

**Commission on Teacher Credentialing (CTC) Pupil Personnel Services  
Program/School Psychology**

**and**

**National Association of School Psychologists**

**Standards Crosswalk  
April 2014**



**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards Alignment Matrix**

**An institution that is offering a nationally accredited Pupil Personnel Services: School Psychologists educator preparation program may elect to use NASP’s 2010 standards for California accreditation activities. Please see page 21 of this alignment matrix for the California program standards that MUST be addressed by the program in addition to the NASP Standards.**

**CTC Generic Standards: PPS**

<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
1. Program Design, Rationale, and Coordination	(a) Coordinated, cohesive design (b) Cogent rationale (c) Foundation courses precede advanced	1.1	(a) integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice (b) Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives (c) An integrated, sequential program of study and supervised field experiences (d) Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, sequential manner
2. Growth and Development	(a) Understand typical & atypical growth (b) Theories and research on pupil strengths and weaknesses that affect learning and (c) Effects of health and developmental factors, language, cultural variables, diversity, SES, and resiliency on development	2.4  2.3  2.8	(a) Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics (a/b) Biological, cultural, and social influences on cognitive and academic skills (b) Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics (c) Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion,

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

			sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
3. Socio-Cultural Competence	(a) Understand ethnic, cultural, SES, and environmental factors influences learning and achievement	(a) 2.8	(a) Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) (b1) Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity (b2) Strategies for addressing diversity factors in design, implementation, and evaluation of all services (b3) Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics
	(b) Work effectively with diverse pupils and families	(b1) 2.8 (b2) 2.8 (b3) 2.8	(c) ...within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. (d) Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery (d2) In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics (e) In collaboration with others, address individual differences, strengths, backgrounds, and needs in
	(c) Appreciation for diversity	(c) 1.0	
	(d) Serve diverse and changing communities	(d) 2.8	
	(e) Development of culturally congruent policies, programs and practices	(d2) 2.8	

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

		(e) 2.8	the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
4. Assessment	(a) Data-based decision making  (b) Understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.  (c) Influence of multiple factors in pupil achievement	(a) 2.1  (b) 2.1  (b) 2.5  (c) 2.3	(a) Data-Based Decision Making and Accountability...assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics (b) Assessment and data collection methods to measure response to, progress in, and effective outcomes of services (b) Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services.  (b) Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being  (c) Biological, cultural, and social influences on cognitive and academic skills
5. Comprehensive Prevention and Early Intervention for Achievement	(a) Understanding factors that contribute to successful learning (b) Identify and address problems in early stages (c) Implement prevention and early intervention strategies (d) Understand classroom, school, family and community factors that support pupil learning (e) Skills to assist pupils with learning difficulties	(a) 2.3  (b, c) 2.7  (d, e) 2.4	(a) Interventions and Instructional Support to Develop Academic Skills...Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics  (b, c) School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students  (d, e) .. have knowledge and facilitate development and implementation of strategies that result in optimal instructional environments
6. Professional Ethics and Legal Mandates	(a) Understand professional codes of ethics and current legal mandates	(a, b, c) 2.10*	(a, c) School psychologists have knowledge of .. ethical, professional and legal standards

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	(b) Understand range of legal issues (c) Able to access information about legal and ethical matters		(b)... and fulfill all legal requirements as in response to law and court decisions
7. Family-School Collaboration	(a) Understand ways in which pupil development, well being and learning are enhanced by family school collaboration (b) Foster respectful and productive family school collaboration	(a) 2.8  (b)	(a) School psychologists have knowledge of family systems, including family strengths and influences on student development, learning and behavior, and methods to involve families in education and service delivery. (b) School psychologists work effectively with families, educators and others in community to promote and provide comprehensive services to children and families
<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
8. Self-esteem and Personal and Social Responsibility	(a) Candidates assess their own self esteem  (b) Demonstrate principles of building self-esteem, personal and social responsibility and life-long learning	(a)  (b) 2.4   (b) 2.10	<b>(a) No comparable NASP standard</b>  (b) Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics  (b) Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills  (b) Engage in career-long self-evaluation and continuing professional development  <i>Note: Self Esteem not comparably addressed</i>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards**

