



SCHOOL PSYCHOLOGIST Qualifications Assessment

Department of Corrections and Rehabilitation

Departmental Open Examination
Final Filing Date: Continuous

EXAMINATION INFORMATION

This examination will provide you with an opportunity to demonstrate significant aspects of your qualifications for the **School Psychologist** classification with the California Department of Corrections and Rehabilitation (CDCR). The information you provide will be rated based on objective criteria created by Subject Matter Experts. The rating will be used to determine your final score in this examination. If successful, your name will be placed on an eligible list for the classification listed above. The list will be used to fill positions statewide with CDCR. A "Conditions of Employment" section is included in this examination which will allow you to select the time bases and location(s) you are interested in working. Please print out, **personally complete**, and sign this examination form.

Read the instructions below carefully before completing the assessment. Failure to do so may result in an inability to process your assessment and disqualification from this examination.

AFFIRMATION STATEMENT

I hereby certify that the information provided on this Qualifications Assessment is true and correct to the best of my knowledge and contains no willful misrepresentations or falsifications. I also understand that if it is later discovered that I have made any false representations, I may be removed from the examination and/or the eligible list resulting from this examination, have adverse action taken against me which could result in loss of state employment, and/or suffer loss of right to compete in any future state examinations.

Name (Printed): _____

Address: _____

City/State/Zip Code: _____

Home Telephone Number: _____

Work Telephone Number: _____

Signature: _____

Date: _____

FILING INSTRUCTIONS

All applicants must complete and submit the following examination materials:

- [Examination Application \(STD. 678\)](#)
- Qualifications Assessment

By mail to:

**Department of Corrections and Rehabilitation
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001**

Or in person at:

**Department of Corrections and Rehabilitation
1515 S Street
Sacramento, CA 95811-7243
Attn: Office of Workforce Planning, 211S**

If you are personally delivering your application and Qualifications Assessment, you must do so between the hours of **8:00 a.m.** and **5:00 p.m.**, Monday through Friday, excluding holidays, on or before the cut-off date to the street address listed above.

NOTE:

- All examination materials must have original signatures.
- Be sure your envelope has adequate postage if submitting via mail.
- Faxed or emailed copies will **NOT** be accepted under any circumstances.
- Make and keep a photocopy of the completed Qualifications Assessment for your records.

GENERAL INSTRUCTIONS

This Qualifications Assessment is the sole component of the examination. To obtain a position on the eligible list, a minimum score of 70% must be achieved. Therefore, please be sure to review and follow all instructions carefully as missing or incomplete information may result in disqualification or a lower score.

This examination is comprised of the following areas:

- Affirmation Statement (page 1)
- Filing Instructions / General Instructions (page 2)
- Montoya Act / Prior State Employment / Conditions of Employment (pages 3 - 4)
- Address or Employment Changes / Required Credential Information (page 5)
- Knowledge, Skill, or Ability Assessment (pages 6 - 10)
- Work Experience Assessment (pages 11 - 16)
- Recruitment Questionnaire (pages 17-18)

YOUR RESPONSES ARE SUBJECT TO VERIFICATION

Please keep in mind that all information provided on this Qualifications Assessment will be subject to verification at any time during the examination process, hiring process, and even after gaining employment. Anyone who misrepresents his/her experience will be subject to adverse consequences, which could include the following action(s):

- Removal from the examination process
- Removal from the eligible list / certification list
- Loss of State employment
- Loss of rights to compete in any future state examinations

MONTOYA ACT / FELONY CONVICTION DISCLOSURE

Pursuant to the Montoya School Safety Act of 1997, all persons offered employment with the CDCR's Division of Juvenile Justice, Education Services Branch, shall undergo a thorough background investigation prior to appointment. Pursuant to the Education Code Section 45122 and Penal Code Sections 667 and 1192, **"No person who has been convicted of a violent or serious felony shall be employed by a school district."**

To review the Education Code Section 45122.1 you can go to the following website:
[California Code, Education Code 45122.1](https://codes.findlaw.com/ca/education-code/edc-sect-45122-1.html) (https://codes.findlaw.com/ca/education-code/edc-sect-45122-1.html)

To review the Penal Code Section 667.5, subsection (c) for a listing of violent felony offenses, you can go to the following website:
[California Code, Penal Code 667.5](https://codes.findlaw.com/ca/penal-code/pen-sect-667-5.html) (https://codes.findlaw.com/ca/penal-code/pen-sect-667-5.html)

To review the Penal Code Section 1192.7, subsection (c) for a listing of serious felony offenses, you can go to the following website:
[California Code, Penal Code 1192.7](https://codes.findlaw.com/ca/penal-code/pen-sect-1192-7.html) (https://codes.findlaw.com/ca/penal-code/pen-sect-1192-7.html)

Have you ever been convicted of a violent or serious felony?

