# The ISPA Standards for Accrediting Professional Preparation Programs in School Psychology

## I - Overview

The International School Psychology Association (ISPA) recognizes its responsibility to promote high standards governing the preparation of school psychologists and the delivery of school psychological services. This responsibility is seen in the adoption by ISPA of three policies that define the nature of school psychology (Oakland & Cunningham, 1997), provide guidelines for the preparation of school psychologists (Cunningham & Oakland, 1998), and outline an ethics code that governs its members' professional behaviors (Oakland, Goldman, & Bischoff, 1997).

This fourth policy was developed over a three year period by the Professional Development and Practice Committee, reviewed by the Executive Committee of the association, and reviewed by participants in the Leadership Workshops at two consecutive association Colloquia. This document outlines the program standards upon which the accreditation of school psychology programs by the association is based.

Programs in school psychology lead to a recognized degree from a university providing an organized, sequential school psychology program in a department of psychology or educational psychology, in a school of education or an administrative unit in a professional school or college.

In countries that have professional associations of psychology or school psychology, the level of the degree (i.e., undergraduate, master's, specialist, doctoral degree) and the nature of their preparation and work quality persons for membership within the association.

The school psychology program will be accredited in those countries where accreditation is possible.

## II - School Psychology Program Characteristics

School psychology programs embody the following characteristics.

• The program offers an integrated, organized sequence of study, one what places primary emphasis on psychology and provides a strong emphasis on education.

• The program has an identifiable program faculty who has primary responsibility for the selection and evaluation of its students and the nature of its program.

• A professional suitably qualified in school psychology is administratively responsible for the program.

• The program has an identifiable body of students who have been accepted into the program, having met acceptable entrance guidelines.

Patterns of academic and professional preparation in school psychology are consistent with current research and literature, current and emerging roles to be performed, and services to be provided. In addition, preparation will prepare practitioners for work with the ages, developmental characteristics, populations, problems and issues found prominently in the schools and other settings in which school psychologists are employed.

The program of study includes a core curriculum that contains academic content in basic areas of psychology and education, professional content important to the practice of psychology, and information relevant to work in culturally diverse settings.

Professional content provides preparation, including supervised field experiences in assessment, intervention, consultation, organizational and program development, supervision and research. Students acquire knowledge and experiences working in various settings in which school psychological services may be delivered. Students acquire knowledge of various assessment models and methods.

The professional content and supervised field experiences insure that students are provided with opportunities to observe and interact in settings that display the following qualities.

• School psychologists are involved in various forms of direct and indirect interventions, including consultation and organizational and program development, in order to help promote development, to acquire and best utilize personal, school, family and community resources, and to minimize difficulties and disorders.

• School psychologists along with those responsible for financial, administrative and programmatic influences on school psychology services are accountable for the delivery of school psychology services in an effective and efficient manner.

• School psychologists are committed to a service delivery model in which research and theory form the primary basis for practice.

• School psychologists are knowledgeable of legislation, public policies and administrative rulings that guide the delivery of psychological and educational services and provide services consistent with these legal provisions.
• School psychologists are knowledgeable of professional codes of ethics that guide their profession, provide services in ways consistent with these ethics, and work to ensure their continued relevance.
• School psychologists continue their professional development in ways that help ensure their practices are consistent with current knowledge, legislation, and codes of professional practice and conduct.
School psychology programs that display these qualities are encouraged to make application for a program review that may lead to accreditation by the International School Psychology Association.