**Alignment Matrix**

<p>9. School Safety and Violence Prevention</p>	<p>a) Understand ways to enhance safety and well-being of pupils</p> <p>(b) Knowledge and models of systematic school safety planning</p> <p>(c) Plans for crisis response, prevention, intervention and treatment</p> <p>(d) Knowledge and skills to reduce school violence</p> <p>(e) Address needs of witnesses, victims and perpetrators of violence</p>	<p>(a, c) 2.6</p> <p>(d, e) 2.6</p>	<p>(a1) Knowledge of ...psychological and educational principles and research related to resilience and risk factors in learning and mental health</p> <p>(a2) Knowledge of ...methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics</p> <p>(b1) Knowledge of ...universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being</p> <p>(b2) Knowledge of ...evidence-based strategies for effective crisis prevention, preparation, and response.</p> <p>(c, e) Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families</p> <p>(d) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks</p> <p>(e) Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and Characteristics</p>
<p>10. Consultation</p>	<p>(a) Know and apply theories, models and processes of consultation</p> <p>(b) [candidates] use communication, interpersonal and problem solving skills</p>	<p>(a) 2.2</p>	<p>(a) Knowledge of ...varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems</p> <p>(a2) Apply consultation methods, collaborate, and communicate</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>in consultation with teachers, administrators, parents and others</p> <p>(c) When consulting and collaborating, School Psychologists identify problem areas, collect and analyze information, make decisions about, and evaluate service delivery</p>	<p>(b) 2.2</p> <p>(c) 2.2</p> <p>(c) 2.1</p>	<p>effectively with others as part of a comprehensive process that permeates all aspects of service delivery</p> <p>(b) Consult and collaborate at the individual, family, group, and systems levels</p> <p>(b2) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others</p> <p>(b3) Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others</p> <p>(c) Knowledge of...strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others</p> <p>(c2) Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness</p>
<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
11. Learning Theory and Educational Psychology	<p>(a) Understand learning theories and factors influence learning and teaching (e.g., cognition, memory, cultural and linguistic differences)</p> <p>(b) Know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits</p>	<p>(a) 2.3</p> <p>(b) 2.3</p>	<p>(a1) Biological, cultural, and social influences on cognitive and academic skills</p> <p>(a2) Knowledge of...curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.</p> <p>(a3) Knowledge of...evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics</p> <p>(b) Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services</p>
12. Professional Leadership	(a) Understand importance of leadership	(a, b) 2.2	(a, b) Facilitate collaboration and communication among diverse school

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

Development	(b) Operate as systems change agents	(a, b) 2.5	<p>personnel, families, community professionals, and others</p> <p>(a, b) Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.</p> <p>Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities</p> <p>Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.</p>
13. Collaboration and Coordination of Pupil Support Systems	<p>(a) Collaborates effectively with community based organization, agencies and others</p> <p>(b) Demonstrates knowledge of programs and models within comprehensive systems designed to promote high expectations and increase pupil achievement</p>	<p>(a) 2.2</p> <p>(a) 2.2</p> <p>(b) 2.6</p>	<p>(a) Knowledge of...strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others</p> <p>(a) Consult and collaborate at the individual, family, group, and systems levels</p> <p>(b) Knowledge of methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical</p>



**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

		(b) 2.6	well-being across diverse situations, contexts, and characteristics  (b) Knowledge of ...universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
14. Human Relations	(a) [Candidates] demonstrate self awareness, sensitivity to others in skillfulness in relating to individuals and groups  (b) Understand socio-psychological concepts of various group relations  (c) Able to facilitate group process and mediate conflict	(a) 2.2  (a2) 2.10  (b) 2.7  (b2) 2.7  (c) 2.4  (c2) 2.6  (c3) 2.5	(a) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others  (a2) Engage in career-long self-evaluation and continuing professional development  (b) Knowledge of psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics  (b2) Knowledge of characteristics of families, family strengths and needs, family culture, and family-school interactions that impact children’s development  (c) Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning  (c2) Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being  (c3) Knowledge of evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards**

