnel Services

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ text is lined-through. The public hearing is scheduled on:

December 4, 2003

10:00 a.m.

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Statement of Reasons**Purpose and Rationale for Proposed Regulations**

In recent years, several significant policy initiatives by the California Legislature have had important implications for the preparation and certification of Pupil Personnel Services (PPS) Credential candidates, which include school counselors, school psychologists, school social workers, and child welfare and attendance providers. Last year, the Commission adopted new PPS Credential Standards that incorporate these initiatives. The revision of the existing Title 5 Regulations is a final and necessary step for the Commission to codify its policies that relate to the preparation of PPS Credential candidates.

Amendment of Section 80049

This section describes specific requirements for professional clear service credentials with a specialization in Pupil Personnel Services. The primary reason for the proposed changes is to update the requirements so the training received by these professionals will be aligned with changes in state law and with national standards. These changes will help ensure that pupil personnel service providers meet student needs. In recent years the State Legislature has directed the Commission to act on a number of policy issues that are directly related to the work of school counselors, school psychologists, school social workers and child welfare and attendance providers. The Commission responded to these initiatives by appointing a design team of PPS providers, parents, students and administrators to make recommendations to staff on requirement changes needed. The Commission adopted the recommendations that reflect the national norms and is now proposing that these changes be made in Title 5 Regulations.

Legislative Initiatives that Relate to PPS Credential Standards

Among the Legislative initiatives were:

- (1) AB 1264 (Martinez - 1993) Partnerships with Parents, which directed the Commission to ". . . adopt standards and requirements that emphasize the preparation of prospective teachers and other certificated educators (including PPS Credential applicants) to serve as active partners with the parents and guardians of their pupils . . ."
- (2) SB 2460 (Green - 1990) Safe School Environments for Learners directed the Commission to take a leadership role in addressing school violence. After the Commission did so, AB 2264 (Andal - 1993) directed the Commission to ". . . adopt standards that address principles of school safety, including, but not limited to, school management skills emphasizing crisis intervention and conflict resolution, developing and maintaining a positive and safe school climate, developing school safety plans, and developing ways to identify and defuse situations that may lead to violence ..."
- (3) AB 3188 (House - 1996) School Psychologist Field Experience Standards directed the Commission to ". . . enhance the requirements for a school psychologist credential . . ." by re-examining the field experience standards for this credential. One purpose of this legislation was to determine if California should adopt national standards.
- (4) Developing Self-esteem and Social Responsibility in Students. A legislatively-sponsored Commission report entitled *Toward a State of Esteem* included several policy recommendations to increase social responsibility through improved self-esteem in children and adolescents. Several key recommendations in this legislative report were directed to the Commission. Counselors, psychologists and social workers have significant roles in developing social responsibility and healthy self-esteem.

Deletion of sections 80632, 80632.1, 80632.2, 80632.3, 80632.4, and 80632.5

In response to each of the legislative initiatives above, the Commission has taken significant steps toward implementation of the initiatives, primarily through the development and adoption of the new PPS Credential Standards that are addressed in the proposed regulation. The above mentioned sections are no longer necessary for the implementation of the new standards.

Authority and Reference

Education Code Section 44225 authorizes the Commission to adopt the proposed action which will implement, interpret or make specific Sections 44252 and 44266 of the Education Code and govern the procedures of the Commission.

Reports and other Data Relied Upon in Preparing Regulations

The following reports and other data were relied upon in preparing these regulations:

- Standards and other requirements from other state credentialing agencies as well as from other colleges and universities throughout the United States
- Survey questionnaire results
- Results from focus group meetings held throughout the state
- Reports from professional organizations related to pupil services
- *Toward a State of Esteem*
- The following California Legislation:
 - AB 1264 (Martinez - 1993) “Partnerships with Parents”
 - SB 2460 (Green - 1990) “Safe School Environments for Learners”
 - AB 2264 (Andal - 1993) “Commission Leadership Role in Addressing School Violence”
 - AB 3188 (House - 1996) “School Psychologist Field Experience”

Documents Incorporated by Reference

None.

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Cost or Savings to Any State Agency: California colleges and universities that offer PPS Credential Programs must modify their program syllabi to address the new competencies. These are likely costs that would normally be incurred as syllabi are updated over time. The Commission staff and review panel members review initial preparation program documents at no cost other than per diem for panel members.

Mandated Costs to Local Agencies or School Districts: These proposed regulations will not impose a mandate on local agencies or school districts, or costs which must be reimbursed in accordance with Part 7 (commencing with Section 17500) of Division 4 of the Government Code.