## III - Program Goals and Standards

At the completion of a program of study in school psychology students can be expected to demonstrate entry level competencies in the following six areas identified in the International School Psychology Association Guidelines for the Preparation of School Psychologists (Cunningham & Oakland, 1998):
1. Core Knowledge in Psychology and Education,
2. Professional Practice Preparation,
3. Professional Skills in Decision-Making, Reflection and Inquiry,
4. Interpersonal Skills,
5. Research Methods and Statistical Skills,
6. Knowledge of Ethics and Establishment of Professional Values.
School psychology programs can be expected to provide knowledge and skills associated with each of these six areas. An evaluation of these areas is enhanced by considering eleven standards, each with its own set of knowledge and performance indicators. The knowledge and performance indicators are provided to assist the school psychology program in demonstrating that a standard has been met. However, it should be clear that program graduates are expected to meet the requirements of the Standards, not necessarily each of the knowledge and performance indicators.
Goal 1 – To Acquire Core Knowledge in Psychology and Education
School psychology programs rely on core knowledge that encompasses the following content domains in general psychology: developmental psychology, psychology of learning and cognition, educational psychology, psychology of personality, social psychology, statistics and research design, experimental psychology and biological psychology. Programs also promote an understanding of educational curriculum, instruction, and related educational context. School psychologists can be expected to display acquisition of this core knowledge together with its applications (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998).
Standard 1.1 - Learning and Instruction
School psychologists are expected to display knowledge of theory and research on learning and other developmental processes together with instruction. In addition, they are expected to be able to apply this knowledge in various ways to help enhance learning and development in children and youth.
Knowledge Indicator: School psychologists display knowledge of
• theories and research on learning and cognitive development.
• processes students use to acquire and retain knowledge and skills.
• qualities that influence motivation to learn.
• individual differences in learning and performance.
• the influence of language development, differences, and deficits on learning.
• theories and research on curriculum and instructional methods.
• instructional needs of students with diverse abilities.
• the possible impact of gender, race, culture, environment, and disability on learning.
• factors that influence motivation and engagement and how to help students become self-motivated.
• influences of students' cognitive, physical, social, emotional, and moral development on learning.
Performance Indicators: School psychologists …
• work collaboratively with school personnel to promote supportive learning environments.
• assist school personnel to develop academic goals and programs for students.
• evaluate educational environments to develop strategies that encourage motivation and engagement in productive work.
• participate in the development and implementation of instructional strategies and interventions to promote student development.
• consider instructional methods and materials, student interests, and vocational needs when planning interventions.
• use methods designed to enhance development of critical thinking, problem solving, and performance skills.
• monitor and adjust interventions in response to new information.

• Iidentify and use community resources to enhance student learning and vocational alternatives.
• utilize current scholarship in their assessment and intervention efforts to promote learning and academic development.
• help students to develop and evaluate effective learning techniques (e.g., study skills, self-monitoring, planning/organization, and time management) that enable them to become more efficient learners.
• collaborate with school personnel to develop appropriate academic goals and interventions.

Standard 1.2 Social and Adaptive Skill Development

School psychologists are expected to display knowledge of scholarship on the development of social and other adaptive life skills. In addition, they are expected to be able to apply this knowledge in various ways to help enhance social and adaptive skill development in children and youth. School psychologists, working collaboratively with others, consider students' strengths, weaknesses, needs, and resources in developing, implementing, and evaluating social and adaptive skill interventions for them. Programs may emphasize behavioral, affective, adaptive, social, and/or vocational goals.

Knowledge Indicators: School psychologists display knowledge of
• behavioral, social, affective, and adaptive skills development.
• vocational goals and vocational planning as part of the developmental process.
• principles of behavior change within the behavioral, social, affective and adaptive domains.
• direct and indirect intervention strategies to promote social and adaptive skill development appropriate for students from diverse backgrounds and experiences.
• consultation, behavior management, and counseling strategies that enhance student behavior.
• methods that promote classroom management.
• methods used to assess social adaptive skills as well as vocational aptitudes and interests.
• how language, communication, and behavior can affect the socialization process.
• distinctiveness and effects of the culture and environment on students and families.

Performance Indicators: School psychologists …
• evaluate individual and group characteristics prior to designing developmentally appropriate interventions intended to promote students' social, emotional, adaptive, and physical development.
• apply principles of behavior change through the provision of consultation, assessment, intervention, and counseling services designed to enhance student behavior.
• develop methodologies that assist teachers and families in enhancing students' social behaviors.
• provide leadership in creating environments for students that promote respect and dignity, foster the expression of social behaviors, and reduce alienation.
• assist teachers, families, and others in helping students become responsible for their own behaviors.
• utilize current scholarship in their assessment and intervention efforts to promote social and adaptive skill development.
• assist in the development and implementation of classroom management strategies.
• assist in the development and implementation of programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, and school to work transitions).

Standard 1.3 – Individual Differences

School psychologists are expected to display knowledge of theory and research on individual differences together with the potential influences of medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities as well as personal choices on development. School psychologists display this knowledge in their work associated with assessment and intervention, including an ability to work effectively with persons from diverse backgrounds.

