
4D

Action

Educator Preparation Committee

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Pupil Personnel Services Credentials and Educator Preparation Program Standards in School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance

Executive Summary: This agenda item presents the proposed amendments to Title 5 of the California Code of Regulations in order to update the regulations to align with the recently adopted Pupil Personnel Services (PPS) Educator Preparation Program Standards. The proposal includes amendments to section 80049; the repeal of the outdated PPS standards in sections 80632, 80632.1, 80632.2, 80632.3, and 80632.4; and addition of sections 80605 and 80614.

Recommended Action: Staff recommends that the Commission adopt the proposed regulations and direct staff to submit the final rulemaking file to the Office of Administrative Law.

Presenter: Josh Speaks, Manager, Certification Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Pupil Personnel Services Credentials and Educator Preparation Program Standards in School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance

Introduction

This rulemaking action proposes the following:

- Amend Title 5 California Code of Regulations (CCR) section 80049(b)-(d) to reflect the changes to the credential requirement language.
- Repeal sections 80632, 80632.1, 80632.2, 80632.3, and 80632.4. These sections contain the outdated Pupil Personnel Services (PPS) program standards.
- Adopt section 80605 to provide definitions for all regulations related to educator preparation program standards to ensure clarity.
- Adopt the recently adopted Pupil Personnel Services program specific preconditions, program standards, and performance expectations for School Counseling, School Psychology, and School Social Work as articles incorporated by reference in section 80614.

Background

The PPS program standards were originally placed into regulation in 1989 and span five sections of regulations. Much has changed since the inception of these regulations. In [April 2019](#) the Commission adopted the updated Pupil Personnel Services (PPS) preconditions, program standards, and performance expectations. Staff began the rulemaking process and a notice of proposed rulemaking was distributed. During the 45-day comment period, which closed on December 21, 2020, no comments were received, and no public hearing was requested. At the [February 2021](#) meeting a small change to PPS School Psychology Standard Three was adopted via the consent calendar. Subsequently a 15-day notice was posted on March 18, 2021 to notify the public of the changes to the original proposal. The comment period ends on April 5, 2021. As of the posting of this agenda no comments have been received. Should any comments be received they will be provided in an agenda insert.

Summary of Proposed Amendments

Below is a summary of the amendments in this regulation proposal. The proposed regulation text is available in [Appendix A](#). The PPS standards are available on the [Commission's standards webpage](#). This proposal is incorporating the standards documents by reference due to the length of the documents with the inclusion of program specific preconditions, performance expectations, and glossary. Additionally, utilizing the method of incorporation by reference will

maintain the precise language of the documents and codify them into regulations as they are written.

Amend Section 80049(b)-(d)

Removes the term “professional,” as the Commission no longer uses the term professional for the clear PPS credential. Removes the language excluding professional education degrees to align with the 2019 updates to Education Code section 44226. Broadens the language related to how the basic skills requirement may be met, as the California Basic Education Skills Test (CBEST) is currently the only method listed.

Repeal Sections 80632, 80632.1, 80632.2, 80632.3, and 80632.4

The current regulations in these sections are out of date and will be replaced with the recently adopted standards.

Adopt Section 80605

Proposes a definitions section that will apply to the PPS regulations as well as future program standard related regulations. This section will also provide the Office of Administrative Law clarity regarding how the Commission’s business is conducted related to standards and accreditation.

Adopt Section 80614(a)-(c)

Creates a new section within Title 5, Division 8, Chapter 5 Approved Programs, Article 2 Professional Preparation Programs for the placement of the PPS Standards documents.

Staff Recommendation

Staff recommends that the Commission adopt the proposed regulations.

Next Steps

If approved by the Commission, staff will complete the rulemaking packet for submission to the Office of Administrative Law.

Appendix A

Proposed Text

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~. Text proposed to be changed after the 45-day notice was posted is displayed in double underline.

CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

CHAPTER 1. Credential Issued Under the Teacher Preparation and Licensing Law of 1970

Article 2. Credential Types, Authorizations, and Requirements

80049. Specific Requirements for ~~the Professional~~ Clear Services Credential with a Specialization in Pupil Personnel Services.

(a) A Services Credential with a Specialization in Pupil Personnel Services may be issued in the following areas: School Counseling, School Social Work, School Psychology, and School Child Welfare and Attendance on the basis of the completion of all requirements in subsections (b) or (c). Individuals seeking the School Child Welfare and Attendance area must also hold or be issued concurrently an authorization in School Counseling, School Social Work, or School Psychology.

(b) The minimum requirements for the ~~professional~~ clear Pupil Personnel Services Credential for applicants who complete a professional preparation program in California shall include (1) through (4):

(1) a baccalaureate or higher degree ~~except in professional education~~ from a regionally accredited institution of higher education;

(2) the completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils;

(3) demonstrate proficiency in basic reading, writing, and mathematics skills as passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and

(4) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the ~~professional~~ clear credential sought.

(c) The minimum requirements for the ~~professional~~ clear Pupil Personnel Services Credential for applicants who complete a professional preparation program outside California shall include (1) through (3). Applicants may apply directly to the Commission for the professional clear Pupil Personnel Services Credential under this section:

(1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;

(2) demonstrate proficiency in basic reading, writing, and mathematics skills as passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and

(3) the completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;

(A) The professional preparation program of study for the school counseling specialization area must include a minimum of 30 semester units, or the equivalent in quarter units, of post baccalaureate study;

(B) The professional preparation program of study for the school social work specialization area must include a minimum of 45 semester units, or the equivalent in quarter units, of post baccalaureate study;

(C) The professional preparation program of study for the school psychologist specialization area must include a minimum of 60 semester, units or the equivalent in quarter units, of post baccalaureate study;

(D) The professional preparation program of study for the added school child welfare and attendance specialization area must include a minimum of 9 semester units, or the equivalent in quarter units of post baccalaureate study;~~;~~~~and~~

(d) The ~~professional~~ clear Pupil Personnel Services Credential authorizes the services specified in Section 80049.1.

(e) The ~~professional~~ clear Pupil Personnel Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44252 and 44266, Education Code.

TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING
CHAPTER 5. Approved Programs
ARTICLE 2. Professional Preparation Programs

Section 80605. Definitions

(a) “Clinical practice” refers to student teaching, internships, and/or field-based experiences in authentic school settings that provide candidates with intensive and extensive opportunities

to practice skills, under the supervision of the program, in which the candidate must demonstrate competence as a requirement for the credential area. The term is synonymous with Field Work. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

(b) “Evaluate” means to assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. It does not include evaluation for employment purposes; or to analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys for the purposes of identifying program strengths and areas needing improvement.

(c) “Faculty” refers to individuals employed by a college, university, school district, county office of education, including graduate teaching assistants, and/or by a Commission-approved partnering entity, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some aspect of the educator preparation unit.

(d) “Field work” refers to student teaching, internships, and/or clinical practice in authentic school settings that provide candidates with intensive and extensive opportunities to practice skills, under the supervision of the program, in which the candidate must demonstrate competence as a requirement for the credential area. It is synonymous with Clinical Experiences. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

(e) “Partners” or “Partnerships” refers to agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates (for example, academic and/or credential preparation departments of colleges/universities, schools, county offices of education, and school districts).

(f) “Professional development” refers to learning opportunities for individuals to attain and develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in prekindergarten–12 grade schools.

(g) “Program” refers to a planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in prekindergarten through twelfth grade settings, and which leads to a credential.

(h) “Qualified faculty” refers to individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.

(i) “Resources” refers to the range of supports for programs, including financial support, information resources, technology, qualified staff, building space and materials.

(j) “Stakeholder” means any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.

(k) “Supervised Fieldwork” means fieldwork that is guided, directed, or evaluated by an individual from a Commission-approved programs and/or employing district that is designed to assist a candidate in mastering the required knowledge skills, and abilities expected of the candidate.