YES

NO

PRIOR STATE EMPLOYMENT INFORMATION

Complete this next section ONLY if you have been previously dismissed from California State Civil Service employment by punitive action or as a result of disciplinary proceedings. IF THIS DOES NOT APPLY TO YOU, please skip this question.

Do you have written permission from the California Department of Human Resources (CalHR) to take this examination?

YES

NO

State Personnel Board, Rule 211 provides that a dismissed state employee may only participate in State Civil Service examinations if he/she has obtained prior consent from the State Personnel Board.

CONDITIONS OF EMPLOYMENT

PLEASE MARK THE APPROPRIATE BOX(ES) OF YOUR CHOICE.

If you are successful in this examination, your name will be placed on an active employment list and referred to fill vacancies Statewide according to the conditions you specify on this form.

TYPE OF APPOINTMENT YOU WILL ACCEPT

Please mark the appropriate box(es) - you may check "(A) Any" if you are willing to accept any type of employment.

(D) Permanent Full-Time **(R) Permanent Part-Time** **(K) Limited-Term Full-Time** **(A) Any**

If all are marked and you receive an appointment other than permanent full-time, your name will continue to be considered for permanent full-time positions.

LOCATION(S) YOU ARE WILLING TO WORK

Note: Positions are not available at all locations. Please refer to the official examination bulletin for information regarding the location of current positions.

- 5 ANYWHERE IN THE STATE** – If this box is marked, no further selection is necessary

NORTHERN REGION

- | | | |
|---|---|--|
| <input type="checkbox"/> 0100 – Alameda County | <input type="checkbox"/> 2100 – Marin County <ul style="list-style-type: none">• CSP, San Quentin | <input type="checkbox"/> 4100 – San Mateo County |
| <input type="checkbox"/> 0200 – Alpine County | <input type="checkbox"/> 2300 – Mendocino County | <input type="checkbox"/> 4500 – Shasta County |
| <input type="checkbox"/> 0300 – Amador County <ul style="list-style-type: none">• Mule Creek State Prison• Pine Grove Youth Conservation Camp | <input type="checkbox"/> 2500 – Modoc County | <input type="checkbox"/> 4600 – Sierra County |
| <input type="checkbox"/> 0400 – Butte County | <input type="checkbox"/> 2800 – Napa County | <input type="checkbox"/> 4700 – Siskiyou County |
| <input type="checkbox"/> 0500 – Calaveras County | <input type="checkbox"/> 2900 – Nevada County | <input type="checkbox"/> 4800 – Solano County <ul style="list-style-type: none">• California Medical Facility• CSP, Solano |
| <input type="checkbox"/> 0600 – Colusa County | <input type="checkbox"/> 3100 – Placer County | <input type="checkbox"/> 4900 – Sonoma County |
| <input type="checkbox"/> 0700 – Contra Costa County | <input type="checkbox"/> 3200 – Plumas County | <input type="checkbox"/> 5100 – Sutter County |
| <input type="checkbox"/> 0800 – Del Norte County <ul style="list-style-type: none">• Pelican Bay State Prison | <input type="checkbox"/> 3400 – Sacramento County <ul style="list-style-type: none">• CSP, Sacramento• Folsom State Prison• Richard A. McGee Correctional Training Center | <input type="checkbox"/> 5200 – Tehama County |
| <input type="checkbox"/> 0900 – El Dorado County | <input type="checkbox"/> 3800 – San Francisco County | <input type="checkbox"/> 5300 – Trinity County |
| <input type="checkbox"/> 1100 – Glenn County | <input type="checkbox"/> 3900 – San Joaquin County <ul style="list-style-type: none">• Deuel Vocational Institute• California Health Care Facility• O.H. Close YCF• N.A. Chaderjian YCF• Northern California YCC | <input type="checkbox"/> 5500 – Tuolumne County <ul style="list-style-type: none">• Sierra Conservation Center |
| <input type="checkbox"/> 1200 – Humboldt County | | <input type="checkbox"/> 5700 – Yolo County |
| <input type="checkbox"/> 1700 – Lake County | | <input type="checkbox"/> 5800 – Yuba County |
| <input type="checkbox"/> 1800 – Lassen County <ul style="list-style-type: none">• California Correctional Center• High Desert State Prison | | |

