

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: Text proposed in this notice to be deleted is shown in ~~bold and double strikeout~~; text is proposed to be added is shown in **bold and double underline**.

15-Day Notice of Modifications to Proposed Rulemaking: Title 5. Education, Division 8 Commission on Teacher Credentialing

Modifications to Proposed Amendments to California Code of Regulations, Title 5, Pertaining Pupil Personnel Services Credentials

Notice is Hereby Given, pursuant to the requirements of Government Code section 11346.8(c) and section 44 of Title 1 of the California Code of Regulations, that the Commission has proposed the following modifications to the proposed regulations. Any person who wishes to comment on the proposed modification to the text of the regulations may do so by submitting written comments postmarked beginning December 13-28, 2021, to the person indicated in the Contact Persons/Further Information section of this 15-Day Notice.

A 45-day notice was posted in October of 2020 and the public comment period closed on December 14, 2020. No comments were received, and a public hearing was not requested or held. A 15-day notice was posted in March of 2021 and no comments were received. A second 15-day notice was posted on July 2, 2021 and no comments were received. Text proposed in this notice to be deleted is shown in ~~bold and double strikeout~~; text is proposed to be added is shown in **bold and double underline**.

Any written comments are to be restricted to the modifications to the enclosed language. The Commission is not required to respond to comments received in response to this notice on other aspects of the proposed regulations. All written comments received or postmarked by December 28, 2021, which pertain to the modified text of the proposed regulations provided in this notice will be reviewed and responded to by Commission staff as part of the compilation of the rulemaking file.

Summary of Modifications

The Commission is proposing modifications to sections 80049, 80605, and 80614 to improve clarity and correct typographical errors as recommended by the Office of Administrative Law.

80049(c): In 2006, SB 1208, an omnibus education bill, with impact on thirty different provisions of Education Code, was signed. One of the provisions of SB 1208 was to shift the professional growth requirement for the renewal of professional clear credentials from a state requirement to a local employment decision. As a result, the Commission removed the term “professional” from the credential title. One instance was overlooked in the originally proposed modifications in the 45-day notice. The Commission no longer requires proof of professional growth to obtain a clear PPS credential.

80049(c)(1): In 2019, AB 525 amended Education Code section 44266 to allow candidates to use Professional Education degrees. The Commission is proposing edits to remove the language excluding professional education degrees to align with the Education Code.

80605: Proposing to change the citation of Education Code section 44370 from an authority citation to a reference citation.

80605(a): While the terms are interchangeable in the Accreditation profession, the Commission is proposing changing the term “Clinical Practice” to “Clinical Experiences” to improve clarity.

80605(c): Proposing to remove “Commission-approved” from the definition, as the Commission does not approve partnering entities.

80605(k): Proposing to correct typographical and punctuation errors.

80614: Proposing to update the adoption date, as the Commission adopted changes to the standards, (a)-(c), at the December 2021 meeting.

PPS School Counseling 80614(a): Proposing to correct typographical, grammatic, and punctuation errors as well as minor revisions for sentence clarity in the Pupil Personnel Services School Counseling Preconditions, Program Standards, and Performance Expectations which are incorporated by reference. Additionally, the adoption dates have been modified and updated to ensure clarity. Specific modifications include:

Precondition 2: Language modified and sentence restructured to remove confusion regarding the use of the terms “post baccalaureate” and “postgraduate study.”

Program Standard 4 - *Clinical Practice*: Proposing modifications to clarify that the site supervisor shares responsibility with the university supervisor regarding the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Program Standard 4 – *Practica*: Proposing to change “should” to “shall,” at the end of the paragraph, as *Practica* experiences must be completed prior to the field experience and is not optional.

Program Standard 4 - *Child Welfare and Attendance (CWA) Authorization*: Clarification made to the title of this subsection in order to make it clear that the PPS program can choose whether or not to offer a CWA Authorization as part of their program. Additional clarification made regarding interdisciplinary experiences, as the candidate could be working with entities in either educational settings or outside settings.

PPS School Psychology 80614(b): Proposing to correct typographical, grammatic, and punctuation errors as well as minor revisions for sentence clarity in the Pupil Personnel Services School Psychology Preconditions, Program Standards, and Performance Expectations which are incorporated by reference. Specific modifications include:

Precondition 2: Language modified and sentence restructured to remove confusion regarding the use of the terms “post baccalaureate” and “postgraduate study.”

