School Psychologist

I. Knowing the Content

The professional education program provides evidence that School Psychology certification candidates demonstrate knowledge of and competence in providing school psychological services for all children and youth (K-12) including:

I.A. Psychological foundations of practice including:

- biological aspects of behavior (i.e., biological bases of development, neuropsychology, physiological psychology, health psychology, psychopharmacology, etc.),
- social aspects of behavior (i.e., cross-cultural studies, social development, social and cultural diversity, group processes, social psychology, etc.),
- affective aspects of behavior (i.e., personality, psychopathology, etc.),
- cognitive aspects of behavior (i.e., human learning, individual differences, cognitive psychology, etc.),
- human development (i.e., child development, adolescence, human development, etc.)

I.B. Educational foundations of practice including:

- organization and operation of schools,
- exceptional students,
- design/delivery of instruction

I.C. Scientific and methodological foundations of practice including:

- research and evaluation methods,
- techniques of data analysis,
- educational and psychological measurement

I.D. Legal, ethical, and professional foundations of practice including:

- history and foundations of school psychology,
- professional ethics,
- laws and regulations in education and psychology,
- professional issues and standards,
- alternative service delivery models,
- emergent technologies

I.E. Practice roles including:

- theories and methods of assessment and diagnosis,
- theories and methods of direct interventions for individuals and groups including evaluating the efficacy of direct interventions,
- theories and methods of indirect interventions for individual and groups including evaluating the efficacy of indirect interventions

II. Performances

The professional education program provides evidence that candidates for School Psychology certification are assessed and demonstrate their mastery of the knowledge and skills of school psychology in coursework and supervised clinical and field experiences and a 1,000 hour internship consistent with the goals, objectives, competencies and exit criteria of the program.

At least one half of the internship must be in a public school setting under the supervision of a certified school psychologist(s) with at least five years of experience in the field. The internship requires the candidate to demonstrate knowledge and skills acquired through coursework and practica. It requires the candidate to work with diverse client populations, a range of problems and different settings, using varied intervention methodologies to promote positive education mental health practices in resolving individual, group and system level problems.

III. Professionalism

The professional education program provides evidence that School Psychologist certification candidates demonstrate knowledge of and competence in fostering professionalism in the school and community settings including:

III.A. Professional journals, organizations and other sources of professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Collaboration with other professionals

III.D. Effective communication with parent/guardians, other agencies and the community at large to support learning by all students