

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Cal Lutheran	Program	SCHOOL COUNSELING
Date of Review	January 2024		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1
--	---

General Comment: Please note that reviewers identified numerous grammatical errors present in the graduate catalog course sequence. [The Graduate Catalog program used by the University has changed over the past year. We have attempted to work with the registrar’s office staff to update and address the grammatical errors present. However, there are character limitations in the system that do modify course names in the Graduate Catalog, which cannot be changed.](#)

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)	Insufficient evidence. Please provide clarification and evidence specific to the assessment of candidate competencies.	Candidates are regularly assessed by program faculty. Faculty review the School Counseling Performance Expectations Course Matrix to assess candidates’ competency on the appropriate SCPEs connected to their courses. Candidates who earn a B- or lower on assignments designed to assess specific SCPEs are discussed in department meetings as students of concern.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>Candidates not meeting expectations are placed on a remediation plan, and if not improving within the specified timeline (typically a semester), they are exited from the program. This is documented in our student handbook (p. 12) and discussed at New Candidate Orientation (see slide 5).</p> <p>Fieldwork supervision evaluations (all linked to the larger SCPE categories) are regularly reviewed to ensure candidates' competency with the SCPEs. Candidates not meeting expectations are placed on a remediation plan, and if not improving, they are exited from the program.</p> <p>Data from departmental Signature Assignments is collected in Watermark, and we therefore examine data at individual and programmatic levels.</p>
<p>Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements</p>	<p>Insufficient evidence. Please provide clarification and evidence specific to the assessment of candidate competencies.</p>	<p>Candidates are regularly assessed by program faculty. Faculty review the School Counseling Performance Expectations Course Matrix to assess candidates' competency on the appropriate SCPEs connected to their courses.</p> <p>Fieldwork supervisors regularly review candidate competency out in the field. Site supervisors are required to submit two evaluations (aligned to the SCPEs and professional dispositions process) for each fieldwork course in semesters 5, 7, and 8. This data is reviewed by the student and the University supervisor, and if concerns emerge, candidates not meeting expectations are placed on a remediation plan, and if they haven't improved in the specified timeline, they are exited from the program. Site</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>supervisors are instructed to contact the PPS fieldwork coordinator with intern performance in our site supervisor training (see Module 2, slide 24).</p> <p>Faculty discuss students' performance at department meetings, highlighting students of concern. Faculty advisors review disposition forms completed by candidates and their faculty members in semesters 1, 2, and 4 and create a remediation plan with candidates needing improvement in key performance areas; in consultation with the chair, these students are exited from the program if they don't improve within the allotted time frame.</p>
<p>Program Standard 4: Clinical Practice</p>	<p>Insufficient evidence. Please provide clarification and evidence specific to the assessment of candidate competencies.</p>	<p>Candidates are assessed by their site supervisors in the field twice during each fieldwork course (semesters 5, 7, and 8). The items on the evaluation are linked to specific SCPE categories listed at the end of each item (see pp. 36-41 of the PPS Fieldwork Handbook). University supervisors also complete a site visit of candidates performing on-site at work twice during their field studies courses; candidates receive documented feedback of their observation in the site visit form, and candidates also provide feedback about their internship site and site supervisor in this form, which the PPS fieldwork coordinator reviews. University supervisors (the faculty of the fieldwork courses) review the candidates' evaluations closely, and students performing at 2 – Needs Improvement or 1 – Not Met are discussed with the department chair/PPS fieldwork coordinator and placed on a remediation plan to improve performance. If the candidates do</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		not meet the expectations for the remediation plan, they are exited from the program.
<p>Program Standard 5: Determination of Candidate Competence</p>	<p>Insufficient evidence. Please provide clarification and evidence specific to the assessment of candidate competencies. It is not clear whether the candidates participate in a comprehensive exam, portfolio, or exit interview.</p>	<p>Candidates are regularly assessed using the School Counseling Performance Expectations Course Matrix to assess competency. Candidates earning a B- or lower on assignments designed to assess particular SCPEs are discussed in department meetings as students of concern. Candidates not meeting expectations are placed on a remediation plan, and if not improving, are exited from the program. Additionally, many courses have Signature Assignments, typically tied directly to the SCPEs, to assess candidates' understanding of significant aspects of school counseling. Faculty of fieldwork courses and the PPS fieldwork coordinator review fieldwork evaluations from site supervisors about candidates' performance in the field; these evaluations are tied to SCPEs. Lastly, all candidates complete an exit interview to self-assess their skills around the program's learning outcomes (which are aligned to SCPEs); faculty advisors provide feedback to candidates around their scores and offer insights about their competencies and areas for continued growth.</p>

