Department Name ___Special Education, Rehabilitation, School Psychology and Deaf Studies: School Psychology Program

Degree or Credential awarded:  PPS: School Psychology, M.A., Ed.S

Program Contact:  Stephen Brock

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SECTION A – PROGRAM SPECIFIC INFORMATION

I. CONTEXT (1 page)

Complete table below:

Table ONE: Total Number of Candidates Enrolled and Completers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>enrolled**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

- Provide a brief description of the program characteristics (e.g., program length, cohorted/non-cohorted, all field-based, characteristics of students/schools served, themes, etc.) that may affect the experience and/or preparation of the candidates and completers.

The School Psychology program at Sacramento State is a cohorted program with candidates admitted only in fall of each academic year. Most candidates are in the program for three years. Some candidates will opt to attend part time and thus take longer to complete the program. Others may be delayed due to the need to reinforce skills critical to their professional role. However all candidates must complete the internship within 2 years.

The first two years of the program focus on class work, practica and supervised early fieldwork. The primary activity during the third year is a 1200 hour internship. Candidates have both university and field based supervisors for early fieldwork and internship. The training is broad based with a focus on developing reflective practitioners who have the skills, knowledge and dispositions to engage in effective problem solving within schools and communities. Students are placed in diverse settings for early fieldwork and internships with guidelines that assure they are working across preschool through grade 12 settings and with culturally and socioeconomically diverse populations.

II. Candidate Assessment/Performance and Program Effectiveness Information
a. Primary Learning Outcomes
Primary learning outcomes are those put forth by the California Commission on Teacher Credentialing and the National Association of School Psychologists. Those outcomes are included in Appendix A.

b. Primary Candidate Assessments
This report will focus on 5 key assessments that are used to make critical decisions about candidate competence prior to being recommended for a credential, including:
1. Early fieldwork evaluations
2. Practica evaluations
3. Praxis exam
4. Case study exam
5. Intern evaluations

The table below provides additional details about the nature of each key assessment.

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Type</th>
<th>When administered</th>
<th>Details about Administration</th>
<th>Learning Outcomes Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1. Early fieldwork evaluations</td>
<td>Formative and summative</td>
<td>End of fall and spring semester, year 2.</td>
<td>75 items with a 5 point rating scale. Completed by field based supervisor and reviewed by university supervisor. Rating scale linked to NASP domains of practice.</td>
<td>CCTC Generic Standards 2,3,4,5,6,7,10,11, 13 CCTC Specialization Standards: 17,18,19,20,21,22,23, 25, 27 NASP Standards:</td>
</tr>
<tr>
<td>Assessment #2. Practica evaluations</td>
<td>Formative</td>
<td>6 times during spring and fall semester, year 2</td>
<td>51 items with points varied per item. Completed for each evaluation in assessment practica. Measure skills in test administration, report writing, parent conference.</td>
<td>CCTC Generic Standards: 3, 4, 6, 7, 10, 11, 13, 15, CCTC Specialization Standards: 17, 18, 19, 22, 24, 25, 27</td>
</tr>
<tr>
<td>Assessment #3 Praxis exam in School Psychology</td>
<td>Summative</td>
<td>At end of year 2</td>
<td>Standardized multiple choice test administered by ETS. Assesses knowledge of school psychology within 5 domains</td>
<td>CCTC Generic Standards: 2, 3, 4, 5, 6, 11, CCTC Specialization Standards: 17, 18, 19, 21, 22, 23, 24 27</td>
</tr>
<tr>
<td>Assessment #4</td>
<td>Summative</td>
<td>At end of year</td>
<td>Written exam that is</td>
<td>CCTC Generic Standards:</td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Spring 2008</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>N= 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #2.</td>
<td>TEST ADMINISTRATION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As summarized in Table One, our program had 2 Program Completers in Fall 2009 and 19 program completers in Spring 2010. In Table Three below, we summarize the data related to completer performance as measured by the 5 key assessments detailed in Table Two. This summary of the data reflects evaluation of the final administration for those assessments used more than once. For example the Practica Evaluation is given 5 times during the spring semester of the first year, 6 times during the fall semester of the second year and 4 times during the spring semester of the second year. Earlier administrations are used for formative evaluation purposes (for grades and student feedback) to help us in assessing individual candidate progress and adjusting their learning experiences accordingly. The Early Fieldwork and Internship Evaluations are given both fall and spring semester of the respective years. Program evaluation is done primarily on the basis of final administration of assessments.
**Practica evaluations**  
Test Administration. Average of 8.4 out of 9 total points.  
Rapport With Client. Average of 9 out of 9 total points  
REPORT  
Fundamentals Average of 11 out of 12 total points  
Background Information. Average of 17 out of 18 total points  
Behavioral Observations. Average of 17.5 out of 18 total points  
Reporting Test Results. Average of 23 out of 24 total points  
Interpretation – Conclusions. Average of 30 out of 33 total points  
Recommendations. Average of 23.5 out of 24 total points  
General Overall Impressions. Average of 24 out of 28 total points  

