

PUPIL PERSONNEL SERVICE CREDENTIAL: SCHOOL PSYCHOLOGY AUTHORIZATION

[PPS Credential Application \(for PDF version click here\)](#)

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The Pupil Personnel Services Credential Program in School Psychology is the third-year internship program that follows the two-year Graduate Program in School Psychology. In addition to the courses required for the M.S. in Psychology with a concentration in School Psychology, the following courses are required for the Pupil Personnel Services Credential with a School Psychology authorization. Students enrolled in the M.S. in Psychology with a concentration in School Psychology at SFSU are eligible for this Program. Outside applicants who hold an M.S. degree in School Psychology or other closely related fields are also eligible to apply.

Psychology Department Website: <http://www.sfsu.edu/~psych/>

<i>Professional Course Requirements</i>	<i>UNITS</i>
PSY 858 Conference to Accompany Psychology Internship	6
PSY 859 Psychology Internship	12
PSY 899 Special Study	3
PSY 891 Seminar in Selected Problems	3
<i>MINIMUM TOTAL UNITS</i>	<i>24</i>



Dear Prospective Applicant:

Enclosed is the application for the School Psychology Internship Program. Please follow closely the instructions in this letter and in the enclosed application.

- ✓ Complete the enclosed application and return the application with accompanying documents along with the processing fee of one-hundred and fifty dollars (\$150.00/new applicant) or one-hundred dollars (\$100.00/re-applicant) to the:

Graduate Secretary
Psychology Department (PPS), EP 301
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132-4168

- ✓ Make checks for the processing fee payable to: San Francisco State University College of Extended Learning. Neither credit cards nor cash will be accepted.
- ✓ Do not complete an application for the University graduate division nor pay a University fee to the Graduate Division.
- ✓ The application due date for possible admissions in Fall 2012 is February 1, 2012.
- ✓ Once your application is received, you will be notified regarding the status of your application.
- ✓ To remind you of the requirements for admission to the Program, the following prerequisites are necessary:
 - ❖ At least a Master of Science Degree in Psychology with a concentration in School Psychology or a closely related master's or doctorate degree;
 - ❖ Completion of a minimum of 720 hours of supervised field experience, which demonstrates skill and knowledge in the areas of assessment, intervention, program evaluation, consultation, group assessment, and collaboration with community agencies. This field experience also must demonstrate skills in applying psychological theory, legal principles, ethical principles and educational and psychological research. An experienced practitioner with a PPS credential must supervise the entire field experience.
 - ❖ Completion of the GRE within the last 7 years.
 - ❖ Must Pass all subject areas of the CBEST.
 - ❖ Compliance with the California Commission on Teacher Credentialing (CCTC) and

the National Association of School Psychologists (NASP) standards that are typically met during the first two years of the Master of Science degree in Psychology with a concentration of School Psychology. These standards include:

Knowledge of:

- Growth and Development
- Socio-Cultural Influences
- Assessment
- Problem Prevention and Early Intervention
- Consultation Services
- Learning Theory and Psychological Education
- Psychological theory including psychodynamic, family systems, and object relations orientations
 - Research and evaluation methods, statistics and measurement
- Program/Service coordination and Development
- Legal and ethical standards
- Individual Development
- Biological bases of behavior
- Organization and operation of schools
- Instructional design
- Emergent technologies
- Alternative models for the delivery of school psychological services
- Roles and functions of a School Psychologist

Skills in:

- Assessment
- Individual Intervention
- Group intervention
- Individual evaluation
- Consultation and other indirect interventions
- Group assessment
- Program evaluation
- Utilizing legal aspects
- Using community resources
- Research and evaluation methods, statistics and measurement
- Professional ethical conduct
- Diversity

- ✓ To meet these requirements, several documents must be submitted with the application. Supplemental documents are indicated on page 7 of the application.
- ✓ If there are general questions regarding the application, you may contact Ms. Tina Perdices by e-mail at tperdices@rossvalleyschools.org. If there are general questions regarding the School Psychology program, you may contact the coordinator Dr. Diane Harris at (415) 338-7064. If there are questions regarding the availability of the application, contact the graduate secretary's office at (415) 338-2711.
- ✓ Evaluation of transcripts **WILL NOT be** conducted until the complete PPS in School Psychology Application is submitted.