**Alignment Matrix**

<p>15. Technological Literacy</p>	<p>(a) Skill in current technology for communication, and collecting, organizing, distributing and analyzing data</p>	<p>(a) 2.1  (a2) 2.3  (a3) 2.9  (a4) 2.10</p>	<p>(a) Skills to... Access information and technology resources to enhance data collection and decision making</p> <p>(a2) Knowledge of... information and assistive technology resources to enhance children’s cognitive and academic skills</p> <p>(a3) Knowledge of... technology and information resources applicable to research and program evaluation; Skills... Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels</p> <p>(a4) Knowledge of... relevant information sources and technology</p>
<p><b>16. Supervision and Mentoring</b></p>	<p>(a) Opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals</p>	<p>(a) 3.1  (a2) 2.10  (a3) 3.4</p>	<p>(a) Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies</p> <p>(a2) Utilize supervision and mentoring for effective school psychology practice</p> <p>(a3) An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies</p> <p><b><i>Note: Although significant supervision exists, models of supervision does not appear in NASP standards</i></b></p>
<p>17. Psychological Foundations</p>	<p>(a) Foundation in the knowledge base of psychology, including biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and</p>	<p>(a) 2.3  (a2) 2.3</p>	<p>(a) Knowledge of biological, cultural, and social influences on cognitive and academic skills</p> <p>(a2) Knowledge of human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations,</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>the diversity of individual differences in development and learning.</p>	<p>(a3) 2.4  (a4) 2.4  (a5) 2.8</p>	<p>contexts, and characteristics</p> <p>(a3) Knowledge of . . .biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills</p> <p>(a4) Knowledge of . . .human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics</p> <p>(a5) Knowledge of . . .psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)</p>
<p>18. Educational Foundations</p>	<p>(a) Foundation in the knowledge base of education concerning the organization and operation of schools, community-based resources, and alternative service delivery systems.</p> <p>(b) Prepared to design and operate programs to promote school-family interactions.</p> <p>(c) Knowledgeable about family influences on cognitive, motivational, and social characteristics</p> <p>(d) Methods to facilitate safe and caring schools</p>	<p>(a) 2.5  (b) 2.7  (c) 2.7  (c2) 2.7</p>	<p>(a) Knowledge of . . .school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings</p> <p>(b) Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children</p> <p>(c) Knowledge of . . .characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development</p> <p>(c2) Knowledge of psychological and educational principles and research related to family systems and their influences on children’s academic,</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

		(d) 2.6	motivational, social, behavioral, mental health, and social characteristics  (d) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
		(d2) 2.6	(d2) Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
19. Legal, Ethical and Professional Foundations	(a) Knowledge base of school psychology, including the history of school psychology, legal and ethical issues, professional issues and standards, alternative models of service delivery, emergent technologies, and roles and functions  (b) Understand the influence of diverse values  (c) Prepared to practice in ways that meet all ethical, professional, and legal standards.	(a) 2.10	(a) Knowledge of <ul style="list-style-type: none"> <li>• History and foundations of school psychology</li> <li>• Multiple school psychology service delivery models and methods</li> <li>• Ethical and professional standards for school psychology</li> <li>• Legal standards and regulations relevant for practice in settings in which school psychologists work</li> <li>• Factors related to professional identity and effective practice as school psychologists</li> <li>• Relevant information sources and technology</li> <li>• Methods for planning and engaging in continuing education</li> </ul>
		(a, b) 2.0	(a, b) School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
		(b2) 2.8	(b2) Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

		(c) 2.10	<p>for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery</p> <p>(c) Provide services consistent with ethical and professional standards in school psychology. Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work. Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals</p>
20. Collaborative Consultation	<p>(a) Interpersonal skills for consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families.</p> <p>(b) Prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations.</p> <p>(c) Present and exchange information in a variety of contexts with diverse audiences.</p>	<p>(a, b, c) 2.10</p> <p>(a, b) 2.2</p> <p>(a, c) 2.2</p>	<p>(a, b, c) School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical, legal, and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p> <p>(a, b) Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery</p> <p>(a, c) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others</p>
21. Wellness Promotion, Crisis Intervention and Counseling	(a) Prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group, and	(a) 2.4	(a) Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>systems levels.</p> <p>(b) Knowledgeable about academic, behavioral, and serious personal difficulties.</p> <p>(c) Able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school.</p> <p>(d) Design and implement services across the hierarchy of pupils' development needs.</p>	<p>(a2, c) 2.4</p> <p>(a3) 2.4</p> <p>(b) 2.4</p> <p>(b2) 2.3</p> <p>(c) 2.4</p> <p>(c3) 2.5</p> <p>(d) 2.6</p>	<p>other evidence-based practices</p> <p>(a2) Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning</p> <p>(a3) Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services</p> <p>(b) Have knowledge of human developmental processes related to social-emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics</p> <p>(b2) Have knowledge of biological, cultural, and social influences on cognitive and academic skills; human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics</p> <p>(c) Have knowledge of techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring</p> <p>(c3) Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics</p> <p>(d) Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for</p>
--	--	---	---

