

Pupil Personnel Services School Psychology Performance Expectations Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For transition plans and program review, please identify indicating an "I" in which course each competency is **introduced** and link to the appropriate place in the syllabus within that course that demonstrates that this is occurring. For Program Review, please also indicate a "P" for **practice** and "A" for **assess** and link to the appropriate places in the syllabi to demonstrate where these activities occur. (For an example, refer to the instructions for Program Review under the Course Matrix section on the CTC's website.). Please note that these notations may occur under more than one course heading.

<p>SPPE 1: Data-based Decision Making and Accountability</p> <p>Beginning School Psychologists:</p>	Psych 284: Assessment of Intellectual abilities	Psych 285: Assessment of Learning and Development	Psych 286: Instructional Consultation and Interventions	Psych 277: Role & Function	Psych 267Fall: Internship	Psych 267 Spring: Internship	Psych 278: Interventions & Prevention	Psych 288: Advanced Applied Behavior Analysis	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum
<p><i>1.0 Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.</i></p>		I		I	P A	P A		P	I P A	P A	I P A	P A

<p>SPPE 1: Data-based Decision Making and Accountability</p> <p>Beginning School Psychologists:</p>	Psych 284: Assessment of Intellectual abilities	Psych 285: Assessment of Learning and Development	Psych 286: Instructional Consultation and Interventions	Psych 277: Role & Function	Psych 267 Fall: Internship	Psych 267 Spring: Internship	Psych 278: Interventions & Prevention	Psych 288: Advanced Applied Behavior Analysis	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum
<p>1.1 Administer and score tests and assessments according to standard procedures, including developmental history, intelligence, cognitive processing, achievement, adaptive behavior, social-emotional, behavioral and other relevant measures.</p>	I P A	I P			P A	P A			I P A		P A	P A
<p>1.2 Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students' cultural, language, and socioeconomic backgrounds.</p>		P A			P A	P A					I	P A
<p>1.3 Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.</p>		P A			P A	P A					P A	P A
<p>1.4 Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners.</p>			I A		P A	P A	P				P A	P A
<p>1.5 Monitor and evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.</p>			P A		P A	A	A					
<p>1.6 Utilize state and local accountability systems to implement and evaluate service effectiveness.</p>					P A	P A					I A	

SPPE 2: Consultation and Collaboration Beginning School Psychologists:	Psych 277: Role & Function	Psych 267: Fall: Internship	Psych 267: Spring: Internship	Psych 286: Instructional Consultation	Coun 234: Psychopharmacology	Psych 287 - 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum	Psych 279: Consultation & Supervision
<p>2.0 Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.</p>	I	I P A	P A			P A	P A	P A		
<p>2.1 Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.</p>		P A	P A	P I		P A	P A	P A	P A	
<p>2.2 Consult, collaborate and communicate effectively with community agencies.</p>			P A		I					
<p>2.3 Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.</p>		P A	P A					I		

<p>SPPE 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Beginning School Psychologists:</p>	Psych 286: Instructional Consultation and Interventions	Psych 277: Role & Function	Psych 285: Assessment of Learning & Development	Psych 280: Intro to Counseling in Schools	Coun 234: Psychopharmacology	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum	Psych 267: Internship Fall	Psych 267: Internship Spring
<p><i>3.0 Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</i></p>		I			I	P A	P A	I P A	P A	P A	P A
<p><i>3.1 Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.</i></p>	I									P A	P A
<p><i>3.2 Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention.</i></p>	I P							P A		P A	P A
<p><i>3.3 Understand implications of learning and developmental theories for assessment.</i></p>			P A	I		P A	P A	A P	P A	P A	P A
<p><i>3.4 Implement and evaluate services that support cognitive and academic skills development for all children.</i></p>	A							P A	P A	P A	P A

