

VSBPE

Date: 11/29/2022

Item: School Psychology Endorsement revisions and rule changes

ITEM: Shall the VSBPE adopt the recommended changes to the School Psychology Endorsement Competencies, Provisional license requirements, and School Psych specific student-teaching requirements as recommended by the Endorsement revision team.

AGENCY RECOMMENDED ACTION:

That the VSBPE approves recommended changes to the School Psychology Endorsement Competencies, Provisional license requirements, and School Psych specific student-teaching requirements as recommended by the Endorsement revision team.

BACKGROUND: For the 2022 Endorsement Revision, the Office worked directly with the Vermont Association of School Psychologists (VASP) Executive Committee, which presented and sought feedback from members during semi-monthly meetings. The office also had 1-on-1 consultation with former VSBPE board member and licensed School Psychologist Cindy Cole. The team used recommendations from the 2020 *Professional Standards of the National Association of School Psychologists* (NASP), which includes standards for pre-service and in-service programing and credentialing. The three recommendations are:

- 1) Expand provisional licensure to School Psychologist Interns who have completed all programing other than student-teaching. Additionally, VASP recommends including a “reciprocity” component for out-of-state licensed educators who need more time for Transcript Review to meet jurisdictional requirements (e.g. recency of study)
- 2) Developing a new rule detailing the specific student-teaching requirements for school psychologists.
- 3) Update the endorsement competencies to the new NASP language for the “10 Domains of School Psychology Practice”.

SUPPORTING DOCUMENTS:

- Proposed School Psychologist Endorsement Revisions 2022
- [The Professional Standards of the National Association of School Psychologists](#)

Proposed School Psychologist Endorsement Revisions 2022

1) Provisional License Requirements

Current:

5351(d)(vii) Applicants for a Provisional School Psychologist endorsement must hold a current Vermont Clinical Psychologist license or be a currently Nationally Certified School Psychologist (NCSP) through the National Association for School Psychologists (NASP).

Proposed:

5351(d)(vii) Applicants for a Provisional School Psychologist endorsement must hold a current Vermont Clinical Psychologist license; be a currently Nationally Certified School Psychologist (NCSP) through the National Association for School Psychologists (NASP); **hold a current non-conditional school psychologist license through a US State Education Agency; or are currently enrolled in a NASP-approved and/or accredited school psychology graduate program of study, have completed all core coursework and school based practicum experiences, and are adhering to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP Standards for Graduate Preparation of School Psychologists and/or VSBPE Rule 5924.5.**

2) Student-Teaching Internship Requirements

Current Licensing Rules for Classroom and School Counselor 5924.3 and 5924.4

Proposed addition to rule:

5924.5: The supervision and evaluation of school psychologist candidates by the school psychology preparation program's faculty shall comply with VSBPE policy on supervision and meet the following requirements:

- a) supervision shall be provided by qualified faculty from the school psychologist preparation program's staff including adjunct faculty, as defined by NASP Standards for Graduate Preparation of School Psychologists. An individual shall not serve simultaneously as the cooperating Educator and the supervisor from the institution's faculty;
- b) the school psychologist preparation program's supervisors shall provide weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement
- c) the school psychologist preparation program's supervisors shall not be assigned more school psychologist interns than can be adequately supervised and supported;
- d) specific competency outcomes are clearly articulated for each field experience, and program documents reflect supervision and evaluation of candidate learning outcomes

relevant to particular courses, all NASP domains of school psychology practice, and field experiences in a systematic manner;

- e) multiple measures of data are used to ensure candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers.

4) Endorsement Competencies

5440-66 School Psychologist

(Revised November 2022)

The holder is authorized to provide school psychological services grades PK-12.

A Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements 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:

1. Practices That Permeate All Aspects of Service Delivery

1.1. Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

1.2. Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

2. Direct and Indirect Services for Children, Families, and Schools

2.1. Student-Level Services

2.1.1. Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

2.1.2. Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

2.2. Systems-Level Services

2.2.1. School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

2.2.2. Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

2.2.3. Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

3. Foundations of School Psychological Service Delivery

3.1. Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

3.2. Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

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. School psychologists provide services consistent with ethical, legal, and professional 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

4. 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. **AND** Individuals will have completed an internship or equivalent field-based supervised experience 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;

5. Testing Requirements:

Passing Score on the School Psychologist PRAXIS II. Note: passage of the PRAXIS II examination is not required if the applicant has a NASP or APA accredited doctoral degree in school psychology.