Program Standard 4 - Child Welfare and Attendance (CWA) Authorization: Clarification made to the title of this subsection in order to make it clear that the PPS program can choose whether or not to offer a CWA Authorization as part of their program. Additional modification for clarity made to ensure that it is clear that alternative settings are an option.

PPS School Social Work 80614(c): Proposing to correct typographical, grammatic, and punctuation errors as well as minor revisions for sentence clarity in the Pupil Personnel Services School Social Work Preconditions, Program Standards, and Performance Expectations which are incorporated by reference. Specific modifications include:

Precondition 2: Language modified and sentence restructured to remove confusion regarding the use of the terms “post baccalaureate” and “postgraduate study.”

Program Standard 4 – Field Practice Experience: Changing “should” to “shall” as this part of the standard is not permissive.

Program Standard 4 – Qualifications, Training: Language modified and sentences restructured to make clear who can supervise a School Social Work candidate.

Program Standard 4 - Child Welfare and Attendance (CWA) Authorization: Clarification made to the title of this subsection in order to make it clear that the PPS program can choose whether or not to offer a CWA Authorization as part of their program.

Glossary – Adding definition for “Ecological Perspectives” to improve clarity.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by email relevant to the proposed action. The written comment period closes at midnight on December 28, 2021. Comments must be received by that time or may be submitted at the public hearing, should one be requested. Interested parties may fax their response to (916) 327-3165; write to the Commission on Teacher Credentialing, attn. Kathryn Taylor, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email to Kathryn Taylor at Kathryn.Taylor@ctc.ca.gov.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Kathryn Taylor by telephone at (916) 445-0229, by mail at Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95811, or by email to Kathryn Taylor (Kathryn.Taylor@ctc.ca.gov). 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 website at <http://www.ctc.ca.gov/notices/rulemaking.html>. In addition, all the information on which this proposal is based is available for inspection and copying.

Documents Relied Upon in Preparing 15-Day Notice

[Commission Agenda Item 4D Action Educator Preparation Committee, April 2021](#)

[Commission Agenda Item 2C Action Educator Preparation Committee, December 2021](#)

Availability of Documents on the Internet

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, and the text of the regulations and this 15-Day Notice can be accessed through the Commission's website listed above.

1 **Proposed Text**

2 The Commission on Teacher Credentialing has illustrated changes to the original text in the following
3 manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in
4 ~~strikeout~~. In the first 15-day notice text proposed to be added is displayed in double underline; text
5 proposed to be deleted is displayed in ~~double strikeout~~. In the second 15-day notice no text was
6 proposed to be added; text proposed to be deleted is shown in ~~bold and strikeout~~. In the third 15-day
7 notice text proposed to be added is displayed in **bold and double underline**; text proposed to be
8 deleted is displayed in ~~bold and double strikeout~~.

9
10 **CALIFORNIA CODE OF REGULATIONS**

11 **TITLE 5. EDUCATION**

12 **DIVISION 8. COMMISSION ON TEACHER CREDENTIALING**

13 **CHAPTER 1. Credential Issued Under the Teacher Preparation and Licensing Law of 1970**

14 **Article 2. Credential Types, Authorizations, and Requirements**

15
16 80049. Specific Requirements for the Professional Clear Services Credential with a Specialization in
17 Pupil Personnel Services.

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

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

- 25 (1) a baccalaureate or higher degree ~~except in professional education~~ from a regionally
26 accredited institution of higher education;
27 (2) the completion of a post baccalaureate professional preparation program accredited by the
28 Committee on Accreditation in the requested pupil personnel services area of specialization,
29 including successful completion of a supervised field practice appropriate to the specialization
30 area, in a school setting in direct contact with pupils;
31 (3) demonstrate proficiency in basic reading, writing, and mathematics skills as passage of the
32 California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
33 (4) the recommendation from a regionally accredited institution of higher education that has a
34 program accredited by the Committee on Accreditation in the ~~professional~~ clear credential
35 sought.

