| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Professional Practices, Practices that Permeate All Aspects of Service Delivery (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Data-Based Decision Making and Accountability** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Problem identification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows various interview strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows various observational strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands appropriate use and interpretation of screening measures and methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Assessment and problem analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands appropriate use and interpretation of measures of educational achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands appropriate use and interpretation of measures of development and adaptive behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Knows appropriate use and interpretation of a functional behavioral assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Is familiar with performance-based assessment (e.g., work samples, portfolios) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Knows how to use information and technology resources to enhance data collection and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| k. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knowledge of measurement theory and principles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows to use a problem-solving framework as the basis for all professional activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands different types of test scores and norms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Is familiar with the principles of reliability and validity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Is familiar with personal, social, linguistic, environmental, racial and cultural factors that may influence assessment procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Knows about test fairness concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Assessment of special populations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with infant and early childhood/preschool assessment procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows appropriate use and interpretation of assessment procedures for English as a second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Is familiar with screening for the gifted and talented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Consultation and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing and evaluating academic and mental health services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Home/school/community collaboration (student-level) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows strategies for working with a student’s family (e.g., building relationships, collaborating on intervention plans, promoting positive habits such as building healthy lifestyles) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows strategies for working with community agencies/providers to support a student’s success |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (23%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Interventions and Instructional Support to Develop Academic Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Effective instruction at the individual and group level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with various instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows methods for helping students become self-regulated learners, set and achieve individual instructional goals, and assess outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| to see whether goals were attained |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Issues related to academic success/failure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the importance of using evidence-based strategies when developing interventions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic status, language competency, programming for ELL) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. is familiar with the Response to Intervention (RTI) model |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Interventions and Mental Health Services to Develop Social and Life Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Primary, secondary and tertiary preventive strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. School-based intervention skills/techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands basic counseling techniques (i.e., individual, group) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows about appropriate intervention techniques for various developmental levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands applied behavioral analysis and intervention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Child and adolescent psychopathology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with common symptoms of mental health issues and educational disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the impact mental health has on the educational outcomes of children and adolescents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Has a basic knowledge of psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Systems-Level Services (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Schoolwide Practices to Promote Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with school-based organizational development and systems theory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the importance of systems-level resource mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, zero tolerance, corporal punishment) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes the importance of research outcomes when designing school-based intervention plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognizes the importance of using knowledge of research and organizational and systems theory in the development of school improvement plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Preventive and Responsive Services** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows risk and protective factors as they relate to a variety of issues (e.g., school failure, truancy, dropout, bullying, youth suicide, school violence) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows a variety of crisis prevention and intervention techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with school/district-wide crisis management planning, recovery and response |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Family-School Collaboration Services** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the importance of advocating for the involvement of families in schoolwide activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Foundations of School Psychological Service Delivery (31%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Diversity in Development and Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes the importance of culture, background and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes personal biases or biases in others that influence decision making, instruction, behavior and long-term outcomes for students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes the importance of promoting fairness and social justice in educational programs and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Research and Program Evaluation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to evaluate research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to translate research into practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands research design and statistics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to incorporate data collection, measurement, analysis, accountability and use of technology resources into program evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to provide assistance in schools and other settings for analyzing, interpreting and using empirical foundations for effective practices at the individual, group and/or systems levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Legal, Ethical and Professional Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Ethical principles related to the practice of school psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the NASP Principles for Professional Ethics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is familiar with the standards for educational and psychological tests (e.g., APA, AERA, NCME) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows the importance of ethical practice in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Legal issues related to the practice of school psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the common laws and regulations governing the practice of school psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Individuals with Disabilities Education Improvement Act (IDEA, PL108-446, 2004) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Section 504 of the Rehabilitation Act of 1973 (PL 93-112) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Americans with Disabilities Act (ADA, PL 101-336, 1990) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Elementary and Secondary Education Act (PL 89-10, 1965) and No Child Left Behind Act (PL 107-110, 2001) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Buckley Amendment to the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows relevant case law that affects practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PARC v. Commonwealth of Pennsylvania (1972) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Lau v. Nichols (1974) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Board of Education of the Hendrick Hudson Central School District v. Rowley (1982) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Irving Independent School District v. Tatro (1984) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Oberti v. Clementon (1993) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Newport-Mesa Unified School District v. State of California Department of Education (2010) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - Larry P. v. Riles (1979) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows the ethical, professional and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Professional foundations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access and equity) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is familiar with the history of school psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the importance of lifelong learning and professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Is familiar with the importance and value of supervision and mentoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |