**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet – School Psychologist (66)**

**Instructional Level: PK- 12**

*The holder is authorized to provide school psychological services in grades PreK-12.*

A Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all the Knowledge and Performance Standards for licensure as a School Psychologist in Vermont. NCSP status does not supersede the requirement to have a passing score on the PRAXIS Core exam. The following delineates the knowledge, skills, and services available from school psychologists:

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course**  **Name/Number** |
| --- | --- | --- |
| 1. Practices That Permeate All Aspects of Service Delivery |  |  |
| 1.1. Data-Based Decision Making and Accountability  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. |  |  |
| 1.2. Consultation and Collaboration  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. |  |  |
| 2. Direct and Indirect Services for Children, Families, and Schools |  |  |
| 2.1. Student-Level Services |  |  |
| 2.1.1. 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 curricula and instructional strategies. |  |  |
| 2.1.2. 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. |  |  |
| 2.2. Systems-Level Services |  |  |
| 2.2.1. 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 learning and mental health. |  |  |
| 2.2.2. 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. |  |  |
| 2.2.3. 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 and mental health; and strategies to develop collaboration between families and schools. |  |  |
| 3. Foundations of School Psychological Service Delivery | | |
| 3.1. Diversity in Development and Learning  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. |  |  |
| 3.2. Research and Program Evaluation  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. |  |  |
| 3.3. Legal, Ethical, and Professional Practice  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. |  |  |
| Additional Requirements: |  |  |
| A Specialist-level degree with a minimum of 60 graduate semester hours or a Doctoral degree from a National Association of School Psychologists (NASP) approved program or its equivalent **OR** A Doctoral degree in School Psychology or Clinical Psychology in an American Psychological Association (APA) accredited program or its equivalent. |  |  |
| Individuals will have completed an internship or equivalent field-based supervised with at least 1,200 clock hours, 600 of which must be in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience; |  |  |
| Passing Score on the School Psychologist PRAXIS II Test Code – 5402 – pass score is 147. **Note: passage of the PRAXIS II examination is not required if the applicant has a NASP or APA accredited doctoral degree in school psychology.** |  |  |
| Passing Scores on the PRAXIS Core:  Academic Skills for Educators Reading 5713; Academic Skills for Educators Writing 5723; Academic Skills for Educators Mathematics 5733.  If you wish to take all three Core exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators: Combined Test (5752) |  |  |