

## Discussion of NASP/CTC PPS Psychology Program Standards and and Performance Expectation Crosswalk

### Overview

Pupil Personnel Services (PPS) Psychology content experts have prepared a draft crosswalk of the National Association of School Psychologists (NASP) standards compared to the Commission's Pupil Personnel Psychology Program Standards and Performance Expectations. Once finalized, Commission staff will use this document to guide institutions and reviewers within accreditation activities as to where they believe there is alignment between the two sets of standards.

### Recommendation

This is brought forward for Committee on Accreditation consideration and potential action. If approved, it will be utilized during accreditation activities, including program site visits.

### Background

The *Accreditation Framework* states the following:

#### *A. Functions of the Committee on Accreditation*

*1. Comparability of Standards. In accordance with Section 3 of this Framework, institutions may choose one of three options by which to demonstrate that they are aligned with Commission-adopted program standards. Option 1 is the California Program Standards, Option 2 is the National or Professional Program Standards, and Option 3 is Experimental Program Standards. The Committee on Accreditation determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 3 (Experimental Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee may approve the proposed standards as Program Standards in California. (Reference: Education Code §44373 (c) (3))*

The Commission adopted the 2019 Pupil Personnel Services Preconditions, Program Standards and Performance Expectations at the [April 2019](#) meeting. During the PPS Preconditions, Program Standards and Performance Expectations revision and work group process, the expert work group members directly aligned the standards and performance expectations to the guidelines and principles of affiliated national professional standards.

The NASP/PPS Psychology Crosswalk contains this information and would provide an important resource document for determining what institutions may need to provide during accreditation.

Staff asks that COA review the draft PPS Psychology/NASP crosswalk and if acceptable, approve it for accreditation purposes.



California Commission on Teacher Credentialing (CTC)  
Pupil Personnel Services School Psychology

and

National Association of School Psychologists (NASP)

Standards Crosswalk  
October 2020

An institution that offers a Commission-approved School Psychology educator preparation program accredited by the National Association of School Psychologists (NASP) may elect to use NASP’s 2020 Graduate Education Standards for California accreditation activities.

Unless referenced specifically in a footnote in this document, all NASP Standards are considered comparable to the 2019 Commission adopted PPS: School Psychology Program Standards & Performance Expectations.

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

<b>CTC Standard</b>	<b>Standard Elements</b>	<b>Applicable NASP Standard</b>	<b>NASP Standards Language that Documents Comparability with CTC Precondition</b>
<p><i>Program Standard 1. Program Design, Rationale, Organization and Context</i></p>	<p>The program must be delivered within:</p> <ul style="list-style-type: none"> <li>(a) a comprehensive framework</li> <li>(b) clearly articulated program philosophy/mission statement</li> <li>(c) Clear goals and objectives</li> <li>(d) Sequential, integrated course of study</li> </ul> <p>The program offers candidates a program that is consistent with the <i>Common Principles, Values and Goals</i> of Pupil Personnel Services Programs. Key elements of the Common Principles include: an emphasis on training candidates to function as a member of a multidisciplinary team, an emphasis on maximizing the developmental potential of all students, an understanding of the unique challenges as well as the strengths that all pupils possess, and the development of skills to confront and alter institutional biases and discrimination</p> <p>The program reflects an emphasis on developing in candidates an appreciation of human diversity, equity and social justice</p>	<p><i>Program Standard 1</i></p>	<p>Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children and youth, families, schools, and other consumers. The following elements are apparent in the school psychology program.</p> <p>The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates’ professional identity as school psychologists, as reflected in the following:</p> <p>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 for school psychology competencies that candidates are expected to attain.</p> <p>An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and are consistent across candidates.</p> <p>Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.</p> <p>While multiple instructional delivery methods (e.g., online, face to face, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.</p> <p>Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP Domains of School Psychology Practice outlined in Program Standards 2.1 to 2.10; and direct, measurable impact on</p>