Other Non-Discretionary Costs or Savings Imposed Upon Local Agencies:

None.

Cost or Savings in Federal Funding to the State: None.

Cost Impact on Representative Private Persons: Many universities are expected to incorporate the new requirements into their existing course structure. Should institutions modify their programs by adding required course work, costs to prospective Pupil Personnel Services (PPS) credential candidates would be whatever tuition and fees charged by the college or university offering the program. The impact on a credential candidate who might have to take an additional class for example, could mean an extra semester or a summer term. The cost for a class in the summer would be approximately \$700 per credential candidate. Since most college and university PPS credential program requirements were already above the existing minimum requirement, there would be little or no impact on their credential candidates. However, credential candidates in private college and university credential programs are the ones who would incur approximately \$700. If all 15 private colleges and universities offering PPS credential programs had an average of 50 students go through the program annually, then the grand total cost to all credential candidates would be \$525,000.

Cost Impact on Representative Businesses: California colleges and universities that offer PPS Credential Programs must modify their program syllabi to address the new competencies. These are likely costs that would normally be incurred as syllabi are updated over time.

Assessment Regarding the Creation or Elimination of Jobs in California: The Commission has determined that the proposed amendment to the regulations would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Significant, Statewide Adverse Economic Impact Directly Affecting Businesses Including the Ability of California Businesses to Compete with Businesses in Other States: None. Private institutions of higher education will likely be impacted minimally, and an insignificant number of students enrolled in those programs will be affected.

Effect on Small Businesses: None. This proposed amendment change affects only the Commission, public and private institutions of higher education and prospective PPS Credential candidates, who are not small businesses.

Significant Effect on Housing Costs: None.

Consideration of Alternatives

The Commission has determined that no reasonable alternative it considered or that has otherwise been identified would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons or small businesses than the proposed action. Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

Office of Administrative Law's Identification Number

The Office of Administrative Law's identification number for this proposal is Z-03-1007-01.

Written Comment Period and Submission of Written Comments

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed actions. The written comment period closes at 5:00 p.m. on December 3, 2003. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 327-3165; write to the California Commission on Teacher Credentialing, attention *Joseph Dear*, 1900 Capitol Avenue, Sacramento, CA 95814; or submit an e-mail at <jdear@ctc.ca.gov>.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each member of the Commission as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. The Commission would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Joseph Dear at (916) 327-1461 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commission and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice of Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ct.ca.gov.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web-site at <<http://www.ctc.ca.gov>> or you may obtain a copy by contacting Joseph Dear at (916) 327-1461.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Joseph Dear at (916) 327-1461 or to Larry Birch at (916) 327-2967. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web-site at <<http://www.ctc.ca.gov>>. In addition, all the information on which this proposal is based (the rulemaking file) is available at the Commission office for inspection and copying.

Division VIII of Title 5 of the California Code of Regulations

Proposed Amendments to Section 80049, and Deletion of Sections 80632, 80632.1, 80632.2, 80632.3, 80632.4, and 80632.5, Pertaining to Pupil Personnel Services

INITIAL PROPOSED REGULATIONS

Proposed Revisions in Sections 80049, 80632, 80632.1, 80632.2, 80632.3, 80632.4 and 80632.5 and 80674.1, 80674.2, 80674.3, and 80674.5 are as follows:

§80049. Specific Requirements for Professional Clear Services Credential with a Specialization in Pupil Personnel Services.

(a) A Services Credential with a Specialization in Pupil Personnel Services may be issued in the following areas: School Counseling, School Social Work, School Psychology, and School Child Welfare and Attendance on the basis of the completion of all requirements in subsections (b) or (c). Individuals seeking the School Child Welfare and Attendance area must also hold or be issued concurrently an authorization in School Counseling, School Social Work, or School Psychology.

(b) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program in California shall include (1) through (4):

(1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;

(2) the completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils;

(3) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and

(4) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the professional clear credential sought.

(c) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program outside California shall include (1) through (3). Applicants may apply directly to the Commission for the professional clear Pupil Personnel Services Credential under this section:

(1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;

(2) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and

(3) the completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;

(A) The professional preparation program of study for the school counseling specialization area must include a minimum of ~~30~~ 48 semester units, or the equivalent in quarter units, of post baccalaureate study and a minimum of 600 clock hours of supervised field experience in public school settings at two of three school levels such as elementary, middle and high school. Up to 150 of the 600 clock hours shall be devoted to issues of diversity.;

(B) The professional preparation program of study for the school social work specialization area must include a minimum of 45 semester units, or the equivalent in quarter units, of post baccalaureate study and a minimum of 1000 clock hours of supervised field experience, of which 450 clock hours are school-based practice.

