



**California State University  
Dominguez Hills**

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**College of Education**

**Self-Study Report**

**for**

**Pupil Personnel Services Program**

**In**

**School Psychology**

**Submitted for Review to**

**Committee on Accreditation**

**California Commission on Teacher Credentialing**

**November 2004**

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## **Section I**

### **Common Standards for All Service & Specialist Credentials**

**Standard 1 Educational Leadership**

**Standard 2 Resources**

**Standard 3 Faculty**

**Standard 4 Evaluation**

**Standard 5 Admission**

**Standard 6 Advice and Assistance**

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**Standard 8 District Field Supervisors**

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## Common Standards - School Psychology

### Common Standard 1

#### Education Leadership

**The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.**

#### **Organizational Leadership**

The institution has a clear mission and has collaboratively developed goals consistent with that mission. Faculty and the dean attend regular working retreats in which the unit's mission is reviewed and the unit's performance as related to its mission and goals is assessed. The on-going assessment processes not only indicate how the unit is meeting its standard, but also serve as a vantage point from which to maintain a clear vision.

**School of Education Mission Statement** - Our mission in the School of Education is to prepare professionals to work successfully with culturally and linguistically diverse learners in urban environments.

**School of Education Vision Statement** - The vision of the School of Education is to maintain a collaborative model of urban educational excellence, recognized for preparing teachers, administrators, counselors, and other specialists who work effectively with a variety of learners from diverse backgrounds.

**Graduate Education Department Mission Statement** - The Graduate Education Department at CSUDH prepares educators for culturally and linguistically diverse students in urban school settings.

**Pupil Personnel Services Mission Statement** - The mission of the pupil personnel services programs is to equip educators with the knowledge and skills to promote the personal development of culturally and linguistically diverse pupil populations. The programs are designed to prepare candidates to view the practice of School Counseling and School Psychology from an ecological and systems perspective, to serve the multi-cultural population of the public schools, to serve both regular and special education pupils, to function as change agents and consultants in the schools, and to specialize in counseling interventions.

#### **Leadership Team**

**Administration** - The Dean, the Associate Dean of the School of Education, and the Graduate Education Department Chair regularly consult with pupil personnel services faculty for the

purposes of giving and receiving feedback while providing faculty with guidance and support for the program. The Dean delegates responsibility and authority appropriately, resolves the School Psychology program's administrative needs as promptly as feasible and represents the interests of the program at every level.

**Program Coordination** - The School Psychology coordinator has a clear understanding of the role and responsibilities for the management of the Pupil Personnel Services (PPS), School Psychology Credential program. The coordinator is a regular participant in university, school, and department decision-making bodies such as the Retention, Tenure and Promotion (RTP), Faculty Policies Committee (FPC), California Faculty Association (CFA) and curriculum committees. One release period of time is provided for the coordination of the PPS, School Psychology Credential program.

### **Institutional Collaboration**

The Program Coordinator is a member of the Dean's Council and is actively involved in making regular decisions regarding the School of Education, the Graduate Education Department and the PPS programs. The university has well-established procedures for resolving grievances and appeals by faculty, students and staff, which are published in handbook form and readily accessible.

### **Institutional Advocacy for the Program**

The university has provided sufficient resources to ensure that students may complete the program in a timely manner. The programs are sufficiently funded to provide qualified personnel who offer practical experiences for each student. A complex facility which includes laboratory, classroom demonstration and private counseling and group rooms are available for use.

Candidates in the School Psychology program are provided with a range of campus facilities such as the university library, student meeting rooms and a student union. Also, students have access to a number of on-campus services that include how to use the library, supervised computer lab facilities, career and vocational guidance services, provided by the Student Development Center, and medical services provided by the Health Services Department.

Faculty are encouraged to present at professional conferences in PPS related fields and offered funding for these education profession opportunities. The School of Education Dean is closely involved with creating PPS partnerships between CSUDH and local school districts.

## Common Standard 2

### Resources

**Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.**

### **Qualifications of Course Instructors and Supervisors**

All faculty who teach in the School Psychology Program are well qualified and have a minimum of a doctoral degree in an appropriate discipline. Faculty in the PPS Program hold public school credentials; several are licensed psychologists and licensed school psychologists in the State of California, and one is a licensed Marriage and Family Therapist. All site supervisors have a minimum of a masters' degree and a PPS Credential, as do several of our experienced part-time faculty who actively work in the field as school psychologists or administrators. All faculty and on-site fieldwork supervisors are experienced as teachers, counselors, and/or school psychologists at either the elementary, middle, secondary, or community college levels. Faculty who teach in the program represent cultural and ethnic diversity and were hired under the university's action policies.

### **PUPIL PERSONNEL SERVICES PROGRAM FACULTY**

<b>Full-Time Faculty</b>	<b>Rank</b>	<b>Responsibility</b>
<b>Scherba, Dale</b> Ph.D. in Counseling Psychology Certification: PPS Credential; Licensed Psychologist, State of California Public School Experience: School Counselor; School Psychologist; Consultant in School Psychology	<b>Professor</b>	<b>Counseling. &amp; School. Psychology</b>
<b>Richardson, Terry</b> Ed.D. in Counseling & Educational Psychology Certification: PPS Credential School Counseling and School Psychology; Educational Psychology License; Marriage & Family Therapist License, Ed. Admin. Credential Public School Experience: School Psychologist; Program Specialist, Consultant in School Psychology	<b>Assoc. Professor</b>	<b>Counseling. &amp; School. Psychology</b>
<b>Murdock, Louis J.</b> Ph.D. in Counseling and Guidance Certification: Elementary Teaching; Psychological Measurement Public School Experience: Elementary and Reading Teacher; Evaluation & Measurement Specialist; Curriculum Consultant	<b>Professor</b>	<b>Counseling. &amp; School. Psychology</b>

<b>Full-Time Faculty</b>	<b>Rank</b>	<b>Responsibility</b>
<b>Morgan, Sean Ryan</b> Ph.D. in Education & Psychology: Post Doctorate in Pediatric Psychology Certification: PPS Credential; Licensed Professional Counselor Public School Experience: Elementary Teacher; Special Education Teacher; Counseling & Diagnostician Consultant	<b>Professor</b>	<b>Counseling. &amp; School. Psychology.</b>
<b>Lee, Rita Springer</b> Ed.D. in Counseling & Guidance Certification: PPS Credential; Elementary & Secondary Teaching Public School Experience: Elementary & Secondary Teacher; School Counselor; Counseling Consultant	<b>Assoc. Professor</b>	<b>Counseling. &amp; School. Psychology.</b>
<b>Tuzzolino, Adriean</b> Psy.D. Clinical Psychology Certification: Critical Incident Stress Debriefing	<b>Asst. Professor</b>	<b>Counseling</b>

<b>Adjunct Faculty</b>	<b>Rank</b>	<b>Responsibility</b>
<b>Esposito, Kate</b> Ed.D. in Educational Psychology and Technology Certification: Elementary; Learning and Severely Handicapped Public School Experience: Special Education Teacher	<b>Assistant Professor</b>	<b>Special Education</b>
<b>Okada, Doris</b> Ph.D. in Special Education Certification: Elementary; Learning and Severely Handicapped Public School Experience: Elementary and Special Education Teacher	<b>Professor</b>	<b>Special Education</b>
<b>Blackaller, Carrie Ann</b> Ph.D. in Education Certification: Teaching Credential; Learning Handicapped Specialist Teaching Credential; Administrative Services Credential Public School Experience: Elementary Special Education Teacher; School Program Administrator (Switzer Center)	<b>Assoc. Professor</b>	<b>Special Education</b>
<b>Furtado, Leena</b> Ph.D. Curriculum and Development	<b>Professor</b>	<b>Learning Theory</b>
<b>Parker, Dee</b> Ed.D. Communication Disorders Certification: Speech & Hearing Credential, Speech Pathology License Public School Experience: K – 12 Speech Pathologist, Fairview State Hospital Speech Pathologist	<b>Associate Professor</b>	<b>Special Education</b>

<b>Part-Time Faculty</b>	<b>Rank</b>	<b>Responsibility</b>
<p><b>Shahidi, Parisima</b>            Ed.D. Educational Leadership            Certification: School Psychology Credential, PPS Credential, RSP Credential, SH Credential, LH Credential, Administrative Credential            Public School Experience: School Psychologist; School Counselor, Director of Special Education, RSP Teacher, SDC Teacher, Elementary School Teacher</p>	<b>Lecturer</b>	<b>Counseling. &amp; School. Psychology</b>
<p><b>Farran, Robert</b>            M.A. Educational Administration            B.S. Speech Pathology &amp; Audiology            Certification: Special Education Teaching Credential; Speech Pathology Credential, Administrative Service Credential            Public School Experience: Southwest SELPA Director, Preschool Teacher, SLDA SDC Teacher, Principal, and Assistant</p>	<b>Lecturer</b>	<b>Special Education</b>
<p><b>Greenberg, Phyllis Joly</b>            M.S. Counseling            Certification: School Psychology Credential, PPS Credential, Standard Teaching Credential            Public School Experience: School Psychologist, Elementary School Counselor, Elementary School Teacher</p>	<b>Lecturer</b>	<b>Counseling. &amp; School. Psychology</b>
<p><b>DeSena, Frank</b>            M.A. Educational Psychology            Certification: School Psychology Credential, Special Education Teaching Credential; Administrative Service Credential            Public School Experience: Director of Special Education Redondo Beach Unified School District, School Psychologist, SDC Teacher,</p>	<b>Lecturer</b>	<b>Special Education</b>
<p><b>Nabu-Moore, Carrie</b>            M.Ed. Reading, M.A. School Psychology, MA Counseling            Certification: School Psychology Credential, Special Education Teaching Credential; Administrative Service Credential            Public School Experience: Specialist for Psych Services Area K, LAUSD, School Psychologist, Elementary Teacher, RSP Teacher, SDC Teacher.</p>	<b>Lecturer</b>	<b>Counseling. &amp; School. Psychology</b>
<p><b>Morrison, James</b>            Ph.D. Educational Psychology            MFC Counselor License            Public School Experience: School Psychologist, School Counselor, Special Ed. Teacher,</p>	<b>Lecturer</b>	<b>Counseling. &amp; School. Psychology</b>

**Quality of Key Personnel**

Full-time School Psychology faculty members responsible for the Pupil Personnel Services Credential program represent years of experience in the following relevant areas: community and

K-12 school counseling and school psychology; development; interdisciplinary educational strategies; evaluation, measurement, and assessment.

### **Accessible Facilities**

The School of Education is housed in a 20,000 square feet facility. The facility was planned by a group of faculty, staff and administrators from the school with architects adapting the planning group's priorities for enhanced candidate advisement facilities and clerical workstations to allow cross coverage in high-volume locations. Candidates' files have also been centralized in the facility. The center also includes the offices of the credential analysts and the student records specialist. Within the complex is a counseling laboratory with three small group rooms with one-way mirrors which can be utilized for observation by both faculty and candidates. A state-of-the-art sound system has been installed in the three small group rooms, with control room capabilities. The rooms are all carpeted and furnished with comfortable, padded, easily movable seating to create a learning environment conducive to PPS practicum experiences. Each room has its own video recorder and play-back machine. Faculty collaboration on the scheduling of classes and laboratories ensures maximum use of facilities for optimum instruction.

### **Technological Access for Faculty, Staff, and Candidates**

Faculty, staff and candidates have access to technology needed for research and scholarly activities. Each faculty and staff office contains up-to-date computers and printers, with access to other technology, such as projectors and lap-top computers, from the university Instructional Media Center (IMC). The IMC maintains state of the art video, audio, and film projection equipment. In addition, CSUDH has now been recognized as one of the top 15 distance education campuses in the U.S. The services of IMC and three fully equipped computer laboratories are available to candidates.

### **Technical Support Services**

A full-time technician has been employed within the School of Education facility to install and service all technological equipment. Support services are offered faculty through the technology-based education program. Candidates are provided technical support within the school and in the three computer laboratories on the campus.

## Common Standard 3

### Faculty

**Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisor, and retains in credential programs only those individuals who are consistently effective.**

#### **Faculty Qualifications**

All faculty who teach in the Counseling and School Psychology Programs are well qualified and have a minimum of a doctoral degree in an appropriate discipline. Faculty in the PPS Program hold public school credentials; several are licensed psychologists or licensed Educational Psychologist and one is a licensed Marriage and Family Therapist. Faculty members who teach in one or more specialized school related courses demonstrate active participation in Pre-K-12 schools appropriate to his or her service credential through a variety of activities such as coaching, mentoring, supervision, consultation, in-service workshops, and school-based research and evaluation. Their participating is sufficient to enable demonstration of faculty currency in the state of professional practice and an understanding of current issues facing the schools.

#### **Faculty Hiring Practices**

In order to be eligible to teach in the program full-time and part-time faculty must meet specific criteria, among which is a minimum of an earned M.A. degree, experience in the schools as a PPS provider, as well as a credential and/or license appropriate for the credential courses they will be teaching. New faculty are hired after a review of their academic and scholarly credentials, elementary and/or secondary experience in the schools, and an interview. Candidates who are representative of the “protected” groups and who meet the qualifications are given priority in consideration for employment.

#### **Culturally Sensitive Faculty**

Faculty who teach in the program represent cultural and ethnic diversity, and were hired the university’s affirmative action policies. The central mission of the university is to equip educators with the knowledge and skills to promote the development of culturally and linguistically diverse students. A fundamental condition of this university’s existence is the multiethnic and multicultural nature of our setting. We seek to enhance that pluralism in our programs and in the makeup of our student body, faculty, and staff. Our linkages with the public schools ensure our continuous knowledge of the cultures that comprise the population of Los Angeles County.

#### **Faculty Quality Control**

The courses and field experiences conducted by a full- or part-time faculty member are evaluated by the candidates each semester. Perceived Teaching Effectiveness Rating Forms which are used throughout the university are administered and candidates’ narrative statements are also included. Each full-time tenure-track faculty member is evaluated annually at the department,

school and university levels. This multi-layered formal process governs the reappointment and retention of competent pre-tenured faculty. Each tenured faculty member must submit course evaluations through the Perceived Teaching Effectiveness process each semester per the regulations of and agreements between the CSU and the California Faculty Association contract. Evaluation results are used to improve instruction and to evaluate faculty for the purpose of retention, tenure and promotion. All part-time instructors' teaching is also observed and evaluated by the full-time faculty. Part-time faculty whose valuations are 80% or greater in the evaluative categories of the Perceived Teaching Effectiveness ratings are rehired.

In addition, all fieldwork site supervisors must have a minimum of a Master's degree, a PPS Credential, and two years of experience as a PPS provider. Fieldwork candidates evaluate each site supervisor they work with each semester and are only placed with supervisors whose evaluations are exemplary.

### **Procedures for Instructor Dismissal**

Both full- and part-time faculty whose Perceived Teaching Effectiveness ratings fall below 80% and who, by observation of the tenured faculty, are assessed as ineffective are not renewed. All such decisions are made in accordance with the regulations governing the evaluations of faculty as stated in the University's Faculty Handbook and the California Faculty Association contract. Fieldwork site supervisors who receive evaluations that are not exemplary are not enlisted to work with our students.

### **Recognition of Excellence**

CSUDH provides the following programs for recognition of excellence:

- CSUDH Lyle E. Gibson Distinguished Educator Award
- CSU Outstanding Professor Award

Fieldwork site supervisors are personally recognized for their contributions as an integral part in the preparation of counselors for the public schools. Those who have provided exemplary service in the supervision of candidates are continually asked to participate in this process and many serve in the capacity of Advisors to the PPS Program.

### **Resource Allocation for Faculty**

CSUDH provides the following programs for the professional growth and development of its faculty:

- CSUDH RSCAAP Research Grants
- CSUDH Faculty Travel Grants
- CSUDH Faculty Curriculum Development Grants
- CSUDH Faculty Technology Grants
- School of Education Faculty Mini Grants

## Common Standard 4

### Evaluation

**The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.**

#### **Comprehensive On-going Evaluation and Development of Program by Participants & Practitioners**

The program coordinator in consultation with the program faculty is responsible for monitoring, evaluating, and improving the credential program. The evaluation design includes the following five independent sources of information. All five evaluation instruments are keyed to the credential program specialization standards (please see Appendix A).

- Candidate End of Program Self-Evaluation Form
- Field Site Supervisor Candidate Competency Evaluation Form
- Graduate Follow-Up Survey
- Employer Follow-Up Survey
- School Psychology Credential Exit Survey

In addition to the objectively rated program competencies the instrument for Candidates, Graduates, and Employers contain narrative questions to enhance our understanding of the needs of school districts and needed improvement for our programs. Following are the narrative questions for the School Psychology Program:

- In your opinion, what are the most pressing needs of the School Psychology program?
- In your opinion, what were the major strengths of the School Psychology program?
- In your opinion, what recommendations could you provide for the graduate program School Psychology faculty to help each program stay relevant to current practices in the field?
- In your opinion, what courses or topic areas, if any, should receive greater emphasis or be added to the program curriculum for School Psychology?
- In your opinion, what courses or topic areas, if any, should receive less emphasis or be deleted from the curriculum for School Psychology?

Results of the evaluation are shared with the PPS Advisory Committee. Suggestions for program improvement are used to form the agenda and are discussed at the meeting. Subsequent improvement is greatly influenced by the evaluation and feedback from these courses.

## **Common Standard 5**

### **Admission**

**In each professional preparation programs, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of candidates from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and, demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.**

#### **All Internship Programs**

Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences that would adequately prepare them for the actual responsibilities of the position. When qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

#### **General Advanced Credential Program Admission Requirements**

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

#### **Measure of Academic Achievement**

The PPS Program in School Psychology seeks to admit candidates whose academic and personal qualifications indicate that they will successfully complete their graduate program and be able to serve effectively as credentialed counselors. The university, the graduate education department, and the credential programs have established criteria to insure that candidates who are chosen will meet their academic goals.

#### **Admission Criteria for the CSUDH PPS Credential Program in School Psychology**

1. A master's degree from an accredited college or university.
2. Admission to CSUDH
3. A written statement of career objectives
4. Three confidential letters of recommendation
5. A minimum of 3.00 grade point average in the last 60 units of college work.
6. A passing score on the California Basic Education Skills Test (CBEST)
7. Evidence of a Teaching Credential or a Certificate of Clearance

8. The completion of a graduate level course in Counseling Theories with a B or better
9. The completion of PPS 525 Group Dynamics for Personal Growth or other comparable graduate level course with a B or better.
10. A letter attesting to the candidates basic computer/word processing proficiency
11. Verification of Attendance at Orientation Session
12. Applicants who do not meet the minimum 3.00 grade point average may submit a Miller's Analogy Test Score (MAT) of 52 or above in lieu of the 3.00 GPA. Applicants may register for the MAT at CSULA testing office.

### **Sources of Credential Program Information**

Information regarding program admission criteria, procedures to follow for admission, and course work required for the PPS credential program are available from the following sources which online all of the above information: The CSUDH catalog; the credential program flat sheets; the School of Education website—csudh.edu (index). In addition, to these sources of program information each applicant is required to attend an orientation meeting where the program requirements and application procedures are reviewed. Every applicant is assigned an advisor according to the letters of the alphabet.

### **Comparison Groups**

Some of the graduate programs within the School of Education can be considered to be appropriate comparison groups with the PPS School Psychology Program. They are the credential programs in Special Education and Educational Administration. The applicant admission requirements compare favorably. The admission criteria such as confidential letters of recommendation and successfully completing a group interview/orientation are criteria the programs have in common. However, the PPS program in School Psychology requires a 3.00 GPA in the last 60 units of course work while the Special Education and Educational Administration programs require a 2.75 GPA. This difference in required GPA among the programs indicates that candidates admitted to the School Psychology program have consistently attained the median or higher GPA as a measure of previous academic achievement. Candidates in the School Psychology credential program and the Special Education and Educational Administration programs are required to obtain a B or better in each course consistent with the CCTC requirements for academic progress. Each graduating class of School Psychology candidates is compared to previous graduating classes to determine program quality. Candidate fieldwork supervisor ratings and narrative comments are compared to the ratings obtained from previous graduating classes to determine whether program quality is being maintained.

### **Academic Achievement Indicator of Consistency**

As noted previously, the credential program in School Psychology has maintained consistently the median on every measure of academic achievement with one exception. The PPS credential programs require a 3.00 entry GPA in an applicant's previous 60 units of coursework while comparable credential programs only require a 2.75.

### **Program Recruitment, Admission Policy, and Practices**

Applicants for the PPS credential program in School Psychology come from the diverse racial and ethnic populations of Southern California. A recent Newsweek article in the summer of 2000 pointed out that CSUDH and one other university on the east coast have the most culturally

diverse student populations of any universities in the United States. The graduate population in our credential programs represents the demographics of the CSUDH service area. We have a balanced pool of candidates that reflect the population by sex, race, ethnicity, and disabling conditions.

### **Use of Multiple Measures to Verify Personal and Preprofessional Qualifications**

The School Psychology credential program at CSUDH provides several ways for candidates to present their personal qualities and prior professional experience. First, candidates are required to list their prior personal and professional experience on their program application forms. Second, verification of successful completion of coursework in counseling theories and a group dynamics experience are needed. Third, candidates are required to provide three letters of recommendation on standardized forms which ask for supervisor ratings of their prior experience with children and youth. These ratings delineate the specific personality characteristics, potential for leadership, and potential for successful performance as a School Psychologist.

### **Evaluation of Candidate's Sensitivity to Children and Youth**

Required letters of recommendation from supervisors and colleagues confirm that applicants have the attitudes and interpersonal skills to work effectively with children and youth from diverse cultural, ethnic, and socioeconomic backgrounds. The State of California requires all applicants for a credential to be fingerprinted. The majority of our applicants are teachers and have already gone through a Certificate of Clearance procedure. Applicants who do not hold a valid California Teaching, Special Education, or Educational Administration credential are required to be fingerprinted and to undergo a Certificate of Clearance.

## **Common Standard 6**

### **Advice and Assistance**

**Qualified members of the institution's staff are assigned and available to advise candidates, about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.**

#### **Candidate Services**

Candidates in School Psychology have a qualified faculty advisor who is committed to providing them with available academic, professional, and personal services in order to be successful. All full time PPS faculty, as part of their contractual responsibilities and workload, are assigned up to 3.0 units, (1/5) of their workload for advising. A principal responsibility of the faculty is not only to teach but also to provide the academic advising of students necessary to make the curriculum effective. The PPS program faculty assist candidates with registration and information regarding basic program requirements and policies, career planning, and job opportunities. Candidates are required to see their advisor a minimum of once per semester.

Each PPS faculty is required to hold four hours of weekly office advisement time. PPS program faculty advisors continually provide informal advisement sessions throughout the academic year. These are excellent opportunities for faculty to visit with candidates in a relaxed atmosphere so they can better meet candidates' individual needs.

#### **Candidate Opportunities and Employment Assistance**

Although candidates are professionally assessed during their fieldwork by the university and site supervisors who are actively involved in their career placement, CSUDH provides additional services that are useful for the students. The university provides an Advisement Center (staffed by qualified faculty), a Student Development Center, and a Career Placement Center where candidates can be evaluated professionally. A variety of evaluation methods, including state-of-the-art technology, are used with candidates in order to help them assess their professional strengths and weaknesses, the profession they are aspiring to enter, the training required for their profession of choice, and what they need to do to meet those requirements. The candidates gain an understanding of the realities and opportunities for entry into different areas of professional service.

#### **Special Assistance Opportunities**

Candidates are encouraged to schedule visits with professors in whose courses they are currently enrolled in order to discuss questions and concerns regarding coursework material that they have misunderstood or that goes beyond information provided within the class. This personal academic assistance is one of the special services the CSUDH faculty prides itself in offering candidates.

School Psychology candidates experiencing academic difficulties and needing special remedial assistance are referred to the CSUDH Center for Learning and Academic Support Services

and/or the CSUDH Faculty Mentoring Program. Candidates who suspect they have learning disabilities or those who have been diagnosed as learning disabled are provided special assistance in note taking, additional examination time, and other services.

### **Monitoring of Candidate Progress**

The goal of the School Psychology Program is to assist candidates in successful matriculation and completion of the program. The one-to-one advisement, management of information and record-keeping services, and preservation of the integrity of student records are critically important in the evaluation of progress and retention of qualified candidates at CSUDH. Care is taken to protect individual privacy and to guarantee the accuracy and security of all records. Access is controlled by specific and carefully supervised policies.

Academic progress of each candidate is also routinely monitored each semester by the University Registrar's Office and the Office of Graduate Studies, which send warnings to program coordinators regarding individual academic performance so that appropriate/immediate remedial action can be taken. School Psychology candidates experiencing academic difficulties are referred to the CSUDH Center for Learning and Academic Support Services and/or the CSUDH Faculty Mentoring Program.

To enhance retention, the department clearly states its objectives and defines the responsibilities candidates and others are expected to fulfill. Procedures are readily available to resolve candidate complaints. All policies are realistic and clearly stated in official publications. Students who fail to correct academic deficiencies are dismissed from the program.

The School of Education has printed material that clearly describes the credential requirements for all credentialing programs, which are mailed or hand given to prospective and current candidates. In addition, the CSUDH Catalog outlines each credential program's requirement. These requirements are again reiterated for each candidate during advisement with a faculty member. Additional available services that candidates may need are listed and described in the university catalog.

All prerequisites, requirements and specific deadlines are clearly stated in the School Psychology flat sheets, course syllabi, the student handbook, and the university catalog. Also, applicants are required to attend an orientation meeting at the beginning of each semester. Program faculty conducts these orientation meetings. At this time, the candidates are also furnished with written material that states deadlines, requirements, and prerequisites, as well as opportunity for questions and answers with the faculty. At this time, candidates are given a list of personnel who provide the various services within the university and are assigned an advisor. Candidates are also given the credential application material that includes all requirements by the state for the credential in School Psychology.

### **Grievance and Appeal Procedures**

Grievance and appeal procedures are outlined in the university catalog and the student handbook. In the event that there is a student complaint, they are informed by the Department Chair of their rights and the procedures to follow. In disagreement cases, students' rights are shared by faculty.

## **Common Standard 7**

### **School Collaboration**

**For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.**

#### **Institution, District, and Site Collaboration**

An ongoing formal evaluative process involving institutional personnel and district personnel takes place each semester. The Advisory Committee reviews: (a) the number of students placed on each site; (b) the performance of each fieldwork student and fieldwork site supervisor; and (c) recommendations for enhancing the fieldwork/clinical experience.

#### **Criteria for Field Site and Supervisor Selection**

The fieldwork/clinical Memorandum of Understanding has clear and explicit criteria for the selection of schools and experienced school district supervisors. It also clearly states that the institutional personnel, local administrators, and local teachers shall collaborate as equal partners in developing and updating explicit criteria regarding the selection of schools and district field experience supervisors.

Furthermore, the fieldwork/clinical Memorandum of Understanding also stipulates that effective school sites will have self-renewing curriculum and staff development. Data obtained from the student fieldwork valuation sheets, institutional fieldwork supervisors observations, and local administrators observations serve as baseline data for ensuring this objective is continually achieved.

#### **Fieldwork/Clinical Experience Options**

A full and detailed description of the available fieldwork/clinical experience options and how they correspond to the organization structure and academic requirements of each credential program are provided in the following methods: (a) on-line under the Graduate School of Education/School Psychology/School Psychology Credentials; (b) in the School Psychology Fieldwork/Clinical Handbook; and (c) during each pre-fieldwork orientation. In addition, an on-going delineation and review is provided in the fieldwork/clinical class each semester.

#### **Collaborative Planning for Field/Clinical Experiences**

The institution ensures that each credential candidate's field/clinical experiences are planned collaboratively by requiring the completion of the Field Contract Form prior to a candidate beginning his/her field/clinical experience. This form details the agreed upon developmental experiences and requires a signature of agreement from the candidate and the field supervisor. This document is presented to the institutional supervisor for review and final agreement.

Prior to the candidate initiating the collaboratively agreed upon contract the institutional supervisor reviews, in a formal classroom setting: (a) required fieldwork hours; (b) candidate

protocol; (c) institutional and state competencies required; and (d) overall pre-professional behavior, etc. All candidates are made aware of the fact that the institution and school district are engaged in a pre-professional partnership designed to prepare highly trained individuals in the field of school psychology.

### **Review of Field Placement Sites and Supervisors**

The institution thoroughly reviews the suitability and quality of all field placement sites on a regular basis. Each candidate must complete and submit to the institutional supervisor and the research department a Site Evaluation Form in order to complete his/her fieldwork.

The institution judiciously reviews and obtains progress reports on the fieldwork/clinical placement of each candidate. The review process occurs on three levels. They are:(a) The candidates are required to provide a fieldwork self assessment each week; (b) The instructional supervisor interacts with the site supervisor; and (c) The institutional supervisor makes site visits to discuss candidate progress and site placement appropriateness.

