

Wisconsin Content Guidelines for School Psychologist (62) Licensure Programs Pupil Services Category

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.

PI 34.31 Pupil services categories. Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who complete an approved program, demonstrate proficiency in the standards in s. PI 34.04 and meet the additional requirements under this sub-chapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425, Stats.

(3) SCHOOL PSYCHOLOGIST.

(a) A school psychologist license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

1. An approved program for the preparation of school psychologists, resulting in a doctor of philosophy, doctor of psychology, doctor of education, education specialist degree, or the equivalent, including the master's degree, as determined by the institution and approved by the state superintendent.
2. Completion of one of the following:
 - a. Two years of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.
 - b. An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program.

(b) A 5-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in par. (a) 2. This 5-year license may be issued for an individual to meet the requirement in par. (a) 2. a. or b.