(C) The professional preparation program of study for the school psychologist specialization area must include a minimum of 60 semester units or the equivalent in quarter units, of post baccalaureate study, and 450 clock hours practica consisting of 300 clock hours in preschool to grade 12 and 150 hours through on-campus agencies or community agencies and 1200 clock hours of supervised field experience.;

(D) The professional preparation program of study for the added school child welfare and attendance specialization area must include a minimum of 9 semester units, or the equivalent in quarter units, of post baccalaureate study, and 150 clock hours of supervised field experience consisting of 90 clock hours in a school setting in direct contact with pupils, 30 clock hours in interdisciplinary experiences in a setting that is outside the field of education, such as but not limited to law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations, and the remaining 30 clock hours can be at the discretion of the out-of-state university program.; ~~and~~

(d) The professional clear Pupil Personnel Services Credential authorizes the services specified in Section 80049.1.

(e) The professional clear Pupil Personnel Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

NOTE

Authority cited: Section 44225, Education Code. Reference: Sections 44252 and 44266, Education Code.

§80632

~~Programs Providing Professional and Specialized Preparation for the Services Credential With A Specialization in Pupil Personnel Services: General Requirements.~~

~~(a) — The Committee on Accreditation shall approve an educational program designed to prepare candidates for the Services Credential with a Specialization in Pupil Personnel Services if an application filed by an accredited institution of higher education provides the following assurances and information:~~

~~(1) — That the institution of higher education has been accredited by a regional accrediting commission or association, which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department;~~

~~(2) — That the institution has a curriculum that meets the requirements of (A) and, based on the approval for the specialization sought, one or more of (B), (C), (D), and (E) as specified below.~~

~~(A) — In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising.~~

~~(B) — Credit for successful completion of a program of study for the school counselor specialization as specified in Sections 80632.1 and 80632.2 shall be: equivalent to a minimum of 30 semester or 45 quarter units; or 450 classroom hours of post baccalaureate study;~~

~~(C) — Credit for successful completion of a program of study for the school social work specialization specified in Sections 80632.1 and 80632.3 shall be: equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.~~

~~(D) — Credit for successful completion of a program of study for the school psychologist specialization specified in Sections 80632.1 and 80632.4 shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.~~

~~(E) — Credit for successful completion of a program of study for the added child welfare and attendance specialization specified in Section 80632.5 shall be: (i) Equivalent to a minimum of 9 semester units or 12 quarter units; or 135 classroom hours of postgraduate study.~~

~~(3) — That a procedure has been established that provides a record for each candidate to designate and complete a course of study based on an area of specialization in pupil personnel services chosen by the candidate for credentialing purposes;~~

~~(4) — That the institution has a complete description of its candidate evaluation procedures which sets forth the institution's minimum objectives and verifiable standards of knowledge and skill that shall be demonstrated in courses and field experiences by each candidate in the areas of pupil personnel services selected by the candidate; and~~

~~(5) — That a procedure has been established in which the institution shall certify that the candidate has satisfied all legal requirements for the Pupil Personnel Services Credential as specified in Education Code 44266.~~

NOTE:

~~Authority: — Sections 44225(b)(4), and 44225(q), Education Code~~

~~Reference: — Sections 44227 and 44266, Education Code~~

~~§80632.1 — Generic Program of Instruction in Basic Pupil Personnel Services For All Specializations.~~

~~(a) — Programs approved by the Commission pursuant to Sections 80632.2, 80632.3, and 80632.4 shall provide that each candidate demonstrates knowledge in the following areas of generic pupil personnel services:~~

~~(1) — KNOWLEDGE OF TECHNIQUES FOR FACILITATING INDIVIDUAL GROWTH AND DEVELOPMENT TO ACHIEVE ACADEMIC SUCCESS, to include:~~

~~(A) — Human growth and development, including:~~

~~(i) — Normal and abnormal human growth and development.~~

~~(ii) — Individual strengths and weaknesses affecting learning.~~

~~(iii) — Effects of cultural, racial, life style and sex stereotyping.~~

~~(iv) — Effects of family socio-economic status and life style on pupil growth and development.~~

