

School Psychology, Educational Leadership, School Counseling Diversity Expectations

School Psychology

NASP STANDARD 1	The school psychology candidate understands and is sensitive to the impact of ethnicity, class, gender, and other socio-cultural factors in influencing students' social, emotional, and academic development. The school psychology candidate utilizes this knowledge to develop and implement culturally sensitive strategies in the use of a variety of psychological assessment methods and data-based decision making models.
2	The school psychology candidate has knowledge of and employs effective behavioral, mental health, collaborative, and/or other consultation approaches. They disseminate information to diverse audiences and use consultation and collaboration to facilitate development of harmonious environments at school and other settings to promote student development. School psychology candidates will facilitate communication and collaboration children, youth, families, school personnel, community professionals and others to reduce divisiveness and disenfranchisement.
3	The school psychology candidate has knowledge of learning theory and cognitive strategies and can apply this knowledge to assess the academic skills and needs of students with differing, backgrounds, experiences, and abilities. School psychology candidates have a current, professional knowledge base of empirically supported components of effective instruction and alternative methodologies for students with diverse strengths and needs. They assist in implementing a variety of assessment techniques and instructional methods to enhance the learning of students at the individual, group, and systems levels.
4	The school psychology candidate has knowledge and skills in consultation, behavior management, and counseling strategies. They link assessment and treatment methodologies to develop and implement individualized strategies to address behavioral, affective, adaptive and social goals for students with diverse needs.
5	<i>Culmination of grids for Standards 1, 3,4, 7,8, 9 and 10</i>
6	School psychologists have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system. They facilitate decision-making and collaboration with the goal of fostering a commitment to high quality, effective services for all children, youth, and families.
7	School psychology candidates have knowledge of and address diverse health related issues with socio-cultural influences, such as eating disorders, teenage pregnancy, AIDS prevention, stress management and youth violence. They apply their knowledge to the identification of behaviors that are precursors to academic, social and emotional difficulties in students. School psychology candidates work collaboratively with other school personnel, parents and community stakeholders to institute effective prevention and crisis intervention programs.
8	School psychology candidates have a current knowledge base about a) family systems and their impact on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance; b) family involvement in education; c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students; d) cultural issues that impact home-school collaboration; and e) other family, home, and community factors that work to support learning and achievement in school.
9	School psychology candidates have knowledge of basic principles of research design, including single-subject design and quantitative and qualitative research. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision making with diverse student populations. School psychology candidates are trained to provide leadership in schools and other agencies in understanding and using research and evaluation data to serve the specific needs of students, families, and their communities.
10	School psychology candidates have knowledge of all appropriate ethical, professional and legal standards. They practice those standards both to enhance the quality of service and to protect the

	rights of all parties. Candidates promote and uphold due process guidelines in all decisions affecting students and maintain acceptable standards in all areas of practice. They demonstrate awareness of legislation protecting human rights and fulfill all legal requirements, as in response to law and court decisions. They have knowledge of and apply methods to routinely evaluate their own professional competencies and the outcomes of their services and use their evaluation to determine specific needs for their continuing professional development. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.
11	School psychology candidates have current knowledge about technology resources for children with diverse abilities and disabilities. They use these resources when designing, implementing, and evaluating instructional programs or interventions for children and youth.

Educational Leadership

ELCC Standards	CRT Principle
2.2 Provide Effective Instructional Program	b. Design curriculum to accommodate diverse learner needs
4.2 Respond to Community Interests and Needs	b. Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions
	c. Provide leadership to programs serving students with special and exceptional needs
	d. Capitalize on the diversity of the school community to improve school programs and meet diverse student needs
5.2 Acts Fairly	a. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.
6.1 Understand the Larger Context	f. Analyze and describe the cultural diversity in a school community
	g. Describe community norms and values and how they relate to the role of the school in promoting social justice
6.2 Respond to the Larger Context	a. Communicate with members of a school community concerning trends, issues, and potential changes in the school environment and maintain ongoing dialogues with diverse community groups c. Advocate for policies and programs that promote equitable learning opportunities and success for all students

School Counseling

CACREP STANDARD 1	The school counseling candidate understands and is sensitive to the impact of ethnicity, class, gender, and other socio-cultural factors in influencing students' social, emotional, and academic development. The school psychology candidate utilizes this knowledge to develop and implement culturally sensitive strategies in the use of a variety of counseling assessment methods and data-based decision making models.
2	The school candidate has knowledge of and employs effective behavioral, mental health, collaborative, and/or other consultation approaches. They disseminate information to diverse audiences and use consultation and collaboration to facilitate development of harmonious

	environments at school and other settings to promote student development. School counseling candidates will facilitate communication and collaboration children, youth, families, school personnel, community professionals and others to reduce divisiveness and disenfranchisement.
3	The school counseling candidate has knowledge of learning theory and cognitive strategies and can apply this knowledge to assess the academic skills and needs of students with differing, backgrounds, experiences, and abilities. School psychology candidates have a current, professional knowledge base of empirically supported components of effective instruction and alternative methodologies for students with diverse strengths and needs. They assist in implementing a variety of assessment techniques and instructional methods to enhance the learning of students at the individual, group, and systems levels.
4	The school counseling candidate has knowledge and skills in consultation, behavior management, and counseling strategies. They link assessment and treatment methodologies to develop and implement individualized strategies to address behavioral, affective, adaptive and social goals for students with diverse needs.