

PSY 675: School Psychology Practicum
Grand Valley State University
2021-2022

Instructor Information:

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Course Information:

Location: Eberhard Center 417
Time: 1:00-3:45
Days: Wednesdays
CRN: 23207

Office Hours: My office hours for the year are Tuesdays from 1:00 to 3:00 pm or by appointment. Individual and small group meetings will provide additional supervision. Email is the best way to contact me. I will try my best to get back to you as soon as possible.

Course Description (from catalog):

The School Psychology Practicum Seminar course is intended to provide school psychological services in a school under the supervision of a licensed school psychologist. Students will be actively involved in assessment, consultation, prevention, and intervention. This practicum is designed to be a field-based orientation to the field of school psychology. Students will benefit from this experience as they acclimate to the culture of schools and the delivery of psychological services. Students will be assigned to a field-based supervisor. A weekly seminar is required.

Required Text:

Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Joyce-Beaulieu, D. & Rossen, E. (2015). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing.

PREPaRE Workbook (You will order through the bookstore for 2nd semester)- \$45.00

Grading:

Final grades are calculated by dividing your total number of points by total number of points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note I do not offer extra credit on an individual basis.

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Practicum Expectations

Days Required:

You will be assigned to a practicum site for *two full school days per week* for the district's school year. A total of 600 hours must be completed in practicum activities outside of the classroom. You are required to attend classes held on campus. A "school day" is the same as the field supervisor's school day. In addition to the 600 hours in the school setting, the practicum includes a 3-hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the field-based supervisor.

First Semester:

During the first semester, you will gain an understanding of the role of School Psychologist at your field placement. You will be familiarized with the structure, system, special education processes, etc. In addition, you will be required to participate in various activities related to individual case study evaluations that will build the skills needed to complete a school based psychological evaluations. You will begin your academic and behavior consultation cases and complete at least one complete special education evaluation with support from your supervisor.

You will be assigned to a small group and will discuss practicum related cases and problem solve during seminar. This will be time to get more support on your cases, conceptualize your projects, and get feedback. If you have a difficult case or need more supervision, the professor will be available for individual supervision meetings with you. You may count any small group and individual supervision hours towards your practicum hours.

Second Semester:

Second semester of practicum will focus on continuing to develop skills in problem solving, consultation and intervention at the individual and systems level. You will have the opportunity to complete required assignments at your sites during the second semester. You may discuss these activities in class and seek consultation in class or small group/individual supervision time as appropriate. This class will be mainly discussion of different topics related to School Psychology and you are expected to be a full participant. The goal for this class is to be a support to you in gaining all of the skills necessary to be an independent intern next year.

Course Assignments

All assignments will be submitted on Blackboard by accessing the "Assignments" tab. Assignments must be turned by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, late penalties will apply. I will accept work up to three days late with a 25%-point deduction.

Ongoing Assignments

Activity Hours Log

Due Monthly- See Below for Due Dates

You will be required to keep a log of your activities and the amount of time you spend on each activity. The spreadsheet is available on Blackboard. This will be extremely valuable information to you as you seek an internship and are asked. At the end of the semester, you will be asked to complete the form logging total hours in practicum. Here is a list of things that count towards your practicum hours:

- Time at your practicum site
- Any activities for practicum (evaluation writing, case studies, reflections, class assignments, etc.)
- Practicum Seminar Hours

- Individual supervision with practicum supervisor and university supervisor (Dr. James)
- Small group supervision
- Professional Development in district (If your district sends you to off-site PD for your practicum with your supervisor, you may count that as well)

What does NOT count toward hours:

- Conferences such as MASP, NASP, ABA, etc.
- Work for other classes
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If you have any questions about whether or not something counts towards hours, please see me.

Case Log

Due Monthly- See Below for Due Dates

Document any of the known factors here including grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation. You should have the most information about individual student cases such as special education evaluations or consultation projects. You may only be able to document grade level for larger systems projects. The log will be available to you through Blackboard. You will need to submit this for class and the portfolio.

Monthly Journal Log (5 points each)

This assignment requires you to write a 1-2 page journal monthly (September, October, November, January, February, and March). You will write about your reflections of your practicum experiences including what is going well, what is not going well, areas of improvement, and progress toward your annual goals. This purpose of these logs is for you to be continually thinking about your growth and readiness for internship year.

CASE PROJECTS

You will be required to complete “cases” during the academic year. All projects will also be submitted as part of your second-year portfolio. It is recommended that you plan your year accordingly to ensure you complete and turn in all cases by the end of second semester. **You MUST complete one special education evaluation by the end of the first semester.** You must also begin your academic consultation case by the end of the first semester.