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	<p>The program develops candidates’ strong affiliation with School Psychology as a profession</p> <p>The program is delivered by qualified faculty</p> <p>The program 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</p> <p>The program uses systematic, performance-based evaluation and accountability procedures for ongoing program improvement</p>		<p>children and youth, families, schools, and other consumers.</p> <p>Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.</p> <p>All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:</p> <p>Philosophy/mission, goals, and objectives for candidate competencies.</p> <p>Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners/schools/communities.</p>
<p><i>Program Standard 2. Preparation of Candidates for Meeting School Psychology Performance Expectations</i></p>	<p>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.</p> <p>The 10 Performance Expectations (SPPEs) that constitute the PPS: School Psychology professional</p>	<p><i>Program Standard 2</i></p>	<p>The school psychology program should be based upon the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across 10 general domains of professional practice.</p> <p>The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and are consistent with the professional competencies that result from graduate education in school psychology.</p> <p>Domain 1: Data-Based Decision Making</p>

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	<p>knowledge skills and abilities are:</p> <p>SPPE 1: Data-based Decision Making and Accountability</p> <p>SPPE 2: Consultation and Collaboration</p> <p>SPPE 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning</p> <p>SPPE 6: School-wide Practices to Promote Behavioral and Mental Health</p> <p>SPPE 7: Family-school Collaboration</p> <p>SPPE 8: Human Diversity</p> <p>SPPE 9: Research and Program Evaluation</p> <p>SPPE 10: Legal, Ethical, and Professional Practice &amp; Disposition</p> <p>The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and</p>	<p align="center"><i>Program Standard 1</i></p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Academic Interventions and Instructional Supports</p> <p>Domain 4: Mental and Behavioral Health Services and Interventions</p> <p>Domain 5: School-Wide Practices to Promote Learning</p> <p>Domain 6: Services to Promote Safe and Supportive Schools</p> <p>Domain 7: Family, School, and Community Collaboration</p> <p>Domain 8: Equitable Practices for Diverse Student Populations</p> <p>Domain 9: Research and Evidence-Based Practice</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers.</p> <p>An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and are consistent across candidates.</p> <p>Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills and professional work characteristics to promote effective services, advocacy, and social justice for <i>all</i> children and youth, families and schools.</p>

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	<p>reflect on each School Psychology Performance Expectation (SPPE).</p> <p>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.</p>		



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<p><i>Program Standard 3. Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements</i></p>	<p>Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering the SPPEs.</p>	<p><i>Program Standard 1</i></p>	<p>Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.</p>
	<p>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.</p>	<p><i>Program Standard 4</i></p>	<p>The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.</p>
	<p>Qualified faculty members have a <i>minimum of three years of professional practice</i> 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.</p>		<p>Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.</p> <p>At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).</p> <p>Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure accomplishment of program goals and objectives and candidates’ attainment of competencies needed for effective school psychology services that positively impact children and youth, families, schools and/or school personnel, and communities.</p>
			<p>The school psychology program ensures adequate candidate support from and</p>

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	<p>The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school psychologists.</p> <p>The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.<sup>1</sup></p>	<p><i>Program Standard 5</i></p>	<p>interaction with school psychology program faculty members through the following:</p> <p>Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.3.</p> <p>Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.3.</p>
<p><i>Program Standard 4A: Clinical Practice-Practica/Fieldwork</i></p>	<ol style="list-style-type: none"> <li>1. 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 Performance Expectations.</li> <li>2. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the</li> </ol>	<p><i>Program Standard 3.1, 3.2</i></p>	<p>3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:</p> <p>Settings relevant to program objectives and the development of candidate competencies.</p> <p>Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope, supervision, and collaboration with the placement sites and practicum/internship supervisors.</p> <p>Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and assures development of professional competencies.</p> <p>Structured, specific activities that are consistent with the goals/objectives of the</p>

<sup>1</sup> NASP Standards make no explicit reference to providing accommodations to candidates with special needs. See p. 24 of this document for the CTC requirement which must be documented.

