

North Carolina Professional School Psychology Standards

AS APPROVED BY THE STATE BOARD OF EDUCATION ON OCTOBER 1, 2009

Vision for School Psychology

The demands of twenty-first century education dictate new roles for school psychologists. School psychologists provide a wide variety of services that help students succeed academically, socially, and emotionally. In collaboration with educators, parents/guardians, and other mental health professionals' school psychologists strive not only to create safe, healthy, and supportive learning environments for all students but also strengthen connections between home and school. Utilizing leadership, advocacy, and collaboration, school psychologists promote overall academic success by providing services that enhance the student, school, home, and community partnerships and alleviate barriers to learning.

In order to deliver a comprehensive school psychology program, school psychologists will understand and demonstrate competency in the following areas:

- Home/School/Community Collaboration
- Prevention, Early Intervention, and Crisis Management
- School Systems Organizational Change, Policy Development, and Climate
- Consultation and Collaboration
- Student Diversity in Development and Learning
- Systems-Based Service Delivery
- Enhancement of Student Cognitive and Academic Skills
- Enhancement of Student Wellness, Social Skills, and Life Competencies
- Promoting Safe and Effective Learning Environments
- Group and Individual Counseling Techniques
- Data-Based Decision Making, Accountability, and Problem-Solving
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
- Information Technology

Intended Purpose of the Standards

The North Carolina School Psychology Standards serve as a guide for school psychologists as they continue to improve their effectiveness. Therefore, it is imperative for the school psychologist to provide services as part of a comprehensive, multi-disciplinary team with complimentary knowledge, skills, and experiences.

The school psychology standards will:

- guide the development of the skills and knowledge germane to the school psychology profession in the twenty-first century,
- provide the focus for schools and districts as they employ, support, monitor, and evaluate their school psychologists, and
- assist higher education programs in aligning the content and requirements of school psychology education curricula with expectations for practice.

Organization of the Standards

Standard: The Standard identifies the broad category of the school psychologist's knowledge and skills.

Summary: The Summary provides explicit descriptions of the Standard's content.

Practices: The Practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The Artifacts provide examples of what the school psychologist might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school psychologists. In developing these standards, the following were considered: the State Board of Education's Mission and Goals; State Board of Education Policies QP-C-003 and QP-C-006; State General Statutes

115C-333 and 115C-335; North Carolina Standards for the Preparation of School Psychologists; the National Association of School Psychologists' *Professional Conduct Manual*; *Standards for Training and Field Placements Programs in School Psychology*; and *School Psychology: A Blueprint for Training and Practice III*.

Standard 1: School Psychologists Demonstrate Leadership

School psychologists demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. School psychologists contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. School psychologists understand the influences of school, family, community, and cultural differences on academic achievement. School psychologists are knowledgeable of relevant laws and policies and improve the school psychology profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. School psychologists demonstrate leadership by participating in school and district-level activities and committees to address system-level issues.

School Psychologists demonstrate leadership in the schools.

School psychologists work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. School psychologists provide leadership and collaborate with other school personnel to provide effective school psychological services. School psychologists analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. School psychologists assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and

interpreting various types of individual and group data. School psychologists assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. School psychologists assist in promoting safe and effective learning environments. School psychologists collaborate with their colleagues to hire, mentor, and support other school psychologists, thereby improving the effectiveness of student support services in the schools.

- Work collaboratively with all school personnel to create a safe, positive learning community
- Assist in facilitating problem-solving
- Provide leadership and collaborate with other school personnel to provide effective school psychological services
- Analyze and use local, state, and national data to assist in the development of prevention and intervention programs
- Assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools
- Assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions
- Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data
- Assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes
- Assist in promoting safe and effective learning environments
- Collaborate with colleagues to hire, mentor, and support other school psychologists

School Psychologists enhance the school psychology profession.

School psychologists strive to enhance the school psychology profession. School psychologists actively participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists. School psychologists communicate the goals of the school psychological services to stakeholders. School psychologists maintain current and appropriate resources for students, parents, school, home, and community. School psychologists

promote professional growth and collaborate with their colleagues, professional associations, and school psychology training programs to improve the profession.