You will be presenting on one of your cases to the class at the end of first semester and another one at the end of second semester. Description of possible case projects:

1) Academic Consultation (30 points total):

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation)

2) Psycho-educational Evaluations (two evaluations required):

As a part of your practicum experience, you will be expected to be involved in special education evaluations. Initially, you may be asked to complete portions of evaluations being done by your supervisor. By the end of the year, you will need to demonstrate the ability to independently evaluate students from referral to completion and write psycho-educational reports under supervision. You will be required to turn in two complete evaluation reports by the end of the year. One of the evaluation reports will be part of your second-year

practicum portfolio. Students are encouraged to cover at least one evaluation on a student with academic deficits and one evaluation on a student with behavioral needs.

Academic Report:

One report must incorporate academic assessments. It is preferred that this is a Specific Learning Disability evaluation, but it could also be a report evaluating if a student is eligible under Other Health Impairment or Cognitive Impairment.

Behavior Report:

The other report should focus on behavioral difficulties, including classroom observations, behavior rating scales, and clinical interviews. It is likely you will have to coordinate with a School Social Worker on this evaluation. This could be an evaluation for a student with an Emotional Impairment, ASD, or Other Health Impairment that impacts the student’s behavior.

It is understood that evaluations from year to year can be unpredictable and you may not be able to find both academic and behavior evaluations in the time you are at practicum. If you are having difficulty coming up with two different types of evaluations, please discuss this with me. The main objective is that you are exposed to a variety of evaluations in order to be independent by your internship.

IMPORTANT: Complete the evaluations in a timely manner and send to Dr. James to read prior to submitting to your field-based supervisor!

Supervisor Evaluation (Pass/No Pass)- Reflection = 5 points

Due December 15

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum experience. This evaluation will describe the supervisor’s opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should conference with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor to discuss your progress. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

Professional Behavior and Competence:

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of “2” or below on Professional Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to accept an internship offer until you demonstrate all professional behaviors at a level of “3” or “4.”

N/A	No opportunity to observe
1	Does Not Meet Expectations
2	Partially Meets Expectations; demonstrates professional behavior inconsistently
3	Meets Expectations; demonstrates professional behavior with a few exceptions
4	Exceeds Expectations; demonstrates professional behavior with consistency

Practice Skills

Students in second year practicum are expected to earn ratings from 2-3 in practice skills, though some ratings may be higher or lower. Students in the Novice range will need more practice in those specific skills through practicum. *A remediation plan will be developed to ensure you get the experiences necessary to perform in the satisfactory range.*

N/A	No opportunity to observe: skills in this area have not been observed frequently enough to accurately judge student's progress
1	Novice: Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program
2	Satisfactory: Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary
3	Emerging Professional: Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary
4	Independent Level of Functioning: Student is functioning independently in this area

Mid-Year Evaluation: Pass/No Pass. Ratings below 2 in professional behaviors or practice skill areas will result in an individualized remediation plan for second semester. Your progress will then be monitored on a monthly basis and include regular follow-up meetings with the university supervisor.

Submission of End of year evaluation: Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered "No Pass" if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass practicum in order to be approved for internship.

First Semester Assignments

Practicum Year Goals (5 points)

Due September 23

Write a 1-2-page paper on your personal goals for your practicum year as you develop as a professional school psychologist. Determine three goals for yourself and explain why you chose the goals and how you plan to meet your goals. Please make sure you address your growth in knowledge and skills based on the ten NASP domains:

(<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). This will be done at the start of the year and you are expected to share your goals with your supervisor in order to create a plan to meet your goals. Below is an example of goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2021, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2021, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2022, I will attend at minimum three district training workshops.		

Book Discussion and Responses: 30pts (10 points each- due dates below)

As a class, we will read a book that is focused on a topic related to serving diverse populations in educational settings. The book we are reading this year is *Why Are All the Black Kids Sitting Together in the Cafeteria*, by Beverly Daniel Tatum (Make sure you get the Twentieth Anniversary Edition).

During the semester, we will read and discuss the book and how it applies to practice in the schools. As you read the book, you will respond to discussion questions in a journal format. The responses will be divided into 3 parts:

- 1) *September 29: Intro and Part 1, pages 1-110*
- 2) *October 20: Parts 2-3*
- 3) *December 1: Parts 4-5*

Eligibility Resource Guide (20 points)

Due October 13

For this assignment, you will create guiding assessment documents for the following disability categories: CI, SLD, EI, and OHI (ASD is provided to you). While you are welcome to include additional information, these five documents, at a minimum, should include the state/ISD eligibility criteria and a table detailing the information that may need to be collected (in a RIOT framework) to help determine eligibility. Your testing section should include assessments that you know are available at your internship site. Utilize resources from PSY 622, PSY 623, and second-year practicum to put these documents together. See Blackboard for a started sample.