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	<p>performance expectations by candidates.</p> <p>3. A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:<sup>2</sup></p> <p>a. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.</p> <p>b. A maximum of 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)</p> <p>c. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit.</p> <p>d. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the</p>		<p>program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with 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 NASP Domains of School Psychology Practice (see Program Standards 2.1–2.10).</p> <p>Field experiences are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.</p> <p>3.2. The school psychology program requires supervised practica based on program goals and NASP Graduate Preparation Standards.</p> <p>At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.</p>

<sup>2</sup> NASP standards make no reference to a minimum number of hours of practicum.

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	<p>experience.</p> <p>e. All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.</p> <p>4. The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:</p> <p>a. Minimum of 3 years of experience as professional in the field</p> <p>b. Possession of a PPS School Psychology Credential</p> <p>c. Knowledge of context and content appropriate to the practicum experience</p>		
<p><i>Program Standard 4B: Internship or Culminating Field Experience</i></p>	<p>1. 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.</p>	<p><i>Program Standard 3.3</i></p>	<p>The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:</p> <p>A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP Domains of School Psychology Practice.</p> <p>A culminating experience in the program’s course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.</p> <p>A written agreement that specifies the period of appointment and any terms of</p>

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	<p>2. 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.</p> <p>3. This supervisor must have at least the equivalent of 3 years of full-time experience as a school psychologist</p> <p>4. A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:</p> <p>a. The culminating field experience or internship is typically completed within 1 academic year but shall be completed within no more than 2 consecutive academic years.</p> <p>b. The culminating field experience or internship must include a minimum of 1,000 clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.<sup>3</sup></p>	<p><i>Program Standard 3.4</i></p> <p><i>Program Standard 1.3</i></p>	<p>compensation for the intern.</p> <p>Similar support services for the intern as provided to the agency school psychologist(s).</p> <p>Provision for the intern’s participation in continuing professional development activities.</p> <p>The school psychology program requires that each intern receive appropriate and regularly scheduled field- based supervision, including the following:</p> <p>Provision of field-based supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).</p> <p>At least weekly supervision with structured mentoring focused on the intern’s attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part- time placement.</p> <p>The supervised intern experience must be taken for academic credit with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full time basis or two consecutive academic years on a half-time basis</p>

<sup>3</sup> NASP Standards require a minimum of 600 hours in a school setting. See p. 24 of this document for the CTC requirement of 1,000 hours which must be documented.

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	<p>c. A maximum of 200 hours of field experience may be acquired in other settings such as (i) private, state-approved educational programs; (ii) other appropriate mental health-related program settings involved in the education of pupils; (iii) 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</p> <p>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</p>		

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	<p>both the university and the local supervisory personnel</p> <p>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</p> <p>6. The field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives</p>		
<p><i>Program Standard 5: Determination of Candidate Competence</i></p>	<p>The program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates.</p> <p>The program collects assessment data to determine that candidates attain adequate competence and are able to integrate competencies across all areas of training.</p> <p>Prior to recommending candidates for a School Psychologist Credential, one or more persons who are</p>	<p><i>Program Standard 1.5</i></p> <p><i>Program Standard 5.3</i></p> <p><i>Program Standard 1.3, Footnote 7</i></p>	<p>Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for <i>all</i> children and youth, families, and schools.</p> <p>Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.</p> <p>Institutional documentation of program completion is official documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official</p>

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	<p>responsible for the program determine that candidates have demonstrated each performance expectation and completed all requirements for the credential.</p> <p>Candidate competence is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates earn an appropriate graduate degree from a regionally accredited institution of higher education</p>		<p>documentation of completion of the entire school psychology program.</p>



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<i>1: Data-based Decision Making and Accountability</i>	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.	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
	2. Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students’ cultural, language, and socioeconomic backgrounds.	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
	3. Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students’ need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
	4. Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners. <sup>4</sup>	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.  School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
	5. Monitor and evaluate the effectiveness of interventions at all tiers	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and

<sup>4</sup> NASP standards make no reference to Dual Language Learners. See p. 24 of this document for the CTC requirement which must be documented.