Knowledge Indicators: School psychologists display knowledge of
• one's personal cultural perspectives and biases and their impact on interactions with others.
• racial-ethnic, social, cultural, religious, socioeconomic, gender, and linguistic diversity.
• various family systems and how they may affect student development.
• how an individual's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, experiential, and personal choices may impact student development
• cultural differences in methods used to attain academic, social, and behavioral goals.
• the impact of bias and stereotyping in educational and community settings.
• methods that minimize bias.
• methods to assess and enhance educational, psychological, social, and vocational needs of students with disabilities.
• methods to assess and enhance educational, psychological, social, and vocational needs of gifted, creative, and talented students.

Performance Indicators: School psychologists …
• recognize in themselves and others possible biases associated with race, religion, culture, social class,

gender or other demographic qualities that may affect one's work (e.g., assessment, decision-making, instruction, behavior, and expected student outcomes).
• demonstrate abilities and skills needed to work with families, students, and staff with diverse characteristics.
• promote practices that help students and families of all backgrounds feel welcome and respected in the schools and community.
• assist with acknowledging, supporting, and integrating students who display special needs into typical instructional programs and settings.
• help develop and implement strategies to promote understanding of and removal of barriers to the attainment of important educational and other developmental outcomes.
• assist in integrating students who differ by racial-ethnic, religious, cultural, and social characteristics.
• consider the relevance of a student's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities together with personal choices when conducting an evaluation or planning interventions.
• design and carry out assessments and intervention strategies in light of a student's, gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.
• consider students' primary and secondary language abilities and their effects on school performance.
• identify when and how to screen and make referrals to obtain additional support services and other resources students need.
• participate in continuing education activities that promote further understanding of individual differences.
Standard 1.4 - Prevention, Crisis Intervention, and Mental Health Promotion
School psychologists are expected to display knowledge of theory and research on normal and abnormal mental, social, and emotional development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. School psychologists, working collaboratively with others, provide or contribute to prevention and intervention programs intended to promote students' mental and physical well being.
Knowledge Indicators: School psychologists displays knowledge of
• normal child and adolescent development .
• child and adolescent psychopathology and its influence on behavior.
• adverse medical (e.g., lead paint, eating disorders, teenage pregnancy, and AIDS prevention), social, community, family, and other environmental influences on behavior.
• conditions that give rise to crises in schools and communities, how they affect student behavior, and how crises may be prevented
• effective strategies that promote well-being and resilience and that prevent mental illness.
• prevailing conditions that contribute to mental illness in children and adolescents together with methods to prevent mental illness.
• resources to address various mental and physical health problems.
• how to access and make appropriate referrals for services provided by school, community, governmental, and other agencies.
• effects of medications on student's psychological, educational, physical, social, and emotional behaviors.
Performance Indicators: School psychologists …
• identify and recognize behaviors and other conditions that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, drug, and alcohol abuse).
• develop, implement, and evaluate screening programs intended to identify students with mental health needs.
• collaborate with school personnel, family members, and community personnel to establish and implement programs that help address psychological and social problems that arise in the aftermath of crises (e.g., death, natural disasters, bombs or bomb threats, violence, and sexual harassment).
• promote mental health services provided through schools and other agencies.
• assist in the development and implementation of prevention programs that address chronic health issues (e.g., eating disorders, overweight, teenage pregnancy, AIDS prevention, and stress management).
• facilitate environmental changes that support health and adjustment.
• participate in the delivery of mental health services through direct (e.g., group and individual counseling) or indirect (e.g., consultation) services.
• inform students, their families, educators, and others of school, community, and other needed and available mental health resources.
• displays knowledge of the possible impact of social and cultural diversity in the development and implementation of prevention, crisis intervention, and mental health programs.
Goal 2 - Professional Practice Preparation
School psychology programs rely on theory and research together with practicum and internship experiences to promote the acquisition of various assessment and intervention methods (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998). Assessment methods that provide information on children's

cognitive, academic, and affective qualities are highly important. Knowledge of interventions that rely on behavioral, educational, affective, social, and consultation methods are highly important. The prevention of problems and promotion of health form core activities of school psychologists.

Standard 2.1 - School and Systems Organization, Policy Development and Implementation

School psychologists are expected to display knowledge of schools and other settings as social and administrative systems and to work with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others.

Knowledge Indicators: School psychologists display knowledge of
• the organization and operation of school systems.
• methods that develop and sustain school and educational policies at the local, regional, and national levels.
• the impact of school and public policy on schools, communities, and ecosystems.
• qualities that contribute to safe, caring and supportive school and home environments.