**PARENT CONFERENCE**  
Rapport with Parents. Average of 8.2 out of 9 total points  
Ability to Provide Feedback in an Understandable Manner. Average of 13.1 out of 15 total points  
Effective Response to Questions. Average of 10 out of 12 total points  

<table>
<thead>
<tr>
<th>Assessment #3</th>
<th>Completers</th>
<th>Total Possible</th>
<th>Average Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Praxis exam in School Psychology</strong></td>
<td><strong>Completer Average</strong></td>
<td><strong>Total Possible</strong></td>
<td><strong>Average Range</strong></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis and Fact Finding</td>
<td>24</td>
<td>26</td>
<td>21-26</td>
</tr>
<tr>
<td>Prevention and Intervention</td>
<td>23</td>
<td>30</td>
<td>19-24</td>
</tr>
<tr>
<td>Applied Psych Foundations</td>
<td>20</td>
<td>24</td>
<td>16-20</td>
</tr>
<tr>
<td>Applied Educ Foundations</td>
<td>10</td>
<td>14</td>
<td>8-11</td>
</tr>
<tr>
<td>Ethical and Legal Issues</td>
<td>16</td>
<td>22</td>
<td>15-19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment #4</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| **Case Study exam** | The average rating overall on the case study exam was 8.6 out of a possible 10 points. However there was a wide range in the scores. Candidates ranked as follows on spring 2009 administration:  
• 7 High Passes  
• 3 Passing  
• 5 Marginal Passing  
• 4 Below Passing  
The four candidates who did not pass the exam retook it and passed the following semester. |

<table>
<thead>
<tr>
<th>Assessment #5</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intern Evaluations</strong></td>
<td>Personal Characteristics (14 items). Average rating of 4.9 on 5 point scale.</td>
</tr>
</tbody>
</table>
Professional Responsibilities (9 items). Average rating of 4.9 on 5 point scale.
Use of Data in Decision Making (5 items). Average rating of 4.5 on 5 point scale.
Psycho-Educational Evaluation Skills (9 items). Average rating of 4.76 on 5 point scale.
Collaboration and Consultation Skills (13 items). Average rating of 4.5 on 5 point scale.
SST/IEP Team Skills (9 items). Average rating of 4.65 on 5 point scale.
Counseling Skills (14 items). Average rating of 4.88 on 5 point scale.
Legal and Ethical Practice (6 items). Average rating of 4.9 on 5 point scale.

**c. Additional information about candidate and program completer performance**

In addition to the 5 key assessments used to evaluate completer performance already reported above, we use the following 4 assessments to help inform decisions made about our courses and our program. These additional assessments include: (1) a mid second year interview; (2) an exit survey for candidates; and, (3) portfolio and (4) a focus group discussion. In the past we have also used an employer survey but data for this cohort is not yet available.

**Second year interviews:** At the end of the first semester of their second year candidates meet with all full time faculty members in a one on one meeting to discuss their progress and areas in which they need to focus during the upcoming semester. The focus is on preparing candidates to begin their internship at the end of the second year. It is a way for (1) candidates to self evaluate according to criteria provided prior to the interview (2) faculty to provide overall feedback to candidates in light of their progress across all areas and (3) for faculty to receive feedback from candidates. Students are asked to respond to the following questions in preparation for these interviews:

- In terms of your development as a school psychologist, what skills, knowledge and dispositions have you developed since enrolling in the program that you think will serve you well as a school psychologist?
- In terms of your preparedness to take on the role of intern beginning with the fall _____ semester, what skills, knowledge and/or dispositions you would like to continue working on?

In preparation for these interviews faculty meets to review each student and prepare their response to the above questions as well. Data from interviews with 2008 completers reveal the following:

- Almost all candidates feel they have developed their interpersonal communication skills.
- The majority of candidates feel they have good knowledge of test use in assessment and understand both the limits and strengths of psychometric measures.
- About 20% of candidates would still like to work on written communication.
• About 60% of candidates feel they need greater understanding of the many different disabilities that children may display and that they will need to understand for their work in schools.
• About 50% of candidates would like to understand outside (community based) services to a greater degree.
• About 40% would like to understand how to make referrals and connections to outside services.