(l) “Support” refers to professional guidance provided by a qualified individual acting as a mentor and/or coach to a candidate in his/her early teaching or service that includes collecting and analyzing evidence relating to the candidate’s competence for the purpose of helping the candidate satisfy knowledge and skill requirements.

Note: Authority cited: Section 44225, 44370, 44371 Education Code. Reference: Sections 44227, 44372(b) Education Code.

Section 80614. Pupil Personnel Services Credentials Program Standards

(a) The Commission shall approve an educational program designed to prepare candidates for the Pupil Personnel Services Credential in Counseling if the program has been determined, by the Commission, to be aligned to the *Pupil Personnel Services School Counseling Preconditions, Program Standards, and Performance Expectations (April 2019)*, available on the Commission website and hereby incorporated by reference.

(b) Pupil Personnel Services School Psychology - Institutions seeking to prepare candidates for the Pupil Personnel Services Credential must align their professional educator preparation program to the *Pupil Personnel Services School Psychology, Preconditions, Program Standards, and Performance Expectations (February 2021)* available on the Commission website and hereby incorporated by reference.

(c) Pupil Personnel Services School Social Work - Institutions seeking to prepare candidates for the Pupil Personnel Services Credential must align their professional educator preparation program to the *Pupil Personnel Services School Social Work Preconditions, Program Standards, and Performance Expectations (April 2019)* available on the Commission website and hereby incorporated by reference.

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227 and 44266, Education Code.

80632. ~~Programs Providing Professional and Specialized Preparation for the Services Credential with a Specialization in Pupil Personnel Services: General Requirements.~~

~~(a) The Commission shall approve an educational program designed to prepare candidates for the Services Credential with a Specialization in Pupil Personnel Services if an application filed by~~

an accredited institution of higher education provides the following assurances and information:

- ~~(1) That the institution of higher education has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department;~~
- ~~(2) That the institution has a curriculum that meets the requirements of (A) and one or more of (B), (C), (D), and (E) as specified below.~~
 - ~~(A) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising.~~
 - ~~(B) Credit for successful completion of a program of study for the school counselor specialization as specified in Sections 80632.1 and 80632.2 shall be:
Equivalent to a minimum of 30 semester or 45 quarter units; or 450 classroom hours of postbaccalaureate study;~~
 - ~~(C) Credit for successful completion of a program of study for the school social work specialization specified in Sections 80632.1 and 80632.3 shall be:
Equivalent to a minimum of 45 semester units or 60 quarter units; or 675 classroom hours of postgraduate study.~~
 - ~~(D) Credit for successful completion of a program of study for the school psychologist specialization specified in Sections 80632.1 and 80632.4 shall be:
Equivalent to a minimum of 60 semester unit or 90 quarter units; or 900 classroom hours of postgraduate study.~~
 - ~~(E) Credit for successful completion of a program of study for the added child welfare and attendance specialization specified in Section 80632.5 shall be:
 - ~~1. Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.~~~~
- ~~(3) That a procedure has been established that provides a record for each candidate to designate and complete a course of study based on an area of specialization in pupil personnel services chosen by the candidate for credentialing purposes;~~
- ~~(4) That the institution has a complete description of its candidate evaluation procedures which sets forth the institution's minimum objectives and verifiable standards of knowledge and skill that shall be demonstrated in courses and field experiences by each candidate in the areas of pupil personnel services selected by the candidate; and~~
- ~~(5) That a procedure has been established in which the institution shall certify that the candidate has satisfied all legal requirements for the Pupil Personnel Services Credential as specified in Education Code 44266.~~

Note: Authority cited: Sections 44225(b)(4) and 44225(q), Education Code. Reference: Sections 44227 and 44266, Education Code.