~~(B) — Scope and degree of high school graduation requirements and curriculum standards.~~

~~(C) — Existing remedial, developmental and special programs available to pupils in the school and the community.~~

~~(D) — Individual and group counseling techniques.~~

~~(E) — Principles and methods to help pupils learn effective ways to plan and give direction to their own learning.~~

~~(F) — The effect of the Pupil Personnel Services Credential holder's values and biases upon the manner in which he/she provides services to pupils who come from differing socio-economic, racial, social backgrounds.~~

~~(G) — Culturally appropriate communication styles and counseling techniques.~~

~~(2) — KNOWLEDGE OF HUMAN ASSESSMENT, to include:~~

~~— Assessment methods and theories related to emotional, intellectual and physical characteristics of typical and atypical pupils including limited English proficient pupils, as these factors affect learning performance.~~

~~(3) — KNOWLEDGE OF PROBLEM PREVENTION AND EARLY INTERVENTION, to include:~~

~~(A) — Methods for early identification of pupils at risk of failing in school.~~

~~(B) — Methods of working with school staff and parents, including planned prevention programs, to prevent school failure of pupils with special physical, social, intellectual and emotional problems and needs and to increase pupil success in school.~~

~~(C) — Methods for effective conflict resolution.~~

~~(4) — KNOWLEDGE OF CONSULTATION SERVICES, to include:~~

~~(A) — Individual and team consultation processes.~~

~~(B) — Pupil advocacy processes.~~

~~(C) — Principles and practices of effective classroom management.~~

~~(D) — Principles and procedures of effective school discipline.~~

~~(E) — Methods of initiating consultative relationships with and between teachers, other staff, and parents.~~

~~(5) — KNOWLEDGE OF PSYCHOLOGICAL EDUCATION, to include:~~

~~(A) — Theories of learning and teaching.~~

~~(B) — Strategies to infuse into the classroom concepts and principles of human relations as contained in state-adopted frameworks.~~

~~(6) — KNOWLEDGE OF COORDINATION AND DEVELOPMENT OF SERVICES, to include:~~

~~(A) — How school professions work together.~~

~~(B) — Methods to increase services to pupils and other school personnel.~~

~~(C) — Use of paraprofessionals and volunteers.~~

~~(D) — Principles of supervision and program planning.~~

~~(E) — Personal and programmatic factors affecting school climate.~~

~~(F) — Methods on how to bring about change within the school.~~

~~(G) — Methods to develop and maintain staff morale.~~

~~(7) — KNOWLEDGE OF LEGAL ENABLEMENTS AND CONSTRAINTS, to include:~~

~~(A) — Relevant laws pertaining to pupils in a school setting.~~

~~(B) — Appropriate compliance procedures relating to pupil personnel services.~~

~~(C) — Methods to keep informed regarding changing laws, regulations and procedures related to California public education.~~

~~(8) — KNOWLEDGE OF REFERRAL AND UTILIZATION OF SERVICES, to include:~~

~~—— Community services and referral processes.~~

NOTE:

Authority: ~~—— Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~—— Sections 44227 and 44266, Education Code~~

~~**§80632.2 — Program For The Pupil Personnel Services Credential With The Specialization In School Counseling:**~~

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required of all candidates seeking a Pupil Personnel Services Credential with the Specialization in School Counseling.~~

~~(1) — ACADEMIC ASSESSMENT~~

~~(A) — Knowledge of:~~

~~(i) — Group testing, state mandated and other assessment programs and techniques as they apply to academic, career, personal/ social counseling.~~

~~(ii) — The effect of cultural and ethnic factors upon academic assessment and achievement.~~

~~(iii) — The significance of the cultural/ethnic composition of the school and the community. upon academic assessment and achievement.~~

~~(B) — Skills, to include:~~

~~(i) — Selecting appropriate unbiased academic and other assessment instruments.~~

~~(ii) — Administering a variety of academic and other assessment instruments.~~

~~(iii) — Translating group academic and other test scores to a common reference system.~~

~~(iv) — Interpreting to pupils, teachers, administrators, parents and others the results of these assessment instruments.~~

~~(2) — COUNSELING SERVICES TO INDIVIDUALS~~

~~(A) — Knowledge of:~~

~~(i) — Model high school graduation requirements;~~

~~(ii) — Employment categories, school curricular and extracurricular opportunities that do not require post-high school education;~~