**Exit Survey:** Candidates complete survey that asks them to rank on a 4 point Likert Scale how effective they feel their training was in each of the NASP Domains of Practice. Data for this year is not yet available.

**Portfolio:** Candidates maintain a portfolio throughout their time in the program. The portfolio is required to contain the following items:

- Resume (which will be updated each semester)
- Developmental History Questionnaire (from EDS 248)
- Hotsheet (from EDS 245)
- Abstract of group curriculum (from EDS 231)
- Summary of Resources for legal and ethical issues including websites and annotations
- GATE evaluation (from EDS 242)
- CHC handout (from EDS 242)
- Solution focused counseling dialogue (from EDS 241)
- Diagnostic report (or from EDS 243 second semester)
- FAA and BIP (from EDS 240)
- Academic Intervention Case Study (from EDS 246b)
- Disability information pamphlet
- Diagnostic report (or from EDS 243 first semester)
- Preventive Psychological Interventions Resource list (from EDS 246b)
- Internship: Selected materials outlined in syllabus, as determined by supervisor and intern

In addition candidates may include any other items that they deem useful to them in documenting their progress and developing skills. Candidates use the portfolio not only for internal evaluation but are also encouraged to take it with them to interviews in order to provide examples of their work and their unique skills. The portfolio is reviewed each semester by a designated faculty member and feedback is provided. The portfolio serves both a formative and summative purpose. Regular semester reviews of the portfolios as well as the final evaluation indicate that candidates are able to produce high level work for inclusion in portfolios. Particularly noteworthy items include handouts that candidates produce on various subjects, which can be used with school staff and/or parents.

**Individual and Focus group discussion:** At the end of their internship year candidates are engaged in a focus group discussion. Results indicate the following:

- Almost all candidates feel they were very well prepared for their internship in all categories.
Almost all candidates feel they have good knowledge of the use of data in decision making, professional responsibilities, psycho-educational evaluations and collaboration.

Many students would have liked to know more about IEP process prior to internship:
  - Paperwork
  - Legal requirements
  - Writing goals

Many students would like to have more information on how to write Behavior Support Plans.

III. Analysis of Candidate Assessment Data (1-3 pages)

In this section, we discuss the data displayed in Table Three and the additional data that was summarized in Section II.b. We focus our discussion on the strengths and areas for improvement revealed by the analysis of these data.

**Strengths:**

a. Candidate performance: Across our assessments we find that students are performing at an above standard range in applied settings. These include assessments during their practica and early fieldwork and during their final internship year. Aggregated ratings on all sub areas of the Early Fieldwork Evaluation range from 4.2 to 4.8 on a 5 point Likert scale. Aggregated ratings on the Internship Evaluations range from 4.5 to 4.9 on a 5 point Likert scale. These rankings are all above standard and considered “decidedly above average”. It is important to note that program faculty stress to field based supervisors the importance of honest and critical ratings of candidates. The input from field based supervisors is critical to faculty ability to judge candidate fitness and therefore we encourage supervisors to not “give” candidates higher ratings than are accurate. Therefore, we have confidence that these ratings are accurate reflections of how well the candidates are performing in the field. Practica evaluations (which are given by faculty) also have resulted in strong rankings for these candidates.

Our candidates tend to demonstrate the personal characteristics that are important to their practice as school psychologists and engage with school faculty and staff and with parents in a manner that is both professional and abides by legal and ethical principles. They are reported to interact with others in a responsible, respectful and collaborative manner. In addition, they demonstrate awareness of professional responsibilities and the need to function with good time management, awareness of system issues and development of productive relationships with others. The candidates also demonstrate good team skills and the ability to engage in productive collaboration and consultation. Candidates use data correctly and understand how to both interpret data and disseminate that data to others in a way that is useful and understandable. In the use of data for decision making, candidates use the data to clarify student concerns and provide useful information to others. They understand psychometrics and the correct interpretation of data and know how to use data in the development of recommendations. In addition they have strong counseling skills are able to develop
rapport with both students and parents and are sensitive to parent, teacher and team issues.

