

Crosswalk: Previous versus New School Psychologist Standards

Birth through Third Grade, PreK-12

General Information about this Revision:

- » Vocabulary and topics updated to include current needs and standards of the field.
- » Included social-emotional learning and equity issues
- » Added evidence-based practices
- » Added system-level practices
- » Added prevention and intervention systems, including mental health.

Standard 1

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered 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 consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.</p>	<p>Standard 1 The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.</p>	<ul style="list-style-type: none"> • Updated terminology and topics • Added problem-solving framework • Clarified that decision making occurs at the individual, group, and systems levels, and occurs within a multi-tiered system of supports (MTSS) • Expanded that data-based decision making permeates all aspects of service delivery

Standard 2

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration</p>	<p>Standard 2 The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models</p>	<ul style="list-style-type: none"> • Updated terminology • Candidates expected to demonstrate effective communication

<p>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.</p>	<p>and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<ul style="list-style-type: none"> Expanded that consultation and collaboration permeate all aspects of service delivery Clarified that consultation and collaboration apply to individuals, families, groups, and systems
---	--	--

Standard 3

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 3: 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.</p>	<p>Standard 3 The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.</p>	<ul style="list-style-type: none"> Updated terminology. Added biological, cultural, and social influences on academic skills and cognition. Added that curriculum and instructional strategies be evidence-based. Increased emphasis on using data for implementation and evaluation of interventions, and to determine effectiveness.

Standard 4

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 4: 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</p>	<p>Standard 4 The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.</p>	<ul style="list-style-type: none"> Updated terminology. Added biological, cultural, and social influences on academic skills and cognition. Increased emphasis on using data for implementation and evaluation of services, and to determine effectiveness. Added that intervention strategies for behavioral, social, and emotional functioning be evidence-based.

socialization and adaptive skills, and enhance mental and behavioral health.		<ul style="list-style-type: none"> Incorporated old Standard 7 (mental health and physical well-being).
Standard 5		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 5: 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.</p>	<p>Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<ul style="list-style-type: none"> Incorporated some of old Standard 6, with added detail on promoting learning, positive behavior, and mental health. Adds concept of implementation science. Adds safe, effective, and supportive environments for both students and school staff. Expands to have a school/district-wide focus.
Standard 6		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 6: 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 multi-tiered 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.</p>	<p>Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p> <p>Standard 7 The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<ul style="list-style-type: none"> Expanded to include multi-tiered systems. Draws and expands on elements from multiple previous standards (standards 6 and 7). Focuses on creating a framework to address crisis prevention, response, and recovery. Includes preventive as well as responsive services and practices. Adds specific understanding of protective and risk factors. Adds evidence-based strategies.

Standard 7		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 7: 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.</p>	<p>Standard 8 The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<ul style="list-style-type: none"> • Was old Standard 8. • Increased emphasis on community collaboration. • Added importance of considering culture and context to develop family-school partnerships. • Adds emphasis on outcomes for students. • Added emphasis on understanding family systems and cultural differences.
Standard 8		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects 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 to address potential</p>	<p>Standard 5 The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.</p>	<ul style="list-style-type: none"> • Was old Standard 5, with increased details on parameters of diversity. • Increased attention to equity and access. • Adds evidence-based strategies. • Adds ecological approach. • Calls for commitment to social justice and equity.

<p>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.</p>		
<h2>Standard 9</h2>		
<p>NEW STANDARD</p>	<p>PREVIOUS STANDARD</p>	<p>WHAT CHANGED?</p>
<p>Standard 9: 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.</p>	<p>Standard 9 The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. Standard 11 The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.</p>	<ul style="list-style-type: none"> • Updated terminology and detail. • Adds evidence-based practice. • References individuals, groups, and/or systems levels. • Calls for application of research in service delivery. • Incorporates use of technology (old Standard 11)
<h2>Standard 10</h2>		
<p>NEW STANDARD</p>	<p>PREVIOUS STANDARD</p>	<p>WHAT CHANGED?</p>

<p>Standard 10: 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.</p>	<p>Standard 10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.</p>	<ul style="list-style-type: none"> • Updated terminology and detail. • Identifies professional disposition characteristics needed. • Calls for commitment to social justice and equity.
<h2>Standard 11</h2>		
<p>NEW STANDARD</p>	<p>PREVIOUS STANDARD</p>	<p>WHAT CHANGED?</p>
<p>Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.</p>	<p>Standard 12 The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.</p>	<ul style="list-style-type: none"> • Old Standard 11 incorporated into new Standard 9. • Old Standard 12 became new Standard 11.

* These new standards are built on the 2020 draft NASP standards.