- Enhance the school psychology profession
- Participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists
- Communicate the goals of the school psychological services to stakeholders
- Maintain current and appropriate resources for students, parents, school, home, and community
- Promote professional growth and collaborate with colleagues, professional associations, and school psychology training programs to improve the profession

School Psychologists advocate for students, families, schools, and communities.

School psychologists advocate for positive change in policies and practices affecting student learning. School psychologists share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. School psychologists support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources. School psychologists use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. School psychologists collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. School psychologists provide direct services to individuals and groups of students to improve student learning. School psychologists promote family involvement in the educational process.

- Advocate for positive change in policies and practices affecting student learning
- Share individual, classroom, building, and system data with administrators to promote school improvement and improved student outcomes
- Support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources

- Use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs
- Collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments
- Provide direct services to individuals and groups of students to improve student learning
- Promote family involvement in the educational process

School Psychologists demonstrate high ethical standards.

School psychologists practice in ways that meet all appropriate ethical, professional, and legal standards. School psychologists demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. School psychologists maintain confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary. School psychologists deliver services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP) (<http://nasponline.org/standards/ethics.aspx>), and/or American Psychological Association (APA) (<http://www.apa.org/ethics>), the Code of Ethics for North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998 (<http://www.ncptsc.org>).

- Meet all appropriate ethical, professional, and legal standards
- Demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others
- Maintain confidentiality with student records and information
- Recognize limits of expertise when providing student support services and utilize other resources as necessary
- Deliver services consistent with ethical principles and professional standards set forth by the National Association of School Psychologists (NASP), and/or American Psychological Association (APA), the Code of Ethics for North Carolina Educators, and the Standards for Professional Conduct

Standard 2: School Psychologists Promote A Respectful Environment For Diverse Populations

School psychologists promote a safe, positive, and respectful learning environment in which individual differences are valued. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds. They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation. School psychologists use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds. School psychologists collect and analyze local, state, and national data to assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety. School psychologists promote fairness and social justice in educational programs and services. They utilize a problem-solving framework when addressing the needs of diverse populations.

School Psychologists promote an environment in which each student has positive nurturing relationships with caring adults.

School psychologists encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School psychologists provide developmentally appropriate and prevention-oriented strategies to nurture students' relationships with caring adults. School psychologists advocate for student and family involvement in the educational process at all levels. School psychologists consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education. They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.

- Provide developmentally-appropriate and prevention-oriented strategies that nurture students' relationships with caring adults

- Advocate for student and family involvement in the educational process at all levels
- Consider relevant individual differences when selecting assessment procedures and when recommending educational services or interventions
- Demonstrate sensitivity to issues related to disproportionality of minority populations in special education
- Use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students

School Psychologists use a global perspective to embrace diversity in the school, home, and community.

School psychologists recognize issues of diversity that affect their interactions with other people and organizations. School psychologists demonstrate their knowledge of diverse cultures and their role in shaping global issues. School psychologists recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. School psychologists strive to understand how a student's culture and background may influence his or her school performance. School psychologists provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. School psychologists modify or adapt their practices in order to effectively meet diverse needs.

- Recognize issues of diversity that affect their interactions with other people and organizations
- Demonstrate their knowledge of diverse cultures and their role in shaping global issues
- Recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality
- Understand how a student's culture and background may influence his or her school performance
- Provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community
- Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background
- Modify or adapt their practices in order to effectively meet diverse needs

School Psychologists support high expectations for all students.

School psychologists maintain high expectations, including graduation from high school, for students of all backgrounds. School psychologists appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School psychologists assist students, individually and in groups, in developing social, affective, and adaptive skills. School psychologists understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. School psychologists assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students.

- Maintain high expectations for all students
- Appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships
- Assist students, individually and in groups, in developing social, affective, and adaptive skills
- Understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students
- Understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates
- Assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students

School Psychologists provide services that benefit students with unique needs.

School psychologists collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. School psychologists are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning. They use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. School psychologists use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. School psychologists understand the physical and mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. School psychologists provide counseling to individuals or groups of students as appropriate. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education.

- Collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students
- Are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning
- Use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning
- Use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs
- Understand the physical and mental health conditions of children and adolescents
- Provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children
- Provide counseling to individuals or groups of students as appropriate
- Demonstrate sensitivity to issues related to disproportionality of minority populations in special education

School Psychologists work collaboratively with students and families.