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	of support, and modify interventions based on data.	<i>Making</i>	<p>programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities.</p> <p>School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.</p>
	6. Utilize state and local accountability systems to implement and evaluate service effectiveness.	<i>Standard 2, Domain 1: Data-Based Decision Making</i>	<p>School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.</p> <p>School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs</p>
<i>2: Consultation and Collaboration</i>	1. Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.	<i>Standard 2, Domain 2: Consultation and Collaboration</i>	<p>School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.</p> <p>School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.</p>
	2. Consult, collaborate and communicate effectively with community agencies.	<i>Standard 2, Domain 2: Consultation and Collaboration</i>	<p>School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.</p> <p>School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.</p> <p>School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.</p> <p>School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.</p>

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			<p>School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.</p>
<p><i>3: Interventions and Instructional Support to Develop Academic Skills</i></p>	<p>3. Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.</p>	<p><i>Standard 2, Domain 2: Consultation and Collaboration</i></p>	<p>School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective 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 effectively with others.</p> <p>School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.</p>
	<p>1. Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.</p>	<p><i>Standard 2, Domain 3: Academic Interventions and Instructional Supports</i></p>	<p>School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.</p> <p>School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.</p> <p>School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to intervention</p> <p>School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.</p>
	<p>2. Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and</p>	<p><i>Standard 2, Domain 3: Academic Interventions and Instructional</i></p>	<p>School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.</p> <p>School psychologists use culturally responsive and developmentally appropriate</p>

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Performance Expectations	CTC Elements	Applicable NASP Standards	NASP Standards Language that Documents Comparability
	language acquisition and language retention.	<i>Supports</i>	assessment techniques to identify and diagnose disabilities that affect development and learning.  School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
	3. Understand implications of learning and developmental theories for assessment.	<i>Standard 2, Domain 3: Academic Interventions and Instructional Supports</i>	School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.  School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
	4. Implement and evaluate services that support cognitive and academic skills development for all children.	<i>Standard 2, Domain 3: Academic Interventions and Instructional Supports</i>	School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.  School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.  School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.  School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.
<i>4: Behavior Interventions and Mental Health Services to Develop Social and</i>	1. Work with multidisciplinary teams to design and implement direct evidence based interventions that focus on behavioral and social/emotional wellness appropriate for all children.	<i>Standard 2, Domain 4: Mental and Behavioral Health Services and Interventions</i>	School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.  School psychologists integrate behavioral supports and mental health services

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<i>Life Skills</i>			with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
	2. Interpret behavioral and social/emotional data within the contexts of biological, cultural and social influences, including complex trauma and stress, impacting behavior, socialization, social-emotional learning, and mental health.	<i>Standard 2, Domain 4: Mental and Behavioral Health Services and Interventions</i>	<p>School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.</p> <p>School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence-based mental and behavioral health interventions.</p>
	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.	<i>Standard 2, Domain 4: Mental and Behavioral Health Services and Interventions</i>	<p>School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning.</p> <p>School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision-making.</p> <p>School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.</p>

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<b>Performance Expectations</b>	<b>CTC Elements</b>	<b>Applicable NASP Standards</b>	<b>NASP Standards Language that Documents Comparability</b>
	4. Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions.	<i>Standard 2, Domain 4: Mental and Behavioral Health Services and Interventions</i>	<p>School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.</p> <p>School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.</p>
5: <i>Direct and Indirect Services - School Wide Practices to Promote Learning</i>	1. Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.	<i>Standard 2, Domain 5: School-Wide Practices to Promote Learning</i>	<p>School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home-school partnerships.</p> <p>School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.</p> <p>School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).</p> <p>School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.</p> <p>School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.</p>
	2. Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective	<i>Standard 2, Domain 5: School-Wide Practices to</i>	<p>School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom</p>