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	(e) Can work with school personnel, parents, and general community in the aftermath of crises.	(e) 2.6	<p>preventive and responsive services to promote learning and mental health and for crisis services</p> <p>(e) Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics</p>
22. Individual Evaluation and Assessment	<p>(a) Well versed in a variety of assessment methods to define a student’s problems and needs, to assess current status, and to measure the effects of the problem-solving process.</p> <p>(b) Understand contextual influence of outcomes such as personal attributes, aptitude, and community, cultural, gender, and language influences, classroom climate, and instructional practices.</p>	<p>(a) 2.1</p> <p>(b) 2.8</p> <p>(b2) 2.3</p> <p>(c) 2.1</p>	<p>(a) School psychologists have knowledge of varied methods of assessment and data collection methods 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 to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p> <p>(b) Have knowledge of psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)</p> <p>(b2) Have knowledge of curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self- regulation and planning/organization, etc.</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>(c) Understand how to use assessment information and are able to convey findings to a diverse audience.</p> <p>(d) Able to use data-based decision making.</p> <p>(e) Understand federal and state laws related to special education services.</p>	<p>(c) 2.2</p> <p>(d) 2.1</p> <p>(e) 2.10*</p>	<p>(c) Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics; Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness</p> <p>(c2) Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others</p> <p>(d) Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery</p> <p>(e) Have knowledge of legal standards and regulations relevant for practice in settings in which school psychologists work *</p> <p>*NASP does not specific “special education services,” regarding legal standards and regulations, however, as the primary setting for school psychologists is schools, special education law and regulations are implied as “relevant for practice”</p>
<p>23. Program Planning and Evaluation</p>	<p>(a) Understand the school as system.</p> <p>(b) Work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes.</p> <p>(c) Utilize data-based decision-making skills in the development of achievable</p>	<p>(a) 2.5</p> <p>(b) 2.6</p> <p>(c, d) 2.1</p>	<p>(a) Have knowledge of school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings</p> <p>(b) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks</p> <p>(c, d) School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and</p>



**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>goals for all pupils, ways to achieve these goals and monitor progress toward these goals.</p> <p>(d) Skillful in evaluating programs and in interpreting findings.</p>		<p>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 to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>
24. Research, Measurement, and Technology	<p>(a) Know principles of research design</p> <p>(b) Able to differentiate high quality from inadequate research</p> <p>(c) Understand statistics in sufficient depth to evaluate published research and conduct investigations</p> <p>(d) Utilize computer technology and attendant technological applications.</p>	<p>(a) 2.9</p> <p>(b) 2.9</p> <p>(c) 2.9</p> <p>(c) 2.1</p> <p>(d) 2.9</p>	<p>(a) Have knowledge of research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices</p> <p>(b) Have knowledge of techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice</p> <p>(c) Are able to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery</p> <p>(c2) Have knowledge of varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties</p> <p>(d) Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

Field Experience and Practica			
<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
<b>25. Practica</b>	<p>(a) Candidates engage in field based activities in all areas of professional training</p> <p>(b) Candidates demonstrate application of core knowledge ... in their work in schools</p> <p>(c) Series of supervised experience prior to [culminating] field experience</p> <p>(d) Systematic means of evaluating practica experiences</p> <p>(e) Minimum 450 clock hours (300 pK-12; up to 150 on-campus or community agencies)</p> <p>(f) Supervision responsibility typically remains with university faculty in coordination with field based professionals</p> <p>(g) Supervisor has minimum 2 years experience appropriate to practicum experience</p> <p>(h) Practicum offered for academic credit, and is a direct extension of program training and goals</p> <p>(i) Concurrent instruction provided as part of practicum</p> <p>(k) All practica experiences are evaluated</p> <p>(l) Of total 1650 hours across practicum and culminating field experience required, a minimum of 200 must be in a second,</p>	(a, c, d, f, h) 3.1	<p>NASP requires supervised practica experiences that include the following:</p> <ul style="list-style-type: none"> <li>• Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship</li> <li>• Specific, required activities and systematic development and evaluation of skills (see Standards 2.1 to 2.10) that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills</li> <li>• Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors</li> <li>• Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies</li> </ul> <p><b>Note: NASP does not meet specifics of this standard (scope, hours, evaluation)</b></p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	third or fourth setting. (The four basic field experience settings for school psychologists include preschool, elementary, middle school or junior high, and high school.)		
--	--	--	--