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

- 40 (1) a baccalaureate or higher degree ~~except in professional education~~ from a regionally
41 accredited institution of higher education;
- 42 (2) demonstrate proficiency in basic reading, writing, and mathematics skills as passage of the
43 California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
- 44 (3) the completion of a post baccalaureate professional preparation program comparable to a
45 program accredited by the Committee on Accreditation in the requested pupil personnel
46 services area of specialization, including successful completion of a supervised field practice
47 appropriate to the specialization area, in a school setting in direct contact with pupils, but taken
48 outside California. The program must be from a regionally accredited institution of higher
49 education and approved by the appropriate state agency where the course work was
50 completed;
- 51 (A) The professional preparation program of study for the school counseling
52 specialization area must include a minimum of 30 semester units, or the equivalent in
53 quarter units, of post baccalaureate study;
- 54 (B) The professional preparation program of study for the school social work
55 specialization area must include a minimum of 45 semester units, or the equivalent in
56 quarter units, of post baccalaureate study;
- 57 (C) The professional preparation program of study for the school psychologist
58 specialization area must include a minimum of 60 semester, units, or the equivalent in
59 quarter units, of post baccalaureate study;
- 60 (D) The professional preparation program of study for the added school child welfare
61 and attendance specialization area must include a minimum of 9 semester units, or the
62 equivalent in quarter units of post baccalaureate study, ~~and~~
- 63 (d) The ~~professional~~ clear Pupil Personnel Services Credential authorizes the services specified in
64 Section 80049.1.
- 65 (e) The professional clear Pupil Personnel Services Credential issued on the basis of the completion of
66 all requirements shall be dated per Title 5 Section 80553.
- 67 Note: Authority cited: Section 44225, Education Code. Reference: Sections 44252 and 44266, Education
68 Code.

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TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING
CHAPTER 5. Approved Programs
ARTICLE 2. Professional Preparation Program

Section 80605. Definitions

(a) “Clinical ~~Experiences practice~~” refers to student teaching, internships, and/or field-based experiences in authentic school settings that provide candidates with intensive and extensive opportunities to practice skills, under the supervision of the program, in which the candidate must demonstrate competence as a requirement for the credential area. The term is synonymous with Field Work. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

(b) “Evaluate” means to assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. It does not include evaluation for employment purposes; or to analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys for the purposes of identifying program strengths and areas needing improvement.

(c) “Faculty” refers to individuals employed by a college, university, school district, county office of education, including graduate teaching assistants, and/or by a ~~Commission-approved~~ partnering entity, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some aspect of the educator preparation unit.

(d) “Field work” refers to student teaching, internships, and/or clinical practice in authentic school settings that provide candidates with intensive and extensive opportunities to practice skills, under the supervision of the program, in which the candidate must demonstrate competence as a requirement for the credential area. It is synonymous with Clinical Experiences. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

(e) “Partners” or “Partnerships” refers to agencies, institutions, and others who enter into a voluntary collaborative arrangement to provide services to educator candidates (for example, academic and/or

108 credential preparation departments of colleges/universities, schools, county offices of education, and
109 school districts).

110

111 (f) "Professional development" refers to learning opportunities for individuals to attain and develop
112 new knowledge and skills such as in-service education, conference attendance, intra- and inter-
113 institutional visits, fellowships, collegial work, and work in prekindergarten–12 grade schools.

114

115 (g) "Program" refers to a planned sequence of courses and/or experiences for the purpose of preparing
116 teachers and other school professionals to work in prekindergarten through twelfth grade settings, and
117 which leads to a credential.

118

119 (h) "Qualified faculty" refers to individuals whose background and experience are appropriate for the
120 role to which they are assigned and who receive initial and ongoing professional development
121 consistent with their assigned responsibilities.

122

123 (i) "Resources" refers to the range of supports for programs, including financial support, information
124 resources, technology, qualified staff, building space, and materials.

125

126 (j) "Stakeholder" means any individual or institution such as a college, university, or school district that
127 is impacted by and/or that has a professional interest in an educator preparation program or
128 institution.

129

130 (k) "Supervised Fieldwork" means fieldwork that is guided, directed, or evaluated by an individual from
131 a Commission-approved programs and/or employing district that is designed to assist a candidate in
132 mastering the required knowledge, skills, and abilities expected of the candidate.

133

134 (l) "Support" refers to professional guidance provided by a qualified individual acting as a mentor
135 and/or coach to a candidate in his/her early teaching or service that includes collecting and analyzing
136 evidence relating to the candidate's competence for the purpose of helping the candidate satisfy
137 knowledge and skill requirements.

138

139 Note: Authority cited: Section 44225, ~~44370~~, 44371 Education Code. Reference: Sections 44227, ~~44370~~,
140 44372(b) Education Code.