~~(iii) — Post high school education and training opportunities;~~

~~(iv) — Programs of financial assistance;~~

~~(v) — Admission requirements of colleges and universities, vocational schools, and other post-secondary preparation agencies;~~

~~(vi) — The world of work and the cultural value systems that pertain to the world of work;~~

~~(vii) — Educational and career choice theories and techniques.~~

~~(B) — Skills, to include:~~

~~(i) — Identifying and providing information and sources of information which would include educational and career choices.~~

~~(ii) — Effective techniques for providing educational counseling to pupils and parents about academic and career decisions, including the selection of appropriate courses.~~

~~(3) — PROGRAM COORDINATION AND SUPERVISION~~

~~(A) — Knowledge of:~~

~~(i) — Counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and other personnel.~~

~~(ii) — School counseling budgeting procedures and sources of funds.~~

~~(iii) — Supervision techniques appropriate for counseling programs.~~

~~(iv) — Methods of evaluating school counseling programs.~~

~~(B) — Skills, to include:~~

~~(i) — Planning, implementing and evaluating school counseling programs appropriate to the individual school site or district.~~

~~(ii) — Planning a counseling program budget.~~

~~(iii) — Supervising teacher advisors, intern counselors, peer counselors, volunteer counselors or counseling paraprofessionals.~~

~~(iv) — Conducting research to evaluate school counseling programs.~~

~~(4) — CONSULTATION SERVICES TO THE SCHOOL~~

~~(A) — Knowledge of:~~

~~(i) — Appropriate consultation models in working with teachers, administrators and parents regarding guidance and counseling practices and programs.~~

~~(ii) — In-service practices and programs related to advising techniques.~~

~~(iii) — Community resources.~~

~~(B) — Skills, to include:~~

~~(i) — Providing consultation and in-service to teachers, administrators and parents regarding guidance and counseling practices and programs.~~

~~(ii) — Involving the community in the counseling program.~~

~~(iii) — Surveying community placement opportunities and the need for curriculum development in the schools as it relates to these needed knowledge and skills.~~

~~(5) — LEGAL ASPECTS~~

~~(A) — Knowledge of:~~

~~(i) — State requirements for scholastic progress and high school graduation;~~

~~(ii) — California Education Code provisions and federal laws affecting school counseling programs.~~

~~(B) — Skills, to include:~~

~~(i) — Procedures for implementing relevant laws and regulations.~~

~~(6) — PROFESSIONAL ETHICS~~

~~(A) — Knowledge of:~~

~~(i) — Official statements of the code of ethics related to professional counseling, including the American Association for Counseling and Development.~~

~~(B) — Skills, to include:~~

~~(i) — Applying the codes of ethics to a specific counseling situation.~~

~~(ii) — Applying professional standards when using assessment instruments.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a) (1) through (6) of this section.~~

~~(2) — Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE:

Authority: ~~Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~Sections 44227 and 44266, Education Code~~

~~§80632.3 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Social Work.~~

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required for all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Social Work.~~

~~(1) — HUMAN ASSESSMENT AS DIRECT SERVICE TO PUPILS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — The effects of social environments and socially handicapping conditions on the lives of pupils and on the educational process.~~

~~(ii) — Individual development and family life as affected by poverty, culture or language, neglect or abuse, school age parenthood, family breakdown, alienation and/or delinquency.~~

~~(B) — Skills, including:~~

~~(i) — Securing participation of pupils, family, community groups, social service agencies and school personnel in the definition and comprehensive assessment of problems.~~

~~(ii) — Conducting case, group and community analyses.~~

~~(iii) — Evaluating socially handicapping conditions in relation to pupil development and education programs.~~

~~(iv) — Making recommendations to appropriate school authorities based on formulations derived from pupil, family, school and community environments.~~

~~(2) — SOCIAL INTERVENTIONS, to include:~~

~~(A) — Knowledge of social work methods and procedures appropriate to elementary and high school sites.~~

~~(B) — Skills, including:~~

~~(i) — Utilizing appropriate social work methods for comprehensive assessment, planning and service delivery.~~

~~(ii) — Interpreting pupil's development, educational status and potential to enhance parental understanding and cooperation.~~

~~(iii) — Assisting pupil and family to utilize available school resources and community-based services.~~

~~(3) — CONSULTATION, COORDINATION AND DEVELOPMENT OF SERVICES, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Social systems, organization theory and behavior, especially with reference to socially and economically disadvantaged groups.~~

~~(ii) — The California Education Code and California Welfare and Institutions Code Sections pertaining to pupil welfare and attendance and to education rights and obligations.~~

