

Pupil Personnel Services School Psychologist Program Standards

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 each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	course Title and Number	CSP 500: Intro to Counseling & Mental Health	CSP 510: Intro Ethic in School Psychology	CSP 512: Advanced Counseling & Mental Health	CSP 513: Group Counseling	CSP 514: Cultural & Community Issues	CSP 516: Human Development	CSP 517: Mental Health in Schools	CSP 534 Practicum I	535 Practicum II	ED 544: Legal Aspects of Special Ed	ED 601: Assessment and IEP	ED 602: Positive Behavior Supports	CSP 615: Learning & Learning Disabilities	CSP 616: Leadership & Systems Change	CSP 619: Academic Development	CSP 622/623 Supervision I/II	CSP 637: Cognitive & Neuro Assessment/Intervention	CSP 638: Advanced Assessment for Intervention	CSP 639: Advanced Positive Behavioral Supports	CSP 640: Consultation & Collaboration	CSP 641: Best Practices in SP	ED 654: Intro to ED Research	
		Generic Standards																							
2	Candidates demonstrate an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments.		<u>I</u> , <u>P</u>				<u>I</u> , <u>P</u>	<u>I</u> , <u>P</u>	<u>I</u>	<u>P</u>								<u>P</u>	<u>A</u>	<u>P</u>	<u>P</u>		<u>A</u>	<u>A</u>	
		Candidates demonstrate an understanding of the effects of the following on pupil development																							
	health and developmental factors							<u>I</u> , <u>P</u>	<u>I</u>	<u>P</u>									<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>
	language							<u>I</u> , <u>P</u>	<u>I</u> , <u>P</u>	<u>I</u>	<u>P</u>								<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>
cultural variables							<u>I</u> , <u>P</u>	<u>I</u> , <u>P</u>	<u>I</u>	<u>P</u>								<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>	

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	diversity						<u>I</u> <u>P</u>	<u>I</u> <u>P</u>	<u>I</u>	<u>P</u>						<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>	
	socioeconomic status						<u>I</u> <u>P</u>	<u>I</u> <u>P</u>	<u>I</u>	<u>P</u>						<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>	
	factors of resiliency		<u>I</u> <u>P</u>				<u>I</u> <u>P</u>	<u>I</u> <u>P</u>	<u>I</u>	<u>P</u>						<u>P</u>	<u>A</u>		<u>P</u>		<u>A</u>	<u>A</u>	
3	Candidates display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.			<u>I</u>			<u>I</u>			<u>P</u>							<u>A</u>				<u>A</u>	<u>A</u>	
	Candidates demonstrate the skills needed to work effectively with pupils and their families from diverse backgrounds.			<u>I</u>			<u>I</u>			<u>P</u>							<u>A</u>				<u>A</u>	<u>A</u>	
	Candidates demonstrate cultural competence to effectively serve diverse and changing communities.			<u>I</u>			<u>I</u>			<u>P</u>							<u>A</u>				<u>A</u>	<u>A</u>	

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	Candidates demonstrate an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.			<u>I</u>			<u>I</u>			<u>P</u>							<u>A</u>				<u>A</u>	<u>A</u>	
4	Candidates demonstrate knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.			<u>I,P</u>				<u>I,P</u>		<u>P</u>		<u>I</u>	<u>I</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>A</u>	
	Candidates demonstrate an understanding of the influence of multiple factors on pupil achievement.			<u>I,P</u>	<u>I</u>			<u>I,P</u>		<u>P</u>		<u>I</u>	<u>I</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>A</u>	
	Candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.			<u>I,P</u>				<u>I,P</u>		<u>P</u>		<u>I</u>	<u>I</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>A</u>	<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>A</u>	

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5	Candidates display an understanding of the factors that contribute to successful learning.							I P	I	P						P	A			P	A	A	
	Candidates demonstrate how to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.			P				I P	I	P						P	A			P	A	A	
	Candidates demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.							I P	I	P						P	A			P	A	A	
6	Candidates demonstrate an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services.		I	I,P						P	P						A						
	Candidates demonstrate the ability to access information about legal and ethical matters.		I	I,P						P	P						A						