~~80632.1. Generic Program of Instruction in Basic Pupil Personnel Services for all Specializations.~~

(a) Programs approved by the Commission pursuant to Sections 80632.2, 80632.3, and 80632.4 shall provide that each candidate demonstrates knowledge in the following areas of generic pupil personnel services:

(1) ~~KNOWLEDGE OF TECHNIQUES FOR FACILITATING INDIVIDUAL GROWTH AND DEVELOPMENT TO ACHIEVE ACADEMIC SUCCESS~~, to include:

(A) ~~Human growth and development, including:~~

- ~~1. Normal and abnormal human growth and development.~~
- ~~2. Individual strengths and weaknesses affecting learning.~~
- ~~3. Effects of cultural, racial, life-style and sex stereotyping.~~
- ~~4. Effects of family socio-economic status and life-style on pupil growth and development.~~

(B) ~~Scope and degree of high school graduation requirements and curriculum standards.~~

(C) ~~Existing remedial, developmental and special programs available to pupils in the school and the community.~~

(D) ~~Individual and group counseling techniques.~~

(E) ~~Principles and methods to help pupils learn effective ways to plan and give direction to their own learning.~~

(F) ~~The effect of the Pupil Personnel Services Credential holder's values and biases upon the manner in which he/she provides services to pupils who come from differing socio-economic, racial, social backgrounds.~~

(G) ~~Culturally appropriate communication styles and counseling techniques.~~

(2) ~~KNOWLEDGE OF HUMAN ASSESSMENT~~, to include:

~~Assessment methods and theories related to emotional, intellectual and physical characteristics of typical and atypical pupils including limited English proficient pupils, as these factors affect learning performance.~~

(3) ~~KNOWLEDGE OF PROBLEM PREVENTION AND EARLY INTERVENTION~~, to include:

(A) ~~Methods for early identification of pupils at risk of failing in school.~~

(B) ~~Methods of working with school staff and parents, including planned prevention programs, to prevent school failure of pupils with special physical, social, intellectual and emotional problems and needs and to increase pupil success in school.~~

(C) ~~Methods for effective conflict resolution.~~

(4) ~~KNOWLEDGE OF CONSULTATION SERVICES~~, to include:

(A) ~~Individual and team consultation processes.~~

(B) ~~Pupil advocacy processes.~~

(C) ~~Principles and practices of effective classroom management.~~

(D) ~~Principles and procedures of effective school discipline.~~

(E) ~~Methods of initiating consultative relationships with and between teachers, other staff, and parents.~~

(5) ~~KNOWLEDGE OF PSYCHOLOGICAL EDUCATION~~, to include:

(A) ~~Theories of learning and teaching.~~

(B) ~~Strategies to infuse into the classroom concepts and principles of human relations as contained in state-adopted frameworks.~~

(6) ~~KNOWLEDGE OF COORDINATION AND DEVELOPMENT OF SERVICES~~, to include:

(A) ~~How school professions work together.~~

- ~~(B) Methods to increase services to pupils and other school personnel.~~
- ~~(C) Use of paraprofessionals and volunteers.~~
- ~~(D) Principles of supervision and program planning.~~
- ~~(E) Personal and programmatic factors affecting school climate.~~
- ~~(F) Methods on how to bring about change within the school.~~
- ~~(G) Methods to develop and maintain staff morale.~~
- ~~(7) KNOWLEDGE OF LEGAL ENABLEMENTS AND CONSTRAINTS, to include:~~
 - ~~(A) Relevant laws pertaining to pupils in a school setting.~~
 - ~~(B) Appropriate compliance procedures relating to pupil personnel services.~~
 - ~~(C) Methods to keep informed regarding changing laws, regulations and procedures related to California public education.~~
- ~~(8) KNOWLEDGE OF REFERRAL AND UTILIZATION OF SERVICES, to include:~~
 - ~~Community services and referral processes.~~

~~Note: Authority cited: Sections 44225(b)(4) and 44225(q), Education Code. Reference: Sections 44227 and 44266, Education Code.~~

~~80632.2. Program for the Pupil Personnel Services Credential with the Advanced Specialization in School Counseling.~~

~~(a) In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required of all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Counseling.~~