### **Plan and Rationale for Academic and Field Experience**

The institution's plan and rationale for the sequence for the academic and field experience is well planned and implemented. In order to ensure programmatic quality the institution conducts an academic program review and a field site review each spring semester.

## Common Standard 8

### District Field Supervisors

**Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.**

#### **District Field Supervisors Selection and Evaluation**

Each district-employed field experience supervisor is carefully selected by the school district and trained in supervision. Selection of supervisors is agreed upon by the university supervisor and provided further training, as needed. Only supervisors holding a current PPS credential with experience as a School Psychologist for at least two years may act as supervisors. A copy of the supervisor's PPS credential is included in the candidate's fieldwork file.

#### **Orientation and Training of Field Site Supervisors**

The university provides field site supervisors with a supervisor's handbook that contains a description of the site supervisor's role. The handbook also states that the university supervisor will assist the site supervisor when and if assistance is requested or needed.

Students with faculty review of these evaluations evaluate district supervisors and supervisory activities. A file of these evaluations is maintained at the university.

Letters of recognition and/or award certificates are sent to outstanding supervisors and copies of this recognition are maintained in the evaluation files.

#### **District Field Supervisors Responsibilities**

The Supervisor:

1. Helps candidates develop fieldwork experiences to meet the CCTC and School Psychology credential program requirements.
1. Monitors and reviews the work of the candidates and provides appropriate feedback.
2. Communicates with the university supervisor about the strengths of candidates and areas in need of remediation.
3. Contracts with candidates and the university supervisor to remediate candidates' major deficit areas.
4. Evaluates both formative and summative progress of candidates and ensures that all hour and competency requirements have been met.

## **Common Standards Issues to be Addressed for Internship Programs**

### **PPS-School Psychology**

#### **Internship Program**

##### **Common Standard 1 Educational Leadership**

Leadership and governance are shared responsibilities, thus Los Angeles Unified School District (LAUSD) representatives works with California State University, Dominguez Hills Pupil Personnel (PPS) faculty to give appropriate attention to the effective operation of the internship program. PPS faculty regularly meet with representatives from LAUSD for the purpose of developing, maintaining, and evaluation the school psychology internship program. The educational goals of LAUSD will serve as the major guide for the program's shared development. Evaluation of the program will be based on multiple sources (See Appendixes A-E). They include

- Candidate: End-of-Program Self-Evaluation
- Candidate Competency Checklist
- Supervisor: School Psychology Fieldwork Competency Evaluation Form
- Graduate: Follow-Up Survey
- Employer: Follow-Up Survey
- School Psychology Credential Exit Survey

LAUSD has agreed to provide individual and group supervision, as well as monthly training sessions for the intern and a paid internship.

#### **Internship Program**

##### **Common Standard 2 Resources**

LAUSD has agreed to provide sufficient resources to fulfill the needs of the program. For example, the district will provide the school psychology intern with the full salary of a beginning school psychologist and a reasonable case load in order to assure the success of the school psychology program.

#### **Internship Program**

##### **Common Standard 3 Faculty**

All faculty who teach in the School Psychology Program are well qualified and have a minimum of a doctoral degree in an appropriate discipline. Faculty in the PPS Program hold public school credentials and two are Licensed Educational Psychologists. One of these is also a licensed Psychologist and one is a Marriage and Family Therapist. Faculty who teach in the program represent cultural and ethnic diversity and were hired under the university's affirmative action policies.

Active participation in Prek-12 schools is demonstrated by full-time and part-time faculty through a variety of activities such as: Coaching, mentoring, supervision, consultation, in-

service workshops, observation, collaboration, school-based research and evaluation. This participation is sufficient to enable demonstration of faculty currency in the state of professional practice and an understanding of current issues facing the schools.

### **Internship Program Common Standard 4 Evaluation**

The CSUDH PPS School Psychology Program evaluation and development includes representatives from LAUSD and persons within LAUSD who hold the PPS credential in school psychology. Those representatives include the School Psychology Coordinator from LAUSD's District K, and a school psychologist and a school counselor mentor from LAUSD. The superintendent from District K and the Dean of the School of Education are encouraging and supportive of the school psychology internship program. Substantive involvement from the university PPS program includes evaluations using independent sources of information, all which have instruments that are keyed to the school psychology specialization standards (please see Appendix A-E). These sources of information include university and district representatives as well as PPS-credentialed school psychologists.

### **Internship Program Common Standard 5 Admission**

The responsibility of selecting interns who have had sufficient prior experiences and personal qualifications, which prepare them for the actual responsibilities of the position, rests with the university faculty. Admission criteria that contain such requirements as the intern's successful completion of coursework, a masters degree, practicum experience, a current 3.50 GPA in the PPS-School Psychology Program and superior recommendations from at least two members of the PPS Faculty Committee, will help to assure that the interns are fully qualified for the position. Although interns perform the duties of fully certificated holders of the PPS credential in school psychology prior to the full completion of the preparation program, the district ensures that interns will not take the place of credentialed PPS school psychologists.

### **Internship Program Common Standard 6 Advice and Assistance**

The PPS faculty will be responsible for collaborating with the intern and the site supervisor to develop a plan for the intern's mentoring support and professional development while in the program. Faculty, who are PPS-credentialed school psychologists, will conduct regular mentoring sessions containing: reflection, presentation of case studies, feedback, and instruction.

### **Internship Program Common Standard 7 School Collaboration**

The selection of district supervisors of interns, placement of interns in fieldwork experience, and shaping/evaluating the internship assignments will be the collaborative efforts of LAUSD, CSUDH PPS faculty, and the intern. It will be of the utmost importance that interns are placed with supervisors and sites that are conducive to the intern's successful performance. Through

university and district interviewing of the intern prior to placement and conducting ongoing evaluation of the intern during the fieldwork experience a successful experience will most likely be ensured for the intern. School psychology credential candidates seeking to be paid during their field experience will obtain the School Psychology Internship Credential.

**Internship Program**  
**Common Standard 8 District Field Supervisors**

Each intern will receive support from at least one certificated person who is experienced in school psychology and assigned at the same school. Through LAUSD, personnel who hold an active school psychology credential will provide individual supervision in addition to weekly group supervision and monthly training. Individuals who support interns will have been trained in support techniques oriented to school psychology and will be appropriately evaluated, recognized, and rewarded by the institution and the district. The PPS faculty will rely heavily on the intern to evaluate this support person and appropriately recognize and encourage their necessary support.

## **Section II Generic Standards**

### **Professional Competencies and Field Experiences**

- Standard 1 Program Design, Rationale and Coordination**
- Standard 2 Growth and Development**
- Standard 3 Socio-Cultural Competence**
- Standard 4 Assessment**
- Standard 5 Comprehensive Prevention and Early Intervention for Achievement**
- Standard 6 Professional Ethics and Legal Mandates**
- Standard 7 Family-School Collaboration**
- Standard 8 Self-esteem and Personal and Social Responsibility**
- Standard 9 School Safety and Violence Prevention**
- Standard 10 Consultation Services**
- Standard 11 Learning Theory and Educational Psychology**
- Standard 12 Professional Leadership Development**
- Standard 13 Collaboration and Coordination of Pupil Support Systems**
- Standard 14 Human Relations**
- Standard 15 Technological Literacy**
- Standard 16 Supervision and Mentoring**

## Generic Standard 1

### Program Design, Rationale and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

- In what ways does the program have an organizing structure that forms a logical sequence among the instructional components of pupil service education, such as foundational instruction, theoretical construction, practical exercises and field experiences that provide for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- To what degree is the overall design of the program consistent with a stated rationale that has a sound theoretical and scholarly basis and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

#### **Rationale**

The School Psychology Credential Program prepares candidates to provide a wide range of psychological services to a multicultural population in both public and private schools. Candidates learn how to serve the needs of both regular education and special education pupils. Candidates function as consultants, interventionists, evaluation specialists, counselors, and as advocates for children and youth.

#### **Mission of the Pupil Personnel Program in School Psychology**

The central mission of the School Psychology Program is to equip candidates with the knowledge and skills to promote the personal, social, and academic development of culturally and linguistically diverse pupils. The School Psychology program prepares candidates to be effective leaders, change agents, problem solvers, counselors, consultants, and advocates for children and youth. The program is designed to prepare candidates to view the practices of school psychology from an ecological and systems perspective and to serve the multicultural population in public and private schools.

#### **University Mission Statement**

California State University, Dominguez Hills is a teaching and learning community dedicated to excellence and committed to preparing candidates of diverse ages, cultural backgrounds and interests for lives of accomplishment in a world of unprecedented challenge and change.

Our mission is to provide educational opportunities and services of high quality to candidates at both the undergraduate and graduate levels. We are guided by a commitment to all who see education as a key to a career and to personal fulfillment. We strive to offer our programs at times and at places accessible to the populations we service; on campus, off campus, and at those sites best served by state of the art technologies.

Our academic programs encompass the professions as well as the liberal arts and the

sciences, with the insights of the arts and the sciences underlying the entire curriculum. We fulfill the need for continual education by teaching both a body of foundational knowledge, the advanced skills required for lifelong learning, and by providing a wide spectrum of continuing education opportunities.

### **School of Education Graduate Education Mission Statement**

The Graduate Education Department at CSUDH prepares educators for culturally and linguistically diverse students in urban school settings. With the guidance and support of their instructors and their supervisors all Master of Arts in Education and PPS credential candidates work toward achieving these goals:

- Skill in providing equal opportunities for all students
- Sensitivity toward and effectiveness with learners from diverse cultural and linguistic backgrounds
- Appropriate and creative use of collaboration among learners
- Emphasis on an integrated curriculum that taps higher order cognitive skills
- Meaningful and authentic curriculum and assessment for all learners
- Engagement in reflective practices
- Knowledge of theory and research that informs good teaching

### **School Psychology Program Design And Organizational Structure**

The School Psychology Program in Pupil Personnel Services is organized in a logical sequence of Four Tiers: Tier I Foundation courses; Tier II Core Courses; Tier III Advanced Courses; and Tier IV Fieldwork/ Internship in School Psychology.

#### **A. Foundation Courses- Tier 1 (39 Units)**

SPE 460 Introduction to Special Education (3)

GED 500 Research Methods in Education (3)

GED 501 Seminar in Learning and Development (3)

PPS 508 Multicultural & Legal Issues in Counseling and School Psychology (3)

PPS 510 Leadership and Development of Educational Systems (3)

PPS 512 Consultation and Collaboration in Multicultural Settings (3)

PPS 520 Principles of Educational and Psychological Assessment (3)

PPS 530 Seminar in Techniques of Individual Counseling (3)

PPS 540 Seminar in Techniques of Group Counseling (3)

PPS 550 Violence Prevention and Crisis Intervention (3)

SPE 560 Language/Speech Development, Disabilities and Alternate Communication Systems (3)

PPS 562 Practicum in School Psychology (3)

SPE 568 Curriculum and Instruction for the Mild/Moderate (3)

#### **B. Intermediate Courses-Tier II (12 Units)**

SPE 524 Advanced Leadership, Management and Curriculum Modification for Diverse Learners (3)

PPS 545 Counseling Children, Youth and Families (3)

PPS 564 Seminar in Multicultural Educational Assessment and Evaluation (3)

PPS 566 Practicum II in School Psychology (3)

**C. Advanced Courses-Tier III (9 Units)**

PPS 556 Seminar in Functional Analysis and Behavior Change (3)

PPS 571 Multicultural Case Study Methods for School Psychology (3)

PPS 572 Assessment and Intervention for Autism, Emotional, and Behavioral Disorders (3)

**D. Fieldwork/Internship School Psychology-Tier IV**

PPS 585 Fieldwork in School Psychology (3, 3)

Candidates must have completed all coursework with a minimum grade of B in each course to be eligible for fieldwork or internship. A candidate's progress is reviewed prior to fieldwork/internship to insure that each candidate has met all academic prerequisites and that there are no personal issues that might interfere with the fieldwork/internship experience. With faculty approval candidates may complete their credential requirements by completing a minimum of six units of fieldwork or six units of internship. Candidates may take only three units of fieldwork/internship per semester. Candidates completing fieldwork or internship with an "Internship Credential" will be supervised in these same courses.

**Description of the School Psychology Credential Program's Four Tiers**

The courses in the PPS, School Psychology Credential Program are set in four tiers. Successful completion of the first tier, Foundation Courses, is required for candidates to proceed further in the program. The first tier is a critical period when knowledge is acquired and students are required to demonstrate skills needed by a school psychologist. This tier provides opportunities for candidates to develop a strong foundation in educational interventions, consultation, crisis intervention, special education curriculum, legal issues, counseling, and collaboration with peers. Candidates demonstrate their understanding of test standardization, and variables that effect validity and reliability both within the creation of tests and within the administration of evaluations. Within the first tier, candidates are completing practica experiences on campus in a variety of their classes. A school psychology practicum course provides supervised experience in our school psychology lab as well as requiring observation and service learning within the public schools. Candidates are able to administer, score and provide initial interpretation of both traditional and alternative assessment instruments. Candidates develop their own Ordinal Scales kits.

Deepening application of skills from the first tier is required in the Intermediate Tier. Skills that were developed in the first tier are now applied more independently. Counseling skills can be applied as a counseling program over a number of weeks. Educational interventions, consultation, crisis intervention, collaboration, and leadership experiences are expanding in the public school practicum experiences. Interpretation of assessment results and ecological applications of class concepts in both traditional and alternative psycho-educational evaluations is developing. Preschool evaluation is begun.

In the Advanced Tier assessment methods for use with linguistically diverse students is expanded upon. Ecological assessment and diagnosis of a variety of handicapping conditions is developed. Intervention, consultation, and collaboration for more difficult and advanced cases is

reinforced and added to. Greater emphasis on areas such as ADHD, Autism, and Emotional Disturbance is provided. Candidates complete a functional analysis with students who have serious behavior problems.

Upon completion of all of their required coursework, candidates may enter either fieldwork or an internship. One of the major differences between the two field experiences is that candidates selected to be in the internship program are expected to have demonstrated thorough prior experiences and personal qualifications that they may perform at the level of responsibility required of an entry level school psychologist upon commencement of their field experience. The responsibility of selecting interns who have had sufficient prior experiences and personal qualifications, which prepare them for the actual responsibilities of the position, rests with the university faculty. Admission criteria that contain such requirements as the intern's successful completion of coursework, a master's degree, practicum experience, a current 3.50 GPA in the PPS-School Psychology Program, and superior recommendations from at least two members of the PPS Faculty Committee will help to assure that the interns are fully qualified for the position.

### **Matrices**

On the following two pages, TABLES 1 and 2 are matrices showing the relationship of the school psychology courses to the CCTC program standards. Table 1 addresses the Generic Standards and Table 2 addresses the specialization standards.

**School Psychology Pupil Personnel Services Program  
Generic Standard Course Matrix  
(In order of tiers)**

Generic Standards	SPE 460	GED 500	GED 501	PPS 508	PPS 510	PPS 512	PPS 520	PPS 530	PPS 540	PPS 550	SP'E 560	PPS 564	SPE 568	PPS 545	SPE 560	PPS 565	PPS 566	PPS 555	PPS 570	PPS 572	PPS 585
<u>2</u> Growth and Development	X		X	X		X					X				X					X	
<u>3</u> Socio-Cultural Competence			X	X				X	X	X		X				X			X		X
<u>4</u> Assessment							X					X	X			X	X		X	X	X
<u>5</u> Comprehensive Prevention and Early Intervention for Achievement	X		X		X	X	X			X		X	X	X	X		X	X			X
<u>6</u> Professional Ethics and Legal Mandates				X						X						X			X		X
<u>7</u> Family-School Collaboration					X	X						X					X		X		X
<u>8</u> Self-esteem and Personal and Social Responsibility					X	X	X	X	X			X		X							
<u>9</u> School Safety and Violence Prevention										X		X					X	X		X	X
<u>10</u> Consultation					X	X		X				X		X			X				X
<u>11</u> Learning Theory and Educational Psychology	X		X	X		X		X			X				X						
<u>12</u> Professional Leadership Development					X							X					X				X

**Generic Standards - School Psychology (cont'd)**

Generic Standards	SPE 460	GED 500	GED 501	PPS 508	PPS 510	PPS 512	PPS 520	SPE 524	PPS 530	PPS 540	PPS 550	PPS 564	PPS 568	SPE 545	SPE 560	PPS 565	PPS 566	PPS 555	PPS 570	PPS 572	PPS 585
<u>13</u> Collaboration and Coordination of Pupil Support Systems					X	X		X			X							X	X	X	X
<u>14</u> Human Relations					X	X			X	X	X	X		X			X				X
<u>15</u> Technological Literacy		X					X														
<u>16</u> Supervision and Mentoring					X	X								X							X

**Specialization Standard Course Matrix**  
(In order of tiers)

**P = Primary Sources**  
**S = Secondary Sources**

School Psychology Standards	SPE 460	GED 500	GED 501	PPS 508	PPS 510	PPS 512	PPS 520	PPS 530	PPS 540	PPS 550	SPE 560	PPS 562	SPE 568	SPE 524	PPS 545	PPS 564	PPS 566	PPS 556	PPS 571	PPS 572	PPS 585
<u>17</u> Psychological Foundations	P		P	P		S					P		S	S				P		S	
<u>18</u> Educational Foundations				P	P	P	S						S								S
<u>19</u> Legal, Ethical and Professional Foundations	P			P	P	S		S	S	S		S		P		P	S	P	P	P	P
<u>20</u> Collaborative Consultation				P	S	P		P				S					S	P	P	P	P
<u>21</u> Wellness Promotion, Crisis Intervention and Counseling						P		P	P	P		S			P		S	S		S	
<u>22</u> Individual Evaluation and Assessment							P					P	S			P	P		P	P	P
<u>23</u> Program Planning and Evaluation		P			P	P						S		S			S	S		S	S
<u>24</u> Research, Measurement and Technology		P			S		P														
<u>25</u> Practica	S				S		S	S	S	S		P	S	S	S	S	P	S	S	S	
<u>26</u> Culminating Field Experience																					P

### **Coordination of the Administrative Components of the Program**

The School Psychology Program is composed of a Faculty Coordinator and six full-time faculty members in School Counseling and School Psychology. The coordinator works cooperatively with the faculty to review each applicant's admission file to insure that the applicants have met the admission criteria for the university and for the Pupil Personnel Services Program in School Psychology. Candidates are assigned an advisor alphabetically. Each advisor works with his/her candidates to plan academic course work and to insure that candidates are making desired academic progress.

### **Admission criteria to CSUDH as a CSUDH Graduate Student**

CSUDH general admission criteria for classification as a graduate student in Education requires: 1) admission to the University; 2) a baccalaureate degree from a regionally accredited college or university; 3) a minimum of 2.75 grade point average in the last 60 units attempted; 4) three recommendations from individuals who can evaluate the applicant's potential for graduate study; 5) completion of Graduation Writing Assessment Requirement (GWAR).

### **Admission criteria for the CSUDH PPS Credential Program in School Psychology**

1. A master's degree from an accredited college or university
2. Admission to CSUDH
3. A written statement of career objectives written by the candidate on a computer word processing program.
4. A letter attesting to the candidate's basic computer/word processing proficiency
5. Three confidential letters of recommendation
6. A minimum of 3.00 grade point average in the last 60 units of college work
7. A passing score on the California Basic Education Skills Test (CBEST)
8. Evidence of a Teaching Credential or a Certificate of Clearance
9. The completion of a graduate level course in Counseling Theories with a B or better
10. The completion of PPS 525 Group Dynamics for Personal Growth or other comparable graduate level course with a B or better
11. Verification of Attendance at Orientation Session

### **PPS School Psychology Candidate Orientation Meeting**

Each prospective candidate is required to attend a PPS School Psychology orientation meeting before his or her first semester of classes. The purpose of the meeting is to provide prospective candidates with information about the university and the PPS School Psychology program. This information includes 1) the criteria for university and program admission; 2) The program course structure; 3) the procedures, forms, and the time line for obtaining the Master's degree and the PPS School Psychology Credential. The School Psychology Orientation Meeting is a forum for answering questions and concerns that candidates might have prior to their formal application to the School Psychology Program.

Each PPS candidate is assigned an advisor who is responsible for academic planning. Candidates are required to submit three standardized letters of evaluations of their prior experiences with children and youth and to have these evaluations included in their file. These letters delineate the candidates' previous experiences, their personality characteristics, their potential for leadership, and their academic potential for School Psychology.

### **Retention of School Psychology Candidates**

Candidates who experience academic or personal problems are referred to various campus support agencies (see the Candidate Orientation Manual). Advisors support candidates to help them deal with factors that are interfering with their academic progress.

### **Fingerprinting and background checks**

The State of California requires all applicants for California Pupil Personnel Credentials to be fingerprinted in order to establish the moral character of the credential applicants. The required letters of recommendation confirm that applicants have the potential to work effectively with children and youth of diverse ethnic, cultural, and socio-economic backgrounds. Our School Psychology candidates are generally veteran teachers with several years of successful teaching experience. Therefore, most of the students hold a valid California Teaching Credential and are sensitive to the needs of children and youth from diverse backgrounds.

### **Candidate Advisement**

Candidate advisement is an ongoing process. Before candidates are admitted to the credential program their official transcripts and letters of recommendation are reviewed to insure that candidates have a valid master's degree from an accredited college or university and to determine coursework credit from classes taken at CSUDH or at another university.

After completing the criteria for admission, candidates receive a letter notifying them of their current status in the PPS School Psychology Program. Prospective candidates who do not qualify for admission also receive a letter explaining the reason for not being accepted. Candidates who are admitted are assigned a faculty member who provides advisement and guidance with regard to planning their coursework for their M.A. and/or their PPS credential, for meeting university deadlines, and for planning the fieldwork/internship experiences that are needed to meet their credential requirements. Students are required to meet with their advisor at least one time per semester. In addition to meeting the admission criteria for their programs, candidates must file with the university a post baccalaureate "Change of Objective Form" declaring their choice of the School Psychology Credential program.

Appendix I includes copies of the following advisement forms used to guide candidates:

1. Advising Form 1: PPS Credential in Psychology Advising Form
2. Advising Form 2: Credit for Transferred Graduate Work Form
3. Advising Form 3: Request for Course Substitution Form
4. Advising Form 4: Request for Post baccalaureate Graduate Change of Objective
5. Advising Form 5: Advancement to Candidacy Form
6. Advising Form 6: PPS Credential Application Form

Appendix E includes the Orientation Manual and Appendix G contains the School Psychology/Internship Manual.

Each full-time faculty member is assigned up to 3 units of advising time (a minimum of 4 hours per week) as part of his/her contractual responsibilities. The responsibilities of the

faculty are to teach and to provide the academic guidance necessary to make the curriculum effective for each candidate. The PPS program faculty assists candidates with registration and information regarding basic program requirements, procedures, and policies. Also, the PPS Program faculty advisors have advisement sessions by appointment outside of their regular office hours. These additional advisement sessions are to insure that candidates' advisement needs are met at times that are more convenient than an advisor's regular office hours.

Several offices on campus work cooperatively with the program advisors to insure that candidates understand the services that are available to them. These offices include: The Office of Admissions and Records, Student Development Office, Graduate Studies Office, University Advisement Center, Disabled Student Services Office, and the Financial Aid Office. These sources of information are published in the university catalog and in the PPS Candidate School Psychology Handbook.

**To what extent is there effective coordination between the program's faculty and staff, between the program and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?**

### **Coordination Within the School, the University, and the Community**

Figure 1 in Appendix K represents the organizational structure of the School of Education.

#### **Coordination within the School of Education**

The School of Education has three departments: Graduate Education, Teacher Education, and Physical Education, and Recreation. The School Psychology Program in Pupil Personnel Services is housed in the Graduate Education Department. Each degree or credential program has a faculty coordinator who receives released time for course scheduling, student advisement, program evaluation, and other necessary program duties. Coordinators and faculty attend monthly Graduate Education Department meetings to discuss program concerns and goals. PPS faculty work cooperatively with the community through fieldwork /internship supervision and by meeting periodically with the PPS Advisory Board.

The School Psychology Program in Pupil Personnel Services shares core courses with the following programs in Graduate Education: Educational Administration, Computer-Based Education, Teaching/Curriculum, Multicultural Education, School Counseling and Special Education. Faculty from Special Education and the School Psychology Program as well as Faculty from School Counseling and the School Psychology Program meet on an as needed basis to discuss the need of school psychology students and the focus of special education classes, which school psychology candidates take.

Coordinators from all programs in Graduate Education, Teacher Education, and Physical Education, and Recreation Departments meet with the dean and department chairs. This group is known as the Dean's Council and is a forum to coordinate activities among the departments and programs within the School of Education.

### **Coordination within the University**

The dean represents the interests of the School of Education within the university. Within the university administrative structure the dean participates in the Council of Instructional Deans that meets every other month. The group is led by the Vice President for Academic Affairs and includes the Vice President's staff, the chair of the Academic Senate, and the Dean of the Library as well as the deans of all the schools and colleges that comprise the university. This group deliberates on academic, fiscal and organizational matters related to the mission and goals of the university. In addition, the dean meets with the Vice President for Academic Affairs on an individual basis at least once a month to discuss issues of direct relevance to the School of Education.

### **Coordination within the Community**

The dean serves on a broad range of committees and councils with public school and other community leaders. Examples include the Higher Education Consortium that brings together deans of the CSU campuses in the Los Angeles basin with the leadership of the Los Angeles Unified School District (LAUSD). The Dean serves on LEARN, the major school reform effort for LAUSD, the Los Angeles Education Partnership (LAEP), and several other groups that bring public school and university leaders together. These activities provide two-way communication between the Dean and key organizations in the community served by the university.

At the state level, the dean participates in the CSU Deans of Education Council composed of the deans of all 23 campuses of the CSU system. The group has two meetings per year with an agenda that addresses issues, trends, and policy matters related to the needs of the public schools and the response of the CSU schools and colleges of education to address these needs. In addition, the Deans of Education participate in a winter institute where a specific policy priority is explored in depth.

### **Program Evaluation**

Program evaluation is an ongoing process. The program coordinator in consultation with the program faculty is responsible for conducting scheduled program evaluations. The evaluation design includes the following independent sources of information: (Please see Appendix J for the evaluation forms.)

- Pupil Personnel Services Survey School Counseling – School Psychology
- Needs Analysis Survey Results Summary
- School Psychology Credential Exit Survey Form
- Supervisor Fieldwork Competency Evaluation Form
- Graduate Follow-Up Survey: Pupil Personnel Services
- Employer Follow-Up Survey: Pupil Personnel Services

Information from the above instruments is obtained from candidates, fieldwork supervisors, graduates, and employers and is analyzed to identify areas of program strengths and weaknesses. Faculty present the program evaluation results to the PSS Advisory Board. The advisory board works with the program faculty to suggest any modifications or additions to improve program quality.

## Generic Standard 2

### Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including 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.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?

#### Research & Theories

Candidates in the School Psychology Credential Program are expected to be well versed in theories of normal human growth and development so as to understand the different levels of maturity of the pupils with whom they will be concerned. Since the School Psychology Programs focus on Pre-K through 12 school age students, most of the coursework in the candidates' plan of study has a developmental perspective, for example, *GED 501, Seminar in Learning and Development*, provides the theory, research and practice related to learning and development by emphasizing the biological and psychological factors in individual differences in the areas of cognition and affect. It is equally important that candidates understand factors in abnormal human growth and development. This content is delivered in *GED 501, Seminar in Learning and Development*; *SPE 460, Introduction to Special Education*; and *SPE 560 Language/Speech Development, Disabilities and Alternate Communication systems* which review the behavioral, physical, and learning characteristics of pupils with disabilities in terms of development, learning and programmatic needs.

- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?

#### Knowledge of Ecological Influences

Part of the mission of our school psychology program, which is infused throughout all of our classes, is that "The program is designed to prepare candidates to view the practices of school psychology from an ecological and systems perspective and to serve the multicultural population in public and private schools." More specifically in *PPS 512, Consultation and Collaboration in Multicultural Settings* and *PPS 556, Seminar in Functional Analysis and Behavior Change*, readings, lectures and in class role-play provide students with knowledge and understanding of the ecological factors which impact on pupil learning including: family, community, nutrition/fitness, school environment, peers and mentors. Both positive influences and negative environmental factors are explored.

- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language

## **development, negative school climate, and discrimination?**

### **Factors that Impede Development**

Each candidate is required to attain knowledge and understanding of how socio-cultural factors, stereotyping, inadequate language development, negative school climate, discrimination and socio-economic status affect the development of pupils and impact them in their school settings. Multicultural sensitivity and diversity factors are infused in all classes in the PPS Program but these issues and factors are specifically addressed in *PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*, which examines the total process of socialization and the effects of cultural determinants on human development and learning. The inadequate development of language is explored in *SPE 560, Language/Speech Development, Disabilities and Alternate Communication systems*. In *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation*, factors that impede pupil development are discussed and considered. When candidates consider qualifying students for special education due to a learning disability, candidates must consider environmental, cultural and socioeconomic factors and determine that these factors are not the primary cause of the students' academic difficulties.

- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?

### **Personal Responsibility and Barriers to Learning**

The faculty in the school psychology program believe it is equally important that candidates have the ability to assist pupils in learning effective ways to plan and give direction to their own learning. Cognitive-Behavior techniques and Adlerian approaches, among others, are reinforced and practiced in *PPS 530, Seminar in Techniques of Individual Counseling*. In *PPS 556, Seminar in Functional Analysis and Behavior Change*, a variety of classroom management techniques, cognitive-behavioral strategies and interventions for at risk students and the ADHD student are explored. Further intervention for the autistic student, emotionally disturbed and behaviorally disordered student are explored in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavior Disorders*. Interventions for learning difficulties are also explored in *PPS 512, Consultation and Collaboration in Multicultural Settings* where candidates present on a variety of effective approaches to help students overcome barriers to learning. Finally, *SPE 568, Curriculum and Instruction for the Learning Handicapped*, provides students with knowledge of specific curricula in educational areas as well as principles and methods to help pupils overcome barriers to learning.

- **To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils' positive development?**

### **Risk Factors**

*PPS 512, Consultation and Collaboration in Multicultural Settings* as well as *PPS 550, Violence Prevention and Crisis Intervention*, and *PPS 556, Seminar in Functional Analysis and Behavior Change* all include information related to risk factors and protective assets for pupil development. This information is gained from reading assignments, classroom discussion, role-play and case notes.

- **To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?**

### **Antisocial and Aggressive Indicators**

Models that can be used to inform parents about indicators associated with antisocial or aggressive behavior are addressed in *PPS 512, Consultation and Collaboration in Multicultural Settings* where candidates learn about parent education approaches and have the choice of completing a four week parent education program or a school change program to enhance student achievement and family involvement.

### **Evaluation**

In addition to examinations, candidates' knowledge related to normal and abnormal growth and development is evaluated through concept maps/chapter summaries, weekly critical analysis of case studies, presentation of analysis of relevant research related to theories of typical growth and development (*GED 501, Seminar in Learning and Development*), discussion of readings and in class role-play (*PPS 512, Consultation and Collaboration in Multicultural Settings and PPS 556, Seminar in Functional Analysis and Behavior Change*), evaluation of language samples (*SPE 560, Language/Speech Development, Disabilities and Alternate Communication systems*), interactive group presentations (a.k.a. Protocol Process presentations) of techniques used with the autistic child (*PPS 572, Assessment and Intervention for Autism, Emotional, and Behavior Disorders*), critiques of facility visitations and descriptions of various agencies and organizations that provide services to students with disabilities in written and oral formats (*SPE 460, Introduction to Special Education*). Evaluation of knowledge of theories about individual differences and the influence of cultural and racial differences is accomplished by readings and written papers on specified topics (*SPE 460, Introduction to Special Education, and PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*).

## Generic Standard 3

### Socio-Cultural Competence

**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.**

- **How do candidates demonstrate an understanding of the literature related to cultural competence as well as the various ways to assess their proficiency in applying culturally appropriate interventions?**
- **In what ways do candidates show an understanding of the impact of bias, prejudice, processes of intentional and unintentional imposition, entitlement and discrimination, as well as other culturally-supported behaviors, on pupils' growth and learning?**
- **In what ways do candidates demonstrate knowledge of how social and cultural influences in the school environment affect the delivery of pupil personnel services?**
- **In what ways do candidates demonstrate knowledge of the dynamics and processes involved in acculturation and assimilation?**

#### **Literature & Knowledge Base**

In *PPS 508, Multicultural and Legal Issues in Counseling*, an understanding of the literature related to cultural competence is demonstrated by successful completion of examinations that are based on a broad range of required reading for the course and participation in ten in depth reactions to legal and ethical issues. This course is designed to help candidates acquire knowledge, understanding, and an appreciation of diversity issues and skills to work effectively with multicultural children, youth, and their families. Candidates also acquire knowledge of the socio-cultural issues involved in the history of educational litigation that has resulted in current educational practices in regular and in special education. An understanding of the effects on educational practice of different levels of acculturation to the mainstream culture, the effects of past discriminatory policies and practices as well as knowledge of current federal and state education laws, procedures, and practices involved in regular and in special education is also demonstrated by candidates through discussion and examination.

Socio-cultural competence is further developed in *PPS 530, Seminar in Techniques of Individual Counseling*, where school psychology candidates demonstrate knowledge of the literature related to human diversity issues in counseling (i.e. culture, gender, race- ethnicity, gay/lesbian) during in vivo practice sessions and on exams based on required readings chosen to sensitize School

Psychology candidates to socio-cultural issues in counseling. The readings include the multicultural professional practice competencies of the Association for Multicultural Counseling; *Counseling American Minorities* by Atkinson, Morten, and Sue; and *Interviewing Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions* by Cormier and Cormier. Candidates acquire knowledge of practice guidelines for working with traditional American groups such as African American, Asian American, European American, Hispanic/Latin American, and Native American people. Because of the location of CSUDH the graduate population is multicultural in nature providing candidates with ample opportunities to practice cross-cultural counseling. Candidates are evaluated based on an assessment of their in vivo performances and on exams designed to assess their knowledge of counseling and diversity issues.

In *GED 501, Seminar in Learning and Development*, School Psychology candidates demonstrate an understanding of how the effects of history, culture, language, and socio-cultural factors affect learning and development. Candidates demonstrate their abilities to evaluate and apply theories of development, learning, and teaching, and to evaluate alternate educational positions with regard to best practices in teaching for pupil learning in multicultural urban school environments.

- **To what extent do candidates demonstrate an understanding of how their own personal values influence their ability to work effectively with pupils who have different values and beliefs?**

### **Communication and Personal Values**

At CSUDH we are grateful that the diversity found within our candidate population naturally facilitates opportunities to experience, understand, and appreciate diversity. Candidates demonstrate knowledge of the impact of values when they are required to work effectively with those who have different values and beliefs throughout most of their classroom experiences in the PPS program. Candidates show an understanding of the impact of negative “culturally-supported” attitudes, beliefs, and behaviors and how social and cultural influences in the school environment affect delivery of pupil services, and the dynamics and processes involved in acculturation and assimilation.

In *PPS 540, Group Counseling Practicum*, school psychology candidates demonstrate their knowledge and skill in using different theoretical approaches for group counseling with people from diverse cultural backgrounds. Candidates are required to be both members of a group and to be group leaders. As group members school psychology candidates experience how their own perceptions, attitudes, beliefs, and values influence their reactions to others who are different from themselves. As group leaders candidates assume full responsibility under supervision for developing and for facilitating another group. Both experiences allow candidates to experience working with people who may hold different positions than themselves. An additional course requirement in *PPS 540* is for candidates to design a counseling group intervention for multicultural children or youth based on their choice of one or more theoretical approaches to group counseling.

True socio-cultural competence is also directly applied and facilitated by the early practica experiences in urban multicultural schools, which our candidates partake of in our *PPS 562*,

*Practicum in School Psychology and PPS 566, Practicum II in School Psychology.* Candidates maintain a reflective journal where they are required to monitor their own “automatic thoughts” which arise during the experiences. Automatic thoughts may include biases, prejudices, and negative ways of looking at life, which keep candidates from manifesting their full potential,

- **How effectively do candidates demonstrate knowledge and understanding of, and sensitivity to, the effect socio-cultural influences have on communication when working with individuals and families from various backgrounds?**
- **How effectively do candidates demonstrate knowledge of culturally sensitive strategies for involving parents and families in their children’s education?**
- **In what ways do candidates demonstrate the ability to assess the cultural background, values, and mores of pupils and their families?**

### **Parents and Families**

feeling competent and happy.

In *PPS 508, Multicultural and Legal Issues in Counseling and School Psychology* and in *PPS 530, Seminar in Techniques of Individual Counseling* candidates demonstrate an understanding of the effect of socio-cultural influences on communication by exams and by instructor observation of candidates’ interactions with others in vivo situations. The content of these two courses provide candidates with opportunities to experience how similarities and differences in race and ethnicity and cultural differences can affect communication between pupils, parents, and school psychologists .

Candidates learn how problems in communication can affect the willingness of pupils and parents to participate in assessment and intervention plans in the school, community, and home environments. For example, in *PPS 508, Multicultural and Legal Issues in Counseling and School Psychology* and in *PPS 530, Seminar in Techniques of Individual Counseling*, School Psychologist candidates practice communication skills to understand the concerns of pupils and parents who may be culturally different from themselves. School Psychologists learn how differences in language, world views, mores, values, and cultural norms between pupils and parents and School Psychologists can affect cooperation by pupils and their parents in the process of assessment and evaluation and in conflict resolution.

In *PPS 530* candidates learn how culture and ethnic factors must be taken into consideration when PPS professional works with individuals from diverse backgrounds. *PPS 530* candidates practice skills such as attending, observing, listening, responding, interpreting, and intervention planning in the context of knowledge they learn from each other in practice situations and from one of the required texts, *Counseling American Minorities* by Atkinson, Morten, and Sue.

In *PPS 512, Consultation and Collaboration in Multicultural Settings* school psychology candidates demonstrate their roles as mediators between parents, children, school, and families by applying culturally sensitive strategies in class role-play. Candidates acquire multicultural knowledge of family dynamics including values and disciplinary practices. A family systems and systems approach is taught in this class to help candidates assess the values, mores, and cultural background of pupils and their families.

- How effectively do candidates demonstrate the understanding of their own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of people, families and schools?
- How well do candidates understand the demographic shifts in California and the effect these changes have on pupil learning?

### **Leadership and Advocacy**

The course *PPS 510, Leadership and Development of Educational Systems* provides school psychologist candidates with knowledge and practice as leaders and advocates for culturally diverse children and youth. Candidates learn how to be advocates for fairness in practice, social justice, and educational equity among diverse cultural groups of pupils. Candidates learn how to be advocates for children and youth with both school personnel and families. Candidates use their background knowledge in organizational systems in conjunction with their individual and group counseling and skills, legal and ethical knowledge to advocate for social justice, harmony, and peace among diverse groups of pupils, families, and school staff. Additionally, in *PPS 510* candidates learn how to conduct meetings, how to conduct in service training for teachers, and how to conduct parent education programs to help parents proactively with effectively with their children.

*In PPS 508, Multicultural and Legal Issues in Counseling and School Psychology* and *SPE 524 Advance Leadership, Management and Curriculum Modification for Diverse Learners*, candidates demonstrate knowledge of how socio-cultural and other factors such as heritage, ethnicity, culture, socioeconomic, and environmental factors, population growth, and demographic shifts in California have resulted in specific educational needs of multicultural groups children and youth; roles of the federal and state governments in the structure and governance of regular and special education in California; and how California public education is organized, administered, and delivered at the state and the local levels. Additionally, candidates learn how federal and California state laws and regulations govern the programs, principles, practices, and procedures in regular and in special education with multicultural pupils (i.e. Americans with Disabilities Act 1992; the amendments to the Individuals with Disabilities Education Act 1997; section 504 of the Rehabilitation Act 1973; the Family Rights and Privacy Act 1974; and California Title V regulations and state laws and regulations that govern the special education programs, assessment practices, placement options, interventions, and services for disabled children, youth, and their families including child abuse reporting procedures.

Candidates demonstrate ways in which School Psychologists and School Counselors can function as advocates for multicultural children, youth, and their families by understanding education laws and the ethical practice guidelines of their respective professional associations: The California and the National Association of School Psychologists, the American Psychological Association, and the American Counseling Association.

### **Evaluation**

In *PPS 508, Multicultural and Legal Issues in Counseling*, candidates are evaluated by successful completion of examinations that are based on a broad range of required reading for the course and participation in ten in-depth reactions to legal and ethical

issues. Candidates are evaluated by course exams, by in vivo performances, case studies and by research papers or projects in *PPS 530, Seminar in Techniques of Individual Counseling*, and *GED 501, Seminar in Learning and Development*. In *PPS 540, Seminar in Techniques of Group Counseling*, candidates are required to be both members of a group and to be group leaders. An additional course requirement in *PPS 540* is for candidates to design a counseling group intervention for multicultural children or youth based on their choice of one or more theoretical approaches to group counseling. In *PPS 562, Practicum in School Psychology* and *PPS 566, Practicum II in School Psychology* candidates maintain a reflective journal where they are required to monitor their own “automatic thoughts” which arise during field experiences. Additionally, in *PPS 564* and *PPS 566* candidates are involved directly with their professors in systematically evaluating candidates’ abilities to assess the cultural backgrounds, values and mores of themselves and the children, youth and families that they will serve.

## Generic Standard 4

### Assessment

**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, evaluation 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.**

- **How well do candidates know and can apply established professional standards for the legal and ethical use of tests and other methods of assessment?**
- **To what degree do candidates demonstrate knowledge of appropriate models of assessment?**

### Legal and Ethical Use

Candidates are required to demonstrate their knowledge of assessment theories and methods appropriate to each pupil's specific background. This information is presented first in PPS 520, *Principles of Educational and Psychological Assessment*, which involves an examination of individual and group standardized tests. This course includes the study of test theory, cultural considerations and test bias as well as techniques and theories for understanding affective, cognitive, and behavioral characteristics of all pupils. In addition, cultural considerations in pupil assessment and evaluation and techniques of assessing pupils from diverse cultural and linguistic backgrounds are emphasized.

Candidates in PPS 530, *Seminar in Techniques of Individual Counseling* in PPS 564, *Seminar in Multicultural Educational Assessment and Evaluation* discuss professional standards and issues presented by : the California and National Associations of School Psychologists, the Council for Exceptional Children, the American Educational Research Association, the American Counseling Association, the American Psychological Association, and the Association for Multicultural Counseling. A variety of alternative assessment models appropriate for multicultural students are presented in PPS 564, *Practicum I in School Psychology*, and PPS 564, *Seminar in Multicultural Educational Assessment and Evaluation*, including: ecological, developmental, processing, dynamic, and academic achievement methods.

In PPS 562, *Practicum I in School Psychology*, and PPS 566, *Practicum II in School Psychology*, candidates practice the process of nondiscriminatory assessment and evaluation by shadowing school psychologists, service learning, by attending Pupil Study/ Success Team, and IEP meetings. Evaluation decisions regarding the quality of pupil behavior, growth, and learning take into consideration the contextual factors that affect a pupil's behavior and achievement. Candidates take into account the past and current life circumstances of pupils along with the attitudes, beliefs, mores, and values of pupils and their parents or care givers. Candidates

demonstrate an understanding of the legal forms and procedures that must be followed to protect the civil rights of multicultural pupils and their parents.

- **How do candidates display knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability?**

### **Result-Based Accountability**

*GED 500, Research Methods in Education*, reviews pertinent research studies in terms of the applicability to educational problems and examines the assumptions, techniques, statistical concepts, methodology, and computer applications involved in solving problems and analyzing outcomes to ensure result-based accountability.

- **How effectively do candidates exhibit the ability to use appropriate methods of assessment for purposes of planning?**
- **How do candidates demonstrate knowledge and application of skills in using different instruments and procedures to assess school climate for the purpose of promoting a supportive learning community in the school?**

### **Assessment for Purposes of Planning**

*PPS 512, Consultation and Collaboration in Multicultural Settings*, further focuses on result-based accountability as the instructor first exposes the students to appropriate and adequate methods of assessment for purposes of planning and then requires candidates to write either a program evaluation or needs assessment. Class discussion follows related to how future plans would be made based on the possible results from these evaluations. In *PPS 510, Leadership and Development of Educational Systems*, while interviewing public school personnel, candidates learn about current assessment methods used for purposes of planning and procedures used to assess school climate.

- **To what extent do candidates know and can apply technology for data collection and analysis that contribute to data-based decision making?**

### **Data Collection and Analysis**

In *GED 500, Research Methods in Education*, candidates apply technology to complete statistical analysis such as: correlations, t-tests, and analysis of variance. The interpretation of this statistical analysis is then used to simulate data-based decision making and solving problems.

- **In what ways do candidates demonstrate knowledge about appropriate methods of assessment for monitoring pupil progress to support effective instructional interventions?**

### **Monitoring Pupil Progress**

Candidates display knowledge of appropriate and technically adequate methods of assessment in *PPS 520, Principles of Educational and Psychological Assessment*, which involves an examination of individual and group standardized tests. Each candidate administers an

individualized academic achievement test and several psychological processing tests which they subsequently briefly interpret. Following their interpretation they write one educational goal to support effective instructional intervention based on their findings. Candidates in PPS 520 are also required to interpret STAR test results and cooperatively plan interventions based on results. In *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation*, curriculum based assessment is presented as a method of assessment for monitoring pupil progress based on curriculum materials used within the school district.

- **How clearly do candidates demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community?**

### **Communicating Assessment Results to Parents**

Since this is an area of such critical importance *PPS 520, Principles of Educational and Psychological Assessment*, requires the candidate to role-play the interpretation and communication of the results of standardized, norm-referenced, and other assessment information as they would to a parent. Technical knowledge as well as tact and planning skills are all critical to the successful completion of this activity. Students also demonstrate skill in this area on a class exam and in a case study where several academic achievement /psychological processing instruments and observations are briefly interpreted

Test interpretation is infused throughout our assessment continuum but receives the greatest emphasis in *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation* and *PPS 571, Multicultural Case Study Methods for School Psychology*. In PPS 564, students have homework assignments where they must interpret the data from authentic disabled students. They also complete psycho-educational evaluations for learning disabled students, utilizing both traditional and alternative assessment. An interpretation of assessment results is also completed orally in front of the class in a way that would be meaningful to parents.

In *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation* and *PPS 571, Multicultural Case Study Methods for School Psychology*, candidates role-play the communication of assessment information in mock Individualized Educational Planning Meetings. Their goal is to present their results in a way that is understandable to parents, school and community with an emphasis on later interventions, accommodations and modifications. In *PPS 585, Fieldwork in School Psychology*, candidates are evaluated by their supervisors on their skills when interpreting and explaining results.

- **In what ways do candidates demonstrate knowledge of the influence of cultural and linguistic factors on the validity and appropriate interpretation of assessment instruments?**

### **Cultural and Linguistic Factors on Validity**

A discussion of the importance of informed test selection as well as the impact of cultural, socioeconomic, and linguistic variables can have on test validity and appropriate interpretation is begun in, *PPS 520, Principles of Educational and Psychological Assessment*. In 520, candidates evaluate the validity of instruments for assessing students from diverse linguistic and cultural

backgrounds. They demonstrate the ability to adapt existing instruments for assessing students. Further discussion and application through alternative assessment methods as well as traditional assessment is provided for school psychology students in *PPS 562, Practicum in School Psychology*, *PPS 564, Seminar in Educational Assessment and Evaluation*, *PPS 571 Case Study Methods for School Psychology*, *PPS 566, Practicum II in School Psychology*, and *PPS 585 Internship/Fieldwork for School Psychologists*. In *PPS 571, Case Study Methods for School Psychology*, candidates are required to complete assessments appropriate for the English Language Learner. In all classes, candidates must complete alternative assessments, which are appropriately utilized for culturally and linguistic diverse students and whenever ability testing is not considered valid.

Candidates in the course *PPS 508, Multicultural and Legal Issues in Counseling and School Psychology*, are required to review literature related to cultural and linguistic factors that affect the validity and interpretation of assessment instruments. Other factors such as abuse, poor nutrition, poverty, and other family and societal variables which may influence assessment outcomes is provided through *GED 501, Seminar in Learning and Development*, which examines biological and psychological factors that affect a pupil's test competence.

The experiences gained in *PPS 585, Fieldwork for School Psychologists*, place the candidates in direct contact with pupils from diverse cultural, familial, and societal backgrounds. In these fieldwork experiences, the candidates deal with issues such as physical, sexual, and emotional abuse, poverty, poor nutrition, teen pregnancy, drug and alcohol addiction, latchkey children, and a wide range of other factors that influence their pupils' ability to succeed.

- **To what degree do candidates exhibit knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments?**

### **Medical, Emotional Disorders and Pharmacological Interventions**

Candidates in the course, *PPS 530, Seminar in Techniques of Individual Counseling*, become knowledgeable of the influence of medical and emotional disorders and the impact of pharmacological interventions on assessment primarily from classroom discussion, lecture and class readings. *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders* and *PPS 556, Seminar in Functional Analysis and Behavior Change* specifically address issues related to the assessment of the emotionally disturbed student, the ADHD child, the autistic student, and the impact of pharmacological interventions on individual and group assessment.

### **Evaluation**

In addition to examinations, candidates are required to apply their knowledge to evaluate the technical aspects, and appropriateness of a standardized test for multicultural children. A class presentation with Power Point overheads and a handout of these findings is distributed to the class and all class members maintain a notebook of these handouts (*PPS 520, Principles of Educational and Psychological Assessment*). Candidates role- play the interpretation and communication of the results of standardized, norm-referenced, and other assessment information as they would to a parent and also administer several academic achievement and

psychological processing instruments to a child and briefly interpret the test results (PPS 520, *Principles of Educational and Psychological Assessment*). A review of pertinent articles is also prepared by candidates in *GED 501, Seminar in Learning and Development*.

Valid observation techniques and standardized test administration techniques utilizing both traditional and alternative assessment methods is provided for school psychology students in *PPS 562, Practicum in School Psychology*, where candidates' competence is observed in the testing lab. Appropriate interpretation for multicultural students is emphasized utilizing an ecological approach in *PPS 564, Seminar in Educational Assessment and Evaluation*, where candidates interpret assessment results through class homework assignments and complete psycho-educational evaluations. In *PPS 571, Case Study Methods for School Psychology*, candidates are required to complete an assessment appropriate for the English Language Learner in addition to other assessments considered valid for students from multicultural backgrounds with a variety of handicapping conditions. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disordered*, assessment, the completion of written psycho-educational evaluations, and intervention for the emotionally disturbed, autistic and mentally retarded is completed by candidates. Additionally brief presentations on various pharmacological interventions utilized with children and their possible side effects are completed.

## Generic Standard 5

### Comprehensive Prevention and Early Intervention for Achievement

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.

- How effectively do candidates display an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning?
- To what degree do candidates demonstrate knowledge of the characteristics of pupils whose academic progress is less than satisfactory?

#### **Prevention and Early Intervention**

Since complex pressures in today's society produce barriers that inhibit pupils' social, intellectual, and emotional development, pupil personnel service specialists are required to know how to build pupil assets and assist them in overcoming these barriers to learning. The case study approach is an effective learning tool to help candidates become knowledgeable of preventive strategies, methods and approaches, and then, apply that knowledge to prevent the development of problems that impede learning and achievement. Five of our courses that use the case study approach for these purposes are the courses: *GED 501, Seminar in Learning and Development; PPS 550, Violence Prevention and Crisis Intervention; PPS 556, Seminar in Functional Analysis and Behavior Change; PPS 562, Practicum in School Psychology; and PPS 520, Principles of Educational and Psychological Measurement.*

In *PPS 520, Principles of Educational and Psychological Measurement*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates role-play participation on a School Consultation Team where prevention and early interventions are developed. This role-playing activity is also repeated during *PPS 512, Consultation and Collaboration in Multicultural Settings*, and in *PPS 562, Practicum in School Psychology*, just prior to candidates first observations and service learning experience. In *PPS 556, Seminar in Functional Analysis and Behavior Change*, and *PPS 512, Consultation and Collaboration in Multicultural Settings* candidates also write 504 Accommodation Plans and behavior plans as early intervention methods.

**In *SPE 460, Introduction to Special Education*, candidates review the field of exceptionalities with an emphasis on the criteria for early detection. Candidates demonstrate their understanding of the characteristics, eligibility criteria, legal rights, and exemplary school programs for diverse learners with disabilities.**

In *PPS 512, Consultation and Collaboration in Multicultural Settings* candidates learn and practice consultation models and strategies for working with parents, teachers, and relevant

community professionals. Candidates learn how to diagnose specific types of problems in their early stages of development (i.e. developmental, conduct disorders; academic problems) that generally lead to less than satisfactory academic progress. Candidates demonstrate their abilities to organize early intervention teams to prevent pupil problems in their beginning stages of development.

In *PPS 550, Violence Prevention and Crisis Intervention*, candidates demonstrate their knowledge of specific types of crises such as school violence, domestic violence, abuse, molestation and rape, depression and suicide, loss and grief, gender variance and sexual orientation, substance abuse, post traumatic stress disorder, and AIDS. The course focuses on the situations' antecedent factors that often lead to crises for children, youth, and their families and the legal and ethical roles that School Psychologists have in reporting and intervening in crisis situations. Candidates demonstrate their abilities to detect crises in their early stages of development and specific strategies for early intervention when crisis factors are detected.

- **How do candidates demonstrate knowledge of a variety of strategies, programs, interventions, methods and techniques proven to promote academic success?**

### **Intervention, Programs, Methods and Techniques**

Interventions, methods and techniques are needed with general and special education students in a variety of placements. Each candidate must have approaches that can be adapted and modified to meet the individual needs of students they will help in our schools. It can be a disadvantage when candidates do not have experience as general education or special education teachers or knowledge of curricular interventions. To this end, all candidates in the school psychology program at CSUDH are required to take *SPE 568, Curriculum and Instruction for the Mild/Moderate Learning Handicapped*, a class where they are involved with special education curriculum, methods, techniques, and direct instruction.

To develop intervention for some of the more difficult and/or severely handicapped students which may be "Fully Included" or in need of intervention in a variety of placements, *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, focuses on intervention, strategies and specific programs for some of the most difficult students in a school including, the emotionally disturbed, autistic and behavior disordered. Candidates visit programs for the emotionally disturbed and present on the classroom management strategies from each program they have observed. A notebook of classroom management systems is maintained. Teams also present on a variety of interventions for the autistic student such as: Circle of Friends, Discrete Trial Training, Social Stories, TEAACH etc.

*SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*, addresses intervention and evaluation of outcomes from a language/communication perspective. Students learn about assistive communication devices in addition to interventions for the student with mild language delays. In *PPS 556, Seminar in Functional Analysis and Behavior Change* candidates are taught methods to evaluate the effectiveness of instructional and behavioral intervention. Modification of these methods is also addressed. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates present on a variety of effective approaches to help students overcome barriers to learning. *SPE 524, Advanced Leadership, Management*

*and Curriculum Modification for Diverse Learners* provides the candidate with experience and understanding of modification and accommodation in the general education classroom.

- **How do candidates demonstrate knowledge of the effects of grade retention on achievement, learning, and social and emotional development?**
- **How do candidates demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early dropout?**

### **Grade Retention, Risk for Failure, Early Dropout**

In *PPS 556, Seminar in Functional Analysis and Behavior Change*, candidates read and discuss Best Practices articles on retention outcomes, as well as discussing the Light Retention Scale and/or other scales that may help with retention decisions. Research previously found retention, and specifically multiple retention, to be a key predictor of later drop outs. Since California has chosen to utilize retention on a more regular basis, heated discussion generally arises in *PPS 556* with candidates holding strong beliefs on both sides of the issue.

- **In what ways do candidates demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of the process of early identification of learning problems?**

### **Assessment**

In *PPS 520, Principles of Educational and Psychological Measurement*, candidates learn methods of collecting data that contribute to the early identification of learning problems. Candidates evaluate students' results on the group administered STAR testing, making decisions about appropriate intervention, and the possibility of learning problems. Observation techniques, record reviews and interviewing approaches are also discussed and role-played. Candidates first complete individual assessment of a student's achievement and psychological processing is completed in *PPS 520*. Based on their findings candidates make decisions about appropriate interventions and write recommendations as well as one goal and objective. Also in this class, participation on school consultation teams is role-played as well as in *PPS 512 Consultation and Collaboration in Multicultural Settings*.

- **How effectively do candidates demonstrate knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family and school staff?**

### **Resolving Conflict**

Several courses in the School Psychology program provided School Psychology candidates with opportunities to develop skills for promoting harmonious intercultural/interethnic relationships among pupils, family, and school staff. In *PPS 530 Seminar in Techniques of Individual Counseling*, candidates learn foundational knowledge of multiethnic groups including African Americans, Asian Americans, Hispanic/Latin Americans, and Native Americans. Candidates draw on this knowledge as they practice counseling skills in guided practice exercises designed to help clients of all backgrounds become involved in the counseling process, explore and

understand the nature of their concerns, resolve conflicts, set goals, and develop change programs.

In *PPS 550, Violence Prevention, Remediation, and Crisis Intervention*, candidates demonstrate knowledge for resolving major conflicts between and among pupils and groups of pupils (i.e. racial-ethnic) and for promoting positive intercultural and interethnic relationships. Candidates role-play case studies to demonstrate knowledge for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural and interethnic relationships. Skills learned in *PPS 550, Violence Prevention and Crisis Intervention* are reinforced in *PPS 556, Seminar in Functional Analysis and Behavior Change*, where intercultural conflict resolution between two teachers is role-played by all candidates and the creation of an intercultural group or gang conflict resolution plan is created.

