# PPS Program Standards

## Pupil Personnel Services Generic Standards

### Generic Program Standard 1: Program Design, Rationale, and Coordination

| **Standard 1** |  | **Narrative Response** | **Linked Documents** |
| --- | --- | --- | --- |
| The program is coordinated effectively in accordance with a cohesive design that has a cogent rational. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses. |  |  |  |

### Generic Program Standard 2: Growth and Development

| **Standard 2** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. |  |  |
| The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development. |  |  |

### Generic Program Standard 3: Socio-Cultural Competence

| **Standard 3** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. |  |  |
| Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. |  |  |
| An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. |  |  |
| The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.  |  |  |

### Generic Program Standard 4: Assessment

| **Standard 4** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. |  |  |
| Candidates develop an understanding of the influence of multiple factors on pupil achievement. |  |  |
| The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs. |  |  |

### Generic Program Standard 5: Comprehensive Prevention and early Intervention for Achievement

| **Standard 5** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. |  |  |
| In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. |  |  |
| The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties. |  |  |

### Generic Program Standard 6: Professional Ethics and Legal Mandates

| **Standard 6** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. |  |  |
| The program requires candidates to demonstrate the ability to access information about legal and ethical matters. |  |  |

### Generic Program Standard 7: Family-School Collaboration

| **Standard 7** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. |  |  |
| The program requires candidates to work with parents to foster respectful and productive family-school collaboration. |  |  |

### Generic Program Standard 8: Self-esteem and Personal and Social Responsibility

| **Standard 8** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process. |  |  |

### Generic Program Standard 9: School Safety and Violence Prevention

| **Standard 9** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. |  |  |
| The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning. |  |  |

### Generic Program Standard 10: Consultation

| **Standard 10** | **Narrative Response** | **Linked Documentation** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. |  |  |
| The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. |  |  |
| Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan. |  |  |

### Generic Program Standard 11: Learning Theory and Educational Psychology

| **Standard 11** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. |  |  |
| Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits. |  |  |

### Generic Program Standard 12: Professional Leadership Development

| **Standard 12** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. |  |  |
| The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent. |  |  |

### Generic Program Standard 13: Collaboration and Coordination of Pupil Support Systems

| **Standard 13** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. |  |  |
| Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement. |  |  |

### Generic Program Standard 14: Human Relations

| **Standard 14** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. |  |  |
| The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. |  |  |
| The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict. |  |  |

### Generic Program Standard 15: Technological Literacy

| **Standard 15** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement. |  |  |

### Generic Program Standard 16: Supervision and Mentoring

| **Standard 16** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. |  |  |
| Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers. |  |  |

**END OF GENERIC PPS STANDARDS**

## **School Counseling Specialization Program Standards**

### School Counseling Specialization Program Standard 17: Foundations of the School Counseling Profession

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| --- | --- | --- |
| **Counseling Standard 17** | **Narrative Response** | **Linked Documentation** |
| The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools. |  |  |

### School Counseling Specialization Program Standard 18: Professionalism, Ethics & Legal Mandates

| **Counseling Standard 18** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. |  |  |
| The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. |  |  |
| The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations. |  |  |

### School Counseling Specialization Program Standard 19: Academic Development

| **Counseling Standard 19** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. |  |  |
| Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education. |  |  |

### School Counseling Specialization Program Standard 20: Career Development

| **Counseling Standard 20** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools. |  |  |

### School Counseling Specialization Program Standard 21: Personal and Social Development

| **Counseling Standard 21** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. |  |  |
| Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills. |  |  |

### School Counseling Specialization Program Standard 22: Leadership

| **Counseling Standard 22** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates know the qualities, principles, and styles of effective leadership. |  |  |
| Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement. |  |  |

### School Counseling Specialization Program Standard 23: Advocacy

| **Counseling Standard 22** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils. |  |  |

### School Counseling Specialization Program Standard 24: Learning, Achievement and Instruction

| **Counseling Standard 24** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. |  |  |
| Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material. |  |  |

### School Counseling Specialization Program Standard 25: Individual Counseling

| **Counseling Standard 25** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. |  |  |
| Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. |  |  |
| Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. |  |  |
| In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. |  |  |
| Candidates know community-based mental health referral resources and effective referral practices. |  |  |

