



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

Commission on Teacher Credentialing

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Pupil Personnel Services: School Counseling Preconditions

1. Bachelor's Degree (Ed Code §44266)

Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.

2. Program Curriculum

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

3. For Intern Programs

An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.

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

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

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

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

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

PPS credential programs support candidate's understandings that:

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

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

Pupil Personnel Services: School Counseling Program Standards

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

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

The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society, (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former candidates, and personnel in cooperating agencies; (3) address candidate learning, and (4) are written so they can be evaluated. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences that are designed to engage candidates in developing knowledge, skills, and dispositions to advance the academic, social/emotional, and career/transitional learning of students in the Pre-K-12 school system.

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

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

The School Counselor Performance Expectations (SCPEs) describe the set of professional knowledge, skills, and abilities expected of a beginning level practitioner in order to effectively lead a school counseling program for all students in an educational setting. The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPE). As

candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging. The scope of the pedagogical and andragogical assignments address (a) the SCPEs as they apply to the areas to be authorized by this credential, and (b) program-based assessments. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SCPEs and provide formative and summative and timely performance feedback regarding candidates' progress toward mastering the SCPEs.

Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements

Faculty, program supervisors, and district-employed supervisors monitor and support each candidate toward mastering SCPEs. The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates progress towards mastery of the performance expectations necessary to perform as highly skilled school counselors. Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school counselors. The school counseling program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.

Program Standard 4: Clinical Practice

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

Practica

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community

service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

Fieldwork

The candidate’s total field experience includes the following:

1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field.
2. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
3. The opportunity for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.
4. The opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.
5. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling.

7. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

Qualifications, Training and Responsibilities of Site Supervisors

The program assigns qualified supervisors and provides training based on the program's design. Qualifications for supervisors must include, but are not limited to:

1. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
2. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
3. Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours. University Supervision Requirements include:
 - a. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
 - b. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

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

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

Program Standard 5: Determination of Candidate Competence

The school counseling program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SCPEs), and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.

Prior to recommending candidates for the School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.

Pupil Personnel Services: School Counseling Performance Expectations

SCPE 1: Foundations of School Counseling Professional Standards

1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
2. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).
4. Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SCPE 2: Professionalism, Ethics, and Legal Mandates

1. Develop and apply an ethical decision-making process.
2. Articulate school counseling philosophy as it pertains to school counselor professional identity.
3. Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
4. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.
5. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
7. Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
8. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
9. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.
10. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor

Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).

11. Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
12. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SCPE 3: Student Academic Development

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

SCPE 4: Student College and Career Development

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.

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

SCPE 5: Social/Emotional Development

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.

3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.
4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

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

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

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

1. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.
2. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.
3. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
4. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.
5. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
6. Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.

7. Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
8. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success
9. Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.
10. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
11. Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.

SCPE 8: Program Development

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

SCPE 9: Research, Program Evaluation, and Technology

1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).
2. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.
3. Ability to differentiate between and ability to interpret valid and reliable results.
4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.

5. Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.
6. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.
7. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.
8. Possess knowledge, understanding, and experience with at least one student information system.

Pupil Personnel Services Credentials Standards Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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