

GOAL 1

Candidates will demonstrate competency in assessment, consultation, and intervention utilizing evidence-based and innovative techniques matched with diverse populations.

Objective 1.1 – Candidates will demonstrate competence in assessment with diverse populations.

Competency 1: Candidates will collect, utilize, and analyze varied assessment techniques to conduct a functional analysis of behavior.

Competency 2: Candidates will integrate data provided to generate a written comprehensive, integrated psychological assessment including a diagnosis.

Competency 3: Candidates will conduct several comprehensive psychological assessments, which include selecting, administering, scoring, interpreting data; generating a written report; generating a formal diagnosis, and providing written and oral feedback. The candidate will use evidence-based and innovative assessments to address a range of clinical and educational questions with diverse populations.

Objective 1.2 – Candidates will demonstrate competence in consultation and collaboration with diverse clients and stakeholders.

Competency 4: The candidate will effectively consult with stakeholders regarding behavioral issues.

Competency 5: Candidates will competently utilize varied methods of consultation, collaboration, and communication with diverse stakeholders and students.

Objective 1.3 – Candidates will demonstrate competence in selecting, implementing, and evaluating the effects of evidence-based and innovative intervention strategies with diverse populations.

Competency 6: Candidates will select appropriately, implement with fidelity, and monitor progress of evidence-based and/or innovative interventions for a variety of problems with diverse populations in educational settings.

Competency 7: Candidates will select appropriately, implement with fidelity, and monitor progress of evidence-based and/or innovative interventions for a variety of problems with diverse populations in clinical settings.

GOAL 2

Candidates will demonstrate competency in the ability to evaluate and to utilize relevant scientific findings to inform professional practice.

Objective 2.1 – Candidates will demonstrate competence in critically reviewing the empirical literature to inform professional practice with diverse populations.

Competency 8: Candidates will critically review the school psychology literature with an emphasis on evidence-based practice with diverse populations.

Competency 9: Candidates will critically review the literature to guide and to implement empirically based assessment with diverse populations.

Competency 10: Candidates will critically review the literature to guide and to implement empirically based interventions with diverse populations.

Competency 11: Candidates will thoroughly evaluate the literature on a topic related to the practice of school psychology.

Objective 2.2 – Candidates will utilize empirical inquiry and data based decision making to inform professional practice in school-based educational settings as well as related clinical settings.

Competency 12: Candidates will use a systematic data collection and analysis process to guide assessment and intervention in educational settings.

Competency 13: Candidates will use a systematic data collection and analysis process to guide *assessment* in clinical settings.

Competency 14: Candidates will use a systematic data collection and analysis process to guide *intervention* in clinical settings.

GOAL 3

Candidates will demonstrate a professional identity as a school psychologist through leadership, advocacy, ethical practice, and service in meeting the needs of diverse populations.

Objective 3.1 – Candidates will demonstrate adherence to ethical and legal guidelines in all aspects of professional work.

Competency 15: Candidates will analyze and present the implications of legal decisions for professional practice.

Competency 16: Candidates will analyze and present the effect(s) of ethical principle(s) on professional behavior for assigned cases.

Competency 17: Candidates will display behaviors that comply with ethical and legal practice in professional work in educational settings.

Competency 18: Candidates will display behaviors that comply with ethical and legal practice in professional work in clinical settings.

Objective 3.2 – Candidates will demonstrate professional identity as a health service provider through leadership, advocacy, and service with an emphasis on continuous improvement and lifelong learning.

Competency 19: Candidates will engage in self-reflective practice and establish goals to impact positively client outcomes.

Competency 20: Candidates will engage in self-reflective practice by planning, executing, and reporting on a self-improvement plan for expanding their professional skills.

Competency 21: Candidates will engage in self-reflective evaluation of professional development, leadership, advocacy, and ethical practice as a school psychologist.

GOAL 4:

Candidates will demonstrate knowledge, understanding, and competency regarding the behavioral science foundations of the discipline of psychology and the specialty area of school psychology.

Objective 4.1 – Candidates will develop broad and general knowledge, understanding and competency concerning the scientific foundations of psychology in the curriculum content areas specified below.

Competency 22: Candidates will demonstrate knowledge, understanding & competency in the following curriculum content areas:

1. Biological Aspects of Behavior
2. Cognitive-Affective Aspects of Behavior
3. Social Aspects of Behavior
4. Psychological Measurement
5. Lifespan Human Development
6. Individual Differences in Behavior
7. History and Systems

Objective 4.2 – Candidates will develop broad and general knowledge, understanding and competency concerning the scientific foundations of the specialty area of school psychology in the curriculum content areas specified below.

Competency 23: Knowledge, understanding & competency in the following curriculum content areas:

1. Subject Area Examination (SAE)²

The ten areas of competency assessed include:

- a. Knowledge of measurement theory, test construction, research and statistics
- b. Knowledge of data-based decision making and accountability
- c. Knowledge of child and adolescent development
- d. Knowledge of Section 504 of the Rehabilitation Act and exceptional student education
- e. Knowledge of curricula and instruction
- f. Knowledge of biological, social, and cultural bases of learning and behavior
- g. Knowledge of laws, rules, regulations, and court decisions
- h. Knowledge of evidence-based interventions
- i. Knowledge of consultation, collaboration, and problem solving
- j. Knowledge of professional school psychology and ethical decision making

2. Praxis School Psychologist Test (5402) Examination³

The Praxis Series© Assessments are developed and administered by Educational Testing Service (ETS©). The test was designed to provide a comprehensive assessment of the skills and content knowledge of candidates from school psychology graduate education programs.