- **How well do candidates demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, class room consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils' lives?**

### **Counseling**

In *PPS 545 Counseling Children, Youth, and Families* candidates demonstrate the principles and counseling skills of Individual Psychology. Candidates learn how to work with children, youth, or parents that are discouraged or angry or are pursuing dysfunctional goals. Candidates learn how to translate the principles and practices of Individual Psychology to parent education, classroom consultation, teacher collaboration, and pupil counseling. Candidates demonstrate knowledge of methods of promoting positive and supportive relationships with pupils by performances in group exercises and on course examinations.

### **Evaluation**

Candidates use the case study to demonstrate the knowledge to prevent the development of problems that impede learning in the courses: *GED 501, Seminar in Learning and Development; PPS 550, Violence Prevention and Crisis Intervention; PPS 556, Seminar in Functional Analysis and Behavior Change; PPS 564, Practicum in School Psychology; and PPS 520, Principles of Educational and Psychological Measurement.*

In *PPS 556, Seminar in Functional Analysis and Behavior Change*, candidates write 504 Accommodation Plans and behavior plans as early intervention methods. In *SPE 568, Curriculum and Instruction for the Mild/Moderate*, a candidate demonstration of direct instruction is required in class as well as in the field. For *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, candidates give class presentation on the classroom management systems they observed on their visits to programs for the emotionally disturbed. Class handouts are required and each candidate maintains a notebook of classroom management systems. Teams also present on a variety of interventions for the autistic student such as Circle of Friends, Discrete Trial Training, Social Stories, TEAACH etc. A brief cut from a video showing the method must be included as well as class handouts. Each candidate

maintains a notebook of interventions for autism. The first complete individual assessment of a student's achievement and psychological processing is completed in *PPS 520* by both school counseling candidates and school psychology candidates. Based on their findings they make decisions about appropriate interventions and write recommendations as well as one goal and objective. Other courses included in this section evaluate candidates using examination of course content contained in lectures and in assigned readings, by role-play, or by a class project.

In *PPS 520, Principles of Educational and Psychological Measurement*; *PPS 512, Consultation and Collaboration in Multicultural Settings*; and *PPS 562, Practicum in School Psychology*, candidates are observed during group role-play of Student Success Teams (a.k.a. School consultation teams). In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates also give class presentation on interventions for a number of academic, behavioral, and/or motivational problems.

## Generic Standard 6

### Professional Ethics and Legal Mandates

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.

- **How do candidates demonstrate familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws and federal and state mandates related to special education?**
- **In what ways do candidates demonstrate knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained?**
- **In what ways do candidates demonstrate knowledge of the implications and legal applications of due process?**

#### **Knowledge of Laws and Regulations**

Through readings, class discussion, and group problem solving of moral dilemmas in *PPS 508, Multicultural and Legal Issues in Counseling and in School Psychology*, and *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*, school psychology candidates acquire knowledge and advocacy skills related to pertinent federal and state laws pertaining to children and families such as: child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws and federal and state mandates related to special education. Candidates demonstrate knowledge of both federal and California education laws and regulations that govern the practices and procedures in California regular and special education (i.e. IDEA; ADA; 504; Title V California laws for children and families regarding truancy and neglect). Candidates demonstrate their knowledge of such ethical/legal considerations as due process and the protection in evaluation procedures, least restrictive environment, and the collection, maintenance, and dissemination of pupil records.

In *PPS 571, Multicultural Case Study Methods for School Psychology*, candidates demonstrate knowledge of special education laws through examination and completion of psycho-educational evaluations and mock Individualized Educational Planning meetings while following legal mandates. In the mock IEP meeting, candidates are required to explain due process to the parent in an understandable way.

- **How well do candidates demonstrate ability to keep informed of changes in laws and regulations related to California public education?**

#### **Current Changes in Laws**

School Psychology candidates show an abilities to keep informed of changes in federal and California laws and regulations involved in California public education by demonstrating

knowledge of text and Web site information from their professional associations (i.e. California and the National Associations of School Psychologists; Council for Exceptional Children) as presented in *PPS 508, Multicultural and Legal Issues in Counseling and in School Psychology*.

- **How effectively do candidates demonstrate ability to recognize and evaluate potential ethical conflicts that arise within the school setting?**
- **How do candidates demonstrate knowledge of the appropriate options to be pursued when confronted with ethical dilemmas?**

### **Ethical Conflicts**

School Psychology candidates demonstrate their ability to recognize and evaluate potential ethical conflicts that arise within the school setting by appropriately addressing moral dilemma/ethical conflicts presented to them in *PPS 508, Multicultural and Legal Issues in Counseling and in School Psychology*. Ethical conflicts are also discussed in *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 540, Seminar in Techniques of Group Counseling*; and *PPS 550, Violence Prevention and Crisis Intervention*. Finally, ethical conflicts during field placements are addressed when meeting regularly with their university supervisor and with their on-site supervisor during their practicum, fieldwork, or internship. Candidates are required to keep activity logs of activities and time. Fieldwork or intern candidates must be rated highly in the area of ethics and legal behavior by their on-site and university-based supervisors before they will be recommended for a credential.

### **Evaluation**

Candidates demonstrate knowledge of the law as well as implications and legal applications of due process by discussion, by responding to moral dilemmas/ethical conflicts, and/or by accurately responding to examinations that relate to these issues in *PPS 508, Multicultural and Legal Issues in Counseling and in School Psychology*; *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*; *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation*; and *PPS 571, Multicultural Case Study Methods for School Psychology*. Presentation of case studies that demonstrate their knowledge and skills to effectively advocate for children, families, and school staff by maintaining the spirit and intent of laws are made in *PPS 571, Multicultural Case Study Methods for School Psychology*. Classroom role-play allows evaluation of how candidates address ethical situations presented to them in *PPS 508, Multicultural and Legal Issues in Counseling and in School Psychology*; *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 540, Seminar in Techniques of Group Counseling*; and *PPS 550, Violence Prevention and Crisis Intervention*.

## Generic Standard 7

### Family-School Collaboration

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.

- In what ways do candidates demonstrate awareness of the importance of family-school relationships in fostering pupil development?
- To what degree do candidates demonstrate an understanding of family-centered approaches to collaboration with schools?

#### Family-School Relationships

Candidates in, *PPS 512, Consultation and Collaboration in Multicultural Settings* and in *PPS 510, Leadership and Development of Educational Systems* are required to demonstrate an awareness of the importance of productive relationships between the family and the school in fostering pupil development. A family system approach is used to help candidates gain an understanding of the importance of the family-school connection in promoting pupil development in *PPS 512*. Candidates in both *PPS 512* and *PPS 510* are engaged in class discussion based on lectures and assigned readings.

- In what way do candidates become aware of the benefits of family involvement at different grade levels?
- How do candidates demonstrate knowledge of ways to assist families to become actively involved in pupil development and learning?

#### Family Involvement in Pupil Learning and Collaboration on Plans

Candidates become knowledgeable of how pupil development, well-being, and learning are enhanced by family-school collaboration at different grade levels in the course, *PPS 512, Consultation and Collaboration in Multicultural Settings*, by actively participating in discussion based on lectures and assigned readings. Also, in *PPS 512*, candidates are required to create a four-week parent education program or a school change program to enhance student achievement and family involvement.

- How do candidates demonstrate ability to help families and school staff to effectively communicate and collaborate when developing educational or behavioral plans to assist pupil development and learning?

#### Family Collaboration When Developing Plans

In *PPS 510, Leadership and Development of Educational Systems*, candidates acquire knowledge and skill to help families and school staff to communicate and collaborate effectively. These skill are applied when developing educational and behavioral plans that will assist pupils in their

development and learning in *PPS 512, Consultation and Collaboration in Multicultural Settings*, *PPS 556, Seminar in Functional Analysis and Behavior Change* and *SPE 524 Advanced Leadership, Management and Curriculum Modification for Diverse Learners*.

Ultimately, candidates help to create behavioral plans in the field with parents and school staff during *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585, Fieldwork for School Psychologists*.

- **How clearly do candidates demonstrate knowledge about and respect for family structure and socio-cultural diversity?**

### **Respect**

Respect for family structure and socio-cultural diversity is emphasized in most of our classes, but specific emphasis in this area is provided through lecture and class discussion in *PPS 512, Consultation and Collaboration in Multicultural Settings*, and *PPS 508, Multicultural and Legal Issues in Counseling and School Psychology*. Through role-playing of School Consultation Teams in *PPS 520, Principles of Educational and Psychological Measurement*, and the role-playing of IEP meeting in *PPS 571, Case Study Methods for School Psychology*, candidates actively demonstrate respect for family structure and socio-cultural diversity.

- **What types of experiences do candidates have in helping to implement efforts to build and maintain family-school relationships?**
- **How do candidates demonstrate knowledge and skills in helping schools to overcome barriers to family involvement?**

### **Overcoming Barriers and Building Family Relationships/Involvement**

Candidates in the course, *PPS 512, Consultation and Collaboration in Multicultural Settings*, have the choice of designing a school-wide plan for building and maintaining family-school relationships and enhancing student achievement or writing a four-week parent education program. Either of these projects could help to build and maintain family-school relationships and overcome barriers to family involvement. Also, during the service learning components of *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and the field placements in *PPS 585, Fieldwork for School Psychologists*, candidates become actively involved at schools and may attempt to implement their plan from *PPS 512*. Specific competencies are required of all candidates in their practicum and fieldwork or internship experiences which directly relate to these questions.

### **Evaluation**

In addition to examinations, discussion of assigned reading, and classroom role-play, candidates' knowledge of parent education is applied to the creation of a four-week parent education program or design of a school wide program to enhance students' academic success and build or maintain family-school relationships in *PPS 512*. Additionally, candidates are evaluated by their field supervisors during service learning and internship/fieldwork experience on specific competencies related to family involvement, consultation and collaboration skills (*PPS 562, PPS 566, and PPS 585*).

Through role-playing of School Consultation Teams in *PPS 520, Principles of Educational and Psychological Measurement*, and the role playing of IEP meeting in *PPS 571 Case Study Methods for School Psychology*, candidates actively demonstrate respect for family structure and socio-cultural diversity.

Candidates work collaboratively to communicate effectively in developing educational accommodation plans and behavioral support plans that will assist pupils in their development and learning in *PPS 556, Seminar in Functional Analysis and Behavior Change*; *PPS 512, Consultation and Collaboration in Multicultural Settings*; and *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*.

## Generic Standard 8

### Self-esteem and Personal and Social Responsibility

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 lifelong learning process.

- **In what ways do candidates demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations?**
- **In what ways do candidates display an understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning?**

#### Acceptance, Affirmation and Self-Esteem

Candidates gain the knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations in a variety of courses.

These courses also focus on self-esteem's impact on pupil resiliency and learning. Candidates in *PPS 530, Seminar in Techniques of Individual Counseling*, learn the basic counseling skills and how to utilize them appropriately with a diverse group of persons to bridge personal relations. In the course, *PPS 540, Seminar in Techniques of Group Counseling*, candidates practice building cohesive relationships with others in the group. They are trained to accept, appreciate and affirm others within this setting and are encouraged to transfer their knowledge and skills to their world outside the classroom. *PPS 512, Consultation and Collaboration in Multicultural Settings*, provides candidates with opportunities to practice and apply consultation skills that foster the self-esteem and unique qualities of school stakeholders, parents, teachers, and children.

- **To what extent do candidates understand the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, effective approaches to discipline, and the development of personal and social responsibility and self-esteem?**

#### School Organization

The course, *PPS 510, Leadership and Development of Educational Systems*, focuses on the comprehensive guidance program, providing an underlying foundation for school discipline policies and procedures. Class lecture, discussion and class presentations on field interviews help candidates understand the importance of school organization and educational policies to effective classroom management, school relationships, discipline, social responsibility and self-esteem.

Candidates in the course, *PPS 545, Counseling Children, Youth and Families*, gain knowledge of positive discipline policies and procedures, based on Adlerian principles and their effects on interpersonal relationships and personal responsibility. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, *PPS 556, Seminar in Functional Analysis and Behavior*

*Change*, candidates specifically focus on educational policies and effective classroom management and discipline from a behavioral and cognitive perspective. Self esteem and its impact on pupil resiliency and learning is also a focus. Finally, in *PPS 572, Assessment and Intervention for Autism, Emotional, Behavioral Disorders* candidates visit public and nonpublic schools and learn about classroom management, intervention, and school organization for some of our most challenging students.

- **To what extent do candidates know how schools, families and communities act as partners in guiding pupils' acquisition of self-esteem, social and personal responsibility?**

### **School, Family and Community Partnerships**

The course, *PPS 512, Consultation and Collaboration in Multicultural Settings*, provides candidates with the opportunity to learn consultative and collaborative methods for helping schools, families and communities, to guide pupils' acquisition of self-esteem. Candidates gain knowledge of specific educational consultation models and practice the use of at least one of those models to guide self-esteem acquisition. They learn the use of the School Consultation Team approach that includes representatives from schools and families.

- **In what ways do candidates demonstrate an understanding of how self-esteem affects each pupil and the overall school climate?**

### **Individual Self-Esteem and Overall School Climate**

Candidates gain an understanding of the relationship between self-esteem and school climate in the courses, *PPS 510, Leadership and Developmental of Educational Systems*, in which they are required to develop classroom guidance lessons for the purpose of helping pupils acquire self-esteem that leads to improved school climate.

- To what degree do candidates understand how personal and social responsibility relate to citizenship in a changing society?

### **Personal and Social Responsibility**

Candidates in the course, *PPS 545, Counseling Children, Youth and Families*, gain knowledge of personal and social responsibility and its relationship to citizenship from required readings based on Adlerian Psychology and Choice Theory and discussions based on those readings. Social and personal responsibility are grounded in these two theory bases. Candidates, after reading and discussion, are asked to present their findings within the classroom setting.

- **To what extent do candidates recognize how their own self-esteem affects pupils, staff, and families?**

### **Personal Self-Esteem's Impact on Others**

Candidates in the course, *PPS 545, Counseling Children, Youth and Families*, are required to gain knowledge of the concepts of Individual Psychology and to use those concepts in a case

study project with a child or adolescent. In this project the counselee's life style is addressed, including how one feels about self and self in relation to others. Increasing one's social interest is one of the major goals toward which the candidate is trained to encourage the counselee. Prior to counseling the counselee, the candidate practices counseling another candidate and then becoming that candidate's counselee. The candidate experiences, first-hand, the benefits of positive personal self-esteem and how it affects others.

- **In what ways do candidates demonstrate knowledge of curriculum related to self-esteem, personal and social responsibility?**

### **Self-Esteem Related Curriculum**

Candidates in the course, *PPS 510, Leadership and Development of Educational Systems*, learn to develop curriculum for connecting self-esteem and personal and social responsibility. They are required to develop a guidance curriculum for a specific educational setting, using self-esteem building and personal and social responsibility as major goals for pupils in those settings.

- **How effectively do candidates demonstrate skill in methods of social skills training that enhances pupils' ability to use positive decision making skills in social situations?**

### **Social Skills Training**

In the course, *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates gain skill in methods of social skills training that enhance pupils' ability to use positive decision making skills in social situations. Additional emphasis/review of social skills and other group counseling approaches is provided in *PPS 564, Practicum in School Psychology*, before candidates begin their experiences in the public schools.

- **To what extent do candidates demonstrate knowledge of and ability to use multiple procedures for the assessment of self-esteem?**

### **Self-Esteem Assessment**

In *PPS 520, Principles of Educational and Psychological Assessment*, candidates are exposed to multiple procedures for the assessment of self-esteem. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates complete psycho-educational evaluations, which include the assessment of self-esteem.

### **Evaluation**

Candidates demonstrate knowledge of the relationship between pupil achievement and self-esteem, that self-esteem, self-affirmation, personal responsibility and social responsibility are attitudes that contribute to the development of academically capable, active, socially responsible citizens in society, and that the building of self-esteem and a sense of responsibility are shared by the pupil, school, family and community in these courses: *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 540, Techniques of Group Counseling*; *PPS 510, Leadership and Developmental of Educational System*; and *PPS 545, Counseling Children, Youth and Families*.

In addition to examinations, role-play, case study approaches, and in vivo experience in these classes, in *PPS 510, Leadership and Developmental of Educational Systems*, candidates develop classroom guidance lessons and a guidance curriculum for the purpose of helping pupils acquire self-esteem and personal and social responsibility. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates complete psycho-educational evaluations, which include the assessment of self-esteem. In *PPS 520, Principles of Educational and Psychological Assessment*, candidates present on a variety of assessments of self-esteem and maintain notebooks of these and other types of assessments.

## Generic Standard 9

### School Safety and Violence Prevention

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.

- How well are candidates able to help pupils cope with grief and loss in their lives and to implement procedures to assist those who require more intensive interventions?

#### **Grief and Loss**

Candidates in *PPS 550, Violence Prevention & Crisis Intervention* learn to assist pupils in coping with grief and loss through lecture, role-play, and case notes. They demonstrate their skill in helping pupils cope with personal grief and loss and to implement procedures to assist those requiring intensive intervention. School base curriculums and children's literature related to grief and loss are also reviewed and discussed.

- To what extent are candidates aware of issues and procedures related to successfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration?
- In what ways do candidates demonstrate knowledge of theories of violence and aggression, particularly as they relate to pupil's development?
- In what ways do candidates demonstrate knowledge about exposure to violence as a significant developmental risk factor in the lives of children and adolescents?

#### **Identifying Youths at Risk for Violence, Victimization or Perpetration**

Identification of at children and youth at risk for violence perpetration is addressed with an emphasis on pupil development, risk factors, history, and warning signs in three different classes *PPS 550, Violence Prevention & Crisis Intervention, PPS 556, Seminar in Functional Analysis and Behavior Change* and *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*. Identification of children and youth at risk for victimization is most specifically covered in *PPS 550, Violence Prevention & Crisis Intervention*. Readings, lecture, examination and class discussion are all utilized.

In *GED 501, Seminar in Learning and Development*, knowledge about exposure to violence as a significant developmental risk factor is discussed in connection with a number of theoretical perspectives including: Bandura's Social Learning Theory, Kohlberg's Theory of Moral Development, as well as basic behavioral theory.

- To what degree do candidates demonstrate knowledge of bullying behavior in school and

**have skills in applying research-based models and programs designed to limit the occurrence of bullying on school campuses?**

### **Bullying Behavior**

Characteristics of violent students, including bullying behavior, are examined within the classroom setting in *PPS 550, Violence Prevention & Crisis Intervention* and *PPS 556, Seminar in Functional Analysis and Behavior Change* through lecture and readings.

- **In what ways do candidates demonstrate knowledge of methods of assessment that contribute to interventions for the development of pupils' self-esteem and lowering the risk of suicide and substance abuse?**

### **Development of Self-Esteem**

The course, *PPS 545, Counseling Children, Youth and Families*, requires that candidates demonstrate knowledge of methods of assessment that contribute to interventions for the development of pupils' self-esteem, thus lowering the risk of suicide and substance abuse. A case study project and examinations addressing specific situations for assessment provide avenues through which candidates demonstrate their knowledge in this area.

- **How aware are candidates of the influence of environmental, community context, and substance use on the occurrence of violence and how capable are they in incorporating this knowledge into a comprehensive school safety plan?**

### **School Safety Plan**

*PPS 550, Violence Prevention and Crisis Intervention* specifically addresses environmental community context, and substance use's impact on the occurrence of violence and subsequently incorporates this knowledge. Students participate in class discussion, many role-playing opportunities, and the small group development of a school safety program to reduce the incidence of school site violence.

- **How comprehensive are candidates' knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard?**

### **School-Wide Programs**

Candidates are provided with opportunities and experiences to understand ways in which school environments can enhance the safety and well being of all pupils. Prevention, early intervention, conflict resolution, crisis intervention and treatment are addressed from both a systemic perspective and from an interpersonal approach.

In the course, *PPS 550, Violence Prevention and Crisis Intervention* small groups present on school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard.

- **How do candidates demonstrate knowledge and skills related to implementing crisis interventions and management, including triage (prioritizing needs in emergency situations), psychological first aid, and follow-up with pupils, parents, and school staff?**

- **How effectively are candidates able to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and /or angry parents, pupils, teachers, and other school staff?**
- **To what extent do candidates demonstrate knowledge about the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence?**

### **Systemic Crisis Intervention, Interpersonal Conflict Resolution and Group Conflict**

Characteristics of violent students, such as bullying behavior, gang involvement, and inter-group conflict are addressed in the course, *PPS 550, Violence Prevention and Crisis Intervention* primarily through classroom discussion and role plays that are based on assigned readings and classroom lecture.

Skills learned in *PPS 550, Violence Prevention and Crisis Intervention* are reinforced in *PPS 556, Seminar in Functional Analysis and Behavior Change*, where systemic crisis intervention following crisis such as a student suicide or incident of school violence is addressed. Intercultural conflict resolution between two teachers is role- played by all candidates and the creation of an intercultural group or gang conflict resolution plan is created.

### **Evaluation**

Class role-plays are used, in *PPS 550, Violence Prevention and Crisis Intervention*; *PPS 556, Seminar in Functional Analysis and Behavior Change*; and *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, so that candidates may have practice dealing with grief, conflict resolution, negotiation, bullying behavior, suicide prevention and substance abuse. Intercultural conflict resolution between two teachers is also role-played by all candidates in *PPS 556, Seminar in Functional Analysis and Behavior Change*, and the creation of an intercultural group or gang conflict resolution plan is created. This conflict resolution plan may be created in class by small groups or included on the exam as an essay question.

Small groups each develop a school safety program to reduce the incidence of school site violence at their fictional school site in *PPS 550, Violence Prevention and Crisis Intervention*. Additionally in *PPS 550*, small groups present on school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard. Examination is used to further evaluate learning in *PPS 550, Violence Prevention and Crisis Intervention*; *PPS 556, Seminar in Functional Analysis and Behavior Change*; *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*; as well as in *GED 501, Seminar in Learning and Development*; and in *PPS 545, Counseling Children, Youth and Families*.

## Generic Standard 10

### Consultation

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 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.

- How do candidates demonstrate knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships?

#### Individual and Organizational Consultation

Each candidate demonstrates knowledge of individual and team consultation processes, including methods of initiating, developing, and concluding consultative relationships. In *PPS 545, Counseling Youth and Families*, candidates study developmental and socio-cultural issues and the methods necessary for initiating and developing liaison work with medical and mental health professionals and community agencies.

In *PPS 512, Consultation and Collaboration in Multicultural Settings* and in *PPS 510, Leadership and Development of Educational Systems*, individual and organizational consultation processes are taught in a sequential manner from the first stage of initiation to the conclusion of the consultative relationship. School Psychology and school counseling candidates examine consultation theories, consultation models, and consultation processes that can be used for effective functioning with students, parents, teachers, community professionals and outside agencies to address pupils' needs.

- How do candidates demonstrate knowledge of factors that promote the development of effective relationships among teachers, staff, families and others, taking into consideration the influence of diverse cultures and languages?

#### Development of Effective Relationships

The development of positive effective relationships is an important aspect of many of our classes. The PPS School Psychology and School Counseling programs pride ourselves on our strong focus on diversity and the collaborative opportunities our candidates have to demonstrate and promote relationships among diverse peers within our program. *PPS 530, Seminar in Techniques of Individual Counseling*, places specific emphasis on the development of relationships with teachers, staff, families and others from a multicultural perspective through examination and guided practice. In *PPS 545, Counseling Youth and Families*, advanced techniques for liaison work are developed.

During the practicum and fieldwork/internship courses for school psychologists, *PPS 562, PPS 566* and *PPS 585*, candidates receive supervised training in elementary and secondary school

settings that involves, among other skills, consultation and collaboration with parents, school staff, and others. Pupil advocacy approaches are practiced in these intensive programs. All of the techniques and skills learned in course work pertaining to groups and relationship building are implemented and practiced in the candidates' practicum and/or fieldwork placement.

- **In what ways do candidates demonstrate knowledge and application of consultation principles and practices used to assist school staff in learning about (among other things) classroom management, school discipline, learning styles, the interpretation of test results, the improvement of pupil attendance and learning and achievement?**
- **How well do candidates demonstrate understanding of the impact that teaching methods and style have on pupil learning in the classroom?**

### **Classroom Management and School Discipline**

Classroom management and school discipline for the school psychologist are focused on in *PPS 512, Consultation and Collaboration in Multicultural Settings* and in *PPS 556, Seminar in Functional Analysis and Behavior Change*. Best practices for school psychologists and application of the law is emphasized while behavioral principles, cognitive strategies and Adlerian approaches are all utilized, when appropriate. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, candidates visit nonpublic and public programs to evaluate classroom management approaches, school-based or school-linked services, community-based and school-based systems of care and support. Their findings are then presented to the class.

### **Interpreting Test Results**

The interpretation of test results and learning styles are included for school counselors and school psychologists in *PPS 520, Principles of Educational and Psychological Measurement*, as well as in *PPS 512, Consultation and Collaboration in Multicultural Settings*. Group test results as well as individual assessments are interpreted with an emphasis on sensitivity and plans for improvement in *PPS 520, Principles of Educational and Psychological Measurement*.

For the school psychologist, test interpretation is more fully developed in *PPS 562, Practicum in School Psychology*; *PPS 564, Seminar in Multicultural Educational Assessment and Evaluation*; *PPS 566, Practicum II in School Psychology*; *PPS 571, Multicultural Case Study Methods for School Psychology*; and *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*.

### **Learning Styles, Improvement of Achievement and Teaching Methods**

Through readings, lecture, candidate observation of students, and site visitations, learning styles are addressed in *SPE 460, Introduction to Special Education*; in *SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*; and in *PPS 512, Consultation and Collaboration in Multicultural Setting*. In *SPE 568, Curriculum & Instruction for the Mild/Moderate*, the improvement of learning and achievement is addressed as are teaching methods and styles. Candidates demonstrate direct instructional methods in the *SPE 568* class.

Candidates present on intervention approaches, including teaching methods, in *PPS 512, PPS 572, Assessment and Intervention for Autism, Emotional and Behavior Disorders*, later addresses instructional methodologies for the autistic student.

In the course *SPE 460, Introduction to Special Education*, candidates examine exceptionality including the behavioral and learning characteristics of pupils in terms of development and

programmatic needs. They also become familiar with the current eligibility criteria, legal rights and exemplary school programs for pupils with different emotional, intellectual, physical, and social needs.

### **Evaluation**

Candidates are assessed for competence and knowledge of this standard through examinations, cooperative learning, and role-play activities (*PPS 520, Principles of Educational and Psychological Measurement*), small group activities and examinations (*PPS 530, Seminar in Techniques of Individual Counseling* and *PPS 545, Counseling Youth and Families*), role-playing, presentations, and individual projects (*PPS 510, Leadership and Development of Educational Systems* and *PPS 512, Consultation and Collaboration in Multicultural Setting*), by readings and written papers on specified topics (*SPE 460, Introduction to Special Education*), in class activities and the taking of a language sample (*SPE 560, Language/Speech Development, Disabilities and Alternate Communication System*) and two curriculum/ instruction projects including the demonstration of teaching methods (*SPE 568, Curriculum & Instruction for the Mild/Moderate*). On-site supervisors evaluate candidates on the mastery of competencies related to this standard as they complete their practicum and fieldwork experience (*PPS 562, Practicum in School Psychology* and *PPS 585 Fieldwork in School Psychology*).

## Generic Standard 11

### Learning Theory and Psychological Education

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 states, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between institutional strategies and pupil learning assets and deficits.

- To what extent do candidates display knowledge about theories of learning?

#### Theories of Learning

The candidates' knowledge of theories of learning comes specifically from *GED 501, Seminar in Learning and Development*. In this course, research and practice related to theories about learning are taught. In addition, the coursework covers the development of cognition and affect. The course objectives for *GED 501, Seminar in Learning and Development*, state that candidates will be able to describe cognitive processes that are critical to learning, understand the nature of information processing, constructivist learning, the development of thinking skills, problem solving and creativity among others. In *SPE 568, Curriculum & Instruction for the Mild/Moderate*, candidates apply their knowledge about theories of learning when they demonstrate direct instructional techniques in class.

- To what degree do candidates understand the role of parents and other caregivers in the support of pupil learning?

#### The Role of Parents in Pupil Learning

A strong family systems approach is applied in *PPS 512, Consultation and Collaboration in Multicultural Settings*. The role of parents and other caregivers in the support of pupil learning is viewed from the family systems approach as well as a behavioral and cognitive behavioral perspective. In *GED 501, Seminar in Learning and Development*, a social learning model is explored in addition to a variety of other theoretical perspectives.