School psychologists recognize that educating students is a shared responsibility involving the students, schools, families, and communities. School psychologists improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. School psychologists use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education. School psychologists participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response.

- Recognize that educating students is a shared responsibility involving the students, schools, families, and communities
- Improve communication and collaboration among the student, school, home, and community
- Promote trust and understanding and build partnerships among the student, school, home, and community
- Use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education
- Participate in planning and implementing prevention programs to address the social and affective needs of students

Standard 3: School Psychologists Use Their Knowledge of the School Environment, Child Development, and Curriculum and Instruction to Improve Student Achievement

School psychologists align their services to support the *North Carolina Standard Course of Study* and best practices. School psychologists incorporate information about students' ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions. School psychologists demonstrate knowledge of learning, child development, language development, curricula, and

instruction in the development of evidence-based academic interventions. School psychologists have knowledge of universal screening, early reading and math literacy. They participate in designing prevention and intervention methods to address problems that impact student learning. School psychologists assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior. School psychologists participate in the implementation and evaluation of programs that promote safe schools and communities. School psychologists participate in the development of school improvement plans to improve the school climate, student learning, and instruction.

School Psychologists deliver comprehensive services unique to their specialty area.

School psychologists possess a rich and deep understanding of students, schools, families, and communities. School psychologists utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities. School psychologists support and encourage student and family involvement. School psychologists provide and interpret information about relevant research findings to school personnel, parents, and the public. School psychologists assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data.

- Understand students, schools, families, and communities
- Utilize assessment, consultation, counseling, and collaboration skills to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities
- Support and encourage student and family involvement
- Provide and interpret information about relevant research findings to school personnel, parents, and the public
- Assist in development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data

School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.

School psychologists understand the link between school psychological services and the *North Carolina Standard Course of Study*. School psychologists understand the implications of demographic and socio-economic factors that influence student achievement. School psychologists communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting. School psychologists communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate. School psychologists understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning. They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.

- Understand the link between school psychological services and the *North Carolina Standard Course of Study*
- Understand the implications of demographic and socioeconomic factors that influence student achievement
- Communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting
- Communicate and collaborate effectively with community professionals and agencies regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate
- Understand the way the relationship between the school and classroom environment and curriculum and instruction can affect student learning
- Use a problem-solving process to design, implement, and evaluate evidence-based interventions to improve student learning
- Assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions

School Psychologists facilitate student acquisition of twenty-first century skills.

School psychologists are knowledgeable about the social, affective, and adaptive domains of child development. School psychologists identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs. School psychologists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School psychologists help students understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School psychologists facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success. They collaborate with administrators to address school and/or system needs and priorities.

- Are knowledgeable about the social, affective, and adaptive domains of child development
- Identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs
- Incorporate twenty-first century life skills deliberately, strategically, and broadly into their services
- Understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness
- Facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success
- Collaborate with administrators to address school and/or system needs and priorities

School Psychologists develop comprehensive school psychological services that are relevant to all students.

School psychologists use data to develop comprehensive psychological services that are relevant to all students. They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students. School psychologists participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students. They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century. School psychologists use findings from intervention research when designing educational or mental health intervention programs for students.

- Use data to develop comprehensive psychological services that are relevant to all students
- Consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students
- Participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students
- Incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century
- Use findings from intervention research when designing educational or mental health intervention programs for students

Standard 4: School Psychologists Support Student Learning Through the Use of a Systematic Problem-Solving Approach

School psychologists understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement. School psychologists use a problem-solving process to assist in early identification of student learning problems. They use an ecological perspective to assess students' cognitive and academic performance using a variety of instruments and techniques. School psychologists assist school staff in the collection of universal screening data and progress monitoring data. This data is then used to adjust academic instruction and interventions.

School Psychologists use a variety of strength-based methods.

School psychologists help schools develop challenging, but achievable, cognitive and academic goals for all students. School psychologists collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts. When working with teachers, administrators, and families school psychologists utilize a strength-based approach that influences learning and behavior. School psychologists also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.