~~(B) — Skills, including:~~

~~(i) — Utilizing group methods to assist school staffs in self study, self evaluation and goal attainment.~~

~~(ii) — Communicating clearly and effectively with pupils, families, community groups, agency and court representatives, particularly to ameliorate concerns of truancy, violence, gang and racial tensions.~~

~~(iii) — Developing, administering and evaluating curriculum components and programs designed to meet the needs of pupils from special student populations or with special problems, particularly those from socially and economically disadvantaged groups.~~

~~(iv) — Securing the participation of parents as partners in education, particularly in attendance improvement, pre-kindergarten, school-aged parent and children's center programs.~~

~~(v) — Assisting in the resolution of differences between the school, family and the community with respect to the school's program.~~

~~(4) — REFERRAL AND UTILIZATION, INVOLVEMENT AND USE OF COMMUNITY RESOURCES, to include:~~

~~(A) — Knowledge of programs relating to income maintenance, employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare and the developmentally disabled.~~

~~(B) — Skills, including:~~

~~(i) — Establishing linkages between the school and relevant community service agencies.~~

~~(ii) — Facilitating inter-agency arrangements and contracts for service.~~

~~(iii) — Developing community resources to meet the needs of children and families with special problems.~~

~~(5) — SOCIAL RESEARCH AND SERVICES BASED ON RESEARCH, to include:~~

~~(A) — Knowledge of social research relevant to the needs of disadvantaged or at risk pupils.~~

~~(B) — Skills, including:~~

~~(i) — Developing, selecting and applying research that is free of race, class or sex bias, both in design and methodology.~~

~~(ii) — Designing and conducting studies and writing research proposals for needs assessment, program development and program evaluation.~~

~~(6) — CODE OF PROFESSIONAL ETHICS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — The Code of Ethics of the National Association of Social Workers (NASW) and of the NASW Standards for Social Work Practice in the schools.~~

~~(ii) — The joint policy statement of NASW and the National Education Association and other related professional organizations.~~

~~(B) — Skills, including:~~

~~— Applying the NASW Code of Ethics to school-site situations.~~

~~(7) — SUPERVISION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Principles of supervision and consultation.~~

~~(ii) — Consultative, teaching and supervision techniques.~~

~~(B) — Skills, including:~~

~~(i) — Supervising field practice students, student peers, parents and other volunteers.~~

~~(ii) — Providing education, in-service training and consultation with special reference to individual pupils, families, social environments and the needs of socially disadvantaged groups.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a)(1) through (7) of this section.~~

~~(2) — Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE

Authority: — Sections 44225(b)(4), and 44225(q), Education Code

Reference: — Sections 44227 and 44266, Education Code

~~§80632.4 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Psychology.~~

~~(a) — In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required by all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.~~

~~(1) — FACILITATING INDIVIDUAL DEVELOPMENT, to include:~~

~~(A) — Knowledge, including:~~

~~—— Advanced knowledge of human learning, human exceptionalities, cognitive, affective and biological bases of behavior, and development psychology, including those areas germane to pupils with special as well as regular educational needs.~~

~~(B) — Skills, including:~~

~~—— Defining and clarifying children's school problems using psychological theories in working with parents and school personnel.~~

~~(2) — INDIVIDUAL HUMAN ASSESSMENT, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Psychometric knowledge underlying the selection, administration and interpretation of educational and psychological assessment procedures.~~

~~(ii) — Influence of culture, ethnicity, sex and language proficiency on children's test performance.~~

~~(iii) — Advanced assessment strategies and knowledge of individual differences necessary to evaluate a pupil's: 1) functional ability level, 2) school adjustment, 3) achievement, 4) language, 5) perceptual-motor development, 6) adaptive behavior, 7) social development, and 8) emotional development.~~

~~(B) — Skills, including:~~

~~(i) — Selecting, administering, scoring, interpreting, integrating with other data and reports the results of psychological and educational tests and measures to parents, professionals and others with a legitimate interest in the child.~~

~~(ii) — Conducting interviews, observations and behavioral assessments with preschool and school-aged children and young adults.~~

~~(iii) — Performing assessment studies for possible placement of pupils in special education programs.~~

~~(iv) — Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardation, giftedness and severe emotional disturbance.~~

~~(v) — Performing assessment procedures in conjunction with an interpreter when working with limited English speaking pupils.~~

~~(3) — INDIVIDUAL INTERVENTION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Individual development, cognitive and behavioral change from the perspective of psychological theory.~~