- To what extent do candidates exhibit knowledge about developing positive, culturally-sensitive learning environments?

#### Developing Culturally-Sensitive Learning Environments

Each candidate must demonstrate knowledge about developing positive, culturally-sensitive learning environments. In *PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*, candidates examine the total process of socialization and the effects of cultural determinants on human development and learning. Assigned readings, class discussion, and research all enhance candidates' learning.

- To what extent do candidates exhibit an understanding of the strategies and techniques to help pupils accept responsibility for their own learning?
- In what ways do candidates demonstrate knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem?

### **Personal Responsibility and Self Esteem**

The faculty in the PPS Program believe it is important that candidates have the ability to assist pupils in learning effective ways to plan and give direction to their own learning and to develop self-esteem and positive feelings about learning. Candidates receive a variety of competencies aimed at human relations training and affective education in *PPS 530, Seminar in Techniques of Individual Counseling*. In this course, Cognitive-Behavior techniques and Adlerian approaches, among others, are reinforced, practiced and applied to educational settings.

- **In what ways do candidates demonstrate knowledge about barriers to learning?**

### **Barriers to Learning**

In addition to the classes listed above, barriers to learning are further addressed through readings, lecture and class discussion in *SPE 460, Introduction to Special Education*, which examines exceptionality including the behavioral and learning barriers of pupils in terms of development and programmatic need, and in *SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*. In *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners* accommodations and modifications are developed as methods to overcome barriers to learning.

### **Evaluation**

Along with examinations, candidates' understanding of learning theories and factors influencing learning and teaching is evaluated through group presentations, review of articles, and reflective writing on dialectical discussion questions/hypotheses (*GED 501, Seminar in Learning and Development*), demonstrations of direct instruction techniques (*SPE 568, Curriculum & Instruction for the Mild/Moderate*), cooperative learning activities and a paper (*PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*), role play (*PPS 530, Seminar in Techniques of Individual Counseling*), role-play, presentations on classroom interventions (*PPS 512, Consultation and Collaboration in Multicultural Setting*), classroom discussion, site visitation (*SPE 460, Introduction to Special Education*), in class exercises and a weekly journal (*SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*).

## Generic Standard 12

### Professional Leadership Development

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.

- **How well do candidates display knowledge of and skill in program development, implementation, and evaluation?**

#### **Program Development and Evaluation**

Following reading and class lecture candidates display knowledge of and skill in program development, implementation, and evaluation by completing development and evaluation assignments related to the comprehensive guidance program in the course, *PPS 510, Leadership and Development of Educational Systems*. In both *PPS 510* and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates create either a needs assessment or program evaluation with their peers. All class members receive xeroxed copies of all projects completed in the *PPS 512* class for their later use. Finally candidates' application of program development and evaluation are evaluated by field supervisors during practicum and fieldwork/internship placements in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology* and *PPS 585, Fieldwork in School Psychology*.

- **In what ways do candidates demonstrate an understanding of various sources of funding that support instructional and pupil support services programs?**
- **How well do candidates demonstrate knowledge of the systems and resources at the building or district level ?**
- **In what ways do candidates demonstrate knowledge of current trends in school reform?**

#### **Systems, Resources, Funding and Reform**

Within a group of related assignments in the course, *PPS 510, Leadership and Development of Educational Systems*, candidates are required to visit school facilities and interview school personnel. They introduce their findings by presenting detailed reports that demonstrate their knowledge of the systems, resources, and funding sources for instructional and pupil support at the building or district level. Candidates demonstrate their knowledge of current trends in school reform by reports presented in class, based on interviews with school personnel and personal research.

- **In what ways do candidates exhibit knowledge of an array of methods for effectively communicating information to influence change?**
- **How do candidates exhibit the ability to present data effectively that influences change and supports improved outcomes for pupils?**

### **Communication for Change**

Candidates learn an array of methods for effectively communicating information to influence change in the course, *PPS 585, Fieldwork in School Psychology*. Candidates are required to exhibit the ability to present effectively data that influence change and support improved outcomes for pupils. In *PPS 520, Principles of Educational and Psychological Assessment*, candidates demonstrate an ability to use Power-Point overheads to present data and effectively communicate information, which supports improved outcomes for pupils.

### **Evaluation**

In both *PPS 510, Leadership and Development of Educational Systems*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates create either a needs assessment or program evaluation with their peers which is evaluated by the instructor. Also, in *PPS 510*, instructors evaluate written reports following school visitation and interview of school personnel addressing school reform, funding sources, supervision of community based employees, as well as program evaluation and other relevant areas. Following these interviews and class readings, candidates work together to discuss and create a guidance program. Program development and evaluation are essential parts of their subsequent class presentations which are evaluated by the instructor. Knowledge of program development and evaluation is put into action in the field during *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology* and *PPS 585, Fieldwork in School Psychology*. Field supervisors evaluate their competence in these areas on a scale of 1 (low competence) to 5 (high competence) when compared with others at same point of training.

Candidates learn an array of methods for effectively communicating information to influence change in the course, *PPS 585, Fieldwork in School Counseling*. Candidates are required to exhibit the ability to present effectively data that influence change and support improved outcomes for pupils. In *PPS 520, Principles of Educational and Psychological Assessment* candidates demonstrate an ability to use Power-Point overheads to present data and effectively communicate information, which supports improved outcomes for pupils.

## Generic Standard 13

### Collaboration and Coordination of Pupil Support Systems

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.

- In what ways do candidates demonstrate knowledge of organizing and managing services of community based organizations and agencies on a school site?
- What is the level of candidates' knowledge about models of school-based or school-linked services that promote pupil learning and success?
- How well do candidates understand community-based and school-based or school-linked services that promote pupil learning and success?
- How well do candidates understand community-based and school-based systems of care and support?
- To what extent can candidates provide leadership in the development and maintenance of viable school-community partnerships?

#### **Community Based Services on a School Site**

The *PPS 510* course, *Leadership and Development of Educational Systems*, requires candidates to demonstrate knowledge of organizing and managing services of community-based organizations and agencies on a school site through cooperative group work. Candidates in *PPS 585, Fieldwork in School Psychology*, provide leadership in the development and maintenance of viable school-community partnerships.

In our local area, services provided by community-based organizations on a school site such as Occupational Therapy, Physical Therapy, Speech Therapy, Discrete Trial Training and Counseling, vary dramatically from school district to school district and even school to school. In *PPS 510, Leadership and Development of Educational System*, and in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, lecture by the instructor and/or guest speakers address the organization, management, and supervision of services of community-based organizations and agencies on a school site.

In Los Angeles Unified School District, several of the schools have complete mental health clinics on school campuses such as Elizabeth Street School, which is a K-12 program. Since programs such as these are still not common within our local area, the CSUDH school psychology program empowers our candidates to be advocates and change agents with a broad vision of service and potential for the future in *PPS 510*.

Within a group of related assignments in, *PPS 510, Leadership and Development of Educational Systems*, candidates are required to visit school facilities and interview school personnel. Since

many of our local school districts have services of some sort provided by community-based organizations or agencies, candidates learn firsthand about the experiences of school personnel who work at these sites. Since the services vary so dramatically, it is highly informative when candidates present their findings in class. Materials acquired on their visits are circulated in class for review by all class members. Both the reports and materials help all candidates develop greater knowledge.

In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, candidates visit nonpublic and public programs to evaluate classroom management approaches, school-based or school-linked services, community-based and school-based systems of care and support. Their findings are then presented to the class. Class discussion focuses on organizational issues and the pros and cons of community-based and school-based systems.

- **To what degree do candidates demonstrate knowledge of and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for pupils?**
- **How effectively can candidates access and utilize resources within the community?**

### **Collaborating with Community-Based Organizations**

*PPS 585, Fieldwork in School Psychology*, provides candidates with the opportunity to gain knowledge in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for pupils. Candidates are required to build a resource base within the community they work or live. They are to examine each of these resources personally, either by phone or on site, to test their acceptability for providing care and support for pupils within that setting.

- **To what extent do candidates demonstrate knowledge of multi-disciplinary teams, teamwork, team building and skill in functioning as a team member within schools and with community-based organizations?**

### **Knowledge of Teams**

The development of teamwork, team building and skill in functioning as a team member are developed in a variety of classes where cooperative learning activities are fostered. *For example, in PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, teams of candidates research, observe, and finally give a Protocol Process Presentation on various interventions for Autism such as: Floortime, Discrete Trial Teaching, Occupational Therapy, Social Stories, and Circle of Friends. After the presentation, all team members provide written feedback about their teamwork experience.

Through activities and experiences in *PPS 512, Consultation and Collaboration in Multicultural Settings*, and *PPS 562, Practicum in School Psychology*, candidates first role-play participation on multi-disciplinary teams and later observe and participate on Student Success Team (a.k.a. School Consultation Teams) and/or Individualized Educational Planning Teams within schools and with community-based organizations.

In *PPS 566, Practicum II in School Psychology*, and *PPS 585, Fieldwork in School Psychology*,

candidates continue their experiences on Student Success Team (a.k.a. School Consultation Teams) and Individualized Educational Planning Teams within schools and with community-based organizations. Also included are activities designed to help candidates become knowledgeable about community resources and referral agencies.

- **How do candidates demonstrate the ability to implement assessment and data gathering procedures to document the nature and scope of the need for pupil support services?**
- **To what extent are candidates knowledgeable about the organization and dissemination of information about a school or district's comprehensive pupil support service plan?**
- **What are candidates' level of knowledge about creating formal memoranda of understanding with public and private child-serving agencies to clarify roles and services as part of a broader pupil services plan?**

### **Assessment and Data Gathering**

The ability to implement assessment and data gathering procedures to document the nature and scope of the need for pupil support services is developed through readings, lecture and site observations/interviews in *PPS 510, Leadership and Development of Educational Systems*. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates create either a needs assessment or program evaluation with their peers, based on previous class readings and lecture. All class members receive xeroxed copies of all projects completed in the class.

In *PPS 510, Leadership and Development of Educational Systems*, candidates are required to visit school facilities and interview school personnel. One of the focuses of their interview is the data gathering and needs assessment procedures that are used by the specific personnel they interview as well as brochures, reports and other information sharing devices used to disseminate information about their comprehensive pupil support services. Candidates in *PPS 510*, subsequently create a sample brochure about pupil support services that they imagine themselves supervising and providing.

### **Evaluation**

Candidates in the *PPS 510, Leadership and Development of Educational Systems* course demonstrate knowledge of organizing and managing services of community-based organizations and agencies on a school site by responding to specific assignments. They further demonstrate knowledge in collaboration by completing assignments that require them to investigate institutions engaged in pupil services and report their findings in writing as well as through class presentation. In *PPS 585, Fieldwork in School Psychology*, candidates are required to build a resource base within the community they work or live. They are to examine each of these resources personally, either by phone or on site, to test their acceptability for providing care and support for pupils within that setting.

Candidates in *PPS 562, Practicum in School Psychology*, are evaluated by their supervisors as they observe and participate on Student Success Team (a.k.a. School Consultation Teams) and/or Individualized Educational Planning Teams within schools and with community-based organizations. Candidates continue their experiences on Student Success Team (a.k.a. School Consultation Teams) and Individualized Educational Planning Teams within schools and with

community-based organizations. Candidates are again evaluated by their supervisors.

In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, candidates also visit nonpublic and public programs to evaluate classroom management approaches, school-based or school-linked services, community-based and school-based systems of care and support. Their findings are then presented to the class.

## Generic Standard 14

### Human Relations

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.

- **To what extent do candidates demonstrate knowledge of theories and conceptual models of interpersonal relations and communications?**

#### **Theories and Conceptual Models**

Experiential learning in the use of communication skills requiring self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups is required in *PPS 530, Seminar in Techniques of Individual Counseling*, *PPS 540, Seminar in Techniques of Group Counseling*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*.

Through lecture, readings, and role-play experiences in *PPS 530, Seminar in Techniques of Individual Counseling*, candidates acquire theoretical knowledge and specific skills identified in research and counseling practice as being necessary for effective helping with personal and social development. Through *PPS 540, Seminar in Techniques of Group Counseling*, candidates demonstrate knowledge of a variety of theoretical group counseling approaches that are appropriate for a diverse culture in educational and community settings. They learn to develop an approach congruent with their own personal philosophy of group counseling and lead a group using that approach. Lecture and role-play are used in *PPS 512, Consultation and Collaboration in Multicultural Settings*, where candidates learn theoretical models of positive group facilitation for use with school personnel, families, pupils, and community members.

- **How effectively do candidates demonstrate ability to use communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers?**

#### **Communication**

Both *PPS 530, Seminar in Techniques of Individual Counseling*, and *PPS 540, Seminar in Techniques of Group Counseling*, provide direct experiential learning in the use of communication skills. Communication skills are further developed through role-play in *PPS 512, Consultation and Collaboration in Multicultural Settings*. The use of communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers is ultimately demonstrated at school sites in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585, Fieldwork in School Psychology*.

- **How well do candidates demonstrate the ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site?**

- **In what ways do candidates demonstrate awareness of group dynamics and methods to facilitate inter-group relations and mediate conflict when it arises on the school site?**

*PPS 550, Violence Prevention and Crisis Intervention, and PPS 556, Seminar in Functional Analysis and Behavior Change, each provide opportunities for candidates to learn to foster an appreciation for diversity and apply steps for interethnic and intercultural conflict resolution.*

*PPS 550, Violence Prevention and Crisis Intervention, utilizes discussion, the sharing of personal experience, lecture, and class readings to focus on school-wide strategies and activities that help to create a school community that fosters appreciation for ethnic and cultural diversity. Role-play is an integral part of this class that addresses intergroup relations and conflict resolution. The role-playing of intercultural conflict resolution between two teachers is completed in pairs during PPS 556. Faculty's personal experience with a school-wide conflict resolution is discussed, a theoretical approach for intervention is taught and evaluated by role-play and/or exam where candidates are given a scenario and asked to create a plan to solve it.*

### **Evaluation**

Candidate knowledge of the major individual theories as well as knowledge of the general stages of helping is evaluated by examinations (*PPS 530, Seminar in Techniques of Individual Counseling*). Candidates' knowledge of the theories and corresponding techniques is evaluated in a paper in which they are required to compare and contrast ten group counseling theories and determine which four of those theories best express their personal philosophy of group counseling and how they apply their own counseling philosophy in a group setting (*PPS 540*). Class role-play is also utilized for evaluation (*PPS540, Seminar in Techniques of Group Counseling; PPS 530, Seminar in Techniques of Individual Counseling; and PPS 512, Consultation and Collaboration in Multicultural Settings*).

Opportunities for candidates to learn and apply steps for interethnic and intercultural conflict resolution are provided in *PPS 550, Violence Prevention and Crisis Intervention, and PPS 556, Seminar in Functional Analysis and Behavior Change* and are evaluated by instructor observation. The role-play of intercultural conflict resolution between two teachers is completed in pairs during *PPS 556*. Written examination is also a primary evaluation tool in *PPS 556*, a school wide conflict resolution model is taught and evaluated by either role-play or exam where candidates are given a scenario and asked to create a plan to solve it.

## Generic Standard 15

### Technological Literacy

**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.**

- **How well do candidates demonstrate knowledge of pertinent computer hardware and software, such as word processing and database and computer presentation applications?**
- **To what extent do candidates demonstrate computer-based technology skills in such areas as accessing the internet, downloading files, communicating with others through the use of e-mail and otherwise making use of computer technology as a resource tool?**

#### Computer-Based Literacy

One of the entrance requirements for the school psychology credential requires that candidates word process their Statement of Purpose using a computer word processing program. At the end of their statement they must include the type of computer and program they used to complete the statement. Additionally, a signed statement must be included indicating that they have word processed this statement themselves and have basic word processing skills.

Candidates in the course, *PPS 510, Leadership and Development of Educational Systems*, gain knowledge of pertinent computer hardware and software from graduate students in the Computer-Based Education Option within our department. Computer-based students fulfill partial requirements for their program by expanding our candidates' technological literacy. Candidates are taught how to use Power Point to give a presentation.

Graduate students in the Computer-Based Education Option again work with our candidates in *PPS 520, Principles of Educational and Psychological Assessment*. They attend a session in a university computer laboratory and are taught how to research information and download files on standardized tests on the internet. During the same lab session, students review how to use Power Point to create professional looking overheads or give a presentation. A class presentation on an individual standardized test with at least two Power Point overheads is subsequently required of teams of candidates. Some students choose to give a complete Power Point presentation rather than using overheads. Candidates are also required to send one e-mail to their instructor during this class. Candidates in the course, *GED 500, Research Methods in Education*, gain knowledge of pertinent data analysis programs as they attend sessions in a university computer laboratory that is housed in the School of Behavioral Sciences.

- **To what extent do candidates understand legal and ethical issues related to computer-based research?**
- **To what extent do candidates understand the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning and data-based research.**

### **Legal and Ethical Issues**

*GED 500, Research Methods in Education*, reviews legal and ethical issues related to computer-based research as well as the appropriate use of computer-based technology and data-management system. Additionally, computer applications to complete research at the CSUDH library and through the CSU system are demonstrated. Computer applications involved in solving problems and analyzing research data provide candidates with the training to apply technology to complete statistical analysis such as correlations, t-tests, and analysis of variance. The interpretation of this statistical analysis is then used to simulate databased decision-making and solving problems.

### **Evaluation**

Candidates demonstrate their knowledge of word processing skills through their Statement of Purpose used in application to the program. A class presentation with Power Point overheads and a handout of these findings is distributed to the class and all class members maintain a notebook of these handouts (*PPS 520, Principles of Educational and Psychological Assessment*). A Power Point class presentation is made and participation in class discussion related to legal and ethical issues in computer-based technology is evaluated (*PPS 510, Leadership and Development of Educational Systems*). Candidates demonstrate their learning in the computer lab by locating information on the Internet related to the specific standardized test they will be presenting on in *PPS 520*.

In addition to exams, students complete a computer applications project where the interpretation of their computer based statistical analysis is then used to simulate databased decision making and solving problems (*GED 500, Research Methods in Education*).

## Generic Standard 16

### Supervision and Mentoring

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.

- **How effectively do candidates demonstrate familiarity with supervision and mentoring models such as: administrative, behavioral, clinical, or professional growth and development?**
- **How well do candidates demonstrate knowledge of current professional literature about best practices in supervising field experience training?**

Each candidate demonstrates knowledge of supervision and mentoring models as well as current professional literature about practices in the supervision field in *PPS 510, Leadership and Development of Educational Systems*. Candidates are provided with specific mentoring models and role-play the application of these models in class. This learning is also emphasized in the course *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*, where candidates may choose to complete a school-based supervision observation/evaluation among other options.

- **In what ways do candidates demonstrate knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in field experience placement?**
- **In what ways do candidates display knowledge of mentoring and consultation among professional colleagues?**

Candidates in the courses *PPS 510, Leadership and Development of Educational Systems*, and *PPS 566, Practicum II in School Psychology*, acquire knowledge of professional guidelines and the standards for supervision and mentoring of each credential candidate in field experience placement. The *PPS 510* course offers candidates the opportunity to discuss the guidelines and standards for supervision after reading and discussing assigned materials. The *PPS 585* course offers candidates the opportunity to receive supervision and mentoring firsthand from an expert in their field as they study the professional guidelines and standards for supervision and mentoring.

During small group supervision meetings for *PPS 585, Fieldwork in School Psychology*, candidates again review guidelines and standards for supervision and mentoring. Candidates in their second semester of supervision are required to individually mentor candidates in their first semester of supervision outside of class and during cooperative class activities. Candidates thereby apply their knowledge of mentoring and consultation among colleagues. Finally, candidates are required to complete a written evaluation of their site supervisor at the end of their fieldwork/internship experience, which requires application of their acquired knowledge of guidelines and standards.

**Evaluation**

Candidates demonstrate their familiarity with supervision and mentoring models through discussion, (*PPS 510, Leadership and Development of Educational System*, and *PPS 566, Practicum II in School Psychology*). They may also choose to complete a school-based supervision observation/ evaluation (*SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learner*). The mentoring of colleagues is completed by observation of their interaction with their peers in *PPS 585, Fieldwork in School Psychology*.

## **Section III**

### **School Psychologist Specialization Standards**

#### **I. Core Knowledge Base and Foundations**

- Standard 17            Psychological Foundations**
- Standard 18            Educational Foundations**
- Standard 19            Legal, Ethical and Professional Foundations**

#### **II. Professional Skills and Training**

- Standard 20            Collaboration and Consultation**
- Standard 21            Wellness Promotion, Crisis Intervention and Counseling**
- Standard 22            Individual Evaluation and Assessment**
- Standard 23            Program Planning and Evaluation**
- Standard 24            Research, Measurement and Technology**

#### **III. Experience**

- Standard 25            Practica**
- Standard 26            Culminating Field Experience**
- Standard 27            Determination of Candidate Competence**

## School Psychology Specialization Standards

### I. Core Knowledge Base and Foundations

#### Standard 17

##### Psychological Foundations

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.

- To what extent do candidates demonstrate knowledge of child and adolescent development?
- To what extent do candidates demonstrate knowledge of human learning?

##### **Knowledge of Development and Learning**

Candidates in the school psychology program are expected to be well-versed in theories of normal human growth and atypical development so as to understand the different levels of maturity of the pupils with whom they will be concerned. Since the School Psychology Program focus on Pre-K through 12 school age students, most of the coursework in the candidates' plan of study has a developmental perspective; however, *GED 501, Seminar in Learning and Development*, provides the theory, research and practice related to learning and development by emphasizing the biological and psychological factors in individual differences. In *GED 501*, candidates demonstrate the application of their learning from reading and lecture through the critical analysis of case studies and relevant research. In *SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*, candidates develop a more advanced understanding of language development and apply this understanding in their evaluation of a language sample they record.

- In what ways can candidates display knowledge of individual differences, such as human exceptionalities and developmental psychopathology?
- How do candidates demonstrate knowledge of biological foundations of behavior, such as biological bases of development, neuropsychology, physiological psychology, and psychopharmacology

##### **Individual Differences and Biological Foundations of Behavior**

Exceptionalities and individual differences in human growth and development as well as biological bases of development are addressed through several courses. In *GED 501, Seminar in Learning and Development*, candidates are first exposed to individual differences and human exceptionalities as well as a foundational understanding of cognitive processes that are critical to learning, physiological psychology and neuropsychology. Through lecture and readings in *SPE 460, Introduction to Special Education*, human exceptionality is then addressed from developmental, diagnostic, legal, and educational perspectives. An understanding of physiological psychology and biological bases of development is incorporated into an

understanding of children who legally qualify for special education services. In *SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*, advanced understanding of exceptionalities in language development is also developed.

In *PPS 555, Seminar in Functional Analysis and Behavior Change*, knowledge of neuropsychology and psychopharmacology related to attentional deficit disorders is developed. At a more advanced level developmental psychopathology, some neuropsychology, physiological psychology, and psychopharmacology are addressed in *PPS 572, Assessment and Intervention for Mental Health and Emotional Disturbance*.

- **How well do candidates demonstrate knowledge of social and cultural bases of behavior, such as cross-cultural research, social development, social and cultural diversity, and social psychology?**

#### Social and Cultural Bases of Behavior

Each candidate is required to demonstrate knowledge of socio-cultural bases of behavior specifically in *PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*, which examines the total process of socialization and the effects of cultural determinants on human development and learning. *GED 501, Seminar in Learning and Development*, also addresses how the interaction of culture, language, and socio-political factors contribute to an individual's learning and development.

- **How effectively do candidates demonstrate knowledge and application of learning theory and cognitive strategies related to the instructional process?**
- **To what extent do candidates demonstrate knowledge of empirically-supported components of effective instruction and alternate instructional methodology?**

#### Learning Theory, Cognitive Strategies and Effective Instruction

Learning theory and cognitive strategies are first addressed in *GED 501, Seminar in Learning and Development*. The nature of information processing, constructivist learning, the development of thinking skills, problem solving and creativity are all explored. Empirically-supported components of effective instruction and alternate instructional methodology is later addressed with more depth in *SPE 568, Curriculum and Instruction for the Mild/Moderate*, which provides candidates with knowledge of specific reading and math instructional methodology for the learning disabled. *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, later addresses instructional methodologies for the autistic student. In *PPS 512, Consultation and Collaboration in Multicultural Settings* candidates present on a variety of instructional methodologies to help general education students overcome barriers to learning and finally in, *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners* alternate instructional methodology, accommodations and modifications are addressed to meet the needs of all learners.

- **To what extent do candidates demonstrate skills in communication and the interpersonal skills necessary to work with school staff and parents to improve instruction?**

#### Communication and Interpersonal Skills

Both *PPS 530, Seminar in Techniques of Individual Counseling*, and *PPS 540, Seminar in*

*Techniques of Group Counseling*, provides direct experiential learning in the use of communication skills. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates work directly on consultation skills to be used with school staff and parents to improve instruction through role-play. Communication and interpersonal skills are an integral part of the ability to consult. The use of communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers is ultimately demonstrated at school sites in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585, Fieldwork in School Psychology*.

### **Evaluation**

In addition to examinations, candidates' knowledge related to individual differences in growth, development, and learning is evaluated through concept maps/chapter summaries, weekly critical analysis of case studies, and presentations of analysis of relevant research related to theories of typical growth and development (*GED 501, Seminar in Learning and Development*), completion of the analysis of language samples (*SPE 560, Language/Speech Development, Disabilities and Alternate Communication systems*), presentations on classroom interventions (*PPS 512, Consultation and Collaboration in Multicultural Settings*), interactive group presentations (a.k.a. Protocol Process presentations) of techniques used with the autistic child (*PPP 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*), critiques of facility visitations and descriptions of various agencies and organizations that provide services to students with disabilities in written and oral formats (*SPE 460, Introduction to Special Education*). Evaluation of knowledge of the influence of cultural and racial differences related to development is accomplished by readings and written papers on specified topics (*GED 501, Seminar in Learning and Development*). A live demonstration of a specific direct instruction lesson and an anecdotal description and documentation of a small group tutorial to reading comprehension or written expression is required in *SPE 568, Curriculum and Instruction for the Mild/Moderate*, and role-play experiences evaluated by the instructor are included in *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 540, Seminar in Techniques of Group Counseling*; and *PPS 512, Consultation and Collaboration in Multicultural Settings*.

## School Psychology Specialization Standards I. Core Knowledge Base and Foundations

### Standard 18

#### Educational Foundations

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 alternate 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 involvements 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.

- In what ways do candidates demonstrate knowledge about the organization and operation of schools, school and community-based resources, as well as alternate service delivery programs?
- How do candidates demonstrate knowledge about how to design and organize programs that promote learning and prevent problems, as applied to individuals, groups, and systems?

#### Organization and Operation of Schools

Commonalities and differences in the organization and operation of schools is explored in *PPS 510, Leadership and Development of Educational Systems*, through readings, discussion, site interview/observation. Alternate service delivery models in the schools and differences in job requirements for the school psychologist and school counselor are also areas of focus. Candidates actually design and organization the pupil personnel services for a school district in this class.

- How do candidates demonstrate knowledge about family involvement in education and ways to improve collaboration between parents and educators to enhance pupils' development and achievement?
- To what extent do candidates demonstrate knowledge of cultural issues that impact home-school collaboration?

#### Home-School Collaboration

Ways of improving collaboration between parents and educators is directly addressed in *PPS 512, Consultation and Collaboration in Multicultural Settings*, which develops the candidates knowledge of family systems approaches for collaboration through class readings, lecture and role-play. Knowledge of the cultural issues that impact home-school collaboration is also addressed as is awareness of a family's developmental position in the family life cycle, family

rules, roles, and expectations. Socio-cultural diversity is emphasized in most of our classes, but *PPS 508, Multicultural & Legal Issues in Counseling and School Psychology*, looks specifically at cultural and socioeconomic issues and *PPS 530, Seminar in Individual Counseling Techniques*, develops knowledge of helping skills when working with traditional American groups such as African American, Asian American, European American, Hispanic/Latin American, and Native American people. Candidates are evaluated based on an assessment of their in vivo performances and on exams designed to assess their knowledge of counseling and diversity issues.

- **In what ways do candidates demonstrate knowledge of various private agencies and resources available within the community and how do candidates make use of technology, such as the Internet, that can provide a variety of services and information to pupils and their families?**

### **Community Resources**

In *PPS 585, Fieldwork in School Psychology*, candidates are required to create referral list sources available within the community and communicate with key contact people at each site. Internet skills are required in *PPS 520, Principles of Educational and Psychological Assessment*, where candidates must complete Internet research and obtain information about a standardized test of their choice.