141

142 Section 80614. Pupil Personnel Services Credentials Program Standards

143

144 (a) The Commission shall approve an educational program designed to prepare candidates for the Pupil
145 Personnel Services Credential in Counseling if the program has been determined, by the Commission,
146 to be aligned to the *Pupil Personnel Services School Counseling Preconditions, Program Standards, and*

147 Performance Expectations **(December 2021)** ~~(April 2019)~~, available on the Commission website and
148 hereby incorporated by reference.

149

150 (b) Pupil Personnel Services School Psychology - Institutions seeking to prepare candidates for the Pupil
151 Personnel Services Credential must align their professional educator preparation program to the *Pupil*
152 *Personnel Services School Psychology, Preconditions, Program Standards, and Performance*
153 *Expectations **(December 2021)** ~~(April 2019)~~ ~~(February 2021)~~* available on the Commission website and
154 hereby incorporated by reference.

155

156 (c) Pupil Personnel Services School Social Work - Institutions seeking to prepare candidates for the
157 Pupil Personnel Services Credential must align their professional educator preparation program to the
158 *Pupil Personnel Services School Social Work Preconditions, Program Standards, and Performance*
159 *Expectations **(December 2021)** ~~(April 2019)~~* available on the Commission website and hereby
160 incorporated by reference.

161

162 Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227 and 44266,
163 Education Code.



Pupil Personnel Services: School Counseling
Preconditions, Program Standards, and
Performance Expectations

Commission on Teacher Credentialing

Adopted December 2021 ~~Published May 2020~~

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

~~Preconditions adopted April 2019~~

~~Program Standards adopted April 2019~~

~~Performance Expectations adopted April 2019~~

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Pupil Personnel Services: School Counseling Preconditions

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.

2. **Program Curriculum**

A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows: A program of study for the **school counselor specialization** shall be: **postgraduate study** Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours ~~of post baccalaureate 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.

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

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 specialty areas, and they apply to all PPS credential candidates.

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, **and** 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' **development as practioners who will be prepared to** ~~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.
- **promote** 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 candidates' 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.

Pupil Personnel Services: School Counseling 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 **Preparation** 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, **and** 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~~ ~~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 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 **within the school counseling profession 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 ~~is 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.

Practica

A minimum of one hundred (100) clock hours in a practicum experience, ~~including 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; and (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~~ shall 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; ~~and~~ 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 ~~students with~~ 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+), ~~and~~ racial and ethnic minorities, ~~and to~~ 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.
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, ~~may include, but are not limited to 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~~ ~~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, ~~and~~ 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 **with the university supervisor** 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 are earning ~~elect to earn a~~ the CWA Authorization)

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 ~~with entities 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, ~~or and~~ community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.

Program Standard 5: Determination of Candidate Competence

The school counseling program implements well-designed, scientifically based methods to assess the knowledge, skills, and abilities of candidates **as defined by the** (SCPEs), 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 Counseling 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.

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 Regulations (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. **Demonstrate** ~~the~~ knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
9. **Demonstrate** ~~the~~ 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+.
10. Maintain~~ing~~ 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, ~~and~~ 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. **Demonstrate** ~~A~~ 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~~ ~~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. **Demonstrate** ~~k~~ 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. **Demonstrate** ~~A~~ 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.

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. **Demonstrate #k**nowledge of state and local graduation requirements, and provisions for marginalized populations.
4. **Demonstrate a #c**omprehensive 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. **Demonstrate #k**nowledge 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. **Demonstrate an #a**bility to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.
8. Apply educational transitional strategies, including career development and exploration, throughout one's the lifespan including using multiple career assessments and planning tools.
9. **Demonstrate #k**nowledge and understanding of local and national career and job market trends.
10. **Demonstrate #u**nderstanding of various **college and career 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. **Demonstrate #k**nowledge 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. **Demonstrate an #u**nderstand 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 ~~Social/Emotional~~ Development

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

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

1. **Demonstrate** ~~U~~ 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. **Demonstrate** ~~K~~ 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** ~~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** ~~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. **Demonstrate** ~~A~~ 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

ethnic minorities, foster youth, homeless youth, social ~~and~~ 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 within 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. Demonstrate the ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
7. Demonstrate the 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. Demonstrate knowledge of ~~Knowledgeable about~~ basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.

3. Demonstrate the ability to differentiate between and ability to interpret valid and reliable results.
4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.
5. 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; and demonstrate skills in utilizing current technology for communication and for 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.