Sincerely,

Diane Harris, Ph.D.
Coordinator, School Psychology Program
Encl: Application for the School Psychology Internship Program

San Francisco State University
SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM APPLICATION

Offered jointly between the Psychology Department and the College of Extended Learning
 ADMISSION FOR FALL _____

Name: _____ SS# ____/____/____
 (Last) (First) (Middle Initial)

Address: _____

 (City) (State) (Zip)

Home Phone: (_____) _____ Work Phone: (_____) _____

e-mail address: _____ DOB ____/____/____

Optional Questions: Age _____ Gender _____ Ethnicity _____

Have you applied to the Psy department before? _____ If "yes", what semester: _____

Are you a continuing student at SFSU? _____

Department/Program: _____ Date of enrollment: _____

Graduate Degree (type/ major) _____

College/University _____

Date Received _____

Undergraduate Degree (type/ major) _____

College/University _____

Date Received _____

Have you taken the GRE within the past 7 years? _____ Date _____

Scores: English _____ Quantitative _____ Analytical _____

If not, scheduled date to take GRE: _____

Have you passed all subject areas of CBEST? _____ Date _____

Scores: Reading _____ Mathematics _____ Writing _____

Do you have a teaching/education credential? _____

Type & State _____ Date _____

Type & State _____ Date _____

If not currently credentialed, are you approved for a Certificate of Clearance in CA? _____

Date _____ If not, have you applied to the Credentials Office _____ When? _____

Do you have any related credentials or licenses (e.g., MFT, counseling?) _____

Type & State _____ Date _____

Type & State _____ Date _____

Print the names and locations of all Colleges and Universities attended and attending. List most recent first.

INSTITUTION	DATES	MAJOR	DEGREE

Please respond to the following questions regarding your fieldwork experiences (psychologically-related work with children). You may copy this page to complete this list for **each year** of fieldwork experience. Do not combine years of experiences:

Date/Year: _____ First Year _____ Second Year _____ Third Year _____
Other/explain _____

SchoolSite/District/Agency: _____

Age Group/Population Served: _____

Name of Supervisor: _____ Phone No. _____

(We reserve the right to contact your supervisor.)

Was your supervisor a credentialed School Psychologist? Yes _____ No _____

State: _____ National (NCSP): _____

Was your supervisor credentialed/licensed in a related field? Yes _____ No _____

(e.g., LEP, MFT, MFCC, LCSW, License in Psychology)

Which /license? _____ State: _____

How often did you meet with your supervisor? _____ Indiv. _____ Group _____

Fieldwork Activities **# of hours** **briefly describe experience**

Assessment/Evaluation

Direct Intervention
(clinical work/ counseling)

Consultation
(staff/classroom interventions//families)

Case Review/ Team Consultation
(e.g., Student Study Team)

Professional Development
(conferences, seminars)

Please submit the following items with your application:

1. _____ Completed **Applicant-Previous Coursework Evaluation Form**
(sent in your application packet)
2. _____ Copy of official or unofficial transcripts (graduate coursework)
3. _____ Copy of graduate course syllabi or detailed course descriptions
4. _____ Copy of GRE scores (taken within past 7 years)
5. _____ Copy of CBEST passage and scores
6. _____ 3 letters of recommendation (at least 1 of which must be from a credentialed School Psychologist)
7. _____ Copy of a formal Psycho-Educational Evaluation Report on a child or adolescent written by you (MUST delete all identifying information and include results and interpretation of individually administered tests of cognitive, perceptual and social-emotional functioning)
6. _____ Certificate of Clearance (obtained from the Credentials Office) for the state of CA or copy of current credential issued by the CCTC.
7. _____ Check for New Applicant fee/\$150.00 or Re-applicant fee/ \$100.00, made payable to SFSU College of Extended Learning.

I hereby certify (or declare) under penalty of perjury that all the foregoing statements in this application are true and correct.

Date _____ City _____ State _____

Signature of Applicant: _____

School Psychology Internship Program Applicant- Previous Coursework Evaluation Form

Applicant Name: _____

Instructions: Please complete this matrix to the best of your ability based upon your previous graduate coursework and fieldwork. In the column titled “Previous graduate coursework that meets standard”, write in the course name and number (e.g., Psy 735) of courses in which the standard was addressed through course content, course work, or fieldwork practice. Some courses will meet multiple standards, and some standards will be met by multiple courses. Course syllabi, assignments, and descriptions may help you in completing this matrix. Also be aware that some of these standards are met by courses in the School Psychology Internship Program, so complete mastery of every standard is not necessarily required for admission. The matrix will be used as a guideline for program evaluators in considering your application and if you have met the prerequisite CCTC and NASP standards.