Performances Indicators: School psychologists …
• assist schools and other agencies in designing, implementing and evaluating policies and practices that govern the delivery of educational and psychological services to children and their families.
• assist in the development and evaluation of school and community policies, procedures, and practices designed to promote academic development, social and emotional well-being, and safe environments.
• participate in system-wide decision-making that promotes effective services for students and their families/guardians.
• support the development of systems change.
• utilizes principles of generalization and transfer of training in the development of interventions.
• work to increase the number and availability of needed psychological resources.
• assist schools in identifying resources needed for students to succeed in an educational environment and life after leaving school.

Standard 2.2 – Home-School-Community Collaboration

School psychologists are expected to display knowledge of the influences of various family conditions on student development as well as methods to enhance family involvement in promoting students' academic and psychological development. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive coordinated services to children and families.

Knowledge Indicators: School psychologists display knowledge of
• the effects diverse family systems may have on students' cognitive, motivational, social and academic functioning.
• the importance of family involvement in education.
• methods to promote collaboration and partnerships between families and educators intended to improve student's development and well-being.
• the implications of cultural diversity on family, home, school and community collaborations.
• school and community resources and agencies available to students and families.

Performances Indicators: School psychologists …
• design, implement, monitor, and evaluate programs designed to promote school, family, and community partnerships to enhance students' development.
• assist parents in becoming active and effective participants in school meetings and activities.
• acquire information on parent's expectations and goals for their children.
• educate school and community members regarding the importance of family involvement in school activities.
• identify resources and create linkages between schools, families, and community agencies.
• work within schools, families, and the community to enhance relationships between home and school environments.

Goal 3 – Professional Abilities Associated with Assessment
and Interventions

School psychology programs rely on theory and research together with practicum and internship experiences to promote the development of diagnostic and other decision-making skills important to the accurate description of behavior and other personal qualities (Cunningham & Oakland, 1998; Oakland & Cunningham, 1997). This includes the use of assessment techniques together with problem-solving and analytical skills. School psychology programs also promote the development of abilities and skills associated with the successful implementation of intervention efforts at the individual, group, and systems levels.

Standard 3.1 - Data Based Decision Making and Accountability

School psychologists are expected to displays data-based skills in using formal and informal assessment methods in their decision-making and accountability practices. They are knowledgeable of various models and methods of assessment that yield information useful in clarifying problems, identifying strengths and weaknesses as well as needs, and in measuring progress toward stated goals. School psychologists use

data-based models and methods as part of a systematic process to collect and evaluate information, translate information into defensible decisions that impact services, and evaluate the outcomes of services.
Knowledge Indicators: School psychologists display knowledge of
• effective, data-based decision-making and problem solving processes.
• the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for data collection (e.g., interviewing techniques, norm-referenced, curriculum based, authentic, portfolio, criterion-referenced, functional assessment, behavioral observation).
• assessment as a means of evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
• psychometric theory, test development, and research as applied to data-based decision-making.
• nondiscriminatory evaluation procedures.
• the process of linking assessment results with the development of interventions.
• formal and informal assessment techniques used to evaluate student's intellectual and academic abilities.
• the importance of considering cultural, linguistic and other personal traits together with environmental opportunities when interpreting and using data.
• the importance of collecting data on multiple traits displayed by students in various environments by using various assessment methods that rely on information from various credible sources.
• how to modify intervention plans based on data.
• the use of data in evaluating the reliability and validity of intervention strategies.
• the importance of program and system evaluation models and their relationships to the modification of programs at various levels (e.g., individual, classroom, grade level, school).
• the use of data in forming a diagnosis in light of laws and professional standards.
• parental and student rights regarding assessment and evaluation.
• the principles and importance of professional accountability for confidentiality and record keeping.
Performances Indicators: School psychologists …
• consider and when suitable utilize information from scholarly sources in psychology and education (e.g., curriculum and instruction) as well as on individual difference when making data-based decisions.
• collect and utilize data, including assessment results, to identify student strengths and weaknesses, establish goals, align and modify curriculum and instruction, identify needed support services, and design intervention strategies.
• use data to evaluate the outcomes of school psychology and other services and to facilitate accountability.
• acquire knowledge of multiple qualities displayed in various environments by using various assessment methods that rely on information from various credible sources.
• apply knowledge of psychometric theory when analyzing data.
• use evaluation techniques that measure academic progress.
• use nondiscriminatory evaluation procedures.
• consider developmental factors in the collection and analysis of data.
• use formal and informal assessment procedures to evaluate student qualities that influence learning.
• consider the assets and limitations of using tests developed elsewhere and adapted for use in one's country.
• use recently standardized tests and other assessment methods to assess aptitudes, academic attainment, social, emotional, adaptive skills, vocational interests, and other personal and school-related qualities.
• prepare clearly written reports that appropriately address referral questions, accurately reflect the data, and provide guidance for interventions.
• communicate test results in a manner that is understandable to intended audiences.
• link assessment information to the development of strategies that address student behavioral, affective, adaptive, social, and vocational development.
• assist school and other agency administrators with the interpretation and use of data to improve classroom, building and system-level programs.
• provide services in accord with legal, regulatory, and ethical guidelines and standards in data-based decision-making and record keeping.
• assist in assessing school readiness.
• support efforts that lead to the availability of additional standardized tests.
• maintain useful and accurate records and communicates information responsibly families/guardians, students, colleagues and community as appropriate.
• evaluate individual qualities in an attempt to design interventions consistent with a student's developmental levels and needs.
• use assessment techniques to measure progress toward goals, to evaluate outcomes of intervention strategies, and to revise services as necessary.
Standard 3.2 - Technology
School psychologists are expected to display knowledge of relevant information sources and technology and to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the