CENTRAL REGION

- | | | |
|--|---|---|
| <input type="checkbox"/> 1000 – Fresno County <ul style="list-style-type: none">• Pleasant Valley State Prison | <input type="checkbox"/> 1600 – Kings County <ul style="list-style-type: none">• Avenal State Prison• CSP, Corcoran• CA Substance Abuse Treatment Facility | <input type="checkbox"/> 2700 – Monterey County <ul style="list-style-type: none">• Correctional Training Facility• Salinas Valley State Prison |
| <input type="checkbox"/> 1400 – Inyo County | <input type="checkbox"/> 2000 – Madera County <ul style="list-style-type: none">• Central California Women's Facility• Valley State Prison | <input type="checkbox"/> 3500 – San Benito County |
| <input type="checkbox"/> 1500 – Kern County <ul style="list-style-type: none">• California City Correctional Facility• California Correctional Institution• Kern Valley State Prison• North Kern State Prison• Wasco State Prison | <input type="checkbox"/> 2200 – Mariposa County | <input type="checkbox"/> 4000 – San Luis Obispo County <ul style="list-style-type: none">• California Men's Colony |
| | <input type="checkbox"/> 2400 – Merced County | <input type="checkbox"/> 4300 – Santa Clara County |
| | <input type="checkbox"/> 2600 – Mono County | <input type="checkbox"/> 4400 – Santa Cruz County |
| | | <input type="checkbox"/> 5000 – Stanislaus County |
| | | <input type="checkbox"/> 5400 – Tulare County |

SOUTHERN REGION

- | | | |
|---|--|--|
| <input type="checkbox"/> 1300 – Imperial County <ul style="list-style-type: none">• Calipatria State Prison• CSP, Centinela | <input type="checkbox"/> 3300 – Riverside County <ul style="list-style-type: none">• California Rehabilitation Center• Chuckawalla Valley State Prison• Ironwood State Prison | <input type="checkbox"/> 3700 – San Diego County <ul style="list-style-type: none">• RJ Donovan Correctional Facility |
| <input type="checkbox"/> 1900 – Los Angeles County <ul style="list-style-type: none">• CSP, Los Angeles County | <input type="checkbox"/> 3600 – San Bernardino County <ul style="list-style-type: none">• California Institution for Men• California Institution for Women | <input type="checkbox"/> 4200 – Santa Barbara County |
| <input type="checkbox"/> 3000 – Orange County | | <input type="checkbox"/> 5600 – Ventura County <ul style="list-style-type: none">• Ventura YCF |

ADDRESS OR EMPLOYMENT CHANGES

After list release, successful candidates may update any address and/or availability for employment preference information by accessing their [CalCareer Account](http://www.jobs.ca.gov) (www.jobs.ca.gov) on the California Department of Human Resources (CalHR) website or by notifying CDCR at the following address:

California Department of Corrections and Rehabilitation
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001
Attn: Certification Unit

REQUIRED CREDENTIAL INFORMATION

Please indicate if you possess the required credential for this classification. You must also indicate the credential number and expiration date.

NOTE: Applicants who are within one year of receiving one of the required credentials will be admitted to the examination, but must secure one of the required credentials before they will be considered eligible for appointment.

Requirements:

Either 1

I possess the required California general pupil personnel services credential with the additional authorization to serve as school psychologist issued by the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

I have applied for the required California general pupil personnel services credential with the additional authorization to serve as school psychologist with the California Commission on Teacher Credentialing.

Or 2

I possess the required school psychologist credential issued by the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

I have applied for the required school psychologist credential with the California Commission on Teacher Credentialing.

Or 3

I possess the required California standard designated services credential with a specialization in pupil personnel services with the additional authorization to serve as school psychologist issued by the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

I have applied for the required California standard designated services credential with a specialization in pupil personnel services with the additional authorization to serve as school psychologist with the California Commission on Teacher Credentialing.