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Performance Expectations	CTC Elements	Applicable NASP Standards	NASP Standards Language that Documents Comparability
	learning, social development, and mental health.	<i>Promote Learning</i>	<p>management practices, and the cultivation of supportive working relationships.</p> <p>School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.</p> <p>School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.</p> <p>School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.</p>
<i>6: School-wide Practices to Promote Behavioral and Mental Health</i>	1. Implement evidence-based multi-tiered prevention strategies	<i>Standard 2, Domain 6: Services to Promote Safe and Supportive Schools</i>	<p>School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities</p> <p>School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.</p>
	2. Identify protective and adaptive factors that promote a healthy school climate and improve school safety	<i>Standard 2, Domain 6: Services to Promote Safe and Supportive Schools</i>	<p>School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.</p>
	3. Describe resilience and risk-factors affecting student behavior	<i>Standard 2, Domain 6: Services to Promote Safe and Supportive Schools</i>	<p>School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote</p>

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<b>Performance Expectations</b>	<b>CTC Elements</b>	<b>Applicable NASP Standards</b>	<b>NASP Standards Language that Documents Comparability</b>
			<p>prevention strategies and the development of protective factors that build resilience.</p> <p>School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk and promote positive learning and mental health trajectories for all students.</p> <p>School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.</p>
	4. Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations	<i>Standard 2, Domain 5: School-Wide Practices to Promote Learning</i>	School psychologists advocate for state and local policies that promote safe and inclusive school environments.
	5. Implement effective crisis preparation, response, and recovery strategies.	<i>Standard 2, Domain 6: Services to Promote Safe and Supportive Schools</i>	School psychologists participate in school crisis response teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
	6. Design, disseminate, and implement district-wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols (e.g., violence towards others)	<i>Standard 2, Domain 6: Services to Promote Safe and Supportive Schools</i>	<p>School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.</p> <p>School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.</p>
<i>7: Family-school Collaboration</i>	1. Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes	<i>Standard 2, Domain 7: Family, School, and Community</i>	School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.



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Performance Expectations	CTC Elements	Applicable NASP Standards	NASP Standards Language that Documents Comparability
	<p>2. Apply theory and research on family systems and its implications for children’s learning, socialization, and mental health</p>	<p><i>Collaboration</i></p> <p><i>Standard 2, Domain 7: Family, School, and Community Collaboration</i></p>	<p>School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.</p> <p>School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.</p> <p>School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.</p> <p>School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.</p>
	<p>3. Communicate children’s learning, development, socialization and mental health in cultural context.</p>	<p><i>Standard 2, Domain 7: Family, School, and Community Collaboration</i></p>	<p>School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.</p>
<p><i>8: Human Diversity</i></p>	<p>1. Conduct assessments with attention to culture, language, and all aspects of human diversity.</p>	<p><i>Standard 2, Domain 8: Equitable Practices for Diverse Populations</i></p>	<p>School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.</p> <p>School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others— have on students, families, schools, and communities, and, thus, they collaborate with education professionals to</p>

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Performance Expectations	CTC Elements	Applicable NASP Standards	NASP Standards Language that Documents Comparability
			<p>promote respect for diversity for an inclusive, supportive school setting</p> <p>School psychologists recognize both within- and between-group differences when working with diverse student populations.</p>
	<p>2. Evaluate the effects of language acquisition and development on all aspects of student learning.</p>	<p><i>Standard 2, Domain 8: Equitable Practices for Diverse Populations</i></p>	<p>School psychologists employ a strengths-based approach to address the learning needs of English learners.</p>
	<p>3. Implement evidence-based strategies to enhance the quality of learning for all pupils.</p>	<p><i>Standard 2, Domain 8: Equitable Practices for Diverse Populations</i></p>	<p>School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.</p> <p>School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health</p> <p>outcomes for all children in family, school, and community settings.</p> <p>School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.</p>
	<p>4. Advocate for fairness and equity in all aspects of professional practice.</p>	<p><i>Standard 2, Domain 8: Equitable Practices for Diverse Populations</i></p>	<p>School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.</p> <p>School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.</p>
<p><i>9: Research and Program Evaluation</i></p>	<p>1. Provide support for multidisciplinary teams in accessing and interpreting evidence- based practices.</p>	<p><i>Domain 9: Research and Evidenced-Based Practices</i></p>	<p>School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.</p> <p>School psychologists provide assistance for analyzing, interpreting, and using</p>

