| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| 1. Professional Practices that Permeate All Aspects of Service Delivery |  |  |  |  |  |
| 1. Data-based Decision-Making |  |  |  |  |  |
| 1. Problem identification |  |  |  |  |  |
| 1. Understands various methods of information gathering (e.g., record review, interview strategies, observations, and testing [RIOT]) |  |  |  |  |  |
| 1. Understands appropriate use of background information (e.g., student records, medical records and reports, reviews of previous interventions, developmental history) |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of screening measures and methods |  |  |  |  |  |
| 1. Assessment and problem analysis |  |  |  |  |  |
| 1. Understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of measures of educational achievement |  |  |  |  |  |
| 1. Knows appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness) |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior |  |  |  |  |  |
| 1. Knows appropriate use and interpretation of a functional behavioral assessment |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of performance-based assessment (e.g., work samples, portfolios) |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures |  |  |  |  |  |
| 1. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics) |  |  |  |  |  |
| 1. Knows how to use information and technology resources to enhance data collection and decision making |  |  |  |  |  |
| 1. 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) |  |  |  |  |  |
| 1. Knowledge of measurement theory and principles |  |  |  |  |  |
| 1. Knows how to use a problem-solving framework as the basis for all professional activities (e.g., Multitiered System of Supports, Response to Intervention) |  |  |  |  |  |
| 1. Understands the use and interpretation of different types of test scores and norms (e.g., grade- and age-referenced) |  |  |  |  |  |
| 1. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews) |  |  |  |  |  |
| 1. Knows the principles of reliability and validity |  |  |  |  |  |
| 1. Knows personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures |  |  |  |  |  |
| 1. Knows about test fairness and equity concepts (e.g., implicit bias, explicit bias) |  |  |  |  |  |
| 1. Assessment of special populations |  |  |  |  |  |
| 1. Understands appropriate use and interpretation of measures of developmental and adaptive functioning across all age groups |  |  |  |  |  |
| 1. Knows appropriate use and interpretation of assessment procedures for English as second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment) |  |  |  |  |  |
| 1. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, sensory impairments) |  |  |  |  |  |
| 1. Consultation and Collaboration |  |  |  |  |  |
| 1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services |  |  |  |  |  |
| 1. Knows strategies for consultation (e.g., goal setting, record keeping, evaluating progress) and how 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 |  |  |  |  |  |
| 1. Knows the principles and strategies associated with varied models of consultation |  |  |  |  |  |
| 1. Knows how to facilitate communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals) |  |  |  |  |  |
| 1. Home/school/community collaboration (student level) |  |  |  |  |  |
| 1. Knows strategies for working with diverse families (e.g., building relationships, collaborating on intervention plans, promoting positive habits) |  |  |  |  |  |
| 1. Knows strategies for working with diverse community agencies/providers to support a student’s success |  |  |  |  |  |
| 1. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) |  |  |  |  |  |
| 1. Academic Interventions and Instructional Support |  |  |  |  |  |
| 1. Effective instruction at the individual and group level |  |  |  |  |  |
| 1. Is familiar with various instructional strategies (e.g., cooperative learning, differentiated instruction, engagement time, scaffolding, study skills) |  |  |  |  |  |
| 1. Knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction, test format) |  |  |  |  |  |
| 1. Knows methods for setting and achieving individual instructional goals, assessing outcomes to see whether goals were attained, and helping students become self-regulated learners |  |  |  |  |  |
| 1. Issues related to academic success/failure |  |  |  |  |  |
| 1. Knows how to identify and use evidence-based strategies when planning interventions and instructional strategies |  |  |  |  |  |
| 1. Knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic and environmental factors, language competency, programming for  E​L​Ls) |  |  |  |  |  |
| 1. Understands the biological, cultural, developmental, and social influences on academic skills |  |  |  |  |  |
| 1. Mental and Behavioral Health Services and Interventions |  |  |  |  |  |
| 1. Primary, secondary, and tertiary preventive strategies |  |  |  |  |  |
| 1. Is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment) |  |  |  |  |  |
| 1. Knows how to conduct individual and small-group interventions and programs (e.g., social skills training, conflict resolution) |  |  |  |  |  |
| 1. Is familiar with risk and protective factors associated with learning and mental and behavioral health issues; designs appropriate intervention plans to address those issues |  |  |  |  |  |
| 1. Knows the impact of trauma on social, emotional, behavioral, and academic functioning; practices to reduce the effects of trauma on learning and behavior |  |  |  |  |  |
| 1. School-based intervention skills/techniques |  |  |  |  |  |
| 1. Understands fundamental counseling methods (e.g., individual, group) and techniques (e.g., active listening, unconditional positive regard, empathy) |  |  |  |  |  |
| 1. Knows about appropriate intervention techniques for various developmental levels |  |  |  |  |  |