### School Counseling Specialization Program Standard 26: Group Counseling and Facilitation

| **Counseling Standard 26** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning. |  |  |

### School Counseling Specialization Program Standard 27: Collaboration, Coordination and Team Building

| **Counseling Standard 27** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. |  |  |
| Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success. |  |  |

### School Counseling Specialization Program Standard 28: Organizational and System Development

| **Counseling Standard 28** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement. |  |  |

### School Counseling Specialization Program Standard 29: Prevention Education and Training

| **Counseling Standard 29** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. |  |  |
| Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement. |  |  |

### School Counseling Specialization Program Standard 30: Research, Program Evaluation and Technology

| **Counseling Standard 30** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. |  |  |
| Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. |  |  |
| Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation. |  |  |

### School Counseling Specialization Program Standard 31: Field Experience

| **Counseling Standard 31** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. |  |  |
| Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling. |  |  |

### School Counseling Specialization Program Standard 32: Determination of Candidate Competence

| **Counseling Standard 32** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. |  |  |
| Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning. |  |  |

## School Psychology Specialization Program Standards

### **School Psychology Specialization Program Standard 17: Psychological Foundations**

| **Psychology Standard 17** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning. |  |  |

### School Psychology Specialization Program Standard 18: Educational Foundations

| **Psychology Standard 18** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. |  |  |
| The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. |  |  |
| The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities. |  |  |

### School Psychology Specialization Program Standard 19: Legal, Ethical and Professional Foundations

| **Psychology Standard 19** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with the knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. |  |  |
| The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties. |  |  |

### School Psychology Specialization Program Standard 20: Collaboration and Consultation

| **Psychology Standard 20** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. |  |  |
| Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers. |  |  |

### School Psychology Specialization Program Standard 21: Wellness Promotion, Crisis Intervention, and Counseling

| **Psychology Standard 21** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. |  |  |
| As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. |  |  |
| Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. |  |  |
| Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises. |  |  |

### School Psychology Specialization Program Standard 22: Individual Evaluation and Assessment

| **Psychology Standard 22** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. |  |  |
| Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. |  |  |
| Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA). |  |  |

### School Psychology Specialization Program Standard 23: Program Planning and Evaluation

| **Psychology Standard 23** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. |  |  |
| Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. |  |  |
| Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public. |  |  |

### School Psychology Specialization Program Standard 24: Research, Measurement, and Technology

| **Psychology Standard 24** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. |  |  |
| Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. |  |  |
| Candidates understand and utilize computer technology and attendant technological applications. |  |  |

### School Psychology Specialization Program Standard 25: Practica

| **Psychology Standard 25** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. |  |  |
| Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.  |  |  |
| 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.
 |  |  |
| 1. 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).
 |  |  |
| 1. The supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
 |  |  |
| 1. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.
 |  |  |
| 1. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate’s progress and the suitability of the various characteristics of the experience.
 |  |  |
| The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience settings combined. |  |  |

### School Psychology Specialization Program Standard 26: Culminating Field Experience

| **Psychology Standard 26** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| During the culminating field experience, candidates have 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.Note: This culminating field experience is called an “internship” when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district.A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following standards and guidelines:1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
 |  |  |
| 1. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.
 |  |  |
| 1. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
 |  |  |
| 1. Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.
 |  |  |
| 1. A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides intern supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate’s credential-granting institution and provides experiences that are consistent with the credential-granting institution’s training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.
 |  |  |
| 1. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), training program supervisory staff. The field experience plan is completed early in the field experience and 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.
 |  |  |
| 1. Candidates receive academic credit for the field experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.
 |  |  |
| The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called “internship” when completed for pay using an Internship Credential). Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined. |  |  |

### School Psychology Specialization Program Standard 27: Determination of Candidate Competence

| **Psychology Standard 27** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. |  |  |
| Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning. |  |  |

## School Social Work Specialization Program Standards

### School Social Work Specialization Program Standard 17: Social Work Foundations

| **Social Work Standard 17** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| In addition to the generic standards required of all members of the Pupil Personnel Services (PPS) team, the preparation program provides candidates with a strong foundation in the knowledge base of social work. There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils’ success. |  |  |