Candidates have command of the knowledge base of school psychology as evidenced by their scores on the Praxis Exam. On each of the five domains assessed by the Praxis Exam, completers scored within the average range. It is particularly noteworthy that this administration of the exam is administered at the end of the second year in the program, prior to the Internship year. Most persons who complete the Praxis (and who are students are being compared to when looking at average performance) take this assessment at the completion of their program or after they have been practicing. It is likely that candidates would score higher after completion of their internship year. In order to begin their internship candidates are required to achieve a score of 170. A score of 165 is the minimum required by the National Association of School Psychologists in order to become a Nationally Certified School Psychologist. All but five of our candidates met this score on the first administration of the Praxis exam. We realize that our students have the most trouble with the psychological foundations portion of the exam which is comprised of theory oriented questions. Because our program emphasizes different theories than others might we expect that this section may be of some difficulty to them.

b. Program effectiveness: Results of our assessments indicate that the program is particularly useful in helping candidates transfer what they learn in didactic settings to the practice of school psychology. We have designed the school psychology program such that practice experiences are closely aligned with classroom learning. Students seem to be benefitting from this approach. In addition, we focus on how to use evaluation data to help develop strategies for addressing student concerns. In our program we believe that the goal of our work with students in schools is to improve their functioning both academically and emotionally. To that end we stress that whatever we do with students as clients should be with the goal of developing strategies or recommendations. Candidates clearly seem to be developing that same orientation. In addition, we stress a solution focused approach to counseling and the positive ratings our candidates receive on the counseling skills indicate that this approach is effective for them when working in the schools. We also strive to be accessible to our students and provided a high level of mentoring to them as developing professionals. Their responses to the Focus Group indicate that they are benefitting from the mentoring provided.

Areas for improvement:

- Candidate performance: Overall our candidates are doing extremely well. As noted above data indicate strong skills in the application of what they are learning in the classroom. However, despite high ratings in their practica and in their fieldwork and internship settings in the area of using data knowledgably and to make decisions about students, we continue to strive to make the transition from clinic based practica to assessment in the school setting. One area that we will address for next year is
providing more information to our students regarding IEP process and behavior support plans prior to internship.

- Program effectiveness: Program areas that need improvement include: making sure candidates’ knowledge of legal issues is continually updated, more exposure to the IEP process and work in developing ways to help teachers and students with behavior issues.
IV. Use of Assessment Results to Improve Candidate and Program Performance

The table below lists program changes that we have implemented this year.

Table Four: Program Changes in Response to Assessment Results

<table>
<thead>
<tr>
<th>PROGRAM CHANGE</th>
<th>DATA TO SUPPORT</th>
<th>CCTC STANDARD ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of syllabi to assure that legal and ethical issues are clearly addressed in all courses as relevant.</td>
<td>Candidate Focus Group Praxis Exam</td>
<td>Generic Standards: 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization Standards: 19, 23, 24</td>
</tr>
<tr>
<td>Increased efforts to obtain previous reports and background information for referrals who are evaluated in the Center for Counseling and Diagnostic Services.</td>
<td>Student performance on practica evaluations.</td>
<td>Generic Standards: 2, 4, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization Standards: 17, 22</td>
</tr>
<tr>
<td>Case studies in EDS 244 will contain more practice in using data from previous assessments.</td>
<td>Student performance on practica evaluations. Intern discussions.</td>
<td>Generic Standards: 2, 4, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization Standards: 17, 22</td>
</tr>
</tbody>
</table>
Appendix A
Generic Program Standards: School Psychology
California State University, Sacramento

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.

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 relevant theories, research, and other information related to pupils’ strength and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and development factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Standard 3: Socio-Cultural Competence
The program provides candidates with opportunities and experiences to display an understanding of the 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.

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, evaluating, and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the 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 the individual pupils and assessing the effectiveness of educational programs.

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.

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.

**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.

**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 the principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

**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 knowledge and models of systematic school safety planning that include comprehensive school climate and crises 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 school incidence of school site violence.

**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 using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

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

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.

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.

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.

Standard 16: Supervision and Mentoring
The program provides candidates with opportunities and experience 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.
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.

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 alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; b) family involvement in education; c) ways to promote partnerships between parents and educators to improve outcomes for pupils; d) cultural issues that impact home-school collaboration; and e) methods to facilitate safe and caring school communities.

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) alternative models for the delivery of school psychological services, e) emergent technologies, and f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

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.

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.

**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 problem-solving process. Candidates also understand contextual influences on outcomes such as: a) personal attributes of the pupil; b) types of aptitude; 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).

**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.

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

**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 crises intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal ethical, and professional foundations in their work in schools.
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.

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