quality of school psychology services.

Knowledge Indicators: School psychologists display knowledge of

• how to review, evaluate and use technology for educational purposes.

• technology important to professional practice.

• methods to access information sources.

• technological tools for accessing, managing, and disseminating information to enhance the consultation process.

• technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).

• ethical issues and social implications of using technology.

• the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performances Indicators: School psychologists …

• practice ethical, legal, and socially responsible behavior when using technology and computer software.

• adhere to copyright laws governing access to and use of information from various technologies, including books, tests, and software.

• use technology (e.g., CD/DVD ROM, the internet, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.

• use current technology resources when designing, implementing, and evaluating programs and interventions for children.

• use technology-based productivity tools (e.g., word processing, database, spreadsheets, test scoring programs) to help promote effective and efficient services.

• use appropriate terminology related to computers and technology in written and oral communications.

• demonstrate awareness of resources for adaptive and assistive devices for students with special needs.

• use technology in communicating, collaborating, conducting research, evaluating programs, and maintaining professional accountability.

• utilize technological resources to access, manage, and disseminate information to enhance the consultation process.

Goal 4 - Interpersonal Skills

School psychology programs rely on theory and research together with practicum and internship experiences to promote sensitivity to school, family, and other contextual settings that influence growth and development (Cunningham & Oakland, 1998; Oakland & Cunningham, 1997). The programs also promote the abilities, skills, and attitudes needed to work effectively in various contexts and with both professionals and the public. Therefore, the promotion of leadership, collaboration, and other interpersonal skills needed for this work forms a special focus of their preparation.

Standard 4.1 - Consultation and Collaboration

School psychologists are expected to display knowledge and suitable applications of behavioral, mental health, collaborative, and other consultation models. School psychologists collaborate with others during assessing, planning, and decision-making processes at the individual, group, and systems level.

Knowledge Indicators: School psychologists display knowledge of

• collaborative and consultation models and methods (e.g., behavioral, mental health, instructional).

• the impact of communication skills on collaboration and consultation practices.

• the importance of interpersonal skills during the consultation process.

• schools as organizations within the larger (e.g., community, national) context.

• methods necessary to facilitate communication with students.

• methods necessary to facilitate communication among school personnel, families, community professionals, and others.

• the important features of collaboration when working with individuals from diverse cultural and racial-ethnic backgrounds.

Performances Indicators: School psychologists …

• use consultation and collaboration skills to promote change at various levels (e.g., an individual, classroom, building, district, and/or other agency).

• use consultation and collaboration to facilitate the development of positive school climates.

• use consultation and collaboration skills to enhance student learning.

• use consultation and collaboration skills to show respect for those with whom they work.

• display positive interpersonal skills and patience in difficult situations by practicing active listening, conflict resolution, and group facilitation skills.

• use collaboration skills with individuals from diverse cultural and racial-ethnic backgrounds.

• communicate clearly with diverse audiences (e.g., parents, teachers, policy makers, community leaders, and colleagues).

• use various communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate with a diverse constituency.