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7	Candidates demonstrate an understanding of the ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration.						I			P							A			A	A		
	Candidates demonstrate their ability to work with parents to foster respectful and productive family-school collaboration.							I			P							A		A	A		
8	Candidates demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.		I, P		I	I		I, P		P							A						
9	Candidates demonstrate an understanding of the ways in which school environments can enhance the safety and well-being of all pupils.				I, P					P					A		A			P	A		
	Candidates demonstrate knowledge of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.				I, P						P				A		A			P			

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	Candidates demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.				<u>I</u> , <u>P</u>					<u>P</u>					<u>A</u>		<u>A</u>			<u>P</u>			
	Candidates demonstrate knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.				<u>I</u> , <u>P</u>										<u>A</u>		<u>A</u>			<u>P</u>			
10	Candidates demonstrate knowledge and application of theories, models, and processes of consultation.									<u>I</u>			<u>I</u>		<u>A</u>	<u>P</u>	<u>A</u>			<u>P</u>	<u>A</u>	<u>A</u>	
	Candidates use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.									<u>I</u>		<u>I</u>			<u>A</u>	<u>P</u>	<u>A</u>			<u>P</u>	<u>A</u>	<u>A</u>	

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	Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.									I			I		A	P	A			P	A	A	
11		Candidates demonstrate an understanding of learning theories and factors influencing learning and teaching such as:																					
	cognition							I				I		P		P	A			P	A	A	
	memory							I				I		P		P	A			P	A	A	
	attention skills							I				I		P		P	A			P	A	A	
	perceptual-sensory processes							I				I		P		P	A			P	A	A	
	emotional state							I	I			I		P		P	A			P	A	A	
	motivation							I				I		P		P	A			P	A	A	
	organizational skills							I				I		P		P	A			P	A	A	

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	gender						I	I					I		P		P	A			P	A	A	
	cultural differences						I	I		P			I		P		P	A			P	A	A	
	linguistic differences						I	I		P			I		P		P	A			P	A	A	
	Candidates evaluate the congruence between instructional strategies and pupil learning assets and deficits.						I	I					I		P	A	P	A			P	A	A	
12	Candidates display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.			I,P	P					P								A			P	A	A	
	Candidates demonstrate an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.			I,P						P								A			P	A	A	
13	Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.			I,P														A			P			

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14	Candidates demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.		I		P	I P				P							A				A		
	Candidates demonstrate an understanding the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict.					I P											A				A		
	Candidates demonstrate an ability to facilitate group process and mediate conflict.					I P											A				A		
15	Candidates demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.			I							P					P	A						
16	Candidates demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.			I						P							A						

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	Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.			I						P								A							
School Psychologist Specialization Standards																									
17	Candidates possess a strong foundational knowledge base for the discipline of psychology, used to facilitate the individual development of all pupils.							I					I		P				A						
	Candidates are knowledgeable on:																								
	biological foundations of behavior							I							P				A						
	human learning							I							P				A						
	social and cultural bases of behavior							I							P				A						
	child and adolescent development							I							P				A						
	diversity of individual differences in development and learning							I							P				A						
18	Candidates demonstrate a foundational knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems.			I				I		P							P		A						

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	Candidates demonstrate the ability to design and operate programs to promote school-family interactions.			I						P						P	A						
		Candidates are knowledgeable about:																					
	family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance			I			I			P				P		P	A						
	family involvement in education			I			I			P				I		P	A						
	ways to promote partnerships between parents and educators to improve outcomes for pupils			I			I			P				I		P	A						
	cultural issues that impact home-school collaboration			I			I			P						P	A						
	methods to facilitate safe and caring school communities			I			I			P						P	A						
19		Candidates demonstrate a knowledge base specific to the professional specialty of school psychology, including:																					
	the history and foundations of school psychology			I													A						
	legal and ethical issues			I						P	P						A						
	professional issues and standards			I						P	P						A						
	alternative models for the delivery of school psychological services			I						P							A						
	emergent technologies			I						P							A						