~~(1) ACADEMIC ASSESSMENT~~

~~(A) Knowledge of:~~

- ~~1. Group testing, state-mandated and other assessment programs and techniques as they apply to academic, career, personal/social counseling.~~
- ~~2. The effect of cultural and ethnic factors upon academic assessment and achievement.~~
- ~~3. The significance of the cultural/ethnic composition of the school and the community upon academic assessment and achievement.~~

~~(B) Skills, to include:~~

- ~~1. Selecting appropriate unbiased academic and other assessment instruments.~~
- ~~2. Administering a variety of academic and other assessment instruments.~~
- ~~3. Translating group academic and other test scores to a common reference system.~~
- ~~4. Interpreting to pupils, teachers, administrators, parents and others the results of these assessment instruments.~~

~~(2) COUNSELING SERVICES TO INDIVIDUALS~~

~~(A) Knowledge of:~~

- ~~1. Model high school graduation requirements;~~
- ~~2. Employment categories, school curricular and extracurricular opportunities that do not require post-high school education;~~
- ~~3. Post-high school education and training opportunities;~~
- ~~4. Programs of financial assistance;~~
- ~~5. Admission requirements of colleges and universities, vocational schools, and other post-secondary preparation agencies;~~

6. The world of work and the cultural value systems that pertain to the world of work;
7. Educational and career choice theories and techniques.

(B) Skills, to include:

1. Identifying and providing information and sources of information which would include educational and career choices.
2. Effective techniques for providing educational counseling to pupils and parents about academic and career decisions, including the selection of appropriate courses.

(3) PROGRAM COORDINATION AND SUPERVISION

(A) Knowledge of:

1. Counseling programs at the elementary, middle and high school levels, including the role of counselors as related to teachers, parents, administrators and other personnel.
2. School counseling budgeting procedures and sources of funds.
3. Supervision techniques appropriate for counseling programs.
4. Methods of evaluating school counseling programs.

(B) Skills, to include:

1. Planning, implementing and evaluating school counseling programs appropriate to the individual school site or district.
2. Planning a counseling program budget.
3. Supervising teacher advisors, intern counselors, peer counselors, volunteer counselors or counseling paraprofessionals.
4. Conducting research to evaluate school counseling programs.

(4) CONSULTATION SERVICES TO THE SCHOOL

(A) Knowledge of:

1. Appropriate consultation models in working with teachers, administrators and parents regarding guidance and counseling practices and programs.
2. In-service practices and programs related to advising techniques.
3. Community resources.

(B) Skills, to include:

1. Providing consultation and in-service to teachers, administrators and parents regarding guidance and counseling practices and programs.
2. Involving the community in the counseling program.
3. Surveying community placement opportunities and the need for curriculum development in the schools as it relates to these needed knowledges and skills.

(5) LEGAL ASPECTS

(A) Knowledge of:

1. State requirements for scholastic progress and high school graduation;
2. California Education Code provisions and federal laws affecting school counseling programs.

(B) Skills, to include:

1. Procedures for implementing relevant laws and regulations.

(6) PROFESSIONAL ETHICS

(A) Knowledge of:

1. Official statements of the code of ethics related to professional counseling, including the American Association for Counseling and Development.

~~(B) Skills, to include:~~

- ~~1. Applying the codes of ethics to a specific counseling situation.~~
- ~~2. Applying professional standards when using assessment instruments.~~

~~(b) Field practice shall be required of all candidates.~~

~~(1) Field practice shall be in the knowledges and skills provided in subdivisions (a)(1) through (6) of this section.~~

~~(2) Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of racial/ethnic background different from that of the credential candidate.~~

Note: Authority cited: Sections 44225(b)(4) and 44225(q), Education Code. Reference: Sections 44227 and 44266, Education Code.

