



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

Commission on Teacher Credentialing

Published February 2021

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Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

Preconditions adopted April 2019

Program Standards adopted April 2019, Revised February 2021

Performance Expectations adopted April 2019

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Pupil Personnel Services: School Psychology Preconditions

1. Bachelor's Degree (Ed Code §44266)

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

2. Program Curriculum

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

A program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

3. For Intern Programs

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

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

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

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

PPS credential programs ensure that 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 Psychology Program Standards

Program Standard 1: Program Design, Rationale, Organization and Context

Pupil Personnel Services School Psychology programs must be delivered within a comprehensive framework based on a clearly articulated program philosophy/mission that includes goals, objectives and a sequential, integrated course of study. The program offers candidates a program that is consistent with the [Common Principles, Values and Goals](#) of Pupil Personnel Services Programs. Appreciation of human diversity, equity and social justice is emphasized. The School Psychology program develops candidates' strong affiliation with School Psychology as a profession, is delivered by qualified faculty, and includes coursework and supervised field experiences necessary for the preparation of highly competent school-based mental health professionals whose services positively impact children, families, schools, and other stakeholders. The program uses systematic, performance-based evaluation and accountability procedures for ongoing program improvement.

Program Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations

The School Psychology Performance Expectations (SPPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support all students.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and reflect on each School Psychology Performance Expectation (SPPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments address (a) the SPPEs as they apply to the areas to be authorized by this credential, and (b) prepare the candidate for program-based assessments.

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

Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering the SPPEs. The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school psychologists. Qualified faculty members 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 psychologists. The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.

Program Standard 4: Clinical Practice

A. Practica/Fieldwork in School Psychology

The program provides candidates with field based opportunities and specific experiences aligned with the SPPEs, including, but not limited to the following (a) data-based decision making, (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services-school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family-school collaboration, (h) human diversity, (i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations by candidates.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.

B. Internship or Culminating Field Experience

The second level of field based experiences is the culminating field experience, or internship which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:

1. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.
3. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
4. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
5. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district and the program.

Qualifications and Training of Site Supervisors

The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 3 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience.

A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision. This supervisor must have at least the equivalent of three (3) years of full-time experience as a school psychologist. A field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives.

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

As a part of the culminating field experience a candidate may earn a Child Welfare and Attendance (CWA) authorization if they complete a minimum of 150 hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Under the program oversight and administration the direct supervision of the field experience in CWA can be provided through

the field-based supervisor. Program faculty provide indirect supervision for all activities in alternative or school-based CWA settings.

Program Standard 5: Determination of Candidate Competence

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

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

Pupil Personnel Services: School Psychology Performance Expectations

SPPE 1: Data-based Decision Making and Accountability

Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

Candidates have the knowledge, skills and abilities to:

1. Administer and score tests and assessments according to standard procedures, including developmental history, intelligence, cognitive processing, achievement, adaptive behavior, social-emotional, behavioral and other relevant measures.
2. Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students' cultural, language, and socioeconomic backgrounds.
3. Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.
4. Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners.
5. Monitor and evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.
6. Utilize state and local accountability systems to implement and evaluate service effectiveness.

SPPE 2: Consultation and Collaboration

Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

Candidates have the knowledge, skills and abilities to:

1. Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.
2. Consult, collaborate and communicate effectively with community agencies.
3. Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.

SPPE 3: Interventions and Instructional Support to Develop Academic Skills

Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Candidates have the knowledge, skills and abilities to:

1. Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.
2. Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention.
3. Understand implications of learning and developmental theories for assessment.
4. Implement and evaluate services that support cognitive and academic skills development for all children.

SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills

Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

Candidates have the knowledge, skills and abilities to:

1. Work with multidisciplinary teams to design and implement direct evidence based interventions that focus on behavioral and social/emotional wellness appropriate for all children.
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.

3. Understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychopathology, for assessment and intervention.
4. Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions.

SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning

Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

Candidates have the knowledge, skills and abilities to:

1. Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.
2. Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective learning, social development, and mental health.

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health

Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Candidates have the knowledge, skills and abilities to:

1. Implement evidence-based multi-tiered prevention strategies
2. Identify protective and adaptive factors that promote a healthy school climate and improve school safety
3. Describe resilience and risk-factors affecting student behavior
4. Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations
5. Implement effective crisis preparation, response, and recovery strategies.
6. Design, disseminate, and implement district-wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols (e.g., violence towards others)

SPPE 7: Family-school Collaboration

Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Candidates have the knowledge, skills and abilities to:

1. Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes
2. Apply theory and research on family systems and its implications for children’s learning, socialization, and mental health
3. Communicate children’s learning, development, socialization and mental health in cultural context.

SPPE 8: Human Diversity

Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

Candidates have the knowledge, skills and abilities to:

1. Conduct assessments with attention to culture, language, and all aspects of human diversity.
2. Evaluate the effects of language acquisition and development on all aspects student learning.
3. Implement evidence-based strategies to enhance the quality of learning for all pupils.
4. Advocate for fairness and equity in all aspects of professional practice.

SPPE 9: Research and Program Evaluation

Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Candidates have the knowledge, skills and abilities to:

1. Provide support for multidisciplinary teams in accessing and interpreting evidence-based practices.
2. Select, interpret and apply assessment results as they relate to instructional practices.
3. Demonstrate application of appropriate statistical principles and research designs to interpret assessment data, develop interventions, and evaluate programs to improve student achievement and classroom performance.
4. Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.

SPPE 10: Legal, Ethical, and Professional Practice & Disposition

Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Candidates have the knowledge, skills and abilities to:

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

Pupil Personnel Services Credentials Standards Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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