KNOWLEDGE, SKILL, OR ABILITY (KSA) ASSESSMENT

Rate your knowledge, skill, or ability performing specific job-related actions, using the rating scale below.

Respond to each of the following statements by indicating how the statement applies to you. You are required to respond to every statement by marking one option for the scale provided. Responses may not be changed or added once submitted to the Office of Workforce Planning. Missing responses will result in a lower score.

In responding to each statement, you may refer to your FORMAL EDUCATION, FORMAL TRAINING COURSES, and/or WORK EXPERIENCE whether paid or not paid.

SCALE - KNOWLEDGE, SKILL, OR ABILITY RELATED TO THIS STATEMENT

Extensive Knowledge, Skill, or Ability

I have effectively and efficiently applied this KSA to an actual job without supervision.

Moderate Knowledge, Skill, or Ability

I have applied this KSA to an actual job, but may require general supervision.

Limited Knowledge, Skill, or Ability

I have education or training relevant to this KSA, but have not applied it to an actual job.

No Knowledge, Skill, or Ability

I have no experience, education, or training relevant to this KSA.

- | |
|---|
| 1. Knowledge of psycho-educational assessments (e.g., cognitive, emotional, behavioral, etc.) to assess student functioning, recommend service needs, develop reports, etc. |
|---|

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

- | |
|--|
| 2. Knowledge of life span development (e.g., adolescence, young adulthood) to assess student need, and diagnose and plan appropriate goals and services. |
|--|

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

- | |
|---|
| 3. Knowledge of developmental issues (e.g., mental retardation, autism, etc.) to assess and recommend appropriate educational services. |
|---|

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

4. Knowledge of interactions between physiological and psychological functioning (e.g., head trauma and behavior disorders) to develop an Individual Educational Plan (IEP).

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

5. Knowledge of criminal thought processes (e.g., manipulation, conning, deceitfulness, etc.) to recognize manifestations and intervene when appropriate.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

6. Knowledge of trauma and stress reactions (e.g., intrusive thoughts, somatic complaints, sleep disorder, appetite disturbance, etc.) to identify their potential negative impact to the students educational progress.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

7. Knowledge of crisis intervention to refer appropriately.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

8. Knowledge of suicide risk assessment and prevention (e.g., plan, means, intent, etc.) to protect the health and safety of students.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

9. Knowledge of assessing and monitoring the Activities of Daily Living (ADL) to evaluate student's level of functioning.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

10. Knowledge of report writing (e.g., Psycho-Educational Reports, etc.) within an educational setting to communicate educational assessment results.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

11. Knowledge of federal laws (i.e., Individuals with Disabilities Education Act [IDEA]) and state laws and regulations (e.g., Mandated Reporting, etc.) related to the practice of School Psychology.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

12. Knowledge of individual differences and cultural diversity issues to provide appropriate culturally sensitive services.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

13. Knowledge of appropriate documentation of contacts, memoranda, and chronos to facilitate communication with treatment providers and other staff.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

14. Knowledge of gender, race, religion, sexual orientation, anti-social/delinquent subcultures, disability, etc., to meet the needs of the population.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

15. Knowledge of the student risk/needs and rehabilitative model principles utilized in the supervision and rehabilitation of youth.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

16. Ability to organize work in order to meet job demands, deadlines, and program guidelines.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

17. Ability to provide psychological consultation to Individual Education Plan [IEP] teams, Interdisciplinary Treatment Teams, peers, and other staff to deliver school psychologist services within an educational setting.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

18. Ability to conduct psycho-educational assessments and deliver required services (e.g., individual and group counseling, etc.) to meet IEP requirements.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

19. Ability to analyze situations (e.g., program issues, etc.) accurately and take appropriate action.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

20. Ability to communicate effectively both orally and in writing to provide information to others (e.g., professional colleagues, treatment teams, correctional staff, etc.), document contacts, record student progress, make recommendations, write reports, memos, progress notes, etc.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

21. Ability to score psycho-educational assessment results according to published protocols to clarify diagnostic issues for special education service recommendations.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

22. Ability to conduct objective interviews to establish rapport, obtain meaningful data, formulate diagnoses, and guide interventions and services.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

23. Ability to interpret psycho-educational assessment results according to published protocols to clarify diagnostic issues for special education service recommendations.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

24. Ability to establish and maintain effective working relationships to provide information and direction as a member of a multi-disciplinary team.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

25. Ability to secure the cooperation of teachers and parents in developing techniques to promote mental health in families of students.