80632.3. Program for the Pupil Personnel Services Credential with the Advanced Specialization in School Social Work.

~~(a) In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required for all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Social Work.~~

~~(1) HUMAN ASSESSMENT AS DIRECT SERVICE TO PUPILS, to include:~~

~~(A) Knowledge, including:~~

- ~~1. The effects of social environments and socially handicapping conditions on the lives of pupils and on the educational process.~~
- ~~2. Individual development and family life as affected by poverty, culture or language, neglect or abuse, school-age parenthood, family breakdown, alienation and/or delinquency.~~

~~(B) Skills, including:~~

- ~~1. Securing participation of pupils, family, community groups, social service agencies and school personnel in the definition and comprehensive assessment of problems.~~
- ~~2. Conducting case, group and community analyses.~~
- ~~3. Evaluating socially handicapping conditions in relation to pupil development and education programs.~~
- ~~4. Making recommendations to appropriate school authorities based on formulations derived from pupil, family, school and community environments.~~

~~(2) SOCIAL INTERVENTIONS, to include:~~

~~(A) Knowledge of social work methods and procedures appropriate to elementary and high school sites.~~

~~(B) Skills, including:~~

- ~~1. Utilizing appropriate social work methods for comprehensive assessment, planning and service delivery.~~
- ~~2. Interpreting pupil's development, educational status and potential to enhance parental understanding and cooperation.~~
- ~~3. Assisting pupil and family to utilize available school resources and community-based services.~~

~~(3) CONSULTATION, COORDINATION AND DEVELOPMENT OF SERVICES, to include:~~

~~(A) Knowledge, including:~~

- ~~1. Social systems, organization theory and behavior, especially with reference to socially and economically disadvantaged groups.~~
- ~~2. The California Education Code and California Welfare and Institutions Code Sections pertaining to pupil welfare and attendance and to education rights and obligations.~~

~~(B) Skills, including:~~

- ~~1. Utilizing groups methods to assist school staffs in self-study, self-evaluation and goal attainment.~~
- ~~2. Communicating clearly and effectively with pupils, families, community groups, agency and court representatives, particularly to ameliorate concerns of truancy, violence, gang and racial tensions.~~
- ~~3. Developing, administering and evaluating curriculum components and programs designed to meet the needs of pupils from special student populations or with special problems, particularly those from socially and economically disadvantaged groups.~~
- ~~4. Securing the participation of parents as partners in education, particularly in attendance improvement, prekindergarten, school-aged parent and children's center programs.~~
- ~~5. Assisting in the resolution of differences between the school, family and the community with respect to the school's program.~~

~~(4) REFERRAL AND UTILIZATION, INVOLVEMENT AND USE OF COMMUNITY RESOURCES, to include:~~

~~(A) Knowledge or programs relating to income maintenance, employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare and the developmentally disabled.~~

~~(B) Skills, including:~~

- ~~1. Establishing linkages between the school and relevant community service agencies.~~
- ~~2. Facilitating inter-agency arrangements and contracts for service.~~
- ~~3. Developing community resources to meet the needs of children and families with special problems.~~

~~(5) SOCIAL RESEARCH AND SERVICES BASED ON RESEARCH, to include:~~

~~(A) Knowledge of social research relevant to the needs of disadvantaged or at-risk pupils.~~

~~(B) Skills, including:~~

- ~~1. Developing, selecting and applying research that is free of race, class or sex bias, both in design and methodology.~~

2. Designing and conducting studies and writing research proposals for needs assessment, program development and program evaluation.

(6) CODE OF PROFESSIONAL ETHICS, to include:

(A) Knowledge, including:

1. The Code of Ethics of the National Association of Social Workers (NASW) and of the NASW Standards for Social Work Practice in the schools.
2. The joint policy statement of NASW and the National Education Association and other related professional organizations.

(B) Skills, including:

Applying the NASW Code of Ethics to school-site situations.

(7) SUPERVISION, to include:

(A) Knowledge, including:

1. Principles of supervision and consultation.
2. Consultative, teaching and supervision techniques.

(B) Skills, including:

1. Supervising field practice students, student peers, parents and other volunteers.
2. Providing education, in-service training and consultation with special reference to individual pupils, families, social environments and the needs of socially disadvantaged groups.