Pupil Personnel Services Credentials Standards Glossary

Academic Tiered Systems of Support: Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until he/she shows adequate progress.

Accountability Systems: A set of policies and practices used to measure and hold schools and districts responsible for raising student achievement for all students and to prompt and support improvement where necessary.

Adequate Competence: Sufficient skill, knowledge, and experience for the purpose of meeting program requirements.

A-G Requirements: The sequence of courses required to be eligible for acceptance to meet minimum academic requirements for potential entry into a California public university.

A-G Courses: High school courses used to meet A-G requirements for potential entry to a California public university.

Andragogical: Approach, methods, and principles used in adult learning theory that details some of the ways in which adults learn differently than children.

Career/Transitional Learning: Major transition point when a student moves from school to career; also focuses on learning about pathways to college and career education.

Community Agencies: Private or public nonprofit organization that facilitates and coordinates access to services for youth.

Culminating Field Experience: Provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to continue acquiring additional knowledge and skills most appropriately gained through prior supervised professional experience.

Cultural Competence: Having an awareness of one's own cultural identity and views about difference, and the ability to learn cultural and community norms of others.

Cultural Humility: An understanding and respectful attitude toward individuals of other cultures through reflection, self-awareness and openness to learning.

Culturally-Responsive Practices: Recognizing and incorporating the resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.

Deficit-based Schooling: System’s tendency to focus on the perceived weaknesses of individuals or groups instead of strengths.

Evidence-based Assessment Instruments: The use of research and theory to guide the selection of the tool used for assessment such as inventories, surveys, questionnaires as well other instruments to screen for and identify issues.

Field Based Opportunities: Opportunities offered in the field to allow candidates to make observations and apply knowledge from program coursework.

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Mapping School-based Resources: Making decisions and provide insight into the location, distribution, and availability of resources in schools to assist school communities to identify and align resources, promote collaborative planning and instruction, and enhance options for students at high risk of school failure.

Models of Supervision: Three primary models of supervision: developmental, integrated, and orientation-specific based on the idea that individuals are continually growing.

Multi-tiered Systems of Support (MTSS): Multi-tiered system of support is an integrated, comprehensive framework that focuses on the prevention, early identification, early intervention, support and postvention that is necessary for all students to learn, engage and thrive. MTSS encompasses both response to instruction and intervention and PBIS, and systematically addresses support for all students.

Planning Document for Field Experience: Document that provides a detailed plan of the expectations, objectives, details, and purpose of each field experience.

Practicum: Planned, supervised, and evaluated practical work experience placement to emphasize application of knowledge and counseling skills learned in the program which allows students to demonstrate their counseling skills under close supervision in a realistic setting.

Positive Behavior Interventions and Supports (PBIS): An evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day to create a successful school environment for all students.

Prevention and Intervention Practices: Practices designed to meet the social/emotional/behavioral needs of students for prevention and early intervention often part of a Response to Instruction and Intervention model and MTSS Framework.

Professional Dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators and school social workers interact with students, families, colleagues, and communities.

Pupil Learning Theory: Theory that describes how students absorb, process, and retain knowledge during learning.

Qualified Faculty: Faculty at an Institution of Higher Education who meets the Higher Learning Commission criteria or the Council on Social Work Education criteria or the with appropriate expertise in the subject they teach.

Restorative Practices: Promoting inclusiveness, relationship-building, and problem-solving for conflict resolution, improved school climate and stronger social and emotional skills.

Section 504 Plan: A plan developed to ensure that a child with a disability identified under Section 504 of the Rehabilitation Act of 1973 receives accommodations and supports that ensure equal access to the learning environment.

Self-Care Plan: An intervention tool that helps individuals enhance their health and well-being.

School Climate: School climate refers to the quality and character of school life based on patterns of students', parents' and school personnel's experience of school life.

School Culture: Refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.

Site Supervisor/Field Instructor/Site Field Instructor: Provides candidates with supervision, evaluation, preparation, and mentoring on site of clinical placement. School-based site supervisors hold the appropriate PPS credential. Supervisors in alternative settings have the appropriate credential or license for that setting. All site supervisors have a minimum of 3 years of credentialed or licensed experience. For School Social Work, the minimum requirement is 2 years with a master's degree in social work, in addition to the pupil personnel services credential in School Social Work. For School Counseling, the minimum requirement is 2 years of experience as a school counselor with a master's degree in a counseling related field and a credential authorizing school counseling.