<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
<b>26. Culminating Field Experience</b>	<p>(a) Candidates demonstrate full range of skills, including direct and indirect service to pupils, parents and staff</p> <p>(b) Supervised by a credentialed school psychologist</p> <p>(c ) Minimum 1200 hours</p> <p>(d) Completed within no more than 2 consecutive academic years</p> <p>(e) 800 hours must be in P-12 school setting</p> <p>(f) Up to 400 hours may be acquired in other defined settings</p> <p>(g) Supervision and principle responsibility of the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.</p> <p>(h) The primary supervisor must have a current and valid PPS credential authorizing service as a school psychologist. Must have at least the equivalent of two years full-time experience as a school psychologist. If outside of California, the site supervisor</p>	<p>(a) 3.2-3.6</p> <p>(c , d) 3.3</p> <p>(e) <i>not met</i></p> <p>(f) <i>NASP allows 600 hours, so this is not met</i></p> <p>(g) 3.4</p> <p>(h) 3.4</p>	<p>The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:</p> <ul style="list-style-type: none"> <li>• A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution</li> <li>• A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology (see Standards 2.1 to 2.10)</li> <li>• Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers</li> <li>• Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists</li> </ul> <p>NASP requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as</p>

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

	<p>must be a NCSP or graduate of a NASP-approved program.</p> <p>(i) A written plan is written and agreed upon by the local educational agency, the field supervisors, and training program supervisory staff.</p> <p>(j) Candidates receive academic credit for the field experience</p> <p>(The four basic field experience settings for school psychologists include preschool, elementary, middle school or junior high, and high school.)</p>	<p>(i) 3.5</p> <p>(j) 3.1</p>	<p>demonstrated by the following:</p> <ul style="list-style-type: none"> <li>• A minimum of 1200 clock hours for specialist level interns and 1500 clock hours for doctoral level interns, including a minimum of 600 hours of the internship completed in a school setting</li> <li>• A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years</li> <li>• Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors</li> <li>• Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies</li> </ul> <p>NASP requires that the school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:</p> <ul style="list-style-type: none"> <li>• A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved</li> <li>• Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed</li> <li>• Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school</li> </ul>
--	--	-------------------------------	---

**California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix**

			<p>psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities</p> <p>The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:</p> <ul style="list-style-type: none"> <li>• Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services</li> <li>• Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers</li> </ul> <p><b>Note: NASP allows 600 hours non-school setting; CTC only allows 400.</b></p>
<b>CTC Standard</b>	<b>Key CTC Elements</b>	<b>Applicable NASP Stds</b>	<b>NASP Standards Language that Documents Comparability</b>
27. Determination of Candidate Competence	(a) Prior to recommending candidates for a school psychologist credential, one or more persons who are responsible for the program, determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.	(a) 3.6	<p>(a) The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:</p> <ul style="list-style-type: none"> <li>• Integration of domains of knowledge and application of professional skills in school psychology for delivering a</li> </ul>

California Commission on Teacher Credentialing (CTC) state and National Association of School Psychologists (NASP) National Standards  
Alignment Matrix

			<p>comprehensive range of services</p> <ul style="list-style-type: none"> <li>• Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers</li> </ul> <p><i>Given that NASP standards do not fully address CTC standards as noted, these areas would need separate documentation of verification.</i></p>
--	--	--	--

**Additional Responses to the following are required:**

**An institution electing to respond to the NASP standards for an accreditation activity in California MUST address the following five California program standards in addition to the response to the NASP standards.**

- **Generic Standard 8:** Self-esteem and Personal and Social Responsibility. Self-esteem is not addressed by NASP Standards and requires separate documentation of verification.
- **Generic Standard 16:** Supervision and Mentoring. “Models” of supervision are not addressed by NASP Standards and require separate documentation of verification.
- **Specialization Standard 25:** Practica: Given that NASP standards do not address CTC standards as noted, all of Standard 25 requires separate documentation of verification.
- **Specialization Standard 26:** Culminating Field Experience. NASP allows 600 hours non-school setting, while CTC only allows 400. Appropriate documentation is required
- **Specialization Standard 27:** Determination of Candidate Competence. Given that NASP standards do not fully address CTC standards as noted, all of Standard 27 requires separate documentation of verification.