(b) Field practice shall be required of all candidates.

(1) Field practice shall be in the knowledge and skills provided in subdivisions (a) (1) through (7) of this section.

(2) Field practice shall be at least four hundred fifty (450) clock hours in duration, of which a minimum of three hundred (300) clock hours shall be in a school setting in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.

(3) Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.

(4) The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.

(5) At least one hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.

Note: Authority cited: Sections 44225 (b) (4) and 44225 (q), Education Code. Reference: Sections 44227 and 44266, Education Code.

80632.4. Program for the Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.

(a) In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required by all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.

(1) FACILITATING INDIVIDUAL DEVELOPMENT, to include:

(A) Knowledge, including:-

Advanced knowledge of human learning, human exceptionalities, cognitive, affective and biological bases of behavior, and development psychology, including those areas germane to pupils with special as well as regular educational needs.

(B) Skills, including:-

Defining and clarifying children's school problems using psychological theories in working with parents and school personnel.

(2) INDIVIDUAL HUMAN ASSESSMENT, to include:

(A) Knowledge, including:-

1. Psychometric knowledge underlying the selection, administration and interpretation of educational and psychological assessment procedures.

2. Influence of culture, ethnicity, sex and language proficiency on children's test performance.

3. Advanced assessment strategies and knowledge of individual differences necessary to evaluate a pupil's: 1) functional ability level, 2) school adjustment, 3) achievement, 4) language, 5) perceptual-motor development, 6) adaptive behavior, 7) social development, and 8) emotional development.

(B) Skills, including:-

1. Selecting, administering, scoring, interpreting, integrating with other data and reports the results of psychological and educational tests and measures to parents, professionals and others with a legitimate interest in the child.

2. Conducting interviews, observations and behavioral assessments with preschool and school-aged children and adults.

3. Performing assessment studies for possible placement of pupils in special education programs.

4. Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardations, giftedness and severe emotional disturbance.

5. Performing assessment procedures in conjunction with an interpreter when working with limited-English speaking pupils.

(3) INDIVIDUAL INTERVENTION, to include:

(A) Knowledge, including:-

1. Individual development, cognitive and behavioral change from the perspective of psychological theory.

2. The education of regular pupils and techniques of promoting individual development in the classroom.

3. Methods and theories for the modification of individual programs and educational environments.

4. Education of exceptional learners including instructional and remedial techniques.

(B) Skills, including:-

1. Recommending pupil placements and individual educational plans based on individual pupil educational considerations, as well as classroom management needs, including pupils with special as well as regular educational needs.

2. Applying psychological methods to increase pupil school performance (methods such as life space interviewing, client-centered consultation, home school contracting, behavior management, self-instruction, reinforcement management strategies).
3. Supporting within the school nonschool community-based therapeutic and remedial efforts.
4. Responding to children's needs through psychological counseling and by creating new educational plans.

(4) EVALUATION, to include:

(A) Knowledge, including:

1. Advanced and specialized procedures used to evaluate pupil progress in educational programs and continued eligibility in educational programs.
2. Statistical methods used to evaluate cognitive and behavioral change over time.

(B) Skills, including:

Evaluating the effectiveness of earlier decisions by school authorities and parents regarding elements of the pupil's educational programs.

(5) CONSULTATION, to include:

(A) Knowledge, including:

1. School psychologists' role in the staff development of teachers and others including the parents of children with special as well as regular educational needs.
2. Theories of institutional and organizational change from a psychological perspective.
3. Consultation with school personnel on a variety of psychological principles relating to classroom climate, instructional programs, individual needs of particular children and youth, particularly with references to pupils' special needs.

(B) Skills, including:

1. Using a variety of consultation techniques with school personnel, as well as evaluate the effects of consultative interactions.
2. Planning, conducting and evaluating inservice training programs for school personnel, including programs for teachers of pupils with special as well as regular educational needs.
3. Functioning as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.
4. Planning group educational experiences for pupils aimed at improving social and emotional development and functioning.
5. Planning, conducting and evaluating parent education programs, especially programs in child-rearing and discipline.