Goal 5 - Research Methods and Statistical Skills

School psychology programs rely on theory and research together with practicum and internship experiences to promote understanding and use of research and evaluation methods important to quantitative and qualitative research and evaluation activities (Cunningham & Oakland, 1998; Oakland & Cunningham, 1997). School psychologists are expected to be reflective consumers of and contributors to professional scholarship.

Standard 5.1- Research and Program Evaluation

School psychologists are expected to display knowledge of research designs, statistics, and evaluation methods as well as to evaluate research and to translate research into practice. Their knowledge is sufficient to plan and conduct research and program evaluations.

Knowledge Indicators: School psychologists display knowledge of
• research designs for group and single subject studies.
• concepts of internal and external validity of research designs and methods.
• research and statistical methods needed to evaluate published research.
• evaluation models and techniques.
• measurement principles and standards when selecting and using assessment techniques.
• scholarship when designing educational, mental health, and other intervention programs .
• quantitative and qualitative data analysis methods, their strengths and limitations.

Performances Indicators: School psychologists …
• engage in research and evaluation studies that address issues important to school psychology and education.
• apply knowledge of research, statistics, and evaluation techniques when conducting research and program evaluations.
• evaluate psychometric properties when selecting assessment methods.
• Evaluate the suitability of methods used when reviewing research and other forms of scholarship.
• apply knowledge from scholarly sources to help guide program development and evaluation.
• select and utilize interventions based on sound professional judgments.
• provide information from relevant research and other forms of scholarship findings to school personnel, parents, the public, and the profession.

Goal 6 - Knowledge of History, Ethics, Professional Values

School psychology programs promote knowledge, attitudes, and behaviors important to professional standards, ethical principles and values, and laws. The basic values of school psychologists are represented in its history together with ethical standards governing research and practice. These sources, together with the legal bases for service, are instrumental in the socialization of school psychologists. The ISPA Code of Ethics (Oakland, Goldman & Bischoff, 1997) together with other nationally approved codes of ethics can serve as guides for this purpose.

Standard 6.1 - School Psychology Practice and Development

School psychologists are expected to display knowledge of national and international history and foundations of psychology and school psychology, together with ethical and other professional and legal standards governing their services. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession through membership and leadership, have the knowledge and skills needed as a basis for career-long professional development, and engage in continued professional development.

Knowledge Indicators: School psychologists display knowledge of
• professional, ethical, and legal standards governing services.
• the implications of federal, regional, state, and local laws on psychological and educational services for students.
• the history of psychology and school psychology.
• how the practice of school psychology may affect students and families.
• the importance of continued professional development.
• the importance of an active involvement and participation in professional organizations at the local, regional, national, and international (e.g., International School Psychology Association) levels.

Performances Indicators: School psychologists…
• practice in accord with codes of ethics from ISPA or other authoritative professional sources.
• provide school psychological services (e.g., assessments, consultation, intervention, and research) consistent with prevailing legal and professional standards.
• practice in accord with legal standards when they are in conflict with ethical or professional standards.
• become certified or licensed (if possible in their country) to practice and meet standards that ensure their continued certification or license eligibility.
• comply with legal requirements for professional practice in the respective country.
• respect the rights and welfare of those with whom they work.
• support public policies and practices that enhance school- and community-based educational and mental health services for children.

• participate in continuing professional development.
• assist in the continuing professional development of colleagues.
• hold membership in school psychology professional associations and contribute to the profession through their work and, whenever possible, seek leadership in them.

## REFERENCES

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NOTE ON STANDARDS DEVELOPMENT:
Thomas Oakland proposed the development of standards for accrediting school psychology programs to ISPA's Executive Committee in 1999. The Executive Committee asked Dr. Oakland, as chair of the ISPA's Professional Development and Practices Committee, to assume leadership for preparing draft standards for review by ISPA membership and the EC. He, together with Robert D. Clark, drafted standards that were reviewed by those who attended the 2000 Leadership Workshop. Selected members of the Leadership Workshop also completed a more detailed review of the 2000 draft document, most notably: Stuart Hart, Bernie Stein, Erika Voigt, and Sissy Hatzichristou. Information from the 2000 Leadership Workshop and the more detailed review led to a 2001 draft, reviewed by those who attended the 2001 Leadership Workshop. Information from this review led to this heavily revised document that was submitted to the EC for its review in February 2002. Their comments led to development of this final document submitted to the EC for its review during its July, 2002, Colloquium in Denmark. Questions regarding this document can be directed to the association via this website and/or to Robert D. Clark, bclark@nl.edu.