| 1. Is familiar with various theoretical models and approaches to counseling (e.g., cognitive-behavioral, solution-focused) |  |  |  |  |  |
| 1. Understands applied behavioral analysis and intervention methods |  |  |  |  |  |
| 1. Knows culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities |  |  |  |  |  |
| 1. Knows how to use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups |  |  |  |  |  |
| 1. Child and adolescent psychopathology |  |  |  |  |  |
| 1. Is familiar with common characteristics of mental health problems and related educational disabilities |  |  |  |  |  |
| 1. Understands the impact mental health has on the educational outcomes of children and adolescents |  |  |  |  |  |
| 1. Understands the biological, cultural, developmental, and social influences on mental and behavioral health |  |  |  |  |  |
| II. Direct and Indirect Services for Children, Families, and Schools (Systems-Level Services) |  |  |  |  |  |
| 1. Schoolwide Practices to Promote Learning |  |  |  |  |  |
| 1. Is familiar with the importance of using data to inform systems-level decision making, such as needs assessment, universal screening, and resource mapping |  |  |  |  |  |
| 1. Is familiar with the effectiveness of the practices in the context of common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, discipline) |  |  |  |  |  |
| 1. Recognizes the importance of using evidence-based practices |  |  |  |  |  |
| 1. Understands the application of effective Multitiered Systems of Support |  |  |  |  |  |
| 1. Services to Promote Safe and Supportive Schools |  |  |  |  |  |
| 1. Knows common school/system-wide prevention practices (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health) |  |  |  |  |  |
| 1. Knows risk and protective factors as they relate to a variety of issues such as school failure, truancy, dropout, bullying, youth suicide, school violence |  |  |  |  |  |
| 1. Knows interventions appropriate for the various levels of crisis and threat assessment associated with suicide and violence assessment |  |  |  |  |  |
| 1. Is familiar with factors and issues that should be addressed in crisis prevention, intervention, response, and recovery at the system level |  |  |  |  |  |
| 1. Is familiar with effective methods to measure and evaluate school safety and school climate (e.g., attendance; office discipline referrals; academic growth; universal screening of students, staff, and families; mental health referrals) |  |  |  |  |  |
| 1. Family-School Collaboration |  |  |  |  |  |
| 1. Understands principles and research related to family systems, strengths, needs, and cultures |  |  |  |  |  |
| 1. Is familiar with the importance of advocating for the involvement of families in schoolwide activities |  |  |  |  |  |
| 1. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies |  |  |  |  |  |
| 1. Is familiar with strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development |  |  |  |  |  |
| IV. Foundations of School Psychological Service Delivery |  |  |  |  |  |
| 1. Equitable Practices for Diverse Student Populations |  |  |  |  |  |
| 1. Recognizes the importance and influence of culture, background, and individual learning characteristics (e.g., age, gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes |  |  |  |  |  |
| 1. Knows the importance of working with community liaisons to understand the needs of diverse learners |  |  |  |  |  |
| 1. Knows the impact of personal beliefs as well as implicit and explicit bias that influence decision making, instruction, behavior, and long-term outcomes for students |  |  |  |  |  |
| 1. Recognizes the importance of promoting fairness and social justice in educational programs and services |  |  |  |  |  |
| 1. Knows about special education and related services; knows how to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities |  |  |  |  |  |
| 1. Research and Evidence-Based Practice |  |  |  |  |  |
| 1. Knows how to evaluate research quality and interpret outcomes |  |  |  |  |  |
| 1. Knows how to determine the relevance of research and apply research into practice |  |  |  |  |  |
| 1. Is familiar with types of research designs and basic statistics |  |  |  |  |  |
| 1. Is familiar with the process involved in implementing individual- and system-level change, including planning and evaluating activities, monitoring fidelity, and addressing barriers to change |  |  |  |  |  |
| 1. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation |  |  |  |  |  |
| 1. Knows how to analyze, interpret, and use research-based and evidence-based practices at the individual, group, and/or systems levels |  |  |  |  |  |
| 1. Legal. Ethical, and Professional Practice |  |  |  |  |  |
| 1. Ethical principles related to the practice of school psychology |  |  |  |  |  |
| 1. Understands the NASP Principles for Professional Ethics |  |  |  |  |  |
| 1. Knows how to apply an ethical problem-solving model to address ethical dilemmas |  |  |  |  |  |
| 1. Legal issues related to the practice of school psychology |  |  |  |  |  |
| 1. Knows the major federal laws and regulations governing the practice of school psychology (e.g., FERPA, Section 504, ESSA, IDEA and its eligibility categories) |  |  |  |  |  |
| 1. Knows relevant case law that affects practice (e.g., *Larry P.* v. *Riles*, *Hendrick Hudson Board of Education* v. *Rowley*, *Endrew F.* v. *Douglas County School District*) |  |  |  |  |  |
| 1. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint) |  |  |  |  |  |
| 1. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest) |  |  |  |  |  |
| 1. Professional foundations |  |  |  |  |  |
| 1. Understands the ethical and legal responsibilities of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity) |  |  |  |  |  |
| 1. Recognizes the importance of lifelong learning and professional growth |  |  |  |  |  |
| 1. Is familiar with the importance and value of supervision and mentoring |  |  |  |  |  |