(6) GROUP ASSESSMENT, to include:

(A) Knowledge, including:

1. Screening and preassessment procedures.
2. Advanced and specialized knowledge of group tests and measures.
3. Procedures to evaluate the social system's needs.

(B) Skills, including:

1. Developing, carrying out screening and identification programs for children and young adults for special education programs.

2. ~~Developing, conducting and coordinating districtwide or schoolwide group assessment programs.~~
- (7) ~~PROGRAM EVALUATION, to include:~~
- (A) ~~Knowledge, including:~~
 ~~Advanced and specialized program evaluation theories and techniques.~~
- (B) ~~Skills, including:~~
1. ~~Applying designs and methods to evaluate educational programs designed to meet pupil's special as well as regular educational needs.~~
2. ~~Applying designs and methods to evaluate educational programs designed to meet the needs of pupils or educators.~~
- (8) ~~LEGAL ASPECTS, to include:~~
- (A) ~~Knowledge, including:~~
1. ~~California Education Code provisions and federal legislation, related to special education funding and program requirements.~~
2. ~~Advanced and specific knowledge of case law, related to programs of regular and special education and parents' and childrens' rights.~~
- (B) ~~Skills, including:~~
 ~~Evaluating school district procedures to assure compliance with State Education Code, federal regulations and case law related to regular and special education programs.~~
- (9) ~~COMMUNITY RESOURCES, to include:~~
- (A) ~~Knowledge, including:~~
1. ~~Community agencies and resources available to help children, particularly those children with exceptional needs.~~
2. ~~Making referrals for assistance to non-school personnel.~~
- (B) ~~Skills, including:~~
1. ~~Acting as liaison to community agencies providing services to pupils, particularly pupils with exceptional needs.~~
2. ~~Identifying within the schools those pupils who need referral to medical, psychiatric or other health care providers and making such referrals.~~
- (10) ~~RESEARCH, to include:~~
- (A) ~~Knowledge, including:~~
 ~~Research method and designs, particularly those used to study pupils with special as well as regular educational needs and to discover ways to prevent failure in school.~~
- (B) ~~Skills, including:~~
- (i) ~~Collecting, organizing and providing information to school personnel and parents from psychological research findings.~~
- (ii) ~~Conceptualizing, designing, implementing and sharing the results of school related research.~~
- (11) ~~PROFESSIONAL ETHICS, to include:~~
- (A) ~~Knowledge, including:~~
- (i) ~~Official statements of the Code of Ethics of the American Psychological Association, the National Association of School Psychologists and the California Association of School Psychologists.~~

~~(ii) The principles of professional organizations for delivery of school psychological services.~~

~~(B) Skills, including:~~

~~(i) Applying ethical principles in the practice of school psychology.~~

~~(ii) Interpreting and applying professional standards of psychological service delivery.~~

~~(iii) Performing self-assessment to identify personal needs for continuing education in school psychology.~~

~~(12) SUPERVISION, to include:~~

~~(A) Knowledge, including:~~

~~(i) Principles of supervision.~~

~~(ii) Appropriate patterns of supervision, supervisor-staff relations, scheduling patterns, and the models for supervisory relationships in a service delivery system.~~

~~(B) Skills, including:~~

~~Supervising psychological examiners, paraprofessionals and others providing school psychological services who are not fully credentialed school psychologists.~~

~~(b) Field practice shall be required of all candidates.~~

~~(1) Field practice shall be in the knowledges and skills provided in subdivisions (a)(1) through (12) of this section.~~

~~(2) Field practice shall be at least five-hundred forty (540) clock hours in duration, of which a minimum of three-hundred eighty (380) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.~~

~~(3) Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.~~

~~(4) The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.~~

~~(5) At least one-hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.~~

~~Note: Authority cited: Sections 44225(b)(4) and 44225(q), Education Code. Reference: Sections 44227 and 44266, Education Code.~~