Standard 12 - Growth and Development. Each candidate demonstrates knowledge of normal and abnormal growth and development, including relevant research and theories, and other information related to pupil strengths and weaknesses that affect learning. Each candidate demonstrates knowledge of the possible influence of culture, ethnicity, family, socio-economic status, and language on pupil development.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
12.1 [knows] ...relevant research and theories of normal and abnormal human growth and development, as they relate to pupils' progress in a school setting.	
12.2 [knows] ...principles and methods to help pupils learn effective ways to plan and give direction to their own learning.	
12.3 [knows] ...the wide variety of social and cultural influences that may affect pupils in a school setting	
12.4 [knows] ...how culture/ethnicity, family influences, and socio-economic status may affect the pupil's development.	

Standard 13 - Socio-Cultural Influences. Each candidate demonstrates knowledge of possible effects of culture, ethnicity, lifestyle, ethnicity, family, socio-economic status, gender, sexual orientation, language and values on pupils' progress in a school setting. This includes knowledge of the influence of these factors on the delivery of pupil personnel services that facilitate pupil academic and career success.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
13.1 [knows] ...the culture and values of the five dominant ethnic groups: Asian American, African American, Latino, Native American and European-American, and the diversity within each group.	
13.2 [knows] ...his/her own value system and its relation to his/her ability to work with students with different values and beliefs.	

13.3 [knows] ...the wide variety of social and cultural influences that affect people in a school setting.	
13.4 [knows] ...the social and cultural influences in the school environment that may affect the delivery of pupil personnel services, which promote academic and vocational success.	
13.5 [knows] ...socio-cultural influences on communication styles that may be most appropriate for individuals from a culture different from his/her own.	
13.5 [knows] ...socio-cultural influences on clinical intervention techniques that may be most appropriate for individuals from a culture different from his/her own.	
13.7 [knows] ...principles of cross-cultural interactions and their effect on teacher-pupil and pupil-pupil relationships.	
13.8 [knows] ...culturally-appropriate techniques to enlist the aid of parents and families to support educational efforts.	

Standard 14 - Assessment. Each candidate demonstrates knowledge of assessment theories and methods related to emotional, intellectual, physical and social characteristics as these affect learning performance of a diverse pupil population. This broad based knowledge requires consideration of the effects on pupil performance of family, school, culture, language, gender, racial/ethnic and experience as well as the environmental conditions under which the assessment takes place.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
14.1 [knows] ...assessment theories and methods appropriate to the specific backgrounds of the pupils.	
14.2 [knows] ...the effects of emotional, intellectual, physical and social characteristics on the learning performance of a diverse population.	
14.3 [knows] ...the assessment environment on outcomes.	
14.4 [knows] ...the influence of non-cognitive factors on assessment outcomes (e.g., poor nutrition, physical and emotional abuse, poverty, and other individual, family, school and societal related variables).	

Standard 15 - Problem Prevention and Early Intervention. Each candidate demonstrates knowledge of the factors and processes contributing to pupils' difficulties and failure in school, and of methods and techniques for prevention and early intervention to maximize school success. Each candidate demonstrates knowledge of how environmental factors may place children at risk of school failure.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
15.1 [knows]...characteristics of pupils at risk of failing in school.	
15.2 [knows] ...conditions that place pupils at risk, assessment procedures for evaluating risk, and interventions for preventing further problem development including such critical areas as suicide, child abuse, and alcohol and drug abuse.	

15.3	[knows] ...a variety of programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools.	
15.4	[knows] ...methods and techniques of resolving conflicts between and among pupils and groups of pupils.	
15.5	[knows] ...individual and group clinical intervention techniques that promote pupil success.	
15.6	[knows] ...effects of school organization systems on pupils.	
15.7	[knows] ...methods such as clinical interventions, collaboration, consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupil lives.	

Standard 16 - Consultation Services. Each candidate demonstrates knowledge of theories, models, and processes of consultation with teachers, administrators and other school personnel, parents, community groups, agencies, and pupils as appropriate.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
16.1	[knows] ...individual and team consultation processes, including methods of initiating, developing, and concluding consultative relationships.
16.2	[knows] ...pupil advocacy approaches.
16.3	[knows] ...principles and practices of effective classroom management and school discipline.
16.4	[knows] ...barriers and inhibitors to the development of effective interrelationships among teachers, staff, parents and others.

Standard 17 - Learning Theory and Psychological Education. Each candidate demonstrates knowledge about theories of cognitive and affective learning and classroom applications. Each candidate is aware of various roles and functions of pupil personnel SFSU School Psychology service specialists in supporting human relations goals and themes in the state-adopted curriculum framework.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
17.1	[knows] ...about theories of learning.
17.2	[knows] ...about developing positive, culturally-sensitive learning environments.
17.3	[knows] ...curriculum and methods for conducting human relations training and affective education.
17.4	[knows] ...about the principles of human relations and the effects of teacher-pupil and pupil-pupil relationships on learning.
17.5	[knows] ...about ways to help students accept responsibility for their own learning.
17.6	[knows] ...about the role of affective learning on pupil's self esteem.

Standard 18 - Program/Service Coordination and Development. Each candidate demonstrates

knowledge of the coordination and development of programs and services that enhance school climate for effective learning.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
18.1 [knows] ...the multidisciplinary team approach to involve all school personnel in services to pupils.	
18.2 [knows] ...appropriate techniques for involving and supervising paraprofessionals, volunteers, and others in providing programs and services.	
18.3 [knows] ...the factors that promote and enhance a positive school climate and the processes that facilitate change in school climate to promote pupil success.	
18.4 [knows] ...methods, techniques and processes that develop and enhance staff morale.	
18.5 [knows] ...community services and the processes for making appropriate referrals to these services.	
18.6 [knows] ...state-recommended high school graduation requirements and an awareness of state-adopted curriculum framework.	
18.7 [knows] ...developing, coordinating, and enhancing programs so that services to pupils and other school and community personnel are maximized.	

Standard 19 - Legal Requirements and Constraints. Each candidate demonstrates knowledge of legal requirements and constraints affecting pupil personnel service specialists and pupils in California schools.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
19.1 [knows] ...relevant laws and regulations pertaining to children and families.	
19.2 [knows] ...appropriate compliance procedures relating to pupil personnel services.	
19.3 [knows] ...how to keep informed of changes in laws and regulations related to CA public education.	

Standard 20 - Individual Development. Each School Psychologist credential candidate has the advanced knowledge of human development, human learning, and human exceptionalities necessary to facilitate the individual development of regular and special education pupils. In addition to having the appropriate knowledge and theoretical understandings, the candidates will have the skills needed to work effectively with parents and school personnel to properly define and clarify problems that are affecting the child's educational development.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
20.1 [knows] ...the psychology of human learning.	
20.2 [knows] ...the psychology of human exceptionality.	
20.3 [knows] ...the psychology of cognitive and affective development.	

20.4	[knows] ...the biological bases of behavior.	
20.5	[knows] ...principles and theories of social psychology.	
20.6	[demonstrates skill in] ...defining and clarifying children's school problems using psychological theory.	

Standard 21- Individual Human Assessment. Each School Psychologist credential candidate has the advanced knowledge of psychometric and other methods of measurement necessary to properly select, administer, and interpret educational and psychological assessment procedures. Each candidate is familiar with and skilled in using methods and techniques to assess functioning in the areas of cognition, achievement, language, perceptual-motor development, adaptive behavior, social development and emotional development. Each candidate performs differential diagnoses of handicapping conditions and provides other diagnostic information useful in educational planning, taking into account the influence of children's cultural background, gender, ethnicity, and language proficiency in making these judgments.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
21.1 [knows] ...psychometric theory and is skillful in conducting assessment procedures.	
21.2 [demonstrates skill in] ...selecting specific assessment instructions that are appropriate for the ethnic/cultural background of the pupil.	
21.3 [knows and has skill in] ... selecting and using a variety of methods to assess cognitive ability level, cognitive processing, school adjustment, achievement, language, perceptual-motor development, adaptive behavior, social development, and emotional development.	
21.4 [skilled in] ... writing reports of assessments, integrating information from a variety of sources.	
21.5 [skilled in] ...interpreting the results of individual assessment to professional and lay individuals.	
21.6 [demonstrates] ...accuracy in diagnosing handicapping conditions.	
21.7 [demonstrates] ...skill working with interpreters in assessing limited-English-proficient pupils.	