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	the roles and functions of the school psychologist			I						P							A						
	Candidates demonstrate an understanding of the diverse values that influence the lives of people, and are prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.			I						P	P						A						
20	Candidates demonstrate positive interpersonal skills used to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families.		I		P					P					A	P	A			A	A		
	Candidates listen, adapt, deal with ambiguity, and are patient in difficult situations.		I		P					P					A	P	A			A	A		

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	Candidates clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.		I							P					A	P	A				A	A	
21	Candidates demonstrate the ability to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels.		I		P	P		I, P	I	P					A		A				A	A	
	Candidates are knowledgeable about academic, behavioral, and serious personal difficulties.		I		P			I, P	I	P					A		A		P		A	A	
	Candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school.		I		P			I, P	I	P					A		A		P		A	A	
	Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs.		I		P			I, P	I	P					A		A				A	A	

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	Candidates work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.				I, P				I	P					A		A						
22	Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process.			I				I, P		P		I		P	P	P	A	P	P	A	A	A	
	Candidates understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices.			I				I, P		P		I		P		P	A	P	P	A	A	A	

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	Candidates understand how to use assessment information in a problem-solving process and are able to convey findings in an articulate way to a diverse audience.			I				I P		P		I		P	P	P	A	P	P	A	A	A	
	Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies.			I				I P		P		I		P	A	P	A	P	P	A	A	A	
	Candidates demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).			I				I P		P		I		P		P	A	P	P	A	A	A	
23	Candidates demonstrate an understanding of the school as a system.			I						P					A	P	A						
	Candidates demonstrate how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils.			I						I, P					A	P	A						

Standard	Candidate Competency	course Title and Number	CSP 500: Intro to Counseling & Mental Health	CSP 510: Intro Ethic in School Psychology	CSP 512: Advanced Counseling & Mental Health	CSP 513: Group Counseling	CSP 514: Cultural & Community Issues	CSP 516: Human Development	CSP 517: Mental Health in Schools	CSP 534 Practicum I 535 Practicum II	ED 544: Legal Aspects of Special Ed	ED 601: Assessment and IEP	ED 602: Positive Behavior Supports	CSP 615: Learning & Learning Disabilities	CSP 616: Leadership & Systems Change	CSP 619: Academic Development	CSP 622/623 Supervision I/II	CSP 637: Cognitive & Neuro Assessment/Intervention	CSP 638: Advanced Assessment for Intervention	CSP 639: Advanced Positive Behavioral Supports	CSP 640: Consultation & Collaboration	CSP 641: Best Practices in SP	ED 654: Intro to ED Research
	Candidates demonstrate how to utilize data-based decision-making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals.			I						P					A	P	A			A	A	A	
	Candidates demonstrate skill in evaluating local school programs and in interpreting findings to other educators and to the public.			I						P					A	P	A			A	A	A	
24	Candidates are knowledgeable on basic principles of research design, including traditional experimental designs as well as qualitative and single-subject designs.			I	I												A			A	A	A	I P
	Candidates demonstrate the ability to differentiate high quality from inadequate research and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work.			I	I												A						I P

Standard	Candidate Competency	course Title and Number
Candidates demonstrate an understanding of and utilize computer technology and attendant technological applications.		
		CSP 500: Intro to Counseling & Mental Health
	I	CSP 510: Intro Ethic in School Psychology
		CSP 512: Advanced Counseling & Mental Health
		CSP 513: Group Counseling
		CSP 514: Cultural & Community Issues
		CSP 516: Human Development
		CSP 517: Mental Health in Schools
	P	CSP 534 Practicum I 535 Practicum II
		ED 544: Legal Aspects of Special Ed
		ED 601: Assessment and IEP
		ED 602: Positive Behavior Supports
		CSP 615: Learning & Learning Disabilities
		CSP 616: Leadership & Systems Change
		CSP 619: Academic Development
	A	CSP 622/623 Supervision I/II
		CSP 637: Cognitive & Neuro Assessment/Intervention
		CSP 638: Advanced Assessment for Intervention
		CSP 639: Advanced Positive Behavioral Supports
		CSP 640: Consultation & Collaboration
		CSP 641: Best Practices in SP
	P	ED 654: Intro to ED Research