THE INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION

THE ACCREDITATION OF PROFESSIONAL TRAINING PROGRAMS IN SCHOOL PSYCHOLOGY
Introduction

This document is in two parts.

Part 1 (pages 5 to 22) provides details about the standards that students completing school psychology programs should achieve on completion of their training program.

Part 2 (pages 23 to 29) provides information for training providers on how to apply to ISPA for accreditation.
Part 1

The ISPA Standards for Accrediting Professional Training Programs in School Psychology

CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A OVERVIEW</td>
<td>6</td>
</tr>
<tr>
<td>B SCHOOL PSYCHOLOGY PROGRAM CHARACTERISTICS</td>
<td>7</td>
</tr>
<tr>
<td>C PROGRAM GOALS AND STANDARDS</td>
<td>8</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Details of Goals, Standards, Knowledge and Performance Indicators</td>
<td>9</td>
</tr>
<tr>
<td>Goal 1 – Core Knowledge in Psychology and Education</td>
<td>9</td>
</tr>
<tr>
<td>Goal 2 – Professional Practice Preparation</td>
<td>14</td>
</tr>
<tr>
<td>Goal 3 – Professional Skills and Abilities in Assessment and Interventions</td>
<td>15</td>
</tr>
<tr>
<td>Goal 4 – Interpersonal Skills</td>
<td>18</td>
</tr>
<tr>
<td>Goal 5 – Research Methods and Statistical Skills</td>
<td>19</td>
</tr>
<tr>
<td>Goal 6 – Knowledge of Ethics and Establishment of Professional Values</td>
<td>20</td>
</tr>
</tbody>
</table>
A  OVERVIEW

A key mission for the International School Psychology Association (ISPA) is to promote high standards in the training and preparation of school psychologists and the delivery of school psychological services. In pursuit of this mission ISPA has developed a set of standards for school psychology programs that indicate the achievement levels that all new entrants to the profession should attain in order to work successfully as a school psychologist. Staff responsible for such programs are invited to apply for formal accreditation\(^1\) by ISPA.

This document outlines standards upon which the accreditation of school psychology programs by ISPA is based. They were developed over a nine year period by the Professional Development and Practice Committee, reviewed by the Executive Committee of the association, and by participants in the Leadership Workshops at two consecutive association Colloquia. They were updated by the ISPA Task Force on Accreditation in 2008.

The standards are founded on the assumption that all school psychology programs should lead to a recognized degree from a university providing an organized, sequential school psychology program in a department of psychology or educational psychology (or its equivalent), in a school of education or an administrative unit in a professional school or college. All programs that comply with this basic assumption are encouraged to apply for ISPA accreditation regardless of the final degree level qualification that the programme offers (e.g., undergraduate, masters, specialist, doctoral degree).

Section B of this document provides a statement of the general characteristics that should underpin all school psychology programs. Section C contains a description of the six core goals of training in school psychology each of which is linked to standards and indicators of academic and professional competence. Students completing their program should meet these standards in order to practice competently as a school psychologist.

Staff responsible for school psychology programs who may want to apply for ISPA accreditation should also read Part 2 of this document: **How to Apply for Accreditation of School Psychology Training Programs**\(^1\)

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\(^1\) The term ‘accreditation’ is used throughout this document although some programs may prefer to use alternative terms such as ‘approval’ or ‘recognition’. Hence, each school psychology program can determine the use of any one of these terms in light of national, institutional, and other policies, traditions, and practices.
B SCHOOL PSYCHOLOGY PROGRAM CHARACTERISTICS

Key principles

School psychology programs embody the following characteristics:

- an integrated, organized sequence of study, one which places primary emphasis on applied psychology and provides a strong emphasis on education.

- key staff who are suitably qualified in school psychology and have primary responsibility for the management, delivery, and periodic review of the program and for the selection and evaluation of its students.

- an identifiable body of students who have been accepted into the program, having met appropriate admission guidelines.

Academic and professional content

Patterns of academic and professional training in school psychology are consistent with current research and literature, current and emerging roles to be performed, and services to be provided. Training will prepare practitioners for work with the children, families and schools from all sectors of society.

The program of study includes a core curriculum that contains academic content in basic goals 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 and intervention models and methods.

The settings in which students undertake supervised practical work

The settings in which students undertake supervised practical work should display the following characteristics.

- 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, theory, and other forms of scholarship 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 codes, 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.