Social Justice: Full and equal participation of all groups in society that is mutually shaped to meet their needs.

Student Marginalization: Treatment of a student as unimportant, insignificant or of lower standing due to cultural differences, knowledge gaps, or socioeconomic status.

Trauma-Informed Care Practices: Structured treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma to provide care to individuals exposed to trauma.

University Supervision Requirements: Supervision requirements of the university for candidates enrolled in their graduate preparation program.



Pupil Personnel Services: School Psychology
Preconditions, Program Standards, and
Performance Expectations

Commission on Teacher Credentialing

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Pupil Personnel Services: School Psychology Preconditions

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.

2. Program Curriculum

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

A program of study for the **school psychologist specialization** shall be:

postgraduate study Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 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.

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

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 specialty areas, and they apply to all PPS credential candidates.

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 candidate's develop the knowledge, skills, **and** 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 candidate's' **development as practitioners who will be prepared to** ~~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.
- **promote** 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 candidates' 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.

Pupil Personnel Services: School Psychology 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 **Preparation** 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 **within the school psychologist profession** ~~as school psychologists~~. The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.

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 provides 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:

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 are earning credit to earn a the CWA Authorization)

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 **or alternative setting** field experiences 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 administration **of** 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 **as defined by the (SPPEs)**, and collects assessment data to determine that candidates attain adequate competence and **are** 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 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.

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~~ ~~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 that promote~~ student engagement and positive school climate.

Candidates have the knowledge, skills, and abilities to:

1. Consult and collaborate effectively with teachers, administrators, parents, and all stakeholders at all tiers of service delivery regarding academic, behavioral, and **social-emotional** ~~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** ~~social/emotional~~ interventions for children and families. Candidates engage multidisciplinary 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** ~~social/emotional~~ wellness appropriate for all children.
2. Interpret behavioral and **social-emotional** ~~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
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; and 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, 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, and demonstrate demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Candidates have the knowledge, skills, and abilities to:

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

Pupil Personnel Services Credentials Standards Glossary

Academic Tiered Systems of Support: Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until he/she shows adequate progress.

Accountability Systems: A set of policies and practices used to measure and hold schools and districts responsible for raising student achievement for all students and to prompt and support improvement where necessary.

Adequate Competence: Sufficient skill, knowledge, and experience for the purpose of meeting program requirements.

A-G Requirements: The sequence of courses required to be eligible for acceptance to meet minimum academic requirements for potential entry into a California public university.

A-G Courses: High school courses used to meet A-G requirements for potential entry to a California public university.

Andragogical: Approach, methods, and principles used in adult learning theory that details some of the ways in which adults learn differently than children.

Career/Transitional Learning: Major transition point when a student moves from school to career; also focuses on learning about pathways to college and career education.

Community Agencies: Private or public nonprofit organization that facilitates and coordinates access to services for youth.

Culminating Field Experience: Provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to continue acquiring additional knowledge and skills most appropriately gained through prior supervised professional experience.

Cultural Competence: Having an awareness of one's own cultural identity and views about difference, and the ability to learn cultural and community norms of others.

Cultural Humility: An understanding and respectful attitude toward individuals of other cultures through reflection, self-awareness and openness to learning.

Culturally-Responsive Practices: Recognizing and incorporating the resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.

Deficit-based Schooling: System’s tendency to focus on the perceived weaknesses of individuals or groups instead of strengths.

Evidence-based Assessment Instruments: The use of research and theory to guide the selection of the tool used for assessment such as inventories, surveys, questionnaires as well other instruments to screen for and identify issues.

Field Based Opportunities: Opportunities offered in the field to allow candidates to make observations and apply knowledge from program coursework.

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Mapping School-based Resources: Making decisions and provide insight into the location, distribution, and availability of resources in schools to assist school communities to identify and align resources, promote collaborative planning and instruction, and enhance options for students at high risk of school failure.

Models of Supervision: Three primary models of supervision: developmental, integrated, and orientation-specific based on the idea that individuals are continually growing.

Multi-tiered Systems of Support (MTSS): Multi-tiered system of support is an integrated, comprehensive framework that focuses on the prevention, early identification, early intervention, support and postvention that is necessary for all students to learn, engage and thrive. MTSS encompasses both response to instruction and intervention and PBIS, and systematically addresses support for all students.