Standard 22 - Individual Intervention. Each School Psychologist credential candidate demonstrates knowledge of how to formulate action plans and modifications of the educational setting to meet the individual pupil's educational and psychological needs. Each candidate understands how pupils change and develop and how human change may be facilitated and is aware of and is able to use methods to intervene in order to improve school performance and to encourage positive, effective behavior in the school. Each candidate contributes to individual educational planning for pupils in regular and special education using methods such as interviewing, behavioral techniques, consultation, and home-school cooperative planning.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
22.1 [demonstrates] ... knowledge about psychological theory and research concerning behavioral change.	

22.2 [demonstrates] ...knowledge of techniques for promoting individual development.	
22.3 [demonstrates]...knowledge of instructional and remedial techniques in the education of exceptional children.	
22.4 [demonstrates] ...skill in contributing to the development of individualized education programs.	
22.5 [demonstrates] ...skill in using direct methods and techniques such as behavioral management and pupil clinical interventions to improve school performance.	
22.6 [demonstrates] ...knowledge about educational and psychological techniques that are acceptable and consonant with the values of the five dominant ethnic groups in California: Asian, African-American, Latino, Native American, and European-American.	
22.7 [demonstrates] ...skill in using indirect methods and techniques to improve school performance such as consultation, collaboration, and in-service education with school personnel, parents, and community based professionals.	
22.8 [demonstrates] ...skill in assisting with the school activities of community-based helpers.	

Standard 23 - Individual Evaluation. Each School Psychologist credential candidate has the advanced and specialized knowledge of procedures and methods used to determine if pupils have made progress in specific educational programs, skill in conducting evaluations and reporting the results of such evaluations to school personnel and parents so they can make alterations, if needed, to a child's educational program.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
23.1 [demonstrates]...knowledge about advanced and specialized procedures to evaluate pupil progress in educational programs.	
23.2 [demonstrates]...knowledge of the difficulties and the challenges of measuring and assessing change.	
23.3 [demonstrates] ...skill in conducting and reporting reevaluation of pupil progress.	

Standard 24 - Consultation. Each School Psychologist credential candidate has advanced knowledge of theory, methods, and techniques of collaborative consultation, organization development and staff development. Each candidate has advanced skill using consultation techniques, conducting in-service education, and working as a member of multidisciplinary teams for the improvement of the pupils' academic, social, and emotional functioning.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
24.1 [demonstrates] ...knowledge about different methods of consultation.	
24.2 [demonstrates] ...skill in developing the interpersonal relationships necessary for effective consultation.	
24.3 ...has participated in consultation efforts under supervision in a school district setting.	

Standard 25 - Group Assessment. Each School Psychologist credential candidate has advanced and specialized knowledge of group and environmental assessment techniques to screen children for further study and to identify instructional needs. Each candidate is able to carry out screening programs and group assessments, including the effects of environments as part of the process of identifying and responding to children at risk of educational failure.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
25.1 [demonstrates] ...knowledge about screening and pre-assessment procedures and about group tests and measurements.	
25.2 [demonstrates] ...knowledge of needs assessment procedures.	
25.3 [demonstrates] ...skill reporting group assessment results to a variety of professional and lay individuals.	
25.4 [demonstrates] ...skill reporting group assessment results to a variety of professional and lay individuals.	

Standard 26 - Program Evaluation. Each School Psychologist credential candidate demonstrates advanced and specialized knowledge of program evaluation theory and methods, and is skilled in conducting evaluation of school programs designed to meet the special or regular educational needs of pupils.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
26.1 [demonstrates] ...knowledge of program evaluation theories and techniques.	
26.2 [demonstrates] ...skill designing, conducting, and reporting program evaluation.	

Standard 27 - Legal Aspects. Each School Psychologist credential candidate demonstrates knowledge of legal principles and specific laws and regulations relevant to the practice of School Psychology. Each candidate demonstrates knowledge and the ability to determine if school policies and procedures are in compliance with federal and state law and regulations.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
27.1 [demonstrates] an awareness of the many sources and content of laws and regulations which affect children, their parents or guardians, and school personnel.	
27.2 [has] ...knowledge of the legal requirements which determine the child's rights to and eligibility for special education services and the processes which serve to ensure that the child's rights are protected.	
27.3 ...has participated in a variety of decision-making activities in the school setting which involve attention to the legal rights of children and their parents or guardians.	

27.4 ...has been a participant in a critique of the policies and procedures of at least one school district with reference to federal and state compliance practices affecting children and their educational progress.	
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Standard 28 - Community Resources. Each School Psychologist credential candidate demonstrates knowledge of services available to children and their families both within and outside the school system, and skills in implementing successful referrals to community-based services.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
28.1 [has] ...learned about the public and private agencies available within the community to provide a variety of services to children and their families.	
28.2 [has] ...participated in the referral process with both public and private agencies which work with handicapped and non-handicapped children and their families.	
28.3 [has] ...been a participant in school-based student study teams which have the responsibility of identifying children's needs and providing referral follow-up designed to meet those needs.	

Standard 29 - Research. Each School Psychologist credential candidate demonstrates knowledge of psychological research methods and designs in the fields of psychology and education and has skill in collecting, organizing, and providing information on topics needing research. Each candidate can interpret the findings from both educational and psychological research literature and from original empirical investigations to address district, school and individual child needs.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
29.1 [demonstrates] ...knowledge about research design in education and psychology.	
29.2 [demonstrates] ...knowledge about relevant statistical methods.	
29.3 [demonstrates] ...knowledge about methods of locating and interpreting research data to school personnel.	

Standard 30 - Professional Ethics. Each School Psychologist credential candidate demonstrates knowledge of ethical codes and standards for the provision of School Psychology services. Each candidate demonstrates skill using an ethical decision-making process when legal guidelines and ethical codes are not available as guides to problem resolution. Each candidate demonstrates sensitivity to ethical dilemmas encountered in the provision of services to children and their families.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
30.1 [demonstrates] ...familiarity with the content of the codes of ethics and service delivery standards of national and state professional organizations, such as APA, NASP, CASP.	

30.2 [demonstrates] ...the ability to apply ethical decision-making skills in the resolution of problems arising from value conflicts at the personal, group, and institutional levels.	
30.3 [participates] ...in a process which has identified personal needs related to the candidates expertise in the practice of School Psychology.	

Standard 31- Supervision. Each School Psychologist credential candidate demonstrates knowledge of principles and techniques of the supervision of human services workers and skill in supervising others.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
31.1 [demonstrates] ...knowledge about principles and practices in supervision.	
31.2 [demonstrates] ...knowledge about patterns of staffing.	
31.3 [demonstrates] ...skill receiving supervision.	

Standard 32 - Field Practice. Each School Psychologist credential candidate in field practice demonstrates knowledge and skill in areas of individual assessment, individual intervention, individual educational program evaluation, consultation, group assessment, supervision and working with community agencies. They also demonstrate skill in applying psychological theory, legal principles, ethical principles, and educational and psychological research. A minimum of 720 clock hours of field practice is required according to the following standards:

- A minimum of three hundred (380) clock hours in a K-12 setting in direct contact with pupils.
 - a) The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of one hundred (100) clock hours at each.
 - b) At least one hundred (100) clock hours with at least ten (10) pupils (individually or in a group) of a racial/ethnic background different from that of the candidate.
- The entire field experience shall be supervised by an experienced practitioner who holds a PPS credential.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
32.1 ...delivers psychological services demonstrating knowledge and skill in all areas of generic and special standards.	
32.2 ...conducts ethically correct and effective individual and group assessments of diverse pupils, including those with low incidence disabilities.	
32.3 ...develops individual and group interventions and contributes to group decision-making about educational programming.	
32.4 ...demonstrates the ability to consult with and to contribute to the professional development of teachers and other school personnel and to collaborate with parents and community helpers.	

32.5 ...learns to profit from supervision, preferably from an experienced School Psychologist so that the services provided meet high ethical, legal, and professional standards of psychology.	
32.6 ...the time spent in field work meets or exceeds the hourly and diversity requirements of this standard.	

Standard 33 - Determination of Candidate Competence. Prior to recommending each candidate for a Specialist or Services Credential one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

<i>Standard</i>	PREVIOUS GRADUATE COURSE WORK THAT MEETS STANDARD
33.1 There is a systematic summative assessment by at least one district supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.	
33.2 One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.	

FOR OFFICE USE ONLY

Applicant has met all necessary prerequisite standards Yes _____ No _____
 Unable to determine, more information necessary _____

Standards which still need to be met before reevaluation for admittance:

Suggested courses which will meet these standards:

Evaluator Signature: _____ Date _____