### **Evaluation**

In addition to examinations and classroom role-play, candidates actually design and organize the pupil personnel services for a school district (*PPS 510, Leadership and Development of Educational Systems*). Examination and instructor evaluation of role-play is utilized in *512, Consultation and Collaboration in Multicultural Settings* and *PPS 530, Seminar in Individual Counseling Techniques*. *PPS 508, Multicultural & Legal Issues in Counseling and School Psychology* uses written examination to evaluate candidates' knowledge of cultural issues that impact home-school collaboration. In *PPS 585, Fieldwork in School Psychology*, candidates create referral list sources available within the community and communicate with key contact people at each site. In *PPS 520, Principles of Educational and Psychological Assessment*, candidates must complete Internet research and obtain information about a standardized test of their choice.

**School Psychology Specialization Standards**  
**I. Core Knowledge Base and Foundations**

**Standard 19**

**Legal, Ethical and Professional Foundations**

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) alternate 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 practice in schools in ways that meet all appropriate, ethical, professional, and legal standards both to enhance the quality of services and protect the rights of all parties.

- To what degree are candidates knowledgeable of the history and foundations of school psychology?
- How do candidates demonstrate knowledge of alternate models for the delivery of school psychological services, emergent technologies, and the roles and functions of the school psychologist?
- To what extent are candidates familiar with the content of the codes of ethics and service delivery standards of national (National Association of School Psychologists and American Psychological Association) and state (California Association of School Psychologists) professional organizations?

**History, Ethics, Delivery Standards and Alternate Models**

Since legal and ethical issues are critical aspects of the jobs of many school psychologists, this standard is woven through a number of our classes. In *PPS 510, Leadership and Development of Educational Systems*, candidates are first exposed to the history and foundations of school psychology as well as the school psychologist's role and alternate models of delivery. In *PPS 530, Individual Counseling*, School Psychology candidates become familiar with the codes of ethics and service delivery standards.

- To what extent are candidates knowledgeable of the legal requirements that determine the pupil's rights to and eligibility for special education services and the processes that protect pupils' rights?

**Rights and Eligibility for Special Education**

Through reading and lecture in *SPE 460, Introduction to Special Education*, *PPS 562, Practicum in School Psychology*, and *PPS 571, Case Study Methods for School Psychology*, school psychology candidates learn about categories of exceptionality as defined in federal and California state laws and the eligibility for these disability categories. Additionally in *PPS 571, Case Study Methods for School Psychology*, and *SPE 524 Advanced Leadership, Management and Curriculum Modification for Diverse Learners*, candidates demonstrate, through examination, an understanding of due process and the processes that protect pupils' rights.

- **To what degree are candidates aware of the many sources and content of laws and regulations and are able to participate in a variety of decision-making activities in the school setting that involve the legal rights of pupils and their parents or guardians?**

### **Laws, Regulations and Decision Making**

In *PPS 508 Multicultural and Legal Issues in Counseling and School Psychology*, and *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*, school psychology candidates gain a broad knowledge of the legal framework and organizational patterns of public education proceeding from the United States Department of Education, to the California State Department of Education, to the County Offices of Education, and to local school districts. Candidates demonstrate knowledge of the laws, state codes, regulations, and court decisions with a focus on laws relating to children and youth, schools, special education and pupil personnel services. Candidates demonstrate their ability to deal with the implications and trends of court decisions on federal, state, and local laws, and how the latter affect the roles of the school psychologist, teacher, and administrator

After first experiencing guided practice in *PPS 571, Case Study Methods for School Psychology*, actual decision making opportunities that involve the legal rights of pupils and their parents are experienced in *PPS 585, Fieldwork for School Psychologists*, where candidates demonstrate competence in serving as members of student study, student assessment, and IEP teams under the supervision of a credentialed school psychologist.

Candidates learn to conduct psycho-educational evaluations with multi-ethnic students using alternative assessment measures and strategies when they are appropriate. Candidates demonstrate knowledge of school district forms which must be completed to document compliance with federal and state laws and school district policies when evaluating students for special education. School Psychology candidates are required to understand state laws (e.g. IDEA) and district procedures on “transition planning.” They demonstrate an understanding of state laws and school district procedures on attendance and truancy, suspension, and expulsion of both regular and special education students. Candidates must demonstrate knowledge of the use of student advocates and translators by parents in evaluation procedures, in the determination of IEP goals and objectives, and in placement decisions. Also, School Psychology candidates are informed of the “fair hearing” process and California state procedures for resolving school district and parent disputes regarding special education services (please see Appendix H-- Supervisor: School Psychology Fieldwork Competency Evaluation Form - CBC Standard 27).

- **To what extent do candidates demonstrate knowledge of and the ability to participate in the development and implementation of 504 Plans in the school setting?**

### **504 Plans**

In *PPS 555, Seminar in Functional Analysis and Behavior Change*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates’ role-play participation on School Consultation Teams and participate in the development, writing and implementation of 504 Accommodation Plans. In *PPS 562, Practicum in School Psychology*, and/or *PPS 566, Practicum II in School Psychology*, candidates will be evaluated by their field supervisors in their consultation skill and 504 accommodation plan participation depending on the opportunities

available at their practicum site.

- **When appropriate how do candidates demonstrate ability to adhere to (a) due process guidelines in all decisions affecting pupils; (b) accepted standards in assessment, consultation, and general professional practice; and (c) all legal requirements, as in response to legal decisions?**

### **Adherence to Due Process, Legal Requirements, and Accepted Standards**

In *PPS 564, Seminar in Educational Assessment and Evaluation*; *PPS 562, Practicum in School Psychology*; and *PPS 571, Case Study Methods for School Psychology*, school psychology candidates learn to select, administer, and interpret the results of both traditional and alternative ecological assessment methods consistent with due process laws, provisions, and school district procedures. Candidates demonstrate their knowledge of referral and assessment procedures, assessment methods, and strategies in the evaluation of students in all areas related to their suspected disabilities. Accepted standards of consultation are taught and adhered to in *PPS 512, Consultation and Collaboration in Multicultural Settings* in role-play, class discussion, and examination. In *PPS 585, Fieldwork in School Psychology*, previous learning related to consultation, due process, accepted standards and legal requirements is applied at Pre-K through 12 school sites.

In *PPS 571, Case Study Methods for School Psychology*, and in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates apply their understanding of the eligibility criteria for various disabilities and the due process laws, processes, and procedures which must be followed and documented in conducting ecological psycho-educational evaluations of students. Candidates are required to obtain samples of documents used for conducting psycho-educational evaluations (e.g., assessment plans, parent permission, student and parent rights). Accepted standards are applied to determine specific student needs (e.g., social-emotional, behavioral, academic, or vocational needs) and develop a proper IEP. Accepted standards are further used to determine Designated Instructional Services (e.g., speech/language, occupational therapy, counseling, etc.) and select the least restrictive special education placement options for students, which include a consideration of the integration of the disabled student with non-disabled students. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, strategies for intervention and instruction of the autistic student are fully reviewed as are interventions and class management approaches for students with mental health needs, so that school psychologists may later act as informed consultants for parents.

- **In what ways do candidates participate in an ongoing formative process that helps them identify their personal strengths and weaknesses for the purpose of improving the candidates' expertise in the practice of school psychology?**

### **Personal Strengths and Weaknesses**

Candidates maintaining a portfolio of practica activities throughout their school psychology program facilitate an ongoing formative process. Skills are evaluated by either their instructor

on campus or field facilitator at their school site. In *PPS 562, Practicum in School Psychology*, and *PPS 566, Practicum II in School Psychology*, the candidates' practica portfolios are individually reviewed with them and the identification of their personal strengths and weaknesses for the purpose of improving is facilitated.

In *PPS 540, Seminar in Techniques of Group Counseling*, candidates write a written report on their personal learning during their small group experiences which further develops their identification of strengths and weaknesses and leads toward improvement. The identification of their personal strengths and weaknesses when scoring tests and interpreting results is documented on detailed ongoing running records completed by the instructor after each project in *PPS 562, Practicum in School Psychology*, and *PPS 564, Seminar in Educational Assessment and Evaluation*. Since the candidates are given these running record forms at the beginning of the semester and they are required to resubmit them with each project it alerts them: 1) to the instructors expectation and scoring rubric and 2) it allows them to monitor their progress and detect any pattern in their errors. Personal analysis of candidates' negative self-talk as well as analysis of personal strengths and weaknesses is also expected in their reflective journals while in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585, Fieldwork in School Psychology*. An initial self-assessment is written when starting fieldwork which also asks for reflection on personal strengths and weaknesses.

- **How do candidates display ability to resolve dilemmas combining a data-driven, model with an ethical decision-making process when legal guidelines and ethical codes do not provide explicit guides to problem resolution?**

### **Legal and Ethical Dilemmas**

The ability to resolve dilemmas combining a data-driven model with an ethical decision making process is most directly addressed in *PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*, where candidates are presented with 10 moral and legal dilemmas for role-play and discussion throughout the semester.

- **How do candidates combine a data-driven model with an ethical decision making process to resolve problems arising from value conflicts at the individual, group, and organizational levels?**

### **Resolving Value Conflicts**

In *PPS 555, Seminar in Functional Analysis and Behavior Change*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates practice resolving problems arising from value conflicts through role-play. Actual opportunities to experience real problems arising from value conflicts at the individual, group and organizational levels vary according to the field experiences of each candidate. It is probable that these experiences occur in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585 Fieldwork in School Psychology*.

### **Evaluation**

Candidates are evaluated on their knowledge of the history and foundations of school psychology as well as the school psychologist's role and alternate models of delivery by exam in

*PPS 510, Leadership and Development of Educational Systems.* In *PPS 530, Seminar in Techniques of Individual Counseling*, familiarity with the codes of ethics and service delivery standards is evaluated through role-play and discussion, in addition to examination.

Knowledge of law and regulations is also evaluated by examination in *SPE 460, Introduction to Special Education*, *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*; *PPS 508, Multicultural and Legal Issues in Counseling and School Psychology*; *PPS 562, Practicum in School Psychology*; *PPS 555, Seminar in Functional Analysis and Behavior Change*; *PPS 564, Seminar in Educational Assessment and Evaluation*, and in *PPS 571, Case Study Methods for School Psychology*.

In *PPS 564, Seminar in Educational Assessment and Evaluation*, candidates are evaluated by objective examinations and by credit given for the administration, scoring, and accurate interpreting of traditional and alternative assessment methods. In *PPS 571, Case Study Methods for School Psychology*, candidates are evaluated by objective examinations, credit given for the completion of four typed case studies, and credit given for the presentation of evaluation results in simulated IEP team meetings.

In *PPS 555, Seminar in Functional Analysis and Behavior Change*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates' role-play participation on School Consultation Teams and participate in the development and writing of 504 Accommodation Plans which are evaluated by the instructor. In *PPS 562, Practicum in School Psychology*, candidates are evaluated by their field supervisors in their consultation skills and 504 accommodation plan participation.

Accepted standards of consultation are role-played in *PPS 512, Consultation and Collaboration in Multicultural Settings*. In *PPS 585, Fieldwork in School Psychology*, previous learning related to consultation, due process, accepted standards and legal requirements is applied at Pre-K through 12 school sites. In *PPS 585, Fieldwork for School Psychologists*, field-site supervisors who observe candidates in practice evaluate candidate competence. Supervisors use a 1 to 5 point scale (low competence to high competence) when compared to others at the same point in their training. These signed competency ratings are listed on the Supervisor: School Psychology Fieldwork Competency Evaluation Form. (Please see Appendix H.)

Candidates' skills in a number of areas are rated by either their instructor on campus or field facilitator at their school site. Supervisors use a 1 to 5 point scale (low competence to high competence). In *PPS 562, Practicum in School Psychology*, and *PPS 566, Practicum II in School Psychology*, the candidates' practicum portfolios are individually reviewed and the identification of their personal strengths and weaknesses for the purpose of improving is facilitated.

Candidates are evaluated when scoring tests and interpreting results on detailed ongoing running records completed by the instructor after each project in *PPS 562, Practicum in School Psychology*, and *PPS 564, Seminar in Educational Assessment and Evaluation*. Reflective journals completed by candidates while in *PPS 562, Practicum in School Psychology*, *PPS 566, Practicum II in School Psychology*, and *PPS 585, Fieldwork in School Psychology* are also

used for evaluation.

Finally, candidates are evaluated on their resolution of moral and ethical dilemmas as well as value conflicts in *PPS 508, Multicultural & Legal Issues in School Counseling and School Psychology*, *PPS 555, Seminar in Functional Analysis and Behavior Change*, and *PPS 512, Consultation and Collaboration in Multicultural Settings*.

**School Psychology Specialization Standards**  
**II. Professional Skills and Training**

**Standard 20**

**Collaboration and Consultation**

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.

- How do candidates demonstrate skills in individual and systems consultation?
- To what extent do candidates demonstrate knowledge of behavioral, mental health, organizational or collaborative consultation approaches?

**Individual and Systems Consultation including Behavioral, Mental Health, Organizational or Collaborative Consultation Approaches**

Candidates first demonstrate skill in developing the interpersonal relationships necessary for effective consultation in *PPS 530, Seminar in Techniques of Individual Counseling*. Candidates practice helping skills identified in research and counseling practice as being necessary for effective helping to occur. Candidates practice preparing, attending, observing, listening, and responding skills as well as skills in interpretation and in program development. They learn how to deal with resistance and how to guide people through a logical problem solving/decision making process. Candidates participate in large and small group guided practice situations where they receive immediate performance feedback (both positive and corrective). Once candidates begin to demonstrate adequate performance, they practice combinations of skills in independent mastery situations. Candidates are evaluated through the use of examinations and by direct observation of their skills during classroom practice exercises.

Candidates demonstrate knowledge of individual, family systems and systems consultation in *PPS 512, Consultation and Collaboration in Multicultural Settings*, and *PPS 510, Leadership and Development of Educational Systems*. Candidates acquire knowledge of theories, models, and processes of consultation collaboration for working with administrators, agencies, community groups, parents, pupils, and teachers. Through the use of discussion, assigned readings, and role-playing, candidates demonstrate knowledge and skills in consultation and collaboration with professionals. Candidates further demonstrate their skill in developing collaborative consultation processes in which parents, pupils, teachers, and relevant community members develop plans to address pupils' educational, emotional, and psychological needs in *PPS 571, Case Study Methods for School Psychology*, where IEP meetings are role-played.

Behavioral consultation, accommodation plans, and behavioral intervention plans are most specifically addressed in *PPS 512, Consultation and Collaboration in Multicultural Settings* and

*PPS 555, Seminar in Functional Analysis and Behavior Change.* Mental health consultation is addressed in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder.*

- **How do candidates use knowledge of multicultural factors in individual and system levels consultation?**
- **To what extent do candidates demonstrate knowledge about cultural issues that impact home-school collaboration?**

### **Multicultural Factors and Issues**

Each candidate is required to demonstrate knowledge and understanding of how socio-cultural factors, impact home-school collaboration in *PPS 508, Multicultural & Legal Issues*, through examination and collaborative problem solving of moral/legal/ethical dilemmas, and *PPS 512, Consultation and Collaboration in Multicultural Settings*, through role-play, discussion, and examination. The further application of this knowledge is made during *PPS 562, Practicum in School Psychology*, *PPS 566, Practicum II in School Psychology*, and *PPS 585, Internship/Fieldwork for School Psychologists.*

- **To what extent are candidates provided the opportunity to participate on child study, student study teams and other school-based and multi-agency teams designed to develop and coordinate programs and services for pupils and their families?**

### **Student Success Teams**

Participation on school consultation team (currently called Student Success Teams rather than Student Study Teams) is role played in *PPS 512, Consultation and Collaboration in Multicultural Settings*; *PPS 555, Seminar in Functional Analysis and Behavior Change*; and *PPS 562, Practicum in School Psychology.* Actual observation and participation on teams within public schools is also provided in *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; and *PPS 585, Fieldwork for School Psychologists.*

- **To what extent do candidates display skills related to problem solving?**

### **Problem Solving**

Problem solving is a multidimensional skill which is addressed from many perspectives by candidates in *PPS 510 Leadership and Development of Educational Systems*, through the creation of a school guidance program; *PPS 530, Seminar in Techniques of Individual Counseling*, and *PPS 550, Violence Prevention and Crisis Intervention*, through role-play; *PPS 512, Consultation and Collaboration in Multicultural Settings*, through the creation of a needs assessment or outcomes survey; *PPS 520, Principles of Educational and Psychological Measurement*, through role-play of a SST team; *PPS 508, Multicultural and Legal Issues in Pupil Personnel Services*, by solving moral dilemmas; *PPS 564, Seminar in Educational Assessment and Evaluation*, by the creation of pupil recommendations as well as goals and objectives; *PPS 584, Seminar in Techniques of Group Counseling*, by group leading; *PPS 571,*

*Case Study Methods for School Psychology*, by role-playing an IEP meeting; and *PPS 555, Seminar in Functional Analysis and Behavior Change*, by the analysis of behavior and creation of a behavior plan for improvement. The majority of these classes utilized role-play and other participatory experiences to develop individual and collaborative problem solving. Problem solving through case studies is employed within these classes as group activities and on written examinations.

- **How do candidates display the ability to collaborate with parents and school staff to develop interventions for pupils experiencing difficulty in schools?**

### **Interventions**

Presentations on a variety of academic and behavioral interventions appropriate for students within the general education classroom are completed during *PPS 512, Consultation and Collaboration in Multicultural Settings*. Role-playing experiences are also provided in *PPS 512*. Actual collaboration with parents and school staff to develop interventions occurs during *PPS 562 Practicum in School Psychology, PPS 566, Practicum II in School Psychology*, and *PPS 585 Fieldwork for School Psychologists*. Interventions for autistic students and classroom management approaches for the autistic, emotionally disturbed, or behavior-disordered student are presented on in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*. Behavioral interventions are also taught in *PPS 555 Seminar in Functional Analysis and Behavior Change*.

- **In what ways do candidates demonstrate effective consultation skills with teachers, parents and other professional staff?**
- **How well do candidates facilitate communication and collaboration with pupils and among teams of school personnel, community professionals, agencies, schools and families?**
- **In what ways do candidates demonstrate skills in presenting and exchanging information with diverse audiences such as parents, teachers, school boards, policy makers, business leaders, and colleagues in a variety of contexts?**

### **Consultation and Presentation**

A strong family systems and systems approach is introduced in *PPS 512, Consultation and Collaboration in Multicultural Settings* through lecture, readings, presentations, and role-play. In *PPS 585, Fieldwork for School Psychologists*, candidates demonstrate knowledge and skill to facilitate communication and collaboration as well as consultation techniques under the supervision of a credentialed school psychologist. Candidates are evaluated by their supervisors on a 1 to 5 scale (low competence to high competence) when compared to others at the same point in their training.

Candidates are also required to demonstrate skill in presenting and exchanging information by providing a training session for teachers, parents or other school stakeholders as part of their fieldwork experience. A variety of classes also require group or individual presentations.

## **Evaluation**

Candidates are evaluated for their knowledge and interpersonal skill in consultation through the use of examinations and instructor observations of their performance in role-playing exercises such as role-playing counseling and consultation techniques in *PPS 512, Consultation and Collaboration in Multicultural Settings* and *PPS 530, Seminar in Techniques of Individual Counseling*. The role-play of participation on a school consultation team is required in *PPS 512, Consultation and Collaboration in Multicultural Settings* and *PPS 562, Practicum in School Psychology*. Candidates are evaluated for their knowledge and performance of consultation skills by direct observation of their behavior in *PPS 585, Fieldwork for School Psychologists*. They are rated for their demonstrated degree of competence by their fieldwork supervisor (Please see Appendix H --Supervisor: School Psychology Fieldwork Competency Evaluation Form.)

## School Psychology Specialization Standards II. Professional Skills and Training

### Standard 21

#### Wellness Promotion, Crisis Intervention and Counseling

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.

- To what extent do candidates demonstrate knowledge about behavioral, academic, and socio-emotional difficulties?

#### **Behavioral, Academic, and Socio-emotional Difficulties**

Knowledge of behavioral, academic, and socio-emotional difficulties is critical in the promotion of wellness for all students in today's schools. Candidates demonstrate knowledge of theories from behavioral, family systems and systems approaches in *PPS 512, Consultation and Collaboration in Multicultural Settings*. The application of these approaches is demonstrated through candidate presentations on interventions for behavioral, academic, and socio-emotional difficulties as well as through guided practice.

*In PPS 556, Seminar in Functional Analysis and Behavior Change*, all candidates develop positive interventions for serious behavior problems. Additionally, candidates learn about the characteristics of at risk students and classroom management approaches that may be beneficial to promote wellness in the general education classroom.

*In PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates gain knowledge about the behavioral, academic, and socio-educational difficulties of some of our most at risk and challenging students. Candidates demonstrate diagnostic skills by completing case studies as well as presenting on classroom management systems seen during site visitations and by researching specific interventions for autism.

*In PPS 530, Seminar in Techniques of Individual Counseling*, school psychology candidates demonstrate knowledge of helping skills when working with traditional American groups such as African American, Asian American, European American, Hispanic/Latin American, and Native American people. Candidates are evaluated based on an assessment of their in vivo performances and on exams designed to assess their knowledge of counseling and diversity issues.

- **In what ways do candidates, through their own example, model for others wellness and personal resilience?**

### **Modeling of Wellness and Personal Resilience**

The personal modeling of wellness and resilience is expected by candidates in all of their classes. When candidates are required to lead and participate in counseling groups from a variety of theoretical perspectives in *PPS 540, Seminar in Techniques of Group Counseling*, they are challenged to share about themselves to the extent that they feel comfortable doing so. Many of our classes include role-plays where candidates take turns playing the helper and the client. Again, their modeling of wellness and personal resilience is called into play as these experiences become meaningful and “real” for the participants. *PPS 530, Seminar in Techniques of Individual Counseling; PPS 550, Violence Prevention and Crisis Intervention; PPS 545, Counseling Children, Youth and Families; and PPS 556, Seminar in Functional Analysis and Behavior Change*, all involve meaningful role-play experiences.

- **To what extent do candidates demonstrate knowledge of the developmental processes associated with internalizing disorders such as depression, anxiety, and risk of suicide?**
- **To what extent do candidates demonstrate knowledge of the developmental processes associated with externalizing disorders such as defiance, aggression, and potentially destructive behaviors?**

### **Developmental Processes Associated with Mental Health**

*PPS 550, Violence Prevention and Crisis Intervention, and PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, explore developmental processes, prevention, and interventions associated with both internalizing and externalizing conditions with the candidates through lecture and class readings. Role-play and class readings are also utilized in *PPS 556, Seminar in Functional Analysis and Behavior change, and PPS 550, Violence Prevention and Crisis Intervention*, with a focus on mental health intervention for the internalizing and externalizing student.

In *PPS 530, Seminar in Techniques of Individual Counseling; PPS 556, Seminar in Functional Analysis and Behavior change; and again in PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*, DSM diagnosis is reviewed for various conditions with emphasis on identifications of these conditions and their developmental process through class lecture and readings.

- **To what extent do candidates display the ability to design and operate programs that promote school-family partnerships to enhance pupils’ social and emotional development?**

### **Design and Operation of Programs that Promote School-Family Partnerships**

Candidates’ have the opportunity to create a four-week parent education program or a school-wide leadership program designed to motivate students toward their full potential in *PPS 512, Consultation and Collaboration in Multicultural Settings*. The completion of either of these projects is designed to promote school-family partnerships to enhance pupils’ social/emotional development and academic success. A school wide Pupil Personnel Services program is created as a group project in *PPS 510, Leadership and Development in Educational Settings, which also seeks to promote school-family partnerships.*

- **How well do candidates implement prevention and wellness promotion activities across a broad range of age levels and with a variety of potential problems?**

### **Implementing Broad Ranges of Prevention**

In *PPS 550, Violence Prevention and Crisis Intervention*, small groups of candidates give classroom presentations on various school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, interventions for wellness promotion, prevention, and early intervention are the focus of individual candidate presentations. Since a majority of the school psychology candidates at CSUDH have previously worked as teachers, teacher assistants, or school counselors, these presentations provide all candidates with new ideas and a notebook of interventions for their later use. Presentations cover mental health issues, academic difficulties, and attendance as well as being focused at the grade levels of the candidates' choice including preschool, early elementary, late elementary, middle school or high school. Candidates' implementation of the knowledge from these classes with students in the public schools is observed and evaluated by the fieldwork supervisor in *PPS 585, Internship/Fieldwork for School Psychologists*. The opportunity to implement this knowledge may also be available to candidates during their practicum experiences in *PPS 562, Practicum in School Psychology*, and *PPS 566, Practicum II in School Psychology*. It is not certain that all candidates will have the same opportunities during practicum, however.

- **How well do candidates use direct methods and techniques such as behavioral management and individual and group counseling to improve school performance?**
- **To what extent do candidates demonstrate ability to provide individual, small group and classroom-based counseling activities for pupils of different ages, and with different types and degrees of difficulty?**

### **Direct Methods and Techniques**

Behavioral management is addressed in *PPS 512, Consultation and Collaboration in Multicultural Settings*, *PPS 556 Functional Analysis and Behavior Change*, and again in *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*. In *PPS 512*, candidates show skill in behavioral management by collaboratively writing a behavior support plan and 504 plan. In *PPS 556*, candidates complete an individual behavior support plan, a 504 accommodation plan, a functional analysis and a behavior intervention plan. The functional analysis may be completed with students through Area K of Los Angeles Unified School District or through another district of their choice. Class management approaches in the special education classroom for emotionally disturbed students as well as specific interventions for the autistic student such as social stories and circle of friends are addressed in *PPS 572*.

Candidates in the course, *PPS 545, Counseling Children, Youth and Families*, are required to gain knowledge of the concepts of Individual Psychology and to use those concepts in a case study project with a child or adolescent. Prior to counseling the counselee, the candidate practices counseling another candidate and then becoming that candidate's counselee.

Candidates are required to show competence in individual and group counseling, behavioral intervention and functional analysis while working with students in the public schools in *PPS 585, Fieldwork for School Psychologists*. During fieldwork or internship candidates are required to have experience in two of the three educational levels preschool, elementary and/or secondary.

The opportunity to apply their knowledge in the public schools is also required of candidates during their practicum experiences in *PPS 562, Practicum in School Psychology*, and *PPS 566, Practicum II in School Psychology*. It is not yet certain that all candidates will have the same opportunities during practicum. Candidates in *PPS 562* are given a list of possible experiences that they may complete. In either *PPS 562* or *PPS 566*, candidates must participate in individual and group counseling, observe a School Consultation Team, and participate in the implementation of a behavior support plan, among other activities.

**How well do candidates demonstrate skills in effective counseling and intervention skills to (a) enhance personal development, (b) address socio-economic problems, and (c) respond to crises?**

### **Counseling and Intervention**

In *PPS 530, Seminar in Techniques of Individual Counseling*, candidates demonstrate their knowledge of counseling theory, major diagnostic systems used in counseling (e.g., DSM, Normative, Behavioral), specific direct and indirect methods to facilitate affective, behavioral, and cognitive change, practice guidelines for counseling American minorities, and knowledge and skill in individual counseling. Candidates acquire the knowledge and skills for individual counseling and consultation through a combination of assigned readings, didactic instruction, instructor modeling of counseling skills, and guided practice and independent mastery experiences in both large and small group practice situations. Candidates learn to use proper attending, observing, and listening behavior. Also, they learn to help people explore and define problems through the use of responding and interpretative skills. Candidates acquire skills in guiding people through a problem solving and decision making process involving the clarification and specification of values and objectives, goal setting, and intervention planning. Candidates learn how to enlist the aid of other professionals and community resources relevant to the problem solving process.

Individual counseling role-play in *PPS 550, Violence Prevention and Crisis Intervention*, more specifically focuses on crisis situation techniques. Following instructor's modeling, candidates apply specific interventions for prevention that promote positive school behavior as well as role-playing counseling interventions for crisis situations. Through lecture, class reading, discussion, and guided practice, candidates learn how to deal with such major pupil problems as sexual abuse, bereavement and grief, emotional and behavioral adjustment, reactions of pupils to students' disabling conditions, traumatic stress disorders, and violent behavior.

Later candidates complete, *PPS 545 Counseling Children, Youth and Families*, where they apply an eclectic approach for helping children and youth in problem solving and in decision making. Candidates demonstrate knowledge and skill in the concepts and strategies of individual

psychology and the various cognitive/behavioral methods. Candidates practice skills in class in guided practice exercises. Application of counseling working with a child or adolescent over a six-week period outside of class to improve school performance, enhance personal development, address socio-economic problems, or respond to crises is required.

Group counseling is addressed in *PPS 540, Group Counseling Practicum*, where candidates are required to lead and participate in counseling groups from a variety of theoretical perspectives. The class focuses on the use of various types of groups and group therapeutic approaches to promote positive affective, behavioral, and social-emotional growth and development for early intervention/prevention and remediation purposes (e.g., Adlerian, behavioral, existential, Gestalt, person-centered, psychoanalytic, psychodrama, reality therapy, RET, and transactional-analytic groups). Candidates are required to turn in a small group proposal which includes the design of the project, the group leader's and group members' responsibilities, the activities and techniques to be used in the group, and the methods for group evaluation. Candidates acquire knowledge and skill through the use of assigned readings, didactic instruction, instructor modeling, and by participating as group members and co-leaders in small group practice situations.