Planning Document for Field Experience: Document that provides a detailed plan of the expectations, objectives, details, and purpose of each field experience.

Practicum: Planned, supervised, and evaluated practical work experience placement to emphasize application of knowledge and counseling skills learned in the program which allows students to demonstrate their counseling skills under close supervision in a realistic setting.

Positive Behavior Interventions and Supports (PBIS): An evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day to create a successful school environment for all students.

Prevention and Intervention Practices: Practices designed to meet the social/emotional/behavioral needs of students for prevention and early intervention often part of a Response to Instruction and Intervention model and MTSS Framework.

Professional Dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators and school social workers interact with students, families, colleagues, and communities.

Pupil Learning Theory: Theory that describes how students absorb, process, and retain knowledge during learning.

Qualified Faculty: Faculty at an Institution of Higher Education who meets the Higher Learning Commission criteria or the Council on Social Work Education criteria or the with appropriate expertise in the subject they teach.

Restorative Practices: Promoting inclusiveness, relationship-building, and problem-solving for conflict resolution, improved school climate and stronger social and emotional skills.

Section 504 Plan: A plan developed to ensure that a child with a disability identified under Section 504 of the Rehabilitation Act of 1973 receives accommodations and supports that ensure equal access to the learning environment.

Self-Care Plan: An intervention tool that helps individuals enhance their health and well-being.

School Climate: School climate refers to the quality and character of school life based on patterns of students', parents' and school personnel's experience of school life.

School Culture: Refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.

Site Supervisor/Field Instructor/Site Field Instructor: Provides candidates with supervision, evaluation, preparation, and mentoring on site of clinical placement. School-based site supervisors hold the appropriate PPS credential. Supervisors in alternative settings have the appropriate credential or license for that setting. All site supervisors have a minimum of 3 years of credentialed or licensed experience. For School Social Work, the minimum requirement is 2 years with a master's degree in social work, in addition to the pupil personnel services credential in School Social Work. For School Counseling, the minimum requirement is 2 years of experience as a school counselor with a master's degree in a counseling related field and a credential authorizing school counseling.

Social Justice: Full and equal participation of all groups in society that is mutually shaped to meet their needs.

Student Marginalization: Treatment of a student as unimportant, insignificant or of lower standing due to cultural differences, knowledge gaps, or socioeconomic status.

Trauma-Informed Care Practices: Structured treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma to provide care to individuals exposed to trauma.

University Supervision Requirements: Supervision requirements of the university for candidates enrolled in their graduate preparation program.



Pupil Personnel Services† School Social Work
Preconditions, Program Standards, and
Performance Expectations

Commission on Teacher Credentialing

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Pupil Personnel Services: School Social Work Preconditions

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.

2. Program Curriculum

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

A program of study for the **school social work specialization** shall be: **postgraduate study** 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.

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

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 specialty areas, and they apply to all PPS credential candidates.

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, **and** 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 **and develop** candidates' as practioners who will be prepared to ~~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.
- **promote** 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.

Pupil Personnel Services: School Social Work 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 Preparation 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 a 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 **within the school social work profession. as school social workers.** The school social work 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 schools, 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. PPS School Social Work (PPS/SSW) **program provides** candidates ~~with 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 ~~shall 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 ~~a professional someone~~ who holds **either 1) a valid PPS credential in School Social Work, 2) a PPS Psychology or PPS Counseling credential with** ~~or an MSW degree with another PPS credential~~, and a minimum of two years **social work practice experience following completion of the MSW degree.** ~~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.
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 are earning the 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 **as defined in the (SSWPEs)**, 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.

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, **California** 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.

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.

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.

Pupil Personnel Services Credentials Standards Glossary

Academic Tiered Systems of Support: Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until he/she shows adequate progress.

Accountability Systems: A set of policies and practices used to measure and hold schools and districts responsible for raising student achievement for all students and to prompt and support improvement where necessary.

Adequate Competence: Sufficient skill, knowledge, and experience for the purpose of meeting program requirements.

A-G Requirements: The sequence of courses required to be eligible for acceptance to meet minimum academic requirements for potential entry into a California public university.

A-G Courses: High school courses used to meet A-G requirements for potential entry to a California public university.

Andragogical: Approach, methods, and principles used in adult learning theory that details some of the ways in which adults learn differently than children.