START Conference Reflection (5 points)

Due November 17

You will be attending the START conference this year to demonstrate your commitment to be engaged in the field and connect with other special educators in Michigan. You will register for this conference with Amy Matthews through START. This is an all-day conference and will be virtual this year. You will write a 1-2 page reflection about what you learned about evaluating students with Autism Spectrum Disorders and how you will apply it to your work as a School Psychologist.

School Based Team Member (10 points)

Reflection due November 24

For this assignment you need to be a regular member of at least one entire team at your school or district. You will coordinate this through your administrator, or school psychologist supervisor. It can be any type of meeting that a school psychologist would typically attend, including but not limited to: Child Study Team Meeting, Student Success Team Meeting, Data Benchmark/Progress Monitoring Meeting, MTSS/PBIS Meeting, School Improvement Team Meeting, etc. Choose a team that you will be able to regularly participate in (some may not fit the days you are available). At the end of the semester, you will write a 1-2-page reflection summarizing what the type of meeting, content of the meeting, and how the meetings went. What went well and what could improve? What was the role of the school psychologist (if any) at the meeting? What was your role? How well did the school team function align with what you learned about Meeting Mechanics?

WISC Reflection (5 points)

Due December 8

You will be paired with a first-year student during the first semester to act as the “student” as they practice administering the WISC-V. After the WISC administration, you will write up feedback on how the student performed. Also, you will reflect on how it felt to be the student during this administration.

Special Education Evaluation #1 (25 points)

Due December 15

You will need to complete one special education evaluation during the first semester. Remember to complete the report in a timely manner in order to give it to the professor to review prior to turning it into your field-based supervisor. It is expected that you will be getting more support from your supervisor for your first integrated report.

Academic Consultation Part 1 (15 points)

Due December 15

In order to structure your year and aid time management, you are expected to complete Steps 1-4 of your academic and behavioral consultation cases (See assignment description for details). If you choose to utilize your EDS Language Arts Project for your Academic Consultation case, consult with the professor to ensure it will meet the project requirements.

Course Policies

Attendance: Seminar attendance is essential for earning a satisfactory grade in this class. If you do need to miss a class period, please let me know ahead of time. Class participation points require class attendance and frequent participation. Since this is a discussion-based class, your attendance is crucial. Problem solving in class will be essential for a successful practicum year.

Preparation for class: I expect that all students will be fully prepared for this seminar. This is defined as reading the assigned text *prior* to the lecture and identifying any questions for clarification. I expect all students to participate fully in class discussions. For this to occur, it is essential that you are prepared to fully participate/benefit from these activities.

Electronic Devices: All electronic devices (cell phones, etc.) are to be **turned off** and **put away** during seminar. Please refrain from text messaging, emailing, surfing the web, etc. during seminar. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a “no laptop policy”.

Canceled Classes: If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

Assignment Submissions: Assignments must be turned in at the beginning of class on the due date. If an assignment is not turned in at the beginning of class, late penalties will apply.

University Policies

Accommodations for Students with Disabilities:

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore,

if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity:

Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism:

As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

Fire Procedures:

Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>.

Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

FIRST SEMESTER				
Week	Week of	Seminar Topic	Readings	Assignments due
1	September 1	<p>Introduction to Practicum Year</p> <p>Navigating Practicum, Supervision, Roles and Feedback</p>	<p>Wise, P.S. (2008). A Dozen Pearls of Wisdom: Lessons for Interns from Those Who Have Gone Before. <i>NASP Communicate</i>, (36)5. (on Blackboard)</p> <p>Best Practices Foundations 47 (Leung & Jackson)</p>	Review Mandated Reporting Guide
2	September 8	<p>Handbook & Logs</p> <p>MARSE Review</p> <p>Initial practicum case scenarios and problem solving.</p>	<p>Review Handbook & Syllabus</p> <p>Review Michigan State Rules and Regulations (Blackboard)</p>	
3	September 15	<p>Zoom REED/ IEP Bootcamp</p> <p>Guest Speaker: Renee Thelen</p>	<p>Review Michigan State Rules and Regulations (Blackboard)</p> <p>Best Practices Foundations Chapter 31 (McBride, Willis, Dumont)</p>	Turn in signed copy of supervisor contract
4	September 22	<p>Case Conceptualization in School Psychology and continued discussion on IEPs</p> <p>Writing Appropriate and Effective Individualized Education Plans & Goal Setting</p>	<p>Hunsley, J., & Mash, E. J. (2007). Evidence-based assessment. <i>Annual Review of Clinical Psychology</i>, 3, 29–51. https://doi.org/10.1146/annurev.clinpsy.3.022806.091419</p> <p>Patti, A. (2016). Back to the basics: Practical tips for IEP writing. <i>Intervention in School and Clinic</i>, 51 (3), 151-156.</p>	Practicum Year Goals Due