Knowledge, Skill, or Ability related to performing this action

- Extensive Knowledge, Skill, or Ability
- Moderate Knowledge, Skill, or Ability
- Limited Knowledge, Skill, or Ability
- No Knowledge, Skill, or Ability

CONTINUE TO THE WORK EXPERIENCE ASSESSMENT

WORK EXPERIENCE ASSESSMENT

Rate your experience performing specific job-related actions, using the rating scale below.

Respond to each of the following statements by indicating how the statement applies to you. You are required to respond to every statement by marking one option for the scale provided. Responses may not be changed or added once submitted to the Office of Workforce Planning. Missing responses will result in a lower score.

In responding to each statement, you may refer to your FORMAL EDUCATION, FORMAL TRAINING COURSES, and/or WORK EXPERIENCE whether paid or not paid.

SCALE - EXPERIENCE RELATED TO PERFORMING THIS ACTION

Extensive Experience

I have more than 4 years of experience in regularly performing this action **and** I have instructed others on this specific action.

Moderate Experience

I have more than 3 years, but less than 4 years of experience performing this action **and** I can perform it independently.

Basic Experience

I have more than 2 years, but less than 3 years of experience performing this action **and** I have performed it regularly with minimal or no assistance.

Limited Experience

I have less than 2 years of experience in performing this action **and** I may require assistance for successful performance.

No Experience

I have never performed this action.

1. Screening students for a special education assessment to determine their needs (e.g., cognitive, emotional, and/or behavioral).

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

2. Conducting individual and/or small group counseling to ensure compliance with federal law (Individuals with Disabilities Education Act [IDEA]) and education codes to meet special education student's needs.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

3. Administering psycho-educational tests to students to determine emotional and cognitive functioning and to clarify diagnostic issues.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

4. Scoring (e.g., manually, computerized, e t c .) students psycho-educational test responses to provide a basis for test interpretation.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

5. Interpreting students psycho-educational test results based on test scores to determine emotional and/or cognitive functioning and to clarify diagnostic issues.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

6. Participating in meetings (e.g., Individual Education Plan [IEP] teams, treatment teams, etc.) to provide information, consultation, and recommendations regarding students possible areas of disability, impact to learning, educational interventions, and to fulfill administrative functions.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

7. Consulting with staff to define student's needs and recommend interventions as appropriate.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

8. Participating in program development with staff to develop and implement student IEP for special education students.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

9. Preparing progress reports and treatment recommendations for assigned students to present to Education Rights Holders, IEP teams and/or treatment teams to develop comprehensive plans and monitor students' educational progress.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

10. Attending professional development training (e.g., conferences, workshops, seminars, etc.) to keep current with assessments, trends, etc. and meet licensing requirements.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

11. Maintaining professional standards concerning confidentiality of students' medical information (e.g., securing and disposing of sensitive materials, obtaining written consent to release information, etc.)

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

12. Documenting student contacts by recording (written or electronic entry) assessments, progress notes, treatment plans, chronos, etc. to provide student information to treatment providers.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

13. Securing work areas and work materials to ensure the safety and security of staff and students by inspecting premises, controlling equipment (e.g., keys, personal alarms, timers, testing materials, etc.) and disposing of sensitive material properly.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

14. Reviewing/assessing student case history to develop an IEP and eligibility for Special Education services.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

15. Providing guidance and/or counseling to students during individual counseling meetings for the purpose of monitoring and evaluating progress in support of the students IEP goals.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

16. Conducting comprehensive interviews (e.g., parents, teachers, etc.) to assist education staff in developing activities designed to promote the maximum social and emotional growth of each student.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

17. Collaborating with multi-disciplinary teams to provide guidance, technical review of evidenced based practices and develop new strategies and support by providing diagnostic evaluations for students with disabilities to ensure appropriate educational interventions and programs.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

18. Providing guidance and/or counseling to assist the students to gain insight into their behavior patterns to promote pro-social behavior in the education environment.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