~~(ii) — The education of regular pupils and techniques of promoting individual development in the classroom.~~

~~(iii) — Methods and theories for the modification of individual programs and educational environments.~~

~~(iv) — Education of exceptional learners including instructional and remedial techniques.~~

~~(B) — Skills, including:~~

~~(i) — Recommending pupil placements and individual educational plans based on individual pupil educational considerations, as well as classroom management needs, including pupils with special as well as regular educational needs.~~

~~(ii) — Applying psychological methods to increase pupil school performance (methods such as life space interviewing, client centered consultation, home school contracting, behavior management, self instruction, reinforcement management strategies).~~

~~(iii) — Supporting within the school non-school community based therapeutic and remedial efforts.~~

~~(iv) — Responding to children's needs through psychological counseling and by creating new educational plans.~~

~~(4) — EVALUATION, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — Advanced and specialized procedures used to evaluate pupil progress in educational programs and continued eligibility in educational programs.~~

~~(ii) — Statistical methods used to evaluate cognitive and behavioral change over time.~~

~~(B) — Skills, including:~~

~~—— Evaluating the effectiveness of earlier decisions by school authorities and parents regarding elements of the pupil's educational programs.~~

~~(5)—— CONSULTATION, to include:~~

~~(A)—— Knowledge, including:~~

~~(i)—— School psychologists' role in the staff development of teachers and others including the parents of children with special as well as regular educational needs.~~

~~(ii)—— Theories of institutional and organizational change from a psychological perspective.~~

~~(iii)—— Consultation with school personnel on a variety of psychological principles relating to classroom climate, instructional programs, individual needs of particular children and youth, particularly with references to pupils' special needs.~~

~~(B)—— Skills, including:~~

~~(i)—— Using a variety of consultation techniques with school personnel, as well as evaluate the effects of consultative interactions.~~

~~(ii)—— Planning, conducting and evaluating in-service training programs for school personnel, including programs for teachers of pupils with special as well as regular educational needs.~~

~~(iii)—— Functioning as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.~~

~~(iv)—— Planning group educational experiences for pupils aimed at improving social and emotional development and functioning.~~

~~(v)—— Planning, conducting and evaluating parent education programs, especially programs in child-rearing and discipline.~~

~~(6)—— GROUP ASSESSMENT, to include:~~

~~(A)—— Knowledge, including:~~

~~(i)—— Screening and pre-assessment procedures.~~

~~(ii)—— Advanced and specialized knowledge of group tests and measures.~~

~~(iii)—— Procedures to evaluate the social system's needs.~~

~~(B)—— Skills, including:~~

- ~~(i) — Developing, carrying out screening and identification programs for children and young adults for special education programs.~~
- ~~(ii) — Developing, conducting and coordinating district-wide or school-wide group assessment programs.~~
- ~~(7) — PROGRAM EVALUATION, to include:~~
 - ~~(A) — Knowledge, including:
—— Advanced and specialized program evaluation theories and techniques.~~
 - ~~(B) — Skills, including:~~
 - ~~(i) — Applying designs and methods to evaluate educational programs designed to meet pupil's special as well as regular educational needs.~~
 - ~~(ii) — Applying designs and methods to evaluate educational programs designed to meet the needs of pupils or educators.~~
- ~~(8) — LEGAL ASPECTS, to include:~~
 - ~~(A) — Knowledge, including:~~
 - ~~(i) — California Education Code provisions and federal legislation, related to special education funding and program requirements.~~
 - ~~(ii) — Advanced and specific knowledge of case law, related to programs of regular and special education and parents' and childrens' rights.~~
 - ~~(B) — Skills, including:
—— Evaluating school district procedures to assure compliance with State Education Code, federal regulations and case law related to regular and special education programs.~~
- ~~(9) — COMMUNITY RESOURCES, to include:~~
 - ~~(A) — Knowledge, including:~~
 - ~~(i) — Community agencies and resources avail-able to help children, particularly those children with exceptional needs.~~
 - ~~(ii) — Making referrals for assistance to non-school personnel.~~
 - ~~(B) — Skills, including:~~
 - ~~(i) — Acting as liaison to community agencies providing services to pupils, particularly pupils with exeptional needs.~~

- ~~(ii) — Identifying within the schools those pupils who need referral to medical, psychiatric or other health care providers and making such referrals.~~
- ~~(10) — RESEARCH, to include:~~
 - ~~(A) — Knowledge, including:

—— Research method and designs, particularly those used to study pupils with special as well as regular educational needs and to discover ways to prevent failure in school.~~
 - ~~(B) — Skills, including:~~
 - ~~(i) — Collecting, organizing and providing information to school personnel and parents from psychological research findings.~~
 - ~~(ii) — Conceptualizing, designing, implementing and sharing the results of school related research.~~
- ~~(11) — PROFESSIONAL ETHICS, to include:~~
 - ~~(A) — Knowledge, including:~~
 - ~~(i) — Official statements of the Code of Ethics of the American Psychological Association, the National Association of School Psychologists and the California Association of School Psychologists.~~
 - ~~(ii) — The principles of professional organizations for delivery of school psychological services.~~
 - ~~(B) — Skills, including:~~
 - ~~(i) — Applying ethical principles in the practice of school psychology.~~
 - ~~(ii) — Interpreting and applying professional standards of psychological service delivery.~~
 - ~~(iii) — Performing self-assessment to identify personal needs for continuing education in school psychology.~~
- ~~(12) — SUPERVISION, to include:~~
 - ~~(A) — Knowledge, including:~~
 - ~~(i) — Principles of supervision.~~
 - ~~(ii) — Appropriate patterns of supervision, supervisor-staff relations, scheduling patterns, and the models for supervisory relationships in a service delivery system.~~
 - ~~(B) — Skills, including:~~

~~—— Supervising psychological examiners, paraprofessionals and others providing school psychological services who are not fully credentialed school psychologists.~~

~~(b) — Field practice shall be required of all candidates.~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivisions (a) (1) through (12) of this section.~~

~~(2) — Field practice shall be at least five hundred forty (540) clock hours in duration, of which a minimum of three hundred eighty (380) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) — The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) — At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

NOTE:

Authority: ~~—— Sections 44225(b)(4), and 44225(q), Education Code~~

Reference: ~~—— Sections 44227 and 44266, Education Code~~

~~**§80632.5 — Program For The Pupil Personnel Services Credential With The Advanced Specialization In School Child Welfare And Attendance Services.**~~

~~(a) — In addition to the requirements contained in Section 80632.1 and one of the specializations contained in Section 80632.2, 80632.3, or 80632.4, the following specialized knowledge and skills shall be required for persons seeking the additional Specialization in School Child Welfare and Attendance.~~

~~(1) — ATTENDANCE LAWS AND THE RIGHTS OF MINORS, to include:~~

~~(A) — Knowledge, including:~~

~~(i) — State Code requirements governing school attendance.~~

~~(ii) — Child labor laws, both federal and state.~~

~~(iii) — State Code provisions pertaining to juvenile delinquency.~~

~~(iv) — State Code provisions for tutoring and private school attendance in lieu of regular school attendance.~~

~~(B) — Skills, including:~~

~~(i) — Conducting assessment of student attendance.~~

~~(ii) — Interpreting attendance laws to students.~~

~~(iii) — Intervening at appropriate times for solving attendance problems of students.~~

~~(b) — Field practice shall be required of all candidates and shall be in addition to the field practice required in Sections 80632.2(b), 80632.3(b) or 80632.4(b).~~

~~(1) — Field practice shall be in the knowledge and skills provided in subdivision (a) (1) of this section.~~

~~(2) — Field practice shall be at least ninety (90) clock hours in duration, in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) — Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(c) — Credit may be granted by the college/university toward the required ninety (90) hours provided in subdivision (b) of this section for equivalent field practice completed previously by the candidate as part of an approved Pupil Personnel Services program at the same or another institution of higher education.~~

NOTES:

~~Authority: — Sections 44225(b)(4), and 44225(q), Education Code~~

~~Reference: — Sections 44227 and 44266, Education Code~~

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Attn.: *Joseph Dear*
Consultant

Title: 5
Section Nos. 80049, 80632, 80632.1,
80632.2, 80632.3, 80632.4 and 80632.5,
Pertaining to Pupil Personnel Services
Credentials

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please submit this response form to the California Commission on Teacher Credentialing, attention: Joseph Dear, 1900 Capital Ave, Sacramento, CA or fax it to his attention at (916) 327-3165, Respond by 5:00 p.m. on December 3, 2003 in order that the material can be presented at the December 4, 2003 public hearing.

- 1. **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
- 2. **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned and/or
- 4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6. No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

e-mail address: _____

Employer/Organization: _____

Mailing Address: _____

route to *J.D.*