### School Social Work Specialization Program Standard 18: Professional Ethics

| **Social Work Standard 18** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. |  |  |
| Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work. |  |  |

### School Social Work Specialization Program Standard 19: Wellness and Resiliency Promotion

| **Social Work Standard 19** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level. |  |  |
| These programs and services are designed for pupils, staff, families, and communities to maximize educational, social and promotional outcomes. |  |  |

### School Social Work Specialization Program Standard 20: Direct Learning Support Services

| **Social Work Standard 20** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate the ability to perform culturally competent, bio-psychosocial assessments of pupils, their families, and their social and school environments. |  |  |
| Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members.  |  |  |
| Candidates understand and use the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies. |  |  |

### School Social Work Specialization Program Standard 21: System Level Learning Support Services

| **Social Work Standard 21** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level. These activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways. |  |  |

### School Social Work Specialization Program Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships

| **Social Work Standard 22** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. |  |  |
| Candidates demonstrate the ability to advocate for and partner with a wide range of service integration efforts and providers to enhance pupils’ ability to define, work toward and reach their full academic and personal potential. |  |  |

### School Social Work Specialization Program Standard 23: Research

| **Social Work Standard 23** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic of research design, data collection and analysis, and the appropriate interpretation of the results upon which the conclusions are based. |  |  |
| Candidates demonstrate the ability to access and critically analyze research related to schools and communities. |  |  |

### School Social Work Specialization Program Standard 24: Field Experience

| **Social Work Standard 24** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings. |  |  |
| If candidates are working toward the acquisition of the Child Welfare and Attendance Credential, 150 additional clock hours of field experience are required as part of the total field experience requirement. Ninety (90) of these hours must be completed in a school setting in direct contact with pupils and a minimum of 30 up to a maximum of 60 must be acquired in a setting that is outside the field of education. See Standard 7 of Child Welfare and Attendance standards for reference. |  |  |

### School Social Work Specialization Program Standard 25: Determination of Candidate Competence

| **Social Work Standard 25** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. |  |  |
| Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning. |  |  |

## Child Welfare and Attendance (CWA) Specialization Program Standards

### Child Welfare and Attendance Specialization Program Standard 1: Professional Role of Child Welfare and Attendance Provider

| **CWA Standard 1** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| The program provides candidates with knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) Programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate. |  |  |

### Child Welfare and Attendance Specialization Program Standard 2: Laws Pertaining to Child Welfare And Attendance

| **CWA Standard 2** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate knowledge and application of laws related to child welfare and attendance as found in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant federal and state laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process. |  |  |

### Child Welfare and Attendance Specialization Program Standard 3: Program Leadership and Management

| **CWA Standard 3** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding of the development of program goals and management objectives, establishment of communication systems, identification of funding resources, case management procedures and measurement of outcomes. |  |  |

### Child Welfare and Attendance Specialization Program Standard 4: Collaboration and Partnerships

| **CWA Standard 4** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family services. |  |  |

### Child Welfare and Attendance Specialization Program Standard 5: School Culture and Related Systems

| **CWA Standard 5** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor. |  |  |

### Child Welfare and Attendance Specialization Program Standard 6: Assessment and Evaluation of Barriers For Underachieving Learners

| **CWA Standard 6** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that facilitate an environment for underachievement or school failure. |  |  |
| Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college. |  |  |

### Child Welfare and Attendance Specialization Program Standard 7: Field Experience of Child Welfare and Attendance Supervisors

| **CWA Standard 7** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| In addition to the requirements contained in Title 5, Sections 80632.1, 80632.2 (school counseling), 80632.3 (school social work), or 80632.4 (school psychology), candidates complete a minimum of one hundred 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. |  |  |

### Child Welfare and Attendance Specialization Program Standard 8: Determination of Candidate Competence

| **CWA Standard 8** | **Narrative Response** | **Linked Documents** |
| --- | --- | --- |
| Prior to recommending candidates for a Child Welfare and Attendance Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. |  |  |
| Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning. |  |  |