- **To what degree do candidates demonstrate skills in working with school personnel, pupils, parents and the general community in the aftermath of crises?**

#### **Working in the Aftermath of Crises**

In *PPS 550, Violence Prevention and Crisis Intervention*, small groups each develop a school safety program to reduce the incidence of school site violence at their fictional school site. Models for working in the aftermath of crisis are discussed and role-played. System wide approaches are discussed as well as individual and group counseling methods. Some candidates may have the opportunity to participate in real world crisis during their fieldwork/internship in *PPS 585, Fieldwork for School Psychologists*, also.

- **How do candidates demonstrate knowledge about public and private agencies within communities that provide a variety of services to pupils and their families?**
- **How do candidates demonstrate leadership skills in coordinating with other agencies and in forming linkages with the community?**

#### **Community Agencies**

The *PPS 510* course, *Leadership and Development of Educational Systems*, requires candidates to demonstrate knowledge about public and private agencies that provide a range of needed services for pupils and their families. In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates learn additional information about agencies that are commonly available within a community. In *PPS 530, Seminar in Techniques of Individual Counseling*, candidates learn how to enlist the aid of other professionals and community resources relevant to the problem solving process. Finally, candidates develop personalized referral lists for their fieldwork site in *PPS 585, Fieldwork for School Psychologists*. Key contact people at each site are called to begin to develop a working relationship with each site and to keep the list current and relevant. This relationship is the first step to developing linkages with the community and other agencies. Each candidate's leadership skills, in coordinating with other agencies and in forming linkages, are subsequently evaluated by the fieldwork supervisor.

## **Evaluation**

In addition to examination, candidates' performance is evaluated by guided practice and role play in *PPS 556, Seminar in Functional Analysis and Behavior Change*; *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 512, Consultation and Collaboration in Multicultural Settings*; *PPS 550, Violence Prevention and Crisis Intervention*; and *PPS 545 Counseling Children, Youth and Families*.

In *PPS 512, Consultation and Collaboration in Multicultural Settings*, candidates present on interventions for behavioral, academic, and socio-emotional difficulties. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates demonstrate knowledge about the behavioral, academic, and socio-educational difficulties of some of our most at risk and challenging students by completing case studies as well as intervention approaches. Candidates also report on classrooms visits and research specific interventions for autism.

Candidates' design a four week parent education program or a school-wide leadership program designed to motivate students toward their full potential in *PPS 512, Consultation and Collaboration in Multicultural Settings*. These parent education programs are designed to promote school-family partnerships to enhance pupils' social and emotional development. A school-wide Pupil Personnel Services program is created as a group project in *PPS 510, Leadership and Development of Educational Settings*, which also seeks to promote school-family partnerships. In *PPS 530, Seminar in Techniques of Individual Counseling*, school psychology candidates demonstrate knowledge of helping skills when working with traditional American groups such as African American, Asian American, European American, Hispanic/Latin American, and Native American people through in vivo performances.

In *PPS 550, Violence Prevention and Crisis Intervention*, small groups of candidates give classroom presentations on various school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard. In this same class *PPS 550, Violence Prevention and Crisis Intervention*, small groups each develop a school safety program to reduce the incidence of school site violence at their fictional school site

In *PPS 556, Seminar in Functional Analysis and Behavior Disorder*, candidates complete a behavior support plan, a 504 accommodation plan, a functional analysis and a behavior intervention plan. In *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorder*, candidates observe behavioral management systems that are used in classrooms for the emotionally disturbed student. In *PPS 545, Counseling Youth and Families*, application of counseling techniques with a child or adolescent over a six-week period outside of class to improve school performance, enhance personal development, address socio-economic problems, or respond to crises is completed.

In *PPS 540, Group Counseling Practicum*, candidates are required to turn in a small group proposal which includes the design of the project, the group leader's and group members' responsibilities, the activities and techniques to be used in the group, and the methods for group evaluation. Candidates are then required to lead and participate in counseling groups from a variety of theoretical perspectives.

Finally, candidates develop personalized referral lists for their fieldwork site *in PPS 585, Fieldwork for School Psychologists*. Key contact people at each site are called to begin to develop a working relationship with each site and to keep the list current and relevant.

## School Psychology Specialization Standards II. Professional Skills and Training

### Standard 22

#### Individual Evaluation and Assessment

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).

- To what extent and how effectively do candidates use and collect data for decision making in individual assessments and in program evaluation?
- In what ways do candidates demonstrate knowledge about ecological influences on pupil cognitive, motivational, and social characteristics that affect classroom performance?
- To what extent do candidates demonstrate skills in conducting functional behavioral assessment?

#### **Data Collection, Knowledge of Ecological Influences & Functional Analysis**

School psychology candidates demonstrate the ability to use and collect data for decision-making in individual assessments for the first time in *PPS 520, Principles of Educational and Psychological Assessment*, where they assess the achievement and psychological processing of a student of their choice. A foundational ecological perspective is introduced to them in this introductory class *PPS 520*, again in *PPS 562, Practicum in School Psychology*, as well as in *PPS 556, Seminar in Functional Analysis and Behavior Change*, where candidates evaluate the ecology of a classroom for the functional analysis they complete.

Through modeling, independent study and cooperative learning in *PPS 562, Practicum for School Psychologists*, candidates learn to correctly administer standardized test instruments and are later observed administering these instruments by their partners and the class instructor in the school counseling/ school psychology lab. Observation and service learning in the schools, another aspect of *PPS 562*, and *PPS 566, Practicum II in School Psychology* allows candidates opportunities to complete classroom observations, review records, interview school personnel and students and develop their clinical judgment. Observation, review of records and interviews with teacher, parents and child is included in all ecological evaluation.

Knowledge of ecological influences is infused in classes addressing both traditional and alternative assessment methods. Training on the assessment of culturally and linguistic diverse students is an integral part in all of our assessment classes, since local school districts are diverse in their assessment methods and the majority of our candidates work or will work in multicultural urban settings. Some of our local school districts (including Los Angeles Unified School District and Long Beach Unified School District) utilize only alternative assessment methods while other local school districts use a more traditional approach including intelligence testing. Candidates are taught to cross validate their assessment with observation, work samples, and interviews regardless of the instruments and approaches they utilize.

Decision making in individual assessment and interpretation of psycho-educational evaluation is begun in *PPS 562, Practicum in School Psychology*, but continued in *PPS 564, Seminar in Educational Assessment and Evaluation*; *PPS 571 Case Study Methods for School Psychologists*; and *PPS 572 Assessment and Intervention for Autism, Emotional and Behavioral Disorders*. On examinations and within psycho-educational evaluations candidates demonstrate how to apply an ecological perspective taking into account historical information such as prenatal factors including family health histories and the possible effects of drug/alcohol abuse, student developmental health and educational histories, including developmental milestones, the effects of any physical or emotional early childhood trauma, early cultural and linguistic environments in the home and community, the results of any previous psychological, medical, or educational interventions, and previous and current student records.

Candidates demonstrate the use of observational systems (e.g., narrative, episodic, and frequency) for assessing student functioning in school settings in their functional analysis completed in *PPS 556, Seminar in Functional Analysis and Behavior Change*. All psycho-educational evaluations include direct classroom observation. Analysis of classroom ecology is completed with the intent to evaluate variables within a classroom that may be increasing or decreasing serious behavior problems. School psychology candidates also examine the effects of students' current life circumstances which include factors such as family constellations and family economic circumstances, acute or chronic family variables such as substance abuse, bilingualism, and community/neighborhood influences. Candidates learn about group and environmental factors which may identify students as being at risk for academic, behavioral, or emotional problems when they discuss these factors in their case studies and simulated IEP meetings.

Data collection for decision making in program evaluation is a focus of *PPS 512, Consultation and Collaboration in Multicultural Settings*. The instructor first exposes the candidates to appropriate and adequate methods of program assessment and then requires the candidate to write either a program evaluation or needs assessment. Class discussion follows related to how future plans would be made based on the possible results from these evaluations.

- **How do candidates show that they can use assessment information in order to define, understand, and solve educational problems and to evaluate problems-solving strategies for accountability purposes?**

### **Defining, Understanding, Solving and Evaluating Outcomes for Educational Problems**

The process of functional analysis itself is an attempt to specifically define a behavior problem, understand the function of the behavior, implement ways to teach replacement behaviors, increase the occurrence of the positive behaviors, and then evaluate the effectiveness of the behavior change. This process is learned in *PPS 556, Seminar in Functional Analysis and Behavior Change*, through reading, lecture, group activities and direct candidate experience completing a functional analysis and subsequently creating a behavior plan which is implemented and followed for several weeks. Advanced methods to define, understand, solve and evaluate the outcomes of problems are added in *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorders*, through readings, site visitations and evaluation of classroom management approaches for emotionally disturbed students as well as the completion of psycho-educational evaluations and student presentations on interventions for autism.

Developing a clear referral question or problem and then completing a psycho-educational assessment addressing the referral question or problem is a topic which is returned to again and again with increasing complexity in lecture, class readings, and the writing of case studies, functional analyses or psycho-educational evaluations in *PPS 520, Principles of Educational and Psychological Measurement*; *PPS 562, Practicum in School Psychology*; *PPS 564, Seminar in Educational Assessment and Evaluation*; *PPS 571, Case Study Methods for School Psychologists*; and *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorders*. The creation of standards-based goals and objectives based on assessment outcomes and the evaluation of student progress on these goals is specifically addressed in *PPS 571, Case Study Methods for School Psychologists*.

- **How well do candidates conduct ecologically valid individual assessments of pupils from preschool through high school in all areas of functioning (cognitive, developmental, psychomotor, academic, social and emotional development)?**

### **Ecologically Valid Individual Assessments**

An ecological perspective is conveyed in all assessment classes. In *PPS 520, Principles of Educational and Psychological Measurement*, as well as *PPS 562, Practicum in School Psychology*, and *PPS 564, Seminar in Educational Assessment and Evaluation*, candidates are challenged to master proficiency in individual test administration and valid data collection including classroom observation, the taking of a developmental history, interview with parents and teacher, and review of work samples.

Candidates are required to demonstrate their knowledge of assessment theories and methods appropriate to each pupil's specific background. This information is presented first in *PPS 520, Principles of Educational and Psychological Assessment*, which involves an examination of individual and group standardized tests. This course includes the study of test theory, cultural considerations and test bias as well as techniques and theories for understanding affective, cognitive, and behavioral characteristics of all pupils.

Through modeling, independent study and cooperative learning in *PPS 562, Practicum for School Psychologists*, candidates learn to correctly administer standardized test instruments and are later observed administering these instruments by their partners and the class instructor in the school counseling/ school psychology lab. In addition, cultural considerations in pupil

assessment and evaluation and techniques of assessing pupils from diverse cultural and linguistic backgrounds are emphasized.

The ability to conduct ecologically valid assessments is clearly demonstrated in candidates' psycho-educational evaluations completed in *PPS 564, Seminar in Educational Assessment and Evaluation*. An alternative assessment appropriate for a K-12 culturally diverse student, whose referral question suggested a learning disabled, is completed, including developmental, psychomotor, academic, cognitive and social emotional assessments. Candidates are taught to cross validate assessment findings between tests as well as with observation, interview, review of records, and work samples. A second ecologically valid individual assessment including ability assessment is also completed in *PPS 564*.

Candidates are required to give and interpret the following academic tests: KTEA and/or W/J-III, and possibly the PIAT, WRAT, or WIAT. Developmental assessment is fostered by candidates putting together their own Ordinal Scales kits in *PPS 562, Practicum in School Psychology*, and administering it along with other assessment methods common to school districts in *PPS 564, Seminar in Educational Assessment and Evaluation*; and *PPS 571, Case Study Methods for School Psychologists*. Tests include: LET-II, TAPS-R, TVPS-R, Bender, VMI and MAT and possibly the MVPT, WRAML, WJ-Cognitive Battery, DAS, CAS, Word Test, and TOPS.

Assessment with the WISC-III is begun in *PPS 562* and is continued in later classes, since it continues to be the most commonly utilized intelligence test in local districts. Additional assessments for preschool and gifted assessments are included in *PPS 566, Practicum II in School Psychology*. In *PPS 571, Case Study Methods for School Psychologists*, candidates administer, interpret and write up ecologically valid psycho-educational evaluations including assessment appropriate for an English Language Learner, an alternative assessment for Learning Disability with possible ADHD, a traditional ecological assessment with a WISC-III for a possible Learning Disabled student, and another ecological learning disability assessment with an ability assessment of their choice. Candidates have the opportunity to administer other tests such as the WPPSI-R, Bayley, WAIS-III, DAS, CAS, CTONI, TONI-III, Conners Rating Scale, SB-4<sup>th</sup> ed (currently being revised), and applications of the Carolina Curriculum for Infants and Toddlers with Special Needs in *PPS 571* and *PPS 566*. CSUDH faculty and previous candidates helped to standardize the Das Naglieri CAS and are currently helping to standardize the new Stanford Binet and Bender-R.

In *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorders*, candidates apply best practice in assessment for emotional disturbance, autism, and mental retardation. Candidates learn how to administer and interpret the results of developmental tests to assess adaptive behavior (Vineland or Woodcock Johnson Adaptive Behavior Scales), Gilliam Autism rating Scale (GARS), Childhood Autism Rating Scale (CARS), and Dominguez-Richardson Children's Self Concept Scale (English or Spanish form). Observation, review of records, taking of a developmental history, and interviews with teacher, parents and child is included in their psycho-educational evaluation. Behavioral rating scales, self-rating scales, and some projectives are also included. Candidates practice using the Achenbach TRF, YSR, and CBC as well as the BASC, Reynolds Children's Depression Scale, Reynolds Adolescent Depression Scale, Revised Manifest Anxiety Scale, Conners Rating Scales, Draw-a-Person,

House-Tree-Person, Sentence Completion, Roberts Apperception Test, Kinetic Family Drawing, and Dominguez-Richardson Children's Self Concept Scale (English or Spanish form). Candidates are also exposed to the Thematic Apperception Test, the Rorschach, The Devereux, and other tests of personal interest to them.

- **To what extent do candidates demonstrate knowledge of and skills in the IEP Team process ?**

### **The IEP Process**

In *PPS 564, Seminar in Educational Assessment and Evaluation*; *PPS 571, Case Study Methods for School Psychology*; *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorders*; and in *PPS 585, Fieldwork for School Psychologists*, candidates are required to complete ecologically sound psycho-educational case studies. In *PPS 571*, candidates then present the results of these case studies in simulated individual educational planning conferences, write appropriate goals and objectives, and select appropriate placements and designated instructional services to meet students' needs. During field placement/ internship in *PPS 585*, candidates present the results of real case studies in individual educational planning conferences with the support of their field supervisors and then select one of these cases to present to their peers and university supervisor. Candidate's competence is evaluated by their field supervisors and by their university supervisor.

Through lectures, readings and class activities in *PPS 520, Principles of Educational and Psychological Assessment*; *PPS 562, Practicum in School Psychology*; *PPS 566, Practicum II in School Psychology*; *PPS 564, Seminar in Educational Assessment and Evaluation*; and *PPS 571, Case Study Methods for School Psychology*, candidates acquire knowledge of federal and state laws guiding the psycho-educational assessment of students for initial evaluations and for reevaluation of pupil progress. Candidates demonstrate their knowledge of due process procedures which must be followed, with special emphasis on parent/student rights and fairness in evaluation practices, through examination and the completion of evaluations including the use of alternative assessment methods when traditional methods are not appropriate. School Psychology candidates learn and are assessed, through examination and simulated multidisciplinary team meetings, on their knowledge about the IEP process, the annual review process, and the three-year reevaluation process.

- **To what extent do candidates demonstrate skills in making decisions about appropriate interventions based on systematically collected assessment data?**
- **How do candidates assess the progress of individual pupils to determine the effectiveness of instructional and behavioral intervention?**
- **How do candidates use assessment information to evaluate educational interventions and to modify them as needed?**

### **Intervention Planning and Evaluated Effectiveness**

When making decisions about appropriate interventions, candidates must be aware of a variety of intervention options. Candidates learn about a variety of interventions in *PPS 512, Consultation and Collaboration in Multicultural Settings* where in addition to lecture and class reading, candidates present on a variety of effective approaches to help students overcome barriers to learning. In *PPS 512*, methods of collecting data to make decisions about effectiveness of instructional strategies and educational interventions are also taught and implemented as part of a simulated School Consultation Team experience. In *SPE 568, Curriculum and Instruction for the Mild/Moderate*, candidates are involved with special education curriculum, methods, techniques, direct instruction, and assessment to determine the effectiveness of instruction. Candidate demonstrations of these methods are completed in class and examinations are also given. In *SPE 524, Advanced Leadership, Management and Curriculum Modification for Diverse Learners*, candidates acquire experience and understanding of modification and accommodation in the classroom.

In *PPS 556, Seminar in Functional Analysis and Behavior Change*, candidates are taught methods to evaluate the effectiveness of instructional and behavioral intervention. Modification of these methods is also addressed. *SPE 560, Language/Speech Development, Disabilities and Alternate Communication Systems*, addresses intervention and evaluation of outcomes from a language/communication perspective.

To develop intervention for some of the more difficult and/or severely handicapped students which may be “Fully Included” or in need of intervention in a variety of placements, *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders* focuses on intervention, strategies and specific programs for some of the most difficult students in a school, including the emotionally disturbed, autistic and behavior disordered. Candidate teams present on a variety of interventions for the autistic student such as: Circle of Friends, Discrete Trial Training, Social Stories, and TEAACH etc. Implementation of interventions, classroom management approaches, and ways of evaluating effectiveness are addressed.

In *PPS 520, Principles of Educational and Psychological Measurement*, candidates first complete individual assessment of a student’s achievement and psychological processing. Based on their findings they first attempt to make decisions about appropriate interventions and write recommendations as well as one goal and objective. In *PPS 520*, candidates also evaluate students’ results on the group administered Stanford Achievement Test – 9<sup>th</sup> Edition making decisions about appropriate intervention and effectiveness of instruction. Decisions about appropriate interventions are continued in *PPS 564*, as is the writing of goals and objectives. Once candidates have mastered the basic writing of goal and objectives, specific goals and objectives that address California State Standards are written in *PPS 571*. When goals and objectives are written, candidates must address how student progress is to be measured for the goals.

In *PPS 585, Fieldwork for School Psychologists*, under the supervision of a credentialed school psychologist, candidates conduct follow-up evaluations of students in accordance with special education laws and due process procedures. Also, follow-up results are reported to parents for interventions tried with non-disabled students to determine whether positive academic, behavioral, social, or emotional changes have occurred. School Psychology candidates

demonstrate competence in interpreting the results of initial and follow-up evaluations of students by other school districts or outside agencies (e.g., hospital-based programs) to ensure appropriate educational planning and placement. (Please see Appendix H--Supervisor: School Psychology Fieldwork Competency Evaluation Form.)

### **Evaluation**

In addition to examination and role-play, school psychology candidates demonstrate the ability to use and collect data for decision making in individual assessments for the first time in *PPS 520, Principles of Educational and Psychological Assessment*. They assess the achievement and psychological processing of a student of their choice and write a brief case study including recommendations and one goal and objective. In *PPS 556, Seminar in Functional Analysis and Behavior Change*, candidates evaluate the ecology of a classroom as part of the functional analysis they complete.

In *PPS 562*, candidates are observed administering assessment instruments by their partners and the class instructor in the school counseling/ school psychology lab. Practicum experience is evaluated by the field supervisor on a rating scale of zero to five. Decision making in individual formal and informal assessment and interpretation of psycho-educational tests is begun in *PPS 562, Practicum for School Psychologists*, where test protocols are turned in and graded and where brief written interpretations of the test results are completed.

In *PPS 564, Seminar in Educational Assessment and Evaluation* scoring of test protocols, brief interpretations, and ecological psycho-evaluation reports are completed which include observation, interview, review of records and cross validation of results. In *PPS 566, Practicum II for School Psychologists*, candidates complete preschool psycho-educational evaluations also. In *PPS 571, Case Study Methods for School Psychologists; PPS 572 Assessment and Intervention for Autism, Emotional and Behavior Disorders; and PPS 585, Fieldwork for School Psychologists*, more sophisticated ecological psycho-educational case studies are completed. In *PPS 571* and *PPS 585* candidates then present the results of these case studies in individual planning conferences, write appropriate California standards-based goals and objectives, and select appropriate placements and designated instructional services to meet students' needs. In *PPS 571, Case Study Methods for School Psychology*, candidates complete psycho-educational case studies of children and youth. In completing case studies, candidates demonstrate knowledge of federal and state special education laws and due process procedures. They demonstrate knowledge about the categories of disability conditions, the criteria for eligibility, strategies and assessment measures for evaluating students, and the ability to write case studies and communicate the results to parents and other personnel on an IEP team.

In *PPS 585, Fieldwork for School Psychologists*, candidates are required to complete psycho-educational evaluations with students who are ethnically different from themselves. Candidates conduct both preschool and school-aged assessments in accordance with current federal and state laws including those children with low incidence disabling conditions. Under supervised practice of a credentialed school psychologist, candidates perform differential diagnoses of various disabling conditions, taking into account the influences of children's cultural backgrounds, gender, ethnicity, and language proficiency to reach conclusions about students'

functioning. Candidates are evaluated through observation by their field-site supervisors. Candidates are rated on a 1 to 5 point scale (low competence to high competence) compared to others at the same place in their training.

## School Psychology Specialization Standards II Professional Skills and Training

### Standard 23

#### Program Planning and Evaluation

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.

- To what extent do candidates demonstrate knowledge of program evaluation theories and techniques?
- How effectively do candidates know how to gather data on school systems and classroom environments?
- How effectively do candidates demonstrate skills in designing, conducting, and reporting the results of program evaluations?

#### Program Evaluation

After lecture and class readings, candidates display knowledge of program evaluation theories and skill in evaluation through examination and by creating either a needs assessment or program evaluation with their peers in *PPS 512, Consultation and Collaboration in Multicultural Settings*. In *SPE 524, Advanced Leadership, Management and Curriculum Modifications for Diverse Learners*, candidates have the choice to observe and evaluate a special day class or resource specialist program. In *GED 500, Research Methods in Education*

Candidates work as a group to write a grant looking at the impact of an educational program on a school district. Part of the grant includes identification of how the impact of the program will be documented using a variety of assessment procedures and research techniques.

In *PPS 510, Leadership and Development of Educational Systems*, candidates learn about program evaluation theories and techniques. Following field site interviews, candidates are required to informally evaluate an existing school district's school guidance program. As the candidates present their findings on different school districts, all candidates within *PPS 510* gain a greater awareness of the variety of roles that school counselors and school psychologists hold and their variability in job description. Candidates then cooperatively discuss the development of a comprehensive school guidance program. They must demonstrate knowledge in program planning, development and evaluation. They learn how to develop organizational plans to use in program development, how to conceptualize a guidance model, how to conduct assessment of a current program, and how to adapt guidance models. Furthermore, they attain skills in managing a program, ensuring practitioner competency, and evaluating a program, its personnel, and the outcomes. Each group then presents their school guidance program to the class.

In *PPS 585, Fieldwork in School Psychology* candidates must use both formative and summative evaluation methods to determine the effectiveness of school programs. They must demonstrate

knowledge and skill in selecting and using appropriate evaluation instruments and data interpretation techniques to determine student progress. Candidates must be able to interpret the results of program evaluations to teachers and administrators and to make appropriate suggestions for program improvements. School Psychology candidates must demonstrate their understanding of federal and state school laws on assessment and evaluation practices in both regular and special education as they apply to program evaluation practices.

- **How well do candidates display knowledge about development in social, affective, and adaptive domains and identify and apply sound principles of behavior change within these domains?**

### **Social, Affective, Adaptive Development and Behavior Change**

Knowledge about social, affective and adaptive domains of development is first developed in *GED 501, Seminar in Learning and Development*, through class readings, lecture and case studies. This learning is reinforced and built upon in *PPS 512, Consultation and Collaboration in Multicultural Setting*; *PPS 556, Seminar in Functional Analysis and Behavior Change*; and *PPS 572, Assessment and Intervention for Autism, Emotional, and Behavioral Disorders*. Knowledge of sound principles of behavior change is taught through lecture, class readings and candidate presentations in *PPS 512, Consultation and Collaboration in Multicultural Settings*, as well as in the collaborative writing of behavior plans. Application of sound principles of behavior change is shown in *PPS 556, Seminar in Functional Analysis and Behavior Change*, in the writing of simulated behavior support plans, and the writing of behavior plans for children with serious behavior problems. These behavior plans are written only after the function of the student's behaviors is hypothesized and replacement behaviors, that serve the same function for the student, are either taught or increased by changing environmental factors.

- **To what extent do candidates demonstrate the ability to help schools create environments that reduce alienation and foster dignity and respect for all members of the school community?**

### **Fostering Dignity and Respect for All**

*PPS 550, Violence Prevention and Crisis Intervention*, specifically addresses bereavement/grief, school violence, abuse, sexual harassment, bullying, suicide, substance abuse, conflict resolution, and crisis intervention. Candidates participate in class discussion, many role-playing opportunities, and the small group development of a school safety program to reduce the incidence of school site violence. Additionally, small groups present on school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard. To further reduce alienation and foster dignity and respect for all members of the school community in, *SPE 524, Advanced Leadership, Management and Curriculum Modifications for Diverse Learners* following lecture and discussion, candidates have the choice of creating a training program on disability awareness for parents, teachers, pupil, and aides.

### **Evaluation**

In addition to examination, candidates display knowledge of program evaluation theories and skill in evaluation by creating either a needs assessment or program evaluation with their peers in

*PPS 512, Consultation and Collaboration in Multicultural Settings.* In *PPS 510, Leadership and Development of Educational Systems*, candidates are required to evaluate an existing school district's school guidance program and then develop a comprehensive school guidance program. Analysis of classroom ecology is completed in *PPS 556 Seminar in Functional Analysis and Behavior Change* as part of the functional analysis that all candidates complete. Through examination and case studies in *GED 501, Seminar in Learning and Development*, knowledge about social, affective and adaptive domains of development is demonstrated. Knowledge of sound principles of behavior change is demonstrated through candidate presentations and examination in *PPS 512, Consultation and Collaboration in Multicultural Settings*, as well as in the collaborative writing of behavior plans. Application of sound principles of behavior change is shown in *PPS 556, Seminar in Functional Analysis and Behavior Change* in the writing of simulated behavior support plans, and the completion of functional analysis and writing of behavior plans. In *PPS 550, Violence Prevention and Crisis Intervention*, small groups present on school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the schoolyard. In *SPE 524, Advanced Leadership, Management and Curriculum Modifications for Diverse Learners* candidates have the choice of creating a training program on disability awareness for parents, teachers, pupil, and aides or to observe and evaluate a special day class or resource specialist program

## School Psychology Specialization Standards II Professional Skills and Training

### Standard 24

#### Research, Measurement, and Technology

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.

- How well do candidates demonstrate knowledge about basic principles of research design in education and psychology?
- How proficient are candidates in the use of relevant technology in order to (a) conduct and disseminate research, (b) evaluate pupil progress, and (c) access information?

#### Research Design and Use of Technology

Through exam and experiences in the computer lab, candidates demonstrate knowledge of research designs and methods used in educational and psychological research in *GED 500, Research Methods in Education*. Candidates learn about concepts such as operational definitions of variables, independent and dependent variables, extraneous and confounding variables, and qualitative and quantitative research. Candidates demonstrate knowledge of both group and single subject research designs. They obtain information on threats to internal validity of research designs and how to use various types of designs to find answers to educational and psychological research questions. Candidates demonstrate knowledge of the most common statistical methods used in educational and psychological research (e.g., descriptive, correlational, and inferential).

In *GED 500, Research Methods in Education*, candidates demonstrate their skill in collecting, organizing, and providing information on topics needing research. Candidates are required to develop a grant proposal for an educational intervention. The proposal includes the collection, review, organization of relevant educational and psychological research information, and construction of an evaluation system using a variety of norm-referenced and criterion-referenced instruments including authentic assessment methods. Candidates work in cooperative groups to develop grant proposals designed to investigate the impact of various educational programs on school districts.

- How well can candidates locate research data and interpret its meaning to pupils, parents, school, and the community?

#### Locating and Interpreting Research Data

In *GED 500, Research Methods in Education*, candidates demonstrate their skill in interpreting the findings from educational and psychological research. Candidates, through small group cooperative learning experiences and out-of-class assignments, critique journal articles relevant

to the practice of education. Also, candidates participate in cooperative evaluations of each other's journal critiques. They demonstrate their knowledge and skill in interpreting the research literature in educational applications and methods for evaluating the extent to which current educational practices are consistent with research finding.