C PROGRAM GOALS AND STANDARDS

Introduction
At the completion of a program of study in school psychology students are expected to demonstrate entry level competencies in the following six goals and accompanying standards identified in the International School Psychology Association Guidelines for the Preparation of School Psychologists (Cunningham & Oakland, 1998):

Goal 1 – Core Knowledge in Psychology and Education
Standards:-
- Learning and Instruction
- Social and Adaptive Skill Development
- Individual Differences
- Prevention, Crisis Intervention, and Mental Health Promotion

Goal 2 - Professional Practice Preparation
Standards:-
- School and Systems Organization, Policy Development and Implementation
- Home-School-Community Collaboration
Goal 3 – Professional Skills and Abilities in Assessment and Interventions
Standards:-
- Data Based Decision Making and Accountability
- Technology

Goal 4 - Interpersonal Skills
Standard:-
- Consultation and Collaboration

Goal 5 - Research Methods and Statistical Skills
Standard:-
- Research and Program Evaluation

Goal 6 - Knowledge of Ethics and Establishment of Professional Values
Standard:-
- School Psychology Practice and Development

School psychology programs can be expected to provide knowledge and skills associated with each of these six goals and associated standards. Hence for each standard there is a set of knowledge and performance indicators. These knowledge and performance indicators are provided to assist school psychology programs to demonstrate that a standard has been met. However, it should be clear that program graduates are expected to meet the requirements of the standards, not every knowledge and performance indicator.

Details of Goals, Standards, Knowledge and Performance Indicators

Goal 1 – 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, experimental psychology, and biological psychology. Programs also promote an understanding of educational curriculum, instruction and related educational contexts. School psychologists can be expected to display the acquisition of this core knowledge together with its applications.

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.
- identify 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 the effects of 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. 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.
• utilize 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.
- 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 Skills and Abilities in Assessment and Interventions**

School psychology programs rely on theory, research, and other forms of scholarship 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 display data-based skills in using formal and informal assessment methods in their decision-making and when accounting for the
quality of their practice. 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.
- consider cultural, linguistic and other personal traits together with environmental opportunities when interpreting and using data.
- methods to collect 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.
- 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:
• methods 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, decision-making, and evaluation 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.
- 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
- effective collaboration methods 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 other forms of scholarship and translate them 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 Ethics and Establishment of 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 and regionally 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 the 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.
• continued professional development.
• 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 there 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.
NOTE ON THE DEVELOPMENT OF THE STANDARDS
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 Executive Committee. 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 Executive Committee 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. This revised version was prepared by the ISPA Task Force on Accreditation and Training in 2008. Questions regarding this document can be directed to the Association via its Executive Secretary, Robert D. Clark, (bclark@gmail.com).

REFERENCE
PART 2

INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION

HOW TO APPLY FOR ACCREDITATION OF SCHOOL PSYCHOLOGY TRAINING PROGRAMS

1 Introduction.

This Part of the ISPA accreditation document provides details on how to apply for International School Psychology Association (ISPA) accreditation of school psychology programs. It should be read in conjunction with Part 1, “The ISPA Standards for Accредiting Professional Training Programs in School Psychology”

Accreditation is a voluntary, non-governmental, professionally developed and supervised process of self-study and external review intended to evaluate, enhance, and publicly recognize quality institutions and programs in higher education. Accreditation is intended to benefit the public, protect the interests of students, serve the interests of professional preparation programs and improve professional practice.

Accreditation may offer various benefits to school psychology programs. The process of accreditation encourages self-study, leads to changes, assists program faculty in its effort to establish suitable preparation standards and to acquire additional needed resources, and unites school psychology programs in a common mission. Accredited programs that acquire international recognition are more attractive to qualified students and facilitate student and staff exchange, particularly between countries.

The accreditation process is intended to promote consistent quality and excellence in education and professional preparation and thus to provide tangible benefits for consumers of school psychological services, students, the profession, and programs.

The accreditation process involves evaluating the degree to which a program has developed goals consistent with those of a profession as well as the degree to which a program’s goals have been achieved. In order for a program to be accredited by ISPA
its goals and standards should match those that have been set out by the Association. However, when viewed internationally, diversity in program goals and policies can be expected in light of differences between countries in their histories, cultures, political policies, university structures, professional entry levels, licensure requirements, educational needs and services, legal standards, and other important defining qualities. Thus, accreditation procedures would recognize and anticipate program differences.

