By the end of a Preparation Program leading to Licensure in School Psychology, a student will demonstrate proficiency in:

**FOUNDATIONAL SKILLS**

**Domain 1: Communication, Collaboration, and Leadership Skills**
- Content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- Communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- Use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- Work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- Understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

**Domain 2: Competence in All Aspects of Diversity**
- Recognize when, where, and how issues of diversity are manifest.
- Address diversity in service delivery.
- Recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

**Domain 3: Technological Competence**
- Use technology and databases in evidence based practice, decision-making, program evaluation, assessment, and progress monitoring.
- Help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

**Domain 4: Legal/Ethical Practice, Public Policy, and Professional Development**
- Understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- Have a knowledge base of the history and foundations of their profession and engaging in ongoing professional development.
- Support policy development that creates safe and effective learning environments.
- Understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- Have knowledge about relevant research, and directly and indirectly apply research to practices in schools.

**PROCESSES**

**Domain 5: Assessment, Decision-Making, and Accountability**
- Define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- Gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
• Understand and use research, research methods, statistical analyses, and program evaluation techniques.
• Understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
• Collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

Domain 6: Relationships Among and Between Systems
• Understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
• Promote safe and nurturing school environments, with positive climates and high expectations for all students.
• Perform needs assessment to identify service requirements.

OUTCOMES

Domain 7: Effective Instruction and Development of Cognitive and Academic Skills
• Use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
• Apply cognitive psychology and learning theory to improve instruction.
• Help to develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
• Assist State and Local Education Agency personnel who design state and local accountability systems.

Domain 8: Wellness, Mental Health and Development of Life Competencies
• Use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
• Help schools develop behavioral, affective, and adaptive goals for all students.
• Prepare for and responding to a wide variety of crisis situations.
• Working as skilled mental health practitioners in the schools, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.