

PSY 685: School Psychology Internship  
Grand Valley State University  
Fall 2017 & Winter 2018

**Instructor Information:**

Jennifer Mills James, Ph.D.  
Office: 2140 Au Sable Hall  
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**Course Information:**

Location: Online  
Time/Days: See Schedule in Syllabus  
Email: [jamesje1@gvsu.edu](mailto:jamesje1@gvsu.edu)

**Office Hours:**

During internship, you will be off campus throughout the year. To arrange a meeting with me, you may do so through the following link:

<https://jennifer-james.youcanbook.me>

Email or cell phone is the best way to contact me. I will try my best to get back to you as soon as possible and set up a phone call or meeting time that works for both of our schedules.

**Course Description (from catalog):**

The final supervised clinical experience. Under the supervision of a School Psychologist, students will work with teachers, families, and students from K-12 schools. Students will engage in different aspects of the practice of School Psychology including case management, assessment, prevention and intervention, and consultation. Course offered each academic year. Prerequisites: Admission to the school psychology program and instructor's approval.

**Course Objectives:**

The internship seminar is designed to provide ongoing support and training for students during their internship year. The course will focus on meeting NASP standards through your internship experience. NASP standards are listed at the end of this document. Support will be given through small and large group discussion boards, problem solving sessions, and synchronous meetings to discuss topics relevant to best practice in School Psychology.

**Required Text:**

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

Additional required readings will be placed on Blackboard

**Supervision:**

You will receive supervision from your university supervisor through monthly small group supervision meetings online and monthly synchronous meetings. The university supervisor will meet with you and your field supervisor 1-2 times per semester either via face-to-face meeting, conference call, or Skype. Please communicate any issues you are having at internship with your university supervisor in a timely manner. There will be additional individual supervision times as scheduled by your university supervisor.

You are also required to have individual supervision with your on-site field supervisor for a minimum of 2 hours a week. Supervision counts towards your overall internship hours, so remember to log all meetings.

**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

**Assignment****Points**First Semester

Goal Writing	20
Philosophy	30
Academic Consultation	50
Behavioral Consultation	50
Mid Year Supervisor Evaluation	Pass/No Pass
Supervisor Evaluation Reflection	20
Small Group Discussion	20
Seminar Participation	30
Team Discussion Leader	30
Total Points	250 points

Second Semester

Updated CV	10
Self-Reflection	20
Home School Collaboration	25
Special Education Evaluation	50
Systems Level Project	50
End of Year Supervisor Evaluation	Pass/No Pass
Evaluation Reflection	20
Small Group Participation	10
Seminar Participation	30
Team Discussion Leader	30
Total Points	245 points

## Course Information

### Required Equipment for Synchronous Meetings (owned or accessible)

Your university professor will send you meeting links via email prior to the scheduled whole class meetings once a month. You will follow that link and log into the meeting using your computer. For the online meetings, you will need:

- High-speed internet access
- Computer with a sound card and speakers
- Microphone (built in or external)

### Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content. Check the current technical requirements to use Blackboard -

<http://www.gvsu.edu/online/what-about-the-technology--8.htm> and preferred browser information - <http://www.gvsu.edu/it/learn/browser-configuration-24.htm>

### Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

### Accessing the Library

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

## 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.

### Ongoing Assignments

### Hours Log

#### *Due: Submit Monthly (Due dates listed below)*

You will be required to keep a log of your activities and the amount of time you spend on each activity. You are required to log **1200 hours** throughout the school year. Keep up on logging your hours to ensure this is met in a timely manner. The spreadsheet is available on Blackboard. Here is a list of things that count towards your internship hours:

- Time at your internship site
- Any activities for internship (evaluation writing, cast studies, reflections, class assignments, etc.)
- Internship Seminar Hours (synchronous meetings + time spent on discussion board/assignments)
- Individual supervision with internship supervisor and university supervisor (Dr. James)
- Professional Development in district or that you are sent to by your district

What does NOT count toward hours:

- Conferences such as MASP, NASP, ABA, etc.

If you have any questions about whether or not something counts towards hours, please see me.

### **Case Log**

***Due: Submit Monthly (Due dates listed below)***

You will be required to keep a case log of the students you work with throughout the year. Document any of the known factors here including: grade level, gender, race/ethnicity, socioeconomic status, disability status, and 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.

### **Small Group Monthly Blackboard Discussions (10 points per meeting):**

You will be earning points for participating in small group discussions once a month. You will be assigned to a small group of 3-4 students at the beginning of the year. These forums are intended to be time for case conceptualization. The professor will give you more explanation of what the expectations are at the start of the year. You will need to come prepared with information on a case in order to fully conceptualize the problem. Up to 10 points will be earned per session for active participation and preparation.

### **Synchronous Meeting Participation (10 points per meeting):**

Once a month, we will “meet” as a class through an online video conference. The dates and times of the meetings are on the schedule below. Be sure to mark the meeting dates and times in your calendar at the beginning of the year and let your supervisors/administrators know you need to attend them. If you are out of state, make sure you know what that is in your time zone.

You will need to come prepared for active discussion in order to earn all 10 points. Simply logging onto the meeting will not suffice.

### **Team Taught Class (30 points)- Dates below; teams TBA**

You will help teach/lead one discussion during first and second semester. The goal of this is to give you practice on your leadership, speaking, and research skills; all necessary skills in a quality school psychologist. You will work in teams of 3-4 to develop a team taught class on an assigned NASP domain area. Once you are assigned the domain area, your team will choose a “hot topic” within the domain to lead a professional development style talk to the class. Each Team must develop and lead a 60-minute presentation/discussion of the issue examined. Each team member is responsible for determining which issues presented in their assigned chapter to highlight/focus on during their presentation. Team members will be graded separately for their overall contribution to the research and classroom led presentation. Each team member is expected to actively participate in the presentation and team led discussion session. Each team will prepare an approximately 1-hour presentation on their topic, followed by at least 15-20 minutes of a team led structured discussion related to their topic. Teams will need to get their topic approved by the professor.

### **Supervisor Evaluation (Pass/No Pass); Reflection= 20 points**

***Mid-Year Evaluation Due: December 14***

***End-of-Year Evaluation Due: April 27, 2017***

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 graduate 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 internship are expected to earn ratings from 3-4 in practice skills, though some ratings may be higher or lower. Students in the Novice and Satisfactory 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 Emerging Professional range or above.

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 3 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 internship in order to graduate.

### **Reflection on evaluation and how to improve performance: 20 points Fall and Winter Semester**

By the end of the year, the goal is for you to earn a 4 in all areas of Professional Behavior and Competency and a 3 or higher in almost all practice skill areas to “Meet Expectations.” Due to the subjective nature of evaluations, scoring will be based on submitting a reflection on your scores. After receiving your completed evaluation, write a 2-3 page reflection on your ratings, whether or not you agree, and how to improve.

## Fall 2017 Semester Due Dates

### **Internship Training Plan and Goal Setting (10 points):**

***Due September 18, 2017***

At the beginning of the year, you will need to complete a self-evaluation form based on your professional and practice skills. After completing this form meet with your supervisor to come up with at least 3 goals for your internship year. Make sure to discuss portfolio requirements to determine how to accomplish these activities by the end of the year.

Write a 1-2-page paper on your goals for your Internship year as you develop as a professional school psychologist. 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>). Example of internship goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2017, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2017, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2018, I will attend at minimum three district training workshops.		

### **Philosophy and Vision of School Psychology Paper: (30 pts)**

***Due November 20, 2107***

Write a 3-5 page double spaced paper on their philosophy of school psychology and their vision of our field's future. Write paper in APA style formatting. Students should demonstrate critical thinking on the knowledge that they have acquired throughout the semester; i.e., integrate class lectures, discussions, and readings. Utilize the text and NASP standards to support your paper.

