

Tennessee Licensure Standards: School Psychologist PreK-12

Date Standards Adopted or Most Recent Revision: 1993

Date Institutions Must Submit To DOE: Current

Date Candidates Must Meet Standards: September 1, 2001

Introduction

The school psychologist's primary responsibility is the well-being of children and youth. School psychologists promote, recognize, and value human diversity and are committed to the enhancement of human development, including social, emotional, and educational development, through the application of comprehensive school psychological services.

School psychologists are committed to the enhancement of children, families, and schools. They are responsive to the unique needs of systems' and organizations' roles in promoting children's acquisition of academic as well as individual and social competencies.

School psychologists bring a psychological perspective to bear on the problems of educators and the persons they serve including, but not limited to, special needs learners. School psychologists provide service to schools, children, and families within the context of a multidisciplinary model. Their special expertise requires training that is substantially different from that of teachers or other educational professionals.

Prospective school psychologists will complete an integrated and sequential preparation program of study and practice. The education and professional development of a school psychologist is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. School psychologist preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.
2. Understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior, (b) human learning, (c) social and cultural bases for behavior, (d) child and adolescent development, and (e) individual differences.
3. Understanding of the instructional design and organization of schools, community based resources and alternative service delivery systems as they apply to all students including the special needs learner.

4. Ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.
5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.
6. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.
7. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.
8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.
9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.
10. Ability to develop, implement and evaluate training programs for parents and educators.
11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.
12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

Guidelines

1. Candidates for licensure as a school psychologist will complete an approved graduate level preparation program in school psychology consistent with the knowledge and skills required for licensure and the curriculum guidelines of the National Association of School Psychologists (NASP).
2. Institutions of higher education with approved preparation programs for school psychology will work in collaboration with local school systems in the planning and delivery of preparation programs. The programs will be consistent with ethical and legal standards for professional practice.

3. Programs will provide supervised field experiences in which candidates are evaluated regarding their mastery of skills required by the licensure standards.
4. At or near the completion of the program, an internship will provide the student with a broad range of school psychological experiences including the opportunity to work with diverse client populations, a range of teaching and learning styles, different types of service delivery programs, and varied assessment and intervention methodologies. The internship experience will consist of full-time work for one academic year or half-time work over a period of two consecutive academic years.
5. At least one-half of the internship will be completed in a school setting. While working in a school setting, the candidate will be supervised by a licensed school psychologist. Individuals serving as supervisors will be selected jointly by the school system and the institution of higher education, and will indicate a willingness to serve as a supervisor and to remain current in the field.
6. The remainder of the internship will include work with children, youth, and families. The intern will be supervised by an appropriately credentialed and experienced supervising psychologist.
7. Programs in school psychology will be developed from the current knowledge base in school psychology, will be taught by faculty members from school psychology and other academic fields, and will be approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs must demonstrate that the standards of NASP were considered in the development of the programs.
8. The new standards become effective no later than September 1, 2001. School psychologists who are licensed under existing standards prior to this date will be considered appropriately licensed and may continue to serve as school psychologists.