<p>SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Beginning School Psychologists:</p>	Psych 277: Role & Function	Psych 267 Fall: Internship	Psych 267 Spring: Internship	Psych 281: Group Counseling	Psych 288: Advanced applied Behavior analysis	Psych 287 1-Spring: Practicum	Psych 287 2-Spring: Practicum	Psych 204: Developmental Psychopathology	Coun 234: Psychopharmacology	Psych 287 1-Fall: Practicum	Psych 287 2-Fall: Practicum	Psych 279: Consultation & Supervision	Psych 280: Intro to Counseling in Schools	Psych 282: Cognitive and Behavior Therapy	Psych 204: Developmental Psychopathology
<p>4.0 Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.</p>	I	P A	P A	I	I	P A	P A		I	P A	I P A	I	I P A	I P A	I P A
<p>4.1 Work with multidisciplinary teams to design and implement direct evidence based interventions that focus on behavioral and social/emotional wellness appropriate for all children.</p>				P			P A				P A		I P A	I P A	

<p>SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Beginning School Psychologists:</p>	Psych 277: Role & Function	Psych 267 Fall: Internship	Psych 267 Spring: Internship	Psych 281: Group Counseling	Psych 288: Advanced applied Behavior analysis	Psych 287 1-Spring: Practicum	Psych 287 2-Spring: Practicum	Psych 204: Developmental Psychopathology	Coun 234: Psychopharmacology	Psych 287 1-Fall: Practicum	Psych 287 2-Fall: Practicum	Psych 279: Consultation & Supervision	Psych 280: Intro to Counseling in Schools	Psych 282: Cognitive and Behavior Therapy	Psych 204: Developmental Psychopathology
<p>4.2 Interpret behavioral and social/emotional data within the contexts of biological, cultural and social influences, including complex trauma and stress, impacting behavior, socialization, social-emotional learning, and mental health.</p>		P A	P A			P A	I P A			P A	P A			I P A	
<p>4.3 Understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychopathology, for assessment and intervention.</p>		P A	P A		I			I A						I	I P A
<p>4.4 Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions.</p>	P	P A	P A	I P		P A	P A			P A	P A			I P A	

<p>SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning</p> <p>Beginning School Psychologists:</p>	Psych 278: Intervention & Prevention	Psych 287-1: Spring Practicum	Psych 287-2: Spring Practicum	Psych 286: Instructional Consultation	Psych 287-1: Fall Practicum	Psych 287 2-Fall: Practicum	Psych 267 Spring: Internship	Psych 267 Fall: Internship
<p><i>5.0 Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.</i></p>	I	P A	P A		I P A	P A	P A	P A
<p><i>5.1 Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.</i></p>		P A	P A	I P A	P A	P A	P A	P A
<p><i>5.2 Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective learning, social development, and mental health.</i></p>			P A	I A		P A	I A P	P A

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health Beginning School Psychologists:	Psych 277: Role & Function	Psych 267 Fall: Internship	Psych 267 Spring: Internship	Psych 278: Intervention & Prevention	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-SFall: Practicum	Psych 287 2-Spring: Practicum	Psych 204: Developmental Psychopathology(6.2, 6.3)
<i>6.0 Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</i>	I	P A	P A	I					P A
<i>6.1 Implement evidence-based multi-tiered prevention strategies</i>	I	P A	P A	I	P A	P A	P A	P A	
<i>6.2 Identify protective and adaptive factors that promote a healthy school climate and improve school safety</i>	I	P A	P A	I					P
<i>6.3 Describe resilience and risk-factors affecting student behavior.</i>	I	P A	P A	I P					P
<i>6.4 Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations</i>	I	P A	P A	I P					
<i>6.5 Implement effective crisis preparation, response, and recovery strategies.</i>		P A	P A	I A		P			
<i>6.6 Design, disseminate, and implement district-wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols (e.g., violence towards others)</i>		P A	P A	I P					