Pupil Personnel Services: School Counseling Performance Expectations Matrix

Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

E: Evidenced/preliminarily aligned

(Blank): More evidence needed

SCPE 1: Foundations of School Counseling Professional Standards			
Beginning School Counselors:	I	P	A
1.1 Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems	E	E	E
1.2 Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.	E	E	E
1.3 Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).	E	E	E
1.4 Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.	E	E	E
SCPE 2: Professionalism, Ethics, and Legal Mandates	E	E	E
Beginning School Counselors:			

2.1 Develop and apply an ethical decision-making process.	E	E	E
2.2 Articulate school counseling philosophy as it pertains to school counselor professional identity.	E	E	E
2.3 Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.	E	E	E
2.4 Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.	E	E	E
2.5 Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.	E	E	E
2.6 Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.	E	E	E
2.7 Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.	E	E	E
2.8 Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.	E	E	E
2.9 Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.	E	E	E
2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).	E	E	E
2.11 Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults	E	E	E

2.12 Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.	E	E	E
SCPE 3: Student Academic Development	E	E	E
Beginning School Counselors:			
3.1 Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.	E	E	E
3.2 Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).	E	E	E
3.3 Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.	E	E	E
3.4 Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.	E	E	E
3.5 Identify support systems and processes for students to successfully transition between school levels (such as providing summer bridge programs for elementary to middle school, middle to high school).	E	E	E
3.6 Knowledge and understanding of state and local academic standards, grading policies and state testing.	E	E	E
3.7 Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.	E	E	E
3.8 Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.	E	E	E

3.9 Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.	E	E	E
SCPE 4: Student College and Career Development	E	E	E
Beginning School Counselors:			
4.1 Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.	E	E	E
4.2 Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.	E	E	E
4.3 Knowledge of state and local graduation requirements, and provisions for marginalized populations.	E	E	E
4.4 Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).	E	E	E
4.5 Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.	E	E	E
4.6 Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.	E	E	E
4.7 Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools	E	E	E
4.8 Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.	E	E	E

4.9 Knowledge and understanding of local and national career and job market trends.	E	E	E
4.10 Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.	E	E	E
4.11 Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).	E	E	E
4.12 Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.	E	E	E
4.13 Demonstrate ability to develop four and six-year academic and post-secondary planning	E	E	E
4.14 Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.	E	E	E
SCPE 5: Social/Emotional Development	E	E	E
Beginning School Counselors:			
5.1 Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.	E	E	E
5.2 Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.	E	E	E
5.3 Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.	E	E	E
5.4 Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.	E	E	E

5.5 Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.	E	E	E
5.6 Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.	E	E	E
5.7 Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.	E	E	EDCG 533: Crisis Response Assignment
5.8 Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.	E	E	E
5.9 Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.	E	E	E
5.10 Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.	E	E	E
5.11 Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.	E	E	E
5.12 Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.	E	E	E
5.13 Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.	E	E	E
5.14 Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.	E	E	E

5.15 Articulate and demonstrate the school counselor's responsibility to develop and lead a comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.	E	E	E
SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement	E	E	E
Beginning School Counselors:			
6.1 Understanding of theories of individual and family development across the lifespan.	E	E	E
6.2 Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.	E	E	E
6.3 Knowledge of systemic and environmental factors affecting human development, function and behavior.	E	E	E
6.4 Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.	E	E	E
6.5 Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.	E	E	E
6.6 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.	E	E	E
6.7 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross-cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.	E	E	E
6.8 Identify and apply student engagement strategies and pedagogical best practices.	E	E	E
6.9 Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.	E	E	E

6.10 Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.	E	E	E
SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access	E	E	E
Beginning School Counselors:			
7.1 Understand and demonstrate the school counselor’s role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.	E	E	E
7.2 Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.	E	E	E
7.3 Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.	E	E	E
7.4 Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.	E	E	E
7.5 Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.	E	E	E
7.6 Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.	E	E	E
7.7 Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.	E	E	E
7.8 Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success.	E	E	E

7.9 Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.	E	E	E
7.10 Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.	E	E	E
7.11 Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.	E	E	E
SCPE 8: Program Development	E	E	E
Beginning School Counselors:			
8.1 Understands the organization and structure of schools as part of district, county, and state educational systems.	E	E	E
8.2 Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.	E	E	E
8.3 Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.	E	E	E
8.4 Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.	E	E	E
8.5 Understand the interrelationships among prevention and intervention strategies within school organization and the community.	E	E	E
8.6 Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.	E	E	E

8.7 Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.	E	E	E
SCPE 9: Research, Program Evaluation, and Technology	E	E	E
Beginning School Counselors:			
9.1 Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).	E	E	E
9.2 Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.	E	E	E
9.3 Ability to differentiate between and ability to interpret valid and reliable results.	E	E	E
9.4 Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.	E	E	E
9.5 Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.	E	E	E
9.6 Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.	E	E	E
9.7 Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.	E	E	E
9.8 Possess knowledge, understanding, and experience with at least one student information system.	E	E	E