- Develop challenging, but achievable, cognitive and academic goals for all students
- Collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts
- Utilize a strength-based approach that influences learning and behavior
- Use a strength-based approach when selecting assessment instruments to identify learning and behavior problems

School Psychologists help students develop critical thinking and problem solving skills.

School psychologists address issues that interfere with students' ability to problem solve and think critically. School psychologists are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student, parent, and staff interviews, and threat assessments) regarding behavioral, affective, social, and adaptive functioning. School psychologists assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis intervention, mentoring, and individual safety plans as appropriate). School psychologists use a broad array of assessment

procedures within a problem-solving model consistent with prevailing professional standards.

- Address issues that interfere with students' ability to problem solve and think critically
- Are knowledgeable about and skillful in the use of various evaluative techniques regarding behavioral, affective, social, and adaptive functioning
- Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students
- Use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards

School Psychologists support students as they develop leadership qualities.

School psychologists help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills. School psychologists use a strength-based approach to help students identify their interests, talents, and abilities. School psychologists assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community.

- Help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills
- Use a strength-based approach to help students identify their interests, talents, and abilities
- Assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community

School Psychologists possess effective communication skills.

School psychologists employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier. School psychologists demonstrate effective written and oral communication skills. School psychologists write effective and practical assessment reports of student evaluations that adequately address referral question(s) and provide useful recommendations for teachers.

- Employ perceptive listening skills
- Communicate effectively with students, families, school staff, and communities even when language is a barrier
- Demonstrate effective written and oral communication skills
- Write effective and practical assessment reports of student evaluations that adequately address the referral question(s) and provide useful recommendations for teachers

Standard 5: School Psychologists Reflect on Their Practice

School psychologists demonstrate accountability for managing and delivering comprehensive school psychology services that strengthen home, school, and community partnerships in support of student learning. School psychologists analyze formal and informal data to evaluate the effectiveness of service delivery. School psychologists adapt their practice based on current and relevant research findings and data to best meet the needs of students, families, schools, and communities. School psychologists utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.

School Psychologists analyze the impact of the school psychological services on student learning.

School psychologists think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological, and academic success. School psychologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

- Think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological and academic success
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery
- Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice

School Psychologists link professional growth to their professional goals.

School psychologists continually participate in high quality professional development specific to school psychological practice. School psychologists also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives. School psychologists join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.

- Participate in high quality professional development specific to school psychological practice
- Understand a global view of educational practices including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives
- Join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice

School Psychologists function effectively in a complex, dynamic environment.

School psychologists understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes. School psychologists demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation. School psychologists use findings from scientifically based intervention research when designing educational, mental health, or treatment programs for children. School psychologists adapt their practice based on current research findings and data to best meet the needs of all students.

- Actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes
- Demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation
- Use findings from scientifically-based intervention research when designing educational, mental health, or treatment programs for children
- Adapt practice based on current research findings and data to best meet the needs of all students



Future-Ready Students: Goals for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

NC Public Schools Will Produce Globally Competitive Students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associate's Degree or college transfer credit.

NC Public Schools Will Be Led By 21st Century Professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing, high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

NC Public School Students Will Be Healthy and Responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student success.

- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Leadership Will Guide Innovation in NC Public Schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic, continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- Public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

NC Public Schools Will Be Governed and Supported By 21st Century Systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

North Carolina Professional School Psychology Standards Committee Members

Special appreciation is extended to the committee members listed below who assisted in the preparation of the Standards.

- Ms. Laurie Bober**, President and School Psychologist – NC School Psychology Association and Guilford County Schools
- Ms. Kathy Boyd**, Senior Staff Attorney – NC School Boards Association
- Mr. Joe Bunch**, Director of Intervention Services/School Psychologist – Perquimans County Schools
- Dr. Jim Deni**, School Psychology Trainer and Past President – Appalachian State University and NC School Psychology Association
- Ms. Wendy Fitch**, Lead, School Psychologist – Cleveland County Schools
- Ms. Doris Glass**, School Psychologist – Charlotte-Mecklenburg Schools
- Ms. Sarah Greene**, Past President and School Psychologist – NC School Psychology Association and Wake County Public Schools
- Ms. Linda Haigh**, School Psychologist and Member – Charlotte-Mecