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- 11.06 **SCHOOL PSYCHOLOGIST, BIRTH - 21** To be endorsed as a school psychologist, for ages birth to 21, an applicant shall have completed the competencies specified below,
- 11.06 (1) and including:
- 11.06 (1) (a) completion of an approved sixth-year specialist program, with a minimum of 60-graduate semester hours, or a doctoral program for the preparation of school psychologists, serving children/students, birth – 21.
- 11.06 (1) (b) passing the national school psychology examination;
- 11.06 (1) (c) and have successfully completed:
- 11.06 (1) (c) (i) practica consisting of a sequence of closely supervised on-campus or field-based activities, designed to develop and evaluate a candidate’s mastery of distinct professional skills, consistent with program and/or course goals; and
- 11.06 (1) (c) (ii) an internship consisting of a full-time experience of over one year, or half-time, over two consecutive years, with a minimum of 1200-clock hours, of which at least 600-hours must be in a school setting which requires a candidate to demonstrate, under supervision, the ability to integrate knowledge and skills in all the professional practice standards, and to provide a wide range of outcome-based school psychological services; and
- 11.06 (1) (c) (iii) which may include, beyond the 600-hours in the school setting, other acceptable internship experiences, including in private, state-approved educational programs, or in other appropriate mental health or education-related programs.
- 11.06 (1) (d) an applicant may also hold a valid National Certified School Psychologist (NCSP) credential, issued by the national school psychology certification board; or,
- 11.06 (1) (e) if an applicant holds a valid license, issued by the Colorado State Board of Psychologist Examiners, per department of regulatory agency rules, or is eligible to sit for licensure examinations, that applicant shall provide an institutional recommendation from the professional education unit of an accepted Colorado institution of higher education with an approved school psychology program, verifying that the applicant has acquired the specified competencies listed in these rules, including completion of an

appropriate internship, and has achieved a passing score on the national school psychology examination.

- 11.06 (2) The school psychologist is knowledgeable about human learning processes, from infancy to young adulthood, techniques to assess these processes; direct and indirect services applicable to the development of cognitive and academic skills; and is able to:
 - 11.06 (2) (a) apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.
 - 11.06 (2) (b) utilize developmentally-appropriate practices that support the education of children/ students, ages birth – 21, with disabilities or delays in development.
 - 11.06 (2) (c) use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths, and needs.
 - 11.06 (2) (d) implement interventions, such as consultation, behavioral assessment/intervention, and counseling, to achieve student goals.
 - 11.06 (2) (e) evaluate the effectiveness of interventions, and modify, as necessary and appropriate.
- 11.06 (3) The school psychologist is knowledgeable about a wide variety of models and methods of informal and formal assessment, across ages birth – 21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments, and is able to:
 - 11.06 (3) (a) select evaluation methods and instruments that are most appropriate, based upon effective up-to-date measurement theory and research.
 - 11.06 (3) (b) implement a systematic process to collect data, including, but not limited to, test administration; interviews and observations; behavioral, curriculum-based, and play-based assessments; and ecological or environmental evaluations.
 - 11.06 (3) (c) translate assessment results into empirically-based decisions about service delivery, to promote child/student achievement.
 - 11.06 (3) (d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.

- 11.06 (4) The school psychologist is knowledgeable about typical and atypical human developmental processes, from birth to adulthood; the techniques to assess these processes; and the application of direct and indirect services for individuals, groups, and families, and, in collaboration with others, is able to:
- 11.06 (4) (a) develop appropriate behavioral, affective, adaptive, social, and transition goals for students of varying abilities, disabilities, strengths and needs.
 - 11.06 (4) (b) implement interventions and services, including but not limited to, consultation, behavioral assessment and intervention, counseling, and interagency collaboration, based on identified goals.
 - 11.06 (4) (c) evaluate the intervention(s) and modify, as needed and appropriate, to increase and assure effectiveness.
- 11.06 (5) The school psychologist is knowledgeable about individual diversity, abilities, and disabilities, including the influence of social, cultural, ethnic, socio-economic, gender-related, and linguistic factors, on development, learning, and behavior, and is able to:
- 11.06 (5) (a) identify biological, cognitive, affective, developmental, social, and cultural bases, that contribute to individual differences.
 - 11.06 (5) (b) identify risk and resiliency factors.
 - 11.06 (5) (c) recognize psychopathology and articulate its potential influence on school functioning.
 - 11.06 (5) (d) demonstrate the sensitivity, skills, and respect necessary to work with diverse types of individuals and families.
 - 11.06 (5) (e) display respect for diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.
 - 11.06 (5) (f) select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/students.
- 11.06 (6) The school psychologist is knowledgeable about general education, special education, other educational and related services, the importance of multiple systems and their interactions, and organizational practices that maximize learning, and is able to:

- 11.06 (6) (a) develop and implement policies and practices that create and maintain safe, supportive, and effective learning environments.
- 11.06 (6) (b) participate in and facilitate school reform efforts.
- 11.06 (6) (c) translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.
- 11.06 (7) The school psychologist is knowledgeable about models of effective evidence-based programs, as related to health promotion; school safety; and primary, secondary, and tertiary intervention, and is able to:
 - 11.06 (7) (a) implement school-wide prevention and intervention programs, which may include, but are not limited to individual and group counseling, affective education, and positive behavior interventions and supports, to promote the mental health, physical well-being, and the achievement of children/ students of all ages.
 - 11.06 (7) (b) participate in risk assessments and crisis response planning, to promote and maintain school safety.
 - 11.06 (7) (c) respond, effectively, to crisis situations.
- 11.06 (8) The school psychologist is knowledgeable about collaboration and consultation models and methods, and their applications in school, family, and community systems, and is able to:
 - 11.06 (8) (a) consult and collaborate, effectively, with children/students, school personnel, families, and community professionals, to promote and provide comprehensive services to children and families, and to advance student achievement.
 - 11.06 (8) (b) communicate information that is readily understandable, to students, families, educators, and community members, during meetings, in-services, and consultations.
 - 11.06 (8) (c) promote family involvement in education and service delivery.
 - 11.06 (8) (d) collaborate with families, and other service providers, to meet the needs of infants, toddlers, and preschoolers, in home and community settings.
 - 11.06 (8) (e) link community resources that serve infants, toddlers, children, adolescents, young adults, and their families, and facilitate

children's/students' transitions across various service delivery systems.

- 11.06 (9) The school psychologist is knowledgeable about the history and foundations of school psychology, standards for legal and ethical practice, evidence-based service models and methods, and public policy, and is able to:
 - 11.06 (9) (a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.
 - 11.06 (9) (b) practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.
 - 11.06 (9) (c) integrate information sources and current technology, to enhance quality of service.
 - 11.06 (8) (d) utilize data-based decision-making, in all aspects of professional practice.
 - 11.06 (9) (d) maintain professional preparation, development, and supervision, as related to the population served.
 - 11.06 (9) (e) contribute professionally to the advancement of school psychology.