5	September 29	Cultural Competence- Race and Schools	View Pushout Documentary and introduction to Book Study Best Practice Foundations Chapters 1-3	Monthly Journal & Logs Due Why are all the Black Kids Sitting Together... Book reflection on Intro and Part 1, pages 1-110
6	October 6	Mental Health- Providing Group and Individual Supports Guest Speaker: Sara Lewandowski via Zoom	Doll, B., Cummings, J.A., Chapla, B.A. (2014). Best Practices in Population-Based School Mental Health. In P. L. Harrison, Best Practices in School Psychology: System Murphy, J.J. (2014). Solution-Focused, Student-Driven Interviews. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i> . Bethesda, MD: National Association of School Psychologists. Herbstrith, J.C. & Tobin, R.M. (2014). Best Practices in Group Counseling. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i> . Carlson, M. A. (2017). Using Solution-Focused Brief Therapy in Schools. <i>NASP Communique</i> , (46)2	
7	TUESDAY October 12 at 9 am on Zoom	Supporting LGBTQIA2S+ Students in Schools Guest Speaker Tracy Hobbs	BP: Foundations Chapter 2 BP: Foundations Chapter 15 BP: Foundations Ch 16	Eligibility Resource Guide Due
8	October 20	Assessment Considerations when working with Culturally and Linguistically Diverse Students	Best Practices Foundations Chapter 5 (Ortiz) Best Practices Foundations Chapter 6 (Carvalho, Dennison, Estrella) Listen to the Radiolab podcast on Larry P (Posted on Blackboard) Why do all the Black Kid Sit Together class discussion	Book reflection on Parts 2-3

9	October 27	Meeting Mechanics Guest Speaker: Amy Matthews	Articles on Blackboard	Monthly Journal and Logs Due
10	November 3	Internships- Discuss placement plan; Practice Interviews for interviews and jobs; review CVs (examples) Guest Speakers: Current Interns	Articles on Bb: -Tips for Finding an Internship -Successful interviewing -Preparing your CV	
11	Tuesday November 9 at 9 am Online	START Conference all day: ASD Evaluations	Register Online	
12	November 17	Communicating Effectively in Teams Guest Speaker: CHERYL LEVINE- Michigan Mediation	Readings posted on Bb	START Conference Reflection due 11/17
	November 24 Thanksgiving Week	NO CLASS		Monthly Journal and Logs Due Reflection of Team Meetings Due
13	December 1	School Psychologist Panel: Discussion on current roles and internship opportunities	Readings will be posted on Bb	Book Reflection Parts 4 and 5
14	December 8	<i>Supporting Adults with Disabilities</i> Movie Day: Watch <i>Intelligent Lives</i> and Discuss as a Class	Articles on Blackboard	WISC Administration Reflection Due
	December 15	No Class: Turn in all assignments and evaluations on Blackboard		Supervisor Evaluation Due

				<p>First Semester Logged Hours and Case Log Due</p> <p>Case Projects Due: -Special Ed Evaluation -Steps 1-4 of Academic Consultation</p>
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NASP DOMAINS

	NASP Knowledge Domain	NASP Skill Domain
2.1 Data-Based Decision Making and Accountability	School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2 Consultation and Collaboration	School psychologists have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation and evaluation of services and programs
2.3 Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning and mental health
2.5 School-Wide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others
2.6 Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	School psychologists, in collaboration with others, demonstrate skills to promote skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery.
2.7 Family-School Collaboration Services	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools	School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children

<p>2.8 Diversity in Development and Learning</p>	<p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</p>	<p>School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity and development and learning and advocacy for social justice are foundations for all aspects of service delivery</p>
<p>2.9 Research and Program Evaluation</p>	<p>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings</p>	<p>School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group and/or systems levels</p>
<p>2.10 Legal, Ethical, and Professional Practice</p>	<p>School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists</p>	<p>School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills</p>