Career/Transitional Learning: Major transition point when a student moves from school to career; also focuses on learning about pathways to college and career education.

Community Agencies: Private or public nonprofit organization that facilitates and coordinates access to services for youth.

Culminating Field Experience: Provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to continue acquiring additional knowledge and skills most appropriately gained through prior supervised professional experience.

Cultural Competence: Having an awareness of one's own cultural identity and views about difference, and the ability to learn cultural and community norms of others.

Cultural Humility: An understanding and respectful attitude toward individuals of other cultures through reflection, self-awareness and openness to learning.

Culturally-Responsive Practices: Recognizing and incorporating the resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.

Deficit-based Schooling: System's tendency to focus on the perceived weaknesses of individuals or groups instead of strengths.

Ecological Perspectives: Term of art in the School Social Work profession meaning that many factors from our environment come together to create the unique circumstances that shape who we are, seeking to promote the idea that we are all interdependent and must handle society's issues in ways that consider all parts of a functional system.

Evidence-based Assessment Instruments: The use of research and theory to guide the selection of the tool used for assessment such as inventories, surveys, questionnaires as well other instruments to screen for and identify issues.

Field Based Opportunities: Opportunities offered in the field to allow candidates to make observations and apply knowledge from program coursework.

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Mapping School-based Resources: Making decisions and provide insight into the location, distribution, and availability of resources in schools to assist school communities to identify and align resources, promote collaborative planning and instruction, and enhance options for students at high risk of school failure.

Models of Supervision: Three primary models of supervision: developmental, integrated, and orientation-specific based on the idea that individuals are continually growing.

Multi-tiered Systems of Support (MTSS): Multi-tiered system of support is an integrated, comprehensive framework that focuses on the prevention, early identification, early intervention, support and postvention that is necessary for all students to learn, engage and thrive. MTSS encompasses both response to instruction and intervention and PBIS, and systematically addresses support for all students.

Planning Document for Field Experience: Document that provides a detailed plan of the expectations, objectives, details, and purpose of each field experience.

Practicum: Planned, supervised, and evaluated practical work experience placement to emphasize application of knowledge and counseling skills learned in the program which allows students to demonstrate their counseling skills under close supervision in a realistic setting.

Positive Behavior Interventions and Supports (PBIS): An evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day to create a successful school environment for all students.

Prevention and Intervention Practices: Practices designed to meet the social/emotional/behavioral needs of students for prevention and early intervention often part of a Response to Instruction and Intervention model and MTSS Framework.

Professional Dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators and school social workers interact with students, families, colleagues, and communities.

Pupil Learning Theory: Theory that describes how students absorb, process, and retain knowledge during learning.

Qualified Faculty: Faculty at an Institution of Higher Education who meets the Higher Learning Commission criteria or the Council on Social Work Education criteria or the with appropriate expertise in the subject they teach.

Restorative Practices: Promoting inclusiveness, relationship-building, and problem-solving for conflict resolution, improved school climate and stronger social and emotional skills.

Section 504 Plan: A plan developed to ensure that a child with a disability identified under Section 504 of the Rehabilitation Act of 1973 receives accommodations and supports that ensure equal access to the learning environment.

Self-Care Plan: An intervention tool that helps individuals enhance their health and well-being.

School Climate: School climate refers to the quality and character of school life based on patterns of students', parents' and school personnel's experience of school life.

School Culture: Refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.

Site Supervisor/Field Instructor/Site Field Instructor: Provides candidates with supervision, evaluation, preparation, and mentoring on site of clinical placement. School-based site supervisors hold the appropriate PPS credential. Supervisors in alternative settings have the appropriate credential or license for that setting. All site supervisors have a minimum of 3 years of credentialed or licensed experience. For School Social Work, the minimum requirement is 2 years with a master's degree in social work, in addition to the pupil personnel services credential in School Social Work. For School Counseling, the minimum requirement is 2 years of experience as a school counselor with a master's degree in a counseling related field and a credential authorizing school counseling.

Social Justice: Full and equal participation of all groups in society that is mutually shaped to meet their needs.

Student Marginalization: Treatment of a student as unimportant, insignificant or of lower standing due to cultural differences, knowledge gaps, or socioeconomic status.

Trauma-Informed Care Practices: Structured treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma to provide care to individuals exposed to trauma.

University Supervision Requirements: Supervision requirements of the university for candidates enrolled in their graduate preparation program.