### **Special Education Evaluations (Submitting for Feedback)**

***Due during first semester***

As part of your internship, you will be conducting many psycho-educational evaluations, likely independently throughout the year. To ensure you are getting supervision and conducting thorough, best practice evaluations, you will be required to collaborate with the university supervisor on your first two reports. Here is what is expected for your first TWO evaluations:

- Email Professor James when you are assigned your first case. You will work together to discuss a plan and what steps are needed, timely, assessment selection, etc.
- Continue communicating throughout the case. There will be multiple conversations; likely after you collect more background information, parent and teacher input, test results, etc.
- Once you have completed your report, share it with Professor James BEFORE you share it with your supervisor. We will discuss any further testing, recommendations, and eligibility determination.

### **Academic Consultation**

***Due December 11***

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)

## **Behavior Consultation**

***Due December 11***

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

## **Winter 2018 Semester Due Dates**

### **Special Education Evaluation (50 points)**

***Due February 12***

By this time, you have completed a number of special education evaluations. Please submit the evaluation that you are submitting to your portfolio. Ensure the evaluation is thorough and demonstrates your ability to complete a best practice, quality evaluation. Refer to the assignment description for a reminder of the elements of a quality report.

### **Self-Reflection Paper (20 points)**

***Due: February 26, 2018***

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains (<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.

Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

### **Updated Curriculum Vita (10 points)**

***Due March 26***

Please submit an updated version of your curriculum vita for our records. Include internship activities and any additional relevant activities you were involved in during the academic year.

### **Home School Collaboration Component (25 points)**

***Due April 9***

NASP states that School Psychologists should strive for best practices in home school collaboration. You must either embed a home school collaboration component into one of your case studies OR create an independent home school collaboration project at your practicum site. Your professor will give you an assignment description with different ideas of how to embed this requirement into your projects.

## **Systems Level Project (50 points)**

### ***Due April 9***

In order to effectively facilitate systems-level change, school psychologists need to call upon three areas of expertise: An understanding of human behavior from a social systems perspective; An ability to use collaborative planning and problem-solving procedures; A familiarity with principles for organizational change. You will choose a project based on best fit with your practicum site. Some examples of possible projects include:

- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)- this is beyond leading an individual intervention.
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

### **Portfolio- Submit Dropbox Folder of All Documents by April 26:**

You will be required to complete a third year portfolio for the program. Unlike your first and second year portfolio, you will only be submitting your portfolio to Dr. James via dropbox. You will have completed all of the assignments throughout the school year and will simply have to arrange your assignments into a dropbox file and share with Dr. James at [jamesjel@gvsu.edu](mailto:jamesjel@gvsu.edu).

This third year (internship) portfolio is used at the end of the third year of the program. This portfolio serves as a means for interns to demonstrate their professional knowledge and skills during their internship year. As part of this portfolio, interns must submit samples of their work. At a minimum, these work samples must include an academic consultation/intervention case, a behavior consultation/intervention case, an evaluation report for special education eligibility, and a systems-level project that might involve group consultation/intervention, significant involvement in a school-based team, or the provision professional development. These work samples need to be consistent with the training and feedback received in their coursework and also the requirements of their internship sites.

In addition to the work samples, interns must also submit an updated “Philosophy of School Psychology Practice” statement demonstrating their understanding of the field and the roles of school psychologists as it applies to their own model and approach to practice and a curriculum vitae highlighting their relevant educational history, applied experiences, and scholarly activity. The vitae should also documents interns’ engagement in the profession through attendance of conferences, involvement in student organization or program events, and membership in professional organizations. Interns must include copies of their supervisor evaluation forms and log of internship hours, and a “Case Log” documenting the diversity (grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation, etc.) of clients served in their placements. Furthermore, each intern must write a self-reflection demonstrating the intern’s ability to evaluate their own development as a competent professional and to set individual goals based on NASP’s ten domains of practice.