2 Planning for accreditation
ISPA acknowledges that the development of training programs varies considerably between countries. Some programs have become established only recently and, at this stage, may believe they are not yet ready to submit themselves for formal accreditation. Others have a longer history but they are based in countries that do not have an appropriate professional association that provides accreditation. There are also many programs that have been accredited by an organization in their state or country. In order to reflect these differences, ISPA offers two options for accreditation and one for a program review.

Options for ISPA accreditation
Option 1: a review of program documentation together with a site visit that leads to full accreditation.

Option 2: Those programs that have been accredited through a national accreditation process following standards that meet or exceed ISPA standards may be eligible for full international accreditation from ISPA if they can demonstrate that 1) the standards used to accredit their institution are in keeping with ISPA standards, and 2) they have undergone an accreditation process and have been accepted for accreditation by their national accreditation body. In this instance ISPA accreditation may be granted following a review of program documentation and without a site visit.

Option for an ISPA program review
Option 3: a review of program documentation, without a site visit, that leads to a written report as to possible strengths and weaknesses and not to full accreditation. Information obtained from a program review should be considered advisory and may be preparatory to full Option 1 accreditation.

3 The accreditation process
The accreditation process is as follows.
1 Staff responsible for running a school psychology training program that is seeking accreditation should read this document and decide which of the three options would be appropriate for them. In coming to this decision they are encouraged to hold informal discussions with the ISPA Executive Secretary (ispacentraloffice@ispaweb.org).
2 Having decided on the appropriate option, they should apply in writing to the ISPA Executive Secretary who will forward the request to the Chair of the Professional Practices Committee.

3 In consultation with the Committee, the Chair will nominate a Team Leader and will select a team comprising a minimum of two, but no more than four, ISPA members who will be responsible for undertaking the accreditation/review. This team will be made up of experienced school psychologists all of whom will be ISPA members with at least one being a current and experienced school psychology practitioner and one being senior staff/faculty member of an accredited school psychology program. All members will have received training on how to accredit school psychology programs using the ISPA standards.

4 The accreditation team leader -
   i) will communicate with the director of the school psychology program, provide advice on the submission of documentation, including the self-evaluation document, and agree a timeline for the accreditation (see appendix 1 for a suggested timeline);
   ii) will invite the program director\(^2\) to submit full documentation about the program in accord with the guidelines presented in the Section 4 below.

5 The accreditation team will read through the documentation, hold teleconferences as appropriate, and prepare a set of questions for the program director that will be forwarded to him/her.

6 On receipt of the answers to these questions, and depending on the accreditation/review option that the training program is pursuing, the accreditation team will undertake the following:
   i) Option 1: - in consultation with the program director, make preparations for undertaking a site visit from one or more of the accreditation team – site visits to last 3 days;
   ii) Option 2: - Prepare a report on the program with recommendations as to whether it should receive ISPA accreditation – 3 days work per team member.
   iii) Option 3:- prepare a report on the program and make suggestions for how improvements could be made and about the steps that would need to be taken for the program to be ready to apply for full accreditation – 3 days work per team member;

7 Should a site visit take place, as per Option 1, this would normally last 3 days and include the following: - meetings with the academic staff

\(^2\) In this document we use the term ‘program director’ to refer to the person (or persons) who take the main responsibility for running the school psychology programme. We recognise that other names to describe this person(s) may be used by different training institution in different countries.
responsible for the program, senior academics from the institution in which
the program is based, current and former students and schools psychologists
from the local region. In addition, the team will evaluate a sample of
students’ assessed work and undertake some visits to school psychological
services. (A draft timetable for a site visit is in appendix 2). Following the
site visit the accreditation team will prepare a report on the program with
recommendations as to whether it should receive ISPA accreditation.

8 The first version of the accreditation/review report will be sent to the
program director minus the recommendations who will be asked to
comment on matters of accuracy.

9 On receipt of comments from the program director, the accreditation team
will provide a final report with recommendations that will be sent to the
Chair of the ISPA Professional Practices Committee and to the program
director.

10 The accreditation report will be both formative and summative. At the
formative level it will contain suggestions as to how the program could
improve, while at the summative level it will contain a number of
recommendations, the most important of which (for options 1 and 2) will be
whether the program achieves the goals and standards set out by the
Association indicating that it should receive formal ISPA accreditation
lasting for 5 years. In some circumstances the program may receive
conditional accreditation, conditional on the staff being able to implement
key recommendations by a specified time.

Section 4 Information required by the accreditation team.
In preparing for an accreditation/review (for each of the three options) the program
director should provide a Program Accreditation Document (PAD). This should
divided into two parts.

Part A - Program information
This should include the following:-
- A Program Handbook;
- Staffing levels, including the numbers of staff who teach on the program,
  their qualifications and experience, use of visiting speakers, etc;
- Information about entry requirements and selection procedures;
- Introductory and other key reading lists;
- A core curriculum including information about units/courses taught on
  the program and their credit rating;
- Information about teaching methods used on the program;
- Assessment arrangements for both academic and practical work;
- The organization and support of practical placements, including the
  proportion of time students spend undertaking practical work;
- External examination arrangements;
- A sample timetable;
- The curriculum vita of staff with a major responsibility for teaching in the program.

**Part B - A Program self-evaluation report**
This should contain evidence of students’ achievements on the program for each of the ISPA goals and standards referred to in Part 1 of this document. A proforma of a program self-evaluation report is available on the ISPA website (www.ISPAweb.org/programevaluationreport).

**Section 5 Accreditation/review costs**
For Options 2 & 3 (no site visit) – School psychology programs will be required to pay an administration fee to ISPA of US$500 to cover the cost of accreditation/review.

For Option 1 involving a three-day site visit – In addition to the administration fee of US$500 the school psychology program will need to cover the costs of travel and accommodation for evaluation team members.

In order to offset accreditation costs, team members may offer to give a talk or run a workshop in the host country without charging a fee, the income from which might be used to pay for accommodation and travel.

July 2010
Appendix 1

Suggested timeline for an accreditation
Option 1 (Including site visit)

<table>
<thead>
<tr>
<th>EVENT</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Program director formally requests an ISPA accreditation to the ISPA Executive Secretary</td>
<td>Week 1</td>
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<tr>
<td>Accreditation team selected including the team leader</td>
<td>Week 4</td>
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<tr>
<td>Team leader agrees evaluation timetable with program director and requests documentation</td>
<td>Week 6</td>
</tr>
<tr>
<td>Program director sends documentation</td>
<td>Week 12</td>
</tr>
<tr>
<td>The team reads documentation, hold teleconferences etc, prepares a set of questions for the program director</td>
<td>Week 16</td>
</tr>
<tr>
<td>Program director responds to these questions</td>
<td>Week 18</td>
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<tr>
<td>Accreditation team plans site visit with the program director</td>
<td>Week 20</td>
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<tr>
<td>Site visit takes place (at a time to suit all parties)</td>
<td>-</td>
</tr>
<tr>
<td>Accreditation team prepare report minus recommendations</td>
<td>4 wks after site visit</td>
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<tr>
<td>Program director responds to the report</td>
<td>6 wks after site visit</td>
</tr>
<tr>
<td>Final report to ISPA and the program director</td>
<td>2 wks after site visit</td>
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Options 2 & 3 (No site visit)

<table>
<thead>
<tr>
<th>EVENT</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Program director formally requests an ISPA accreditation to the ISPA Executive Secretary</td>
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<td>Week 16</td>
</tr>
<tr>
<td>Program director responds to these questions</td>
<td>Week 18</td>
</tr>
<tr>
<td>Accreditation team prepare report minus recommendations</td>
<td>Week 24</td>
</tr>
<tr>
<td>Program director responds to the report</td>
<td>Week 26</td>
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<tr>
<td>Final report to ISPA and the program director</td>
<td>Week 28</td>
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</table>
Appendix 2

**Draft Timetable for a site visit (Option 1 accreditation)**

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>am</strong></td>
<td>Meetings with: -</td>
<td>Visits to school psychology services and other settings where students undertake practical work</td>
<td>Meetings with:-</td>
</tr>
<tr>
<td></td>
<td>a) Head of Department in which the program is based (or equivalent)</td>
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<td>a) School psychologists working in the region</td>
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<td></td>
<td>b) Program director and key staff who teach on the program</td>
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<td>b) others (as appropriate)</td>
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<td></td>
<td>c) Other staff associated with the program</td>
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<td></td>
<td><strong>pm</strong></td>
<td>Visits – (contd.)</td>
<td>Private meeting of the accreditation team</td>
</tr>
<tr>
<td></td>
<td>Meetings with:-</td>
<td></td>
<td>Preliminary feedback to the program director and other relevant staff</td>
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<tr>
<td></td>
<td>a) Current students on the program</td>
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<tr>
<td></td>
<td>b) Former students</td>
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