19. Participating in and/or conducting in-service training, meetings and/or committees [i.e., Student Consultant Team (SCT) IEP, multi-disciplinary treatment team, etc.] to staff to ensure the principles of Special Education mandates, policies, and laws are met.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

20. Consulting with school and/or living unit security personnel on varied and/or sensitive/complex special education matters to resolve issues, provide information, options, and/or recommendations, etc.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

21. Interviewing/counseling students to provide information about available special education, vocational, and transitional opportunities.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

22. Counseling students as to their progress in their assigned Special Education program to meet their IEP educational goals.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

23. Enforcing compliance with IDEA to provide appropriate accommodations utilizing the medical/mental health and education data in accordance with laws and regulations, policies and procedures.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

24. Preparing reports (i.e., Monthly Service Logs, Academic Reports, progressive discipline documentation, etc.) as required by education and facility management to obtain and/or provide statistical information.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

25. Evaluating student's progress and performance based upon teacher observations, assessments, completion of daily assignments, grading, and student work to ensure appropriate differentiated instructional practices.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

26. Preparing effective written documents for management, staff, students, and others to provide information on Special Education programs.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

27. Communicating in a professional and effective manner with others utilizing tact and interpersonal skills to establish and maintain effective working relationships in all situations.

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

THIS CONCLUDES THE EXAMINATION

REVISION DATE: 5/14/2021 - BJW

RECRUITMENT QUESTIONNAIRE

Applicants are asked to voluntarily provide the information below. The following data will be used for statistical data gathering and reporting purposes. This questionnaire will be separated from the examination and this information will not be used in any employment decisions.

GENDER

- Male
- Female
- Non-binary

RACE AND ETHNICITY

Check one box that best describes your race or ethnicity.

- | | ASIAN | PACIFIC ISLANDER |
|---|---|---|
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Multiple Asian** | <input type="checkbox"/> Multiple Pacific Islander*** |
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Indian | <input type="checkbox"/> Guamanian |
| <input type="checkbox"/> Hispanic or Latino (alone or in combination with any other race) | <input type="checkbox"/> Cambodian | <input type="checkbox"/> Hawaiian |
| <input type="checkbox"/> White | <input type="checkbox"/> Chinese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Multiple Races* | <input type="checkbox"/> Filipino | <input type="checkbox"/> Other Pacific Islander |
| | <input type="checkbox"/> Japanese | |
| | <input type="checkbox"/> Korean | |
| | <input type="checkbox"/> Laotian | |
| | <input type="checkbox"/> Vietnamese | |
| | <input type="checkbox"/> Other Asian | |

*If you identify with more than one race that is Non-Hispanic or Latino, select Multiple Races.

**If you identify with more than one Asian ethnicity, select Multiple Asian.

***If you identify with more than one Pacific Islander ethnicity, select Multiple Pacific Islander.

AUTHORITIES

Government Code sections 8310.5, 19705, 19790, 19792(h) and California Code of Regulations, Title 2, sections 599.980, 11013(b) authorize the State of California to collect demographic information on job applicants and exam participants for analysis and statistical purposes.

CONTINUE TO NEXT PAGE TO COMPLETE RECRUITMENT QUESTIONNAIRE

RECRUITMENT QUESTIONNAIRE

On behalf of the California Department of Corrections and Rehabilitation, we thank you for participating in this examination. To assist us in our recruitment efforts, please tell us how you heard about this examination.

Please check the appropriate box and, where relevant, specify your answer:

- Internet (www.cdcr.ca.gov, www.jobs.ca.gov)
- Job Fair
- Friend/Family Member
- Staffing Agency (Spearhead, Manpower)
- Career Assistance Centers (e.g., Employment Development Department Career Network, Workforce Center)
- State Agency (please specify): _____
- Military Base (please specify): _____
- Local Union (please specify): _____
- Other (please specify): _____

California Department of Corrections and Rehabilitation

- Flyer
- Banner
- Employee
- Exam Bulletin E-Blast
- Institution Bulletin Board

Social Media

- Facebook
- Indeed
- Monster

Educational Facility

- College
- Trade School
- School Association
- Specialized Training/Certification Program (e.g., Job Corps, Skill Centers, Regional Occupational Programs)
- Local Apprenticeship Program

Public Advertisements

- Bus
- Truck
- Billboard
- Mobile Ad

Out of State Resource

- Arizona
- Oregon
- Nevada