## **Tips for a Successful Learning Experience**

- Read the syllabus and all preparatory information on Blackboard
- Stay organized and track due dates
- Read required text (will be posted on Blackboard)
- Post questions, comments, and ideas on discussion board
- Ask questions of the instructor. Not just clarification questions about logistics, but content questions.
- Exhibit professional behaviors at all times of your internship (show up on time, complete reports in a timely manner, dress professionally, be humble, be kind and respectful)
- Remember to have your supervisor sign ALL reports
- Represent yourself as School Psychologist Intern on all documents. You are still in training!
- Remember to always de-identify information and protect the confidentiality of students and staff
- Utilize email and Internet ethically and responsibly (caution with social media, do not accept students as friends on social media, do not use student's identifying information in email, etc.)
- Let the university supervisor know of any concerns as soon as they arise. Do not wait until things get worse!
- Utilize your classmates as resources

## **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.

## Course Schedule

FALL SEMESTER			
Date	Format	Topic	Assignments Due
August 28	Whole Group Zoom Meeting	Introduction Expectations Syllabus Review	
Week of September 11	Site Visits/Individual Checks	Meet with intern and supervisor regarding expectations, assignments, and program documents	
Week of September 18			<i>Internship Plan and Goals due 9/18</i>
Week of September 25			<i>Hours/Case Log due 9/25</i>
October 2	Whole Group Zoom Meeting	Domain 2.2 & 2.7: Family-School Collaboration <b>Team One</b>	
Week of October 9	Individual Checks	Check on Progress	
Week of October 16	Small Group Discussion Board	Case Consultation	
October 30	Whole Group Zoom Meeting	Domain 2.1 & 2.3: Data-Based Decision Making & Academic Interventions <b>Team Two</b>	<i>Hours/Case Log due 10/30</i>
Week of November 13	Small Group Discussion Board		
Week of November 20	Individual Checks	Check on Progress	<i>Philosophy Due 11/20</i>
Week of November 27			<i>Hour/Cases Log due 11/27</i>
December 4	Whole Group Zoom Meeting	Domain 2.4: Mental Health Services and Behavioral Interventions <b>Team Three</b>	
December 11		End of Semester Documents Due	<i>Supervisor Evaluation &amp; Reflection</i>  <i>Academic &amp; Behavioral Consultation Cases Due</i>  <i>Hours Log &amp; Case Log</i>

WINTER SEMESTER			
Date	Format	Topic	Assignments Due
January 8	Whole Group Zoom Meeting	Domain 2.8: Diversity in Development and Learning <b>Team One</b>	
Week of January 15	Site Visits/Individual Checks	Check in	
Week of January 22			
Week of January 29			Hours & Case Log due 1/29
Week of February 5	Small Group Discussion Board		
Week of February 12	NASP Conference- No Class!		Special Education Evaluation Due 2/12
February 19	Whole Group Zoom Meeting	Domain 2.5 School Wide Practices to Promote Learning <b>Team Two</b>	
Week of February 26	Individual Checks		Hours/Case Log & Updated Self-Reflection due 2/26
Week of March 5			
Week of March 12	Small Group Discussion Board		
March 26	Whole Group Zoom Meeting	Domain 2.6: Preventative and Responsive Practices <b>Team Three</b>	Hours/Case Log & Updated CV due 3/26
April 2	Spring Break/No Class		
Week of April 9	Individual Checks	End-of-Semester check in with interns and supervisors	Systems Level Due 4/9
Week of April 16			Home School Collaboration Due 4/9
April 26		End of year documents due	Supervisor Evaluation Evaluation Reflection Hours Log & Case Log Due

## 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
2.8 Diversity in Development and Learning	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.	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
2.9 Research and Program Evaluation	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	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
2.10 Legal, Ethical, and	School psychologists have knowledge of the history and foundations of school psychology; multiple	School psychologists demonstrate skills to provide services consistent with ethical, legal and professional

Professional Practice	service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists	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
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