In *PPS 520, Principles of Educational and Psychological Assessment*, candidates are taught how to complete research on the Internet and how to use Power Point to create overheads or give a presentation. Following this learning, candidates are required to use the Internet to complete research on a standardized test and to make a class presentation using Power Point overheads or presentation.

### **Evaluation**

In *GED 500, Research Methods in Education*, candidates are evaluated according to scores obtained on examinations and points are given for the completion of their grant proposals, their reviews of four research articles, and for the peer review of another candidate's research proposal. In *PPS 520, Principles of Educational and Psychological Assessment*, candidates are evaluated on their class presentations using either Power Point overheads or a full Power Point presentation.

**School Psychology Specialization Standards  
III Experience**

**Standard 25**

**Practica**

**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 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.**

- **In what ways do candidates receive regular evaluations regarding their field experience performance from field- and university-based supervision?**

**Regular Evaluation of Field Experience**

A number of courses in the school psychology credential program provide experience that may be used toward the hours of practica required by CCTC, but the bulk of candidates' field-based practica experiences are completed while candidates are enrolled in *PPS 562, Practicum for School Psychology* and *PPS 566, Practicum II for School Psychology*.

From the beginning of their school psychology program candidates maintain a portfolio of evaluated experiences completed through on-campus practicum experience, which may total up to 150 hours. Faculty evaluates candidates' competence for each class on the On Campus or Community Agency Practica Experience Form. (See Appendix F.) A list and total of on-campus practicum experienced is maintained on the Campus Activity Total Log. (See Appendix F.)

These hours are documented separately from the remaining hours, which are completed in preschool to grade 12 school settings and which bring the total practica hours to 450. These experiences are evaluated on the Preschool to Grade 12 School Setting Practica Experience Form and documented on the Practicum Field Site Activity Log. (See Appendix F.) All documentation of practicum hours are maintained by each candidate in their practicum notebook.

Observational practicum experiences completed in school settings are signed off by the site supervisor, but may be evaluated by either the site supervisor or faculty since evaluation is frequently based on the candidate's presentation to faculty or the class. Service learning, completed in school settings, is generally evaluated by the site supervisor. All practicum experience is, however, supervised and evaluated by faculty and/or site supervisors. Candidates are rated on a scale of 1 (low competence) to 5 (high competence) when compared to others at

the same point of their training. Evaluations must be higher than average (3 or above) or practicum hours may not be included in the candidate's total practica hours.

Both observation and service learning in school settings are required during *PPS 562, Practicum in School Psychology* and *PPS 566, Practicum II in School Psychology*. It is generally expected that candidates will complete approximately 150 hours of practicum experience at school sites during *PPS 562, Practicum in School Psychology*, and a second 150 hours of practicum experience during *PPS 566, Practicum II in School Psychology*.

The Supervisor: School Psychology Practicum Evaluation Form is to be completed by the candidate's field practicum supervisor at the end of the 150 hours in PPS 562 and PPS 566. At the conclusion of *PPS 562, Practicum for School Psychology*, the candidate's portfolio is reviewed by the faculty and if the candidate has demonstrated deficiencies in any previous practicum experience, a written plan for improvement may be written collaboratively with the candidate, field supervisor and faculty. At the beginning of *PPS 566, Practicum II for School Psychology* the candidate's portfolio is again reviewed by faculty. At the end of *PPS 566*, the portfolio is again reviewed and the faculty gives a final practicum grade. Faculty must have given the candidate a passing grade in *PPS 566; Practicum II for School Psychology* and in all previous coursework or fieldwork may not be started.

- **In what ways are candidates provided the opportunity to observe individual differences in cognitive, social, emotional and physical development by systematically observing pupils in different settings from early childhood through late adolescence?**
- **How do field experience settings provide candidates the opportunity to become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school?**

### **Observing Individual Differences and Instructional Settings**

The candidate throughout their training at CSUDH obtains practicum experience. Observation of individual difference and a wide range of classroom instructional settings are facilitated in a variety of the classes that the candidates complete. In *SPE 460, Introduction to Exceptional Children*, candidates must make two site visitations to a school, agency, center or program which provides training/support for persons with disabilities. Observation and program evaluation of five special education classrooms from the following choices: RSP, MR, DHH, VH, Preschool, SDC, ED, Autism, and/ or OH are required in *PPS 562, Practicum in School Psychology*. Observation/evaluation of one special day class or resource specialist program is one of several possible activities in *SPE 524, Advanced Leadership, Management and Curriculum Modifications for Diverse Learners*.

In *PPS 510, Leadership and Development of Educational Systems*, candidates are required to interview school personnel and evaluate an existing school district's school guidance program and then discuss the creation of a school guidance program. Multiple visitations to a classroom and analysis of classroom ecology are completed in *PPS 556, Seminar in Functional Analysis and Behavior Change*, as part of the functional analysis that all candidates complete. In *PPS 550, Violence Prevention and Crisis Intervention*, small groups visit school-wide programs designed to implement conflict management and peace building into the school environment,

including the classroom and the schoolyard. In *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorders*, candidates visit classes for emotionally disturbed students and observe and evaluate the classroom management systems and individual motivational systems that are in place in these environments. Systematic classroom observation of individual pupils is required both in *PPS 556, Seminar in Functional Analysis and Behavior Change*, as part of the functional analysis that all candidates complete and in the two practica classes: *PPS 562, Practicum in School Psychology* and *PPS 566, Practicum II in School Psychology*. In *PPS 562, Practicum in School Psychology* Observation Checklist must be completed and evaluated. This checklist requires a number of observational experiences tied directly to CCTC competencies. The *PPS 566, Practicum II in School Psychology* Observation Checklist requires additional observation including preschool, kindergarten, 1-3 grades, 4-5 grades, middle school and high school. (See Appendix F.)

- **To what extent are candidates provided the opportunity to develop effective interpersonal skills through interactions with pupils, parents, school staff and other professionals working with pupils?**
- **How are candidates provided a program of individualized and supervised field experiences that gives them the opportunity to practice skills acquired in coursework?**

### **Effective Interpersonal Skills and Opportunities to Practice Skills**

Effective interpersonal skills are developed through role-playing experiences in counseling in *PPS 530, Seminar in Techniques of Individual Counseling*; *PPS 550, Violence Prevention and Crisis Intervention*; and *PPS 540, Group Counseling Practicum*. Through role-play and a six-week counseling experience with a child or youth in *PPS 545, Counseling Children, Youth and Families*, effective interpersonal skills are further demonstrated. Consultation role-play is obtained in *PPS 512, Consultation and Collaboration in Multicultural Settings*.

As candidates progress in their program, *PPS 562, Practicum for School Psychologists* requires candidates to demonstrate interpersonal skills and practice assessment skills while completing observed assessment in our school counseling/ school psychology lab. Cooperative group learning experiences scoring and interpreting tests and practicum experience testing children in the community is also provided in *PPS 562*. Additionally in *PPS 562*, observation of: individual differences, school consultation teams, IEP meeting, and individual assessment are required as is service learning in the schools. Written and oral reflection on these experiences is emphasized. Counseling, consultation, and collaborative experiences working with pupils, parents, school staff, and other professionals are required in *PPS 562* or *PPS 566, Practicum II in School Psychology*.

In *PPS 564, Seminar in Educational Assessment and Evaluation*; *PPS 571, Case Study Methods for School Psychology*; and *PPS 572, Assessment and Intervention for Autism, Emotional and Behavioral Disorder Mental Health*, candidates obtain more practicum experience in assessment. Finally in *PPS 566, Practicum II in School Psychology*, candidates complete additional individualized experiences in a school placement, including: collaboration and consultation, wellness promotion, counseling and crisis intervention, program planning and evaluation, and core knowledge regarding psychological foundations, educational foundations, and legal, ethical,

and professional foundations in their work in schools bringing their practica total to at least 450 hours. These experiences are evaluated on the Supervisor: School Psychology Practicum Evaluation Form which is completed at the end of *PPS 562* and *PPS 566*.

- **How do both field supervisors and university supervisors evaluate candidates' readiness to assume the responsibilities involved in being an intern school psychologist?**

### **Evaluation of Readiness for Internship**

At the culmination of *PPS 566, Practicum II for School Psychology* the final review of the candidate's On Campus or Community Agency Practica Experience Forms, Preschool to Grade 12 School Setting Practica Experience forms, and Supervisor: School Psychology Practicum Evaluation Forms are completed by faculty and a final practicum grade is given. The candidate must have received a passing grade in *PPS 566, Practicum II for School Psychology*, and in all other coursework, or fieldwork may not be started. The responsibility of selecting interns who have had sufficient prior experiences and personal qualifications, which prepare them for the actual responsibilities of the intern position, rests with the university faculty. Admission criteria that contain such requirements as the intern's successful completion of coursework, a master's degree, successful practicum experience, a current 3.50 GPA in the PPS-School Psychology Program and superior recommendations from at least two members of the PPS Faculty Committee, will help to assure that the interns are fully qualified for the position. Although interns perform the duties of fully certificated holders of the PPS credential in school psychology prior to the full completion of the preparation program, the district ensures that interns will not take the place of credentialed PPS school psychologists.

### **Evaluation**

From the beginning of their school psychology program candidates maintain a portfolio of practicum experiences, one for each class where practicum experience was completed though on-campus practicum experience, which may total up to 150 hours. These hours are documented separately from their 300 hours, which are completed in preschool to grade 12 school settings. All documentation of practicum hours are maintained by each candidate in their practicum notebook. The documentation of practicum experiences is explained to candidates during the program orientation session within in the Orientation Handbook. (See Appendix E.) See Forms for documentation and evaluation of practica hours in Appendix F:

- On Campus or Community Agency Practica Experience Form
- Campus Practica Total Form
- Preschool to Grade 12 School Setting Practica Experience Form
- Practicum Field Site Activity Log
- Supervisor: School Psychology Practicum Evaluation Form.

All practicum experience is supervised and evaluated by faculty and/or site supervisors. Candidates are rated on a scale of 1 (low competence) to 5 (above average competence) when compared to others at the same point in their training. Evaluations must be higher than average (3 or above) or practicum hours completed in the deficit areas may not be included in the candidate's total practica hours.

The majority of the 300 hours completed at prek-12 school sites is completed while candidates are enrolled in PPS 562 and PPS 566. Both observation and service learning in school settings are required during PPS 562, *Practicum in School Psychology* and PPS 566, *Practicum II in School Psychology*. It is generally expected that candidates will complete approximately 150 hours of practicum experience at school sites during PPS 562, *Practicum in School Psychology*, and a second 150 hours of practicum experience during PPS 566, *Practicum II in School Psychology*. The Supervisor: School Psychology Practicum Evaluation Form (see Appendix F) is completed by field practicum supervisor at the end of the 150 hours in PPS 562 and PPS 566.

At the conclusion of PPS 562, *Practicum for School Psychology*, the candidate's portfolio is reviewed by the faculty and if the candidate has demonstrated deficiencies in any previous practicum experience a written plan for improvement may be written collaboratively with the candidate, field supervisor and faculty. At the beginning of PPS 566, *Practicum II for School Psychology*, the candidate's portfolio is again reviewed by faculty. At the end of PPS 566, a final portfolio review is completed by the faculty and a course grade is given. Faculty must have given the candidate a passing grade in PPS 566; *Practicum II for School Psychology* and in all previous coursework or fieldwork may not be started.

#### **Evaluation with the Supervisor: School Psychology Practicum Evaluation Form**

This form completed at the end of PPS 562 and PPS 566 allows evaluation of candidate competence on the areas required by CCTC. Candidates are rated on a scale of 1 (low competence) to 5 (above average competence) when compared to others at the same point in their training. Collaboration and consultation are directly evaluated on items 1.1-1.9 of this scale. Wellness promotion, counseling and crisis intervention are evaluated on 2.1-2.5, Individual assessment is evaluated on 3.1-3.10, Educational planning and evaluation are evaluated on 3.7, 3.9, and 3.10. Program planning and evaluation are evaluated on 4.1, 4.2 and 4.3. Core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools are evaluated through a variety of the other items but most specifically on: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 3.1.

**School Psychology Specializations Standards  
III Experience**

**Standard 26**

**Culminating Field Experience**

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.

- How consistently do candidates participate in a field experience on a full-time basis over one year, or part-time over two years, accounting for a minimum of 1200 clock hours? [Eight hundred (800) clock hours must be spent in preschool to grade 12 school setting providing direct and indirect services to pupils. Four hundred (400) of the 1200 hours can be completed in other appropriate settings and activities documented by institutional records.]
- How does the school setting(s) for the field experience provide for access to pupils across a broad age range, other pupil personnel service personnel functioning within a team framework, a full range of services for all pupils, and services for those pupils who have both high and low incidence disabilities?
- To what extent has the institution made sure that field experience placements provide a broad and multifaceted experience and provide interns the opportunity to engage in the full range of activities expected of a school psychologist? These activities include but are not limited to:
  - Development and implementing prevention as well as intervention programs for individuals and groups of pupils;
  - Consultation (with school staff and parents);
  - Counseling, (individual, group, class and crisis with pupils and parents);
  - Screening and assessment;
  - Coordination of resources, programs;
  - Opportunities for interdisciplinary team membership;
  - Opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils;
  - Opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and
  - Opportunities for professional development (professional conferences and in-service training).
- How specific and clearly written is the candidate's plan for the field experience, describing the objectives, the evaluation plan and supervisory responsibilities of both field and university personnel?

- **How consistently do interns receive a minimum of two hours of supervision each week (prorated for part-time placements)?**

### **School Psychology Program Admission Requirements for Fieldwork**

Candidates must meet all of the following admission requirements to enroll in *GED 598S Fieldwork for School Psychology*:

- Admission to California State University, Dominguez Hills.
- Admission to the School Psychology credential program with classified standing.
- Passing scores on the CBEST and University Graduate Writing Assessment Requirement.
- A certificate of clearance with fingerprints on file prior to fieldwork admission.
- Passed all required classes with a grade of B or better including.
- Completion of 450 hours of practicum with all ratings of 3 or higher (on a scale of 1-5)
- Assignment at a field-site where they will perform school psychology services under the supervision of a PPS credentialed school psychologist.
- Admission to a university school psychology fieldwork class taught by a university faculty supervisor.
- Attendance at a meeting with their program advisor at least once every semester.

### **School Psychology Program Admission Requirements for Internship**

The responsibility of selecting interns who have had sufficient prior experiences and personal qualifications, which prepare them for the actual responsibilities of the position, rests with the university faculty. Admission criteria required for fieldwork are also required for internship but include a current 3.50 GPA in the PPS-School Psychology Program and superior recommendations from at least two members of the PPS Faculty Committee, to help assure that the interns are fully qualified for the position. Although interns perform the duties of fully certificated holders of the PPS credential in school psychology prior to the full completion of the preparation program, the district ensures that interns will not take the place of credentialed PPS school psychologists.

### **School Psychology Program Fieldwork/Internship Policy**

The coordinator of the PPS School Psychology program appoints a credentialed university fieldwork supervisor who conducts the fieldwork classes and ensures that candidates have a field site with a credentialed field-site supervisor.

The candidate's university and field-site supervisors must evaluate all fieldwork/internship hours and competency requirements before the candidate will be recommended to the state for a PPS credential in School Psychology. Any major knowledge or skill deficits identified for a candidate during fieldwork/internship must be remediated before a candidate will be recommended for certification. Each school psychology fieldwork candidate is expected to assume responsibility for regular attendance at the field site and at the university fieldwork class meetings.

The university and field-site supervisors evaluate the progress of candidates while they are completing fieldwork/internship and at the end of the experience. At any time during the course of fieldwork/internship, if adequate competence is not being demonstrated by a candidate, the

university supervisor, the field-site supervisor, and the candidate will develop an Individualized Performance Contract specifying the competency areas which need to be remediated. Furthermore, this group will suggest activities to help the candidate remediate deficits, recommend methods for evaluating candidate competence, and specify the date by which competence must be demonstrated to receive credit for fieldwork. Please see the CSUDH Pupil Personnel Services Candidate Handbook for the School Psychology Credential Program which includes:

- Admissions criteria for fieldwork/internship
- Documentation forms
- University Evaluation form for components that must be turned in by the candidate to receive credit for fieldwork
- Intern/Fieldwork Progress Report
- Supervisor: School Psychology Fieldwork Competency Evaluation Form

### **University Supervisor, Field-Site Supervisor, and Fieldwork/Internship Candidate Responsibilities**

#### **University Supervisor**

1. Helps candidates set up an appropriate fieldwork/internship site with a credentialed school psychology supervisor.
2. Ensures that candidates understand clearly the field practice hour and field site requirements defined in CCTC Standard 26 and the CSUDH PPS School Psychology program competencies.
3. Schedules university-based seminar class meetings where candidates can present and discuss specific cases and their fieldwork experience and receive guidance and feedback.
4. Observes the candidate working on-site and provides relevant feedback.
5. Meets with on-site supervisors to evaluate formative progress of candidates and to problem solve any difficulties regarding the candidates or their assignments.
6. Communicates information to candidates and their field-site supervisors regarding CCTC hour and competency requirements, program policies, and fieldwork requirements.

#### **Field-Site Supervisor (meets with fieldworker/intern 2 hours per week)**

1. Helps candidates develop fieldwork/internship experiences to meet the CTC and School Psychology program requirements.
2. Monitors and reviews the work of the candidates and provides appropriate feedback.
3. Communicates with the university supervisor about the strengths of candidates and areas in need of remediation.
4. Contract with candidates and the university supervisor to remediate candidates' major deficit areas.
5. Evaluates the progress of candidates and ensures that all hour and competency requirements have been met.

#### **Candidate**

1. Attends the university fieldwork/internship meetings.
2. Is at field-site and participates in all relevant fieldwork activities.
3. Consults with other field-site personnel when appropriate (e.g., administrator, counselor, nurse, teacher).
4. Carries out assignments provided by the on-site supervisor.
5. Is open to both positive and constructive feedback.
6. Is willing to enter into a contract to remediate identified areas of deficit.
7. Identifies personal needs for continuing education.
8. Displays professional behavior consistent with school and special education laws and ethical codes of relevant professional organizations.

### **School Psychology Program Fieldwork/Internship Hour Requirements**

A minimum of 1200 clock hours of field practice within no more than two consecutive academic years is required according to the following standards:

1. A minimum of eight hundred (800) in a (K-12) school setting providing direct and indirect service to pupils. The assignment shall be provided in at least three settings (preschool, elementary, middle and/or high school), with a minimum of two hundred (200) clock hours at elementary and high school.
2. Up to four hundred (400) hours of field experience may be acquired in other settings such as a) private, state-approved educational programs, b) other appropriate mental health related program settings involved in the education of pupils; or c) relevant educational research or evaluation activities.
3. The entire field experience shall be supervised by an experienced practitioner who holds a Pupil Personnel Services Credential with at least the equivalent of two (2) years of full-time experience as a school psychologist.
4. Candidates in *PPS 585, Fieldwork/Internship for School Psychologists*, must take a minimum of six units of fieldwork. Candidates who do not complete their fieldwork requirements in two semesters must continue taking fieldwork classes until their requirements are met.

### **School Psychology Program Fieldwork/Internship Competency Requirements**

Along with the 1200 hours of fieldwork, candidates must demonstrate their competence in applying psychological theory, legal and ethical principles, and educational and psychological research. The CSUDH Supervisor: School Psychology Fieldwork Evaluation Form in Appendix H describes the required candidate performances. Candidates are evaluated by their field supervisor midway through their first semester on the Intern/Fieldworker Progress Report. This early evaluation is an attempt to ascertain candidate weaknesses early in their field work/internship experience so that any needed interventions may be begun.

At the end of each semester candidates are evaluated with the Supervisor: School Psychology Fieldworker/Intern Evaluation form. All areas specified in CCTC Standard 26 are addressed. Development and implementation of prevention as well as intervention programs for individuals

and groups of pupils are evaluated on items: 2.1, 2.1, 3.1, 3.3, 3.8, and 3.9. Consultation (with school staff and parents) is evaluated on items: 3.1-3.10. Counseling, (individual, group, class and crisis with pupils and parents) is evaluated on 2.3-2.6. Screening and assessment is evaluated on 1.1-1.14. Coordination of resources and programs is evaluated on: 3.2, 3.6, 3.7, 4.4, and 4.5. Interdisciplinary team membership is evaluated on: 3.1, 3.2, 3.3, and 3.8. Assessment of instructional and behavioral interventions effectiveness for individuals and groups of pupils is evaluated on: 1.11, 1.3, 1.4, 1.5, 1.10. Work with pupils from diverse socioeconomic, ethnic, and cultural back grounds is evaluated on: 1.6, 3.10, and 6.4. Professional development (professional conferences and in-service training) is evaluated on 4.1, 4.2 and 4.3.

Additionally, The Supervisor: School Psychology Fieldworker/Intern Evaluation form addresses all CCTC school psychology specialization standards. Standard 17, Psychological Foundations is addressed by items: 1.9, 3.4, 3.4, 5.1, 5.2, and 5.3; Standard 18, Educational Foundations is addressed by items: 3.2, 3.5, 3.6, 3.7 and 6.4; Standard 19, Legal, Ethical and Professional Foundations is address by items: 1.1, 3.3, 3.8; Standard 20, Collaboration and Consultation is addressed by items: 3.1 – 3.10; Standard 21, Wellness Promotion, Crisis Intervention and Counseling is addressed by items: 2.1 – 2.6; Standard 22, Individual Evaluation and assessment is addressed by items: 1.1 – 1.14, 3.3, and 3.9; Standard 23, Program Planning and Evaluation is addressed by items: 4.4, 4.5, 4.6, 4.7, 5.4, 3.1, 3.8 and 1.10; Standard 24, Research, Measurement and Technology is addressed by items: 5.4, 5.5, 3.9, 4.6 and 4.7.

## School Psychology Specialization Standards III Experience

### Standard 27

#### Determination of Candidate Competence

Prior to recommending candidates for a School Psychology 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.

- **To what degree does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?**

#### Monitoring Candidate Completion

Prior to recommending each candidate for a Pupil Personnel Services Credential in School Psychology, the university supervisor and the field-site supervisor(s) must verify in writing that all credential hour and competency requirements have been met.

Candidates are first evaluated by their field supervisor midway through their first semester of fieldwork/internship on the Intern/Fieldworker Progress Report. If major areas of knowledge or skill deficits are identified, a special contract for improvement may be created between the university supervisor, the field-site supervisor, and a candidate to remediate the deficit areas early in their field experience. At the end of each semester or at the end of placement with a given supervisor, candidates are evaluated with the Supervisor: School Psychology Fieldworker/Intern Evaluation form. University supervisors, also, communicate with field supervisors on the phone and during visits to the field sites. Additionally, university supervisors review the candidates' evaluations and fieldwork requirements individually with the candidates each semester as well as within the supervision class setting.

- **To what extent has a systematic summative assessment been completed of the candidates' performance by at least one district supervisor and one institutional supervisor?**

#### Assessment by District and Institutional Supervisor

A systematic summative assessment is completed of the candidates' performance each semester by the district supervisor or at the end of placement with a given supervisor. The evaluation form requires field-site supervisors to rate the candidate for each individual competency using a scale of 1-5; 1= Low Competence to 5=High Competence when compared to others at the same point in their training. (Please see Appendix H-Supervisor: School Psychology Fieldwork/Internship Evaluation Form.) Candidates must demonstrate average to above average competence in all areas before they are recommended for a credential. In addition to the competency evaluations, field-site supervisors are required to sign and date a final letter (in the Pupil Personnel Services Candidate Handbook) to verify that 1200 hours of fieldwork have been

completed and that fieldwork hours have related specifically to the competency performances required by the School Psychology Pupil Personnel Services Program.

The university fieldwork supervisor evaluates each of the required fieldwork/internship activities and signs the candidate evaluation form after reviewing the activity logs of candidates to ensure that all fieldwork requirements have been met. (See University Supervisor Evaluation Form in Appendix H.)

- **To what extent does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair and effective?**
- **In what manner do individuals responsible for the program, who have access to information on the competence and performance of candidates; use that information to recommend candidates for credential?**

### **Assessment of Necessary Skills and Knowledge and Candidate Recommendation**

The Supervisor: School Psychology Fieldwork/Internship Evaluation Form is clear, fair, and effective in its use of a scale of 1-5 (1=Low Competence to 5 =High Competence when compared to others at the same point in their training) to evaluate the areas designated by CCTC for field experience. The inclusion of the directive that candidates be evaluated, based on a comparison of others at the same point in their training, is especially important for fair evaluation. To further ensure fairness, multiple measures will generally be available to evaluate each candidate, since each supervisor completes an evaluation each semester and candidates will generally have their field experiences at three or more different sites.

The Supervisor: School Psychology Fieldworker/Intern Evaluation form addresses all fieldwork/internship CCTC activity requirements from Standard 27. The development and implementation of prevention as well as intervention programs for individuals and groups of pupils are evaluated on items: 2.1, 2.1, 3.1, 3.3, 3.8, and 3.9. Consultation (with school staff and parents) is evaluated on items: 3.1-3.10. Counseling, (individual, group, class and crisis with pupils and parents) is evaluated on 2.3-2.6. Screening and assessment is evaluated on 1.1-1.14. Coordination of resources and programs is evaluated on: 3.2, 3.6, 3.7, 4.4, and 4.5. Interdisciplinary team membership is evaluated on: 3.1, 3.2, 3.3, and 3.8. Assessment of instructional and behavioral interventions effectiveness for individuals and groups of pupils is evaluated on: 1.11, 1.3, 1.4, 1.5, 1.10. Work with pupils from diverse socioeconomic, ethnic, and cultural back grounds is evaluated on: 1.6, 3.10, and 6.4. Professional development (professional conferences and in-service training) is evaluated on 4.1, 4.2 and 4.3.

Additionally, The Supervisor: School Psychology Fieldworker/Intern Evaluation form addresses all CCTC school psychology specialization standards. Standard 17, Psychological Foundations is addressed by items: 1.9, 3.4, 3.4, 5.1, 5.2, and 5.3; Standard 18, Educational Foundations is addressed by items: 3.2, 3.5, 3.6, 3.7 and 6.4; Standard 19, Legal, Ethical and Professional Foundations is address by items: 1.1, 3.3, 3.8; Standard 20, Collaboration and Consultation is addressed by items: 3.1 – 3.10; Standard 21, Wellness Promotion, Crisis Intervention and Counseling is addressed by items: 2.1 – 2.6; Standard 22, Individual Evaluation and assessment

is addressed by items: 1.1 – 1.14, 3.3, and 3.9; Standard 23, Program Planning and Evaluation is addressed by items: 4.4, 4.5, 4.6, 4.7, 5.4, 3.1, 3.8 and 1.10; Standard 24, Research, Measurement and Technology is addressed by items: 5.4, 5.5, 3.9, 4.6 and 4.7.

The university fieldwork supervisor evaluates each of the required fieldwork/internship activities and signs the candidate evaluation form after reviewing the activity logs of candidates to ensure that all fieldwork requirements have been met. (See Appendix H- University Supervisor Evaluation Form.) The university fieldwork supervisor communicates with the program coordinator and the candidate's advisor as a final check to ensure that all coursework and fieldwork requirements have been met and are recorded. After all program requirements have been verified, the candidate is sent to the School of Education Credential Analyst, who conducts a final program review and guides the candidate through the credential application process.

**To what extent does the program seek independent assessment of the knowledge and skills of their graduates, such as through the National School Psychology Examination (Praxis II) as administered by Educational Testing Service (ETS), employer evaluations, or client satisfaction surveys or both?**

#### **Independent Assessment by Employers, Graduates, and Advisory Committee**

The program coordinator in consultation with the program faculty is responsible for monitoring, evaluating, and improving the credential program. The evaluation design includes the following five independent sources of information:

- Candidate End of Program Self-Evaluation Form
- Supervisor: School Psychology Fieldwork/Internship Evaluation Form
- Pupil Personnel Services Survey
- Graduate Follow-Up Survey
- Employer Follow-Up Survey

In addition to the objectively rated program competencies, the Pupil Personnel Services Survey (given to members of the PPS Advisory Committee) and the instruments for Candidates, Graduates, and Employers contain narrative questions to enhance our understanding of the needs of school districts and needed improvement for our programs. Following are the narrative questions for the School Psychology Program:

- In your opinion, what are the most pressing needs of the School Psychology program?
- In your opinion, what were the major strengths of the School Psychology program?
- In your opinion, what recommendations could you provide for the graduate program School Psychology faculty to help each program stay relevant to current practices in the field?
- In your opinion, what courses or topic areas, if any, should receive greater emphasis or be added to the program curriculum for School Psychology?

Results of the evaluation are shared with the PPS Advisory Committee. Suggestions for program improvement are used to form the agenda and are discussed at the meeting. Subsequent improvement is greatly influenced by the evaluation and feedback from these courses.