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Performance Expectations	CTC Elements	Applicable NASP Standards	NASP Standards Language that Documents Comparability
			<p>empirical foundations to support effective school practices.</p> <p>School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavior supports at the individual, group, school, and district levels.</p>
	2. Select, interpret and apply assessment results as they relate to instructional practices.	<i>Domain 9: Research and Evidenced-Based Practices</i>	School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
	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.	<i>Domain 9: Research and Evidenced-Based Practices</i>	<p>School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth</p> <p>School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.</p>
	4. Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.	<i>Domain 9: Research and Evidenced-Based Practices</i> <i>Standard 2, Domain 10: Data-Based Decision Making</i>	<p>School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision-making.</p> <p>School psychologists use information and technology resources to enhance data collection and decision making</p>
<i>10: Legal, Ethical and Professional Practice &amp; Disposition</i>	1. Provide services that reflect best practices in legal, ethical and professional practice.	<i>Standard 2, Domain 10: Legal, Ethical, and Professional Practice</i>	<p>School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.</p> <p>School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.</p> <p>School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to</p>

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	2. Understand implications of history, service models, and professional standards for professional identity and effective practice.	<i>Standard 2, Domain 10: Legal, Ethical, and Professional Practice</i>	<p>conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.</p> <p>School psychologists 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.</p> <p>School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.</p> <p>School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.</p>
	3. Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self-care <sup>5</sup> .	<i>Standard 2, Domain 10: Legal, Ethical, and Professional Practice</i>	<p>School Psychologists) apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.</p> <p>School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.</p> <p>School psychologists seek and utilize professional supervision, peer consultation, and mentoring for effective practice.</p> <p>School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services</p>

<sup>5</sup> NASP Standards make no reference to self-care.

## **In Summary**

In addition to the response to the NASP standards, an institution electing to use the NASP 2020 *Standards for Graduate Preparation of School Psychologists* for an accreditation activity in California MUST address the following Program Standards and Performance Expectations.

Page references are to the document: [\*Pupil Personnel Services: School Psychology Program Standards and Performance Expectations, Commission on Teacher Credentialing Standards Adopted April 2019.\*](#) (CTC Standards)

1. Program Standard 3 on page 8 of the CTC Standards. The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.
2. Program Standard 4A on page 9 of the CTC Standards. A minimum of 450 hours of practicum is required, with a minimum of 300 clock hours in a preschool to grade 12 setting providing direct and indirect pupil services.
3. Program Standard 4B on page 10 of the CTC Standards. The culminating field experience or internship must include a minimum of 1,000 clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.
4. Performance Expectation 1, number 4 on page 12 of the CTC Standards. Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners.
5. Performance Expectation 10, number 3 on page 16 of the CTC Standards. Demonstrate professional disposition including self-care.

**Preconditions**

All NASP Accredited institutions must submit responses to the CTC’s Preconditions in Years One (1) and Four (4) of the accreditation cycle.

<b>CTC Preconditions</b>	<b>Key CTC Precondition Elements</b>	<b>Applicable NASP Standard</b>	<b>NASP Standards Language that Documents Comparability with CTC Precondition</b>
<i>Precondition 1</i>	Earned baccalaureate degree <sup>6</sup>	<i>None</i>	Not mentioned in NASP Standards
<i>Precondition 2</i>	Minimum program of study = 60 semester units, 90 quarter units; or 900 classroom hours of postgraduate study.	<i>Program Standard 1.3</i>	A minimum of 3 years of full-time study at the graduate level, or the equivalent, inclusive of structured field experiences At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience
<i>Precondition 3 (For Intern Programs)</i>	Sufficient coursework completed prior to the initiation of the Intern Program. Supervision by both the employer and CTC approved program.	<i>Program Standard 3.3</i>	Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

See Precondition 1 on page 5 of CTC Standards.

Precondition 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.

<sup>6</sup> NASP Standards make no explicit reference to a baccalaureate degree as a precondition to admission.