SPPE 7: Family-school Collaboration Beginning School Psychologists:	Psych 277: Role & Function	Psych 267 – Fall: Internship	Psych 267 – Spring: Internship	Psych 278: Interv. & Prevent	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum	Psych 279: Consultation & Supervision
<i>7.0 Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</i>	I P	P A	P A	I			P A	P A	I A
<i>7.1 Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes</i>	I	P A	P A				P A		
<i>7.2 Apply theory and research on family systems and its implications for children’s learning, socialization, and mental health.</i>	I		A						I
<i>7.3 Communicate children’s learning, development, socialization and mental health in cultural context.</i>			P A				P I		

SCPE 8: Human Diversity Beginning School Psychologists:	Psych 286: Instructional Consultation and Interventions	Psych 277: Role & Function	Psych 267 – Fall: Internship	Psych 267 – Spring: Internship	Psych 287-2: Spring: Practicum	Psych 284: Assessment of Intellectual Abilities	Psych 287-1: Fall Practicum	Psych 287-1: Spring Practicum	Psych 287 2-Fall: Practicum	Psych 279: Consultation & Supervision	Psych 280: Intro to Counseling in Schools	Psych 274S: Multicultural Psychology	Psych 282: Cognitive and Behavior Therapy	Psych 285: Assessment of Learning and Development
<i>8.0 Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.</i>		I A	P A	P A	P A		I P A	P A	P A	I	I	I P A	I	I
<i>8.1 Conduct assessments with attention to culture, language, and all aspects of human diversity.</i>			P A	P A		I	P A	P A	P A					
<i>8.2 Evaluate the effects of language acquisition and development on all aspects student learning.</i>			P A	P A		I P A	P A	P A	P A					
<i>8.3 Implement evidence-based strategies to enhance the quality of learning for all pupils.</i>	I P A		P A	P A						I				I
<i>8.4 Advocate for fairness and equity in all aspects of professional practice.</i>		I					P A	P A	P A	I		I		

SPPE 9: Research and Program Evaluation Beginning School Psychologists:	Psych 286: Instructional Consultation and Interventions	Psych 267-Fall: Internship	Psych 267-Spring: Internship	Psych 244A: Research Methods	Psych 288: Advanced Applied Behavior Analysis	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum
<p>9.0 Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for PPS School Psychology 16 service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.</p>		<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>I</u> <u>P</u> <u>A</u></p>	<p><u>I</u> <u>A</u></p>				
<p>9.1 Provide support for multidisciplinary teams in accessing and interpreting evidence-based practices</p>		<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>I</u> <u>P</u></p>		<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>
<p>9.2 Select, interpret and apply assessment results as they relate to instructional practices.</p>	<p><u>I</u> <u>P</u> <u>A</u></p>							<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>
<p>9.3 Demonstrate application of appropriate statistical principles and research designs to interpret assessment data, develop interventions, and evaluate programs to improve student achievement and classroom performance.</p>			<p><u>P</u> <u>A</u></p>	<p><u>I</u></p>				<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>
<p>9.4 Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.</p>	<p><u>I</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>		<p><u>I</u> <u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>	<p><u>P</u> <u>A</u></p>

SPPE 10: Legal, Ethical, and Professional Practice & Disposition Beginning School Psychologist:	Psych 277: Role & Function	Psych 267 Fall: Internship	Psych 267 Spring: Internship	Psych 288: Advanced applied Behavior Analysis	Psych 287 1-Fall: Practicum	Psych 287 1-Spring: Practicum	Psych 287 2-Fall: Practicum	Psych 287 2-Spring: Practicum
<i>10.0 Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.</i>	I A	P A	P A	I P	P A	P A	P A	P A
<i>10.1 Provide services that reflect best practices in legal, ethical and professional practice.</i>	I A	P A	P A	I P	P A	P A	P A	P A
<i>10.2 Understand implications of history, service models, and professional standards for professional identity and effective practice.</i>	I A	P A	P A		P A	P A	P A	P A
<i>10.3 Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self-care.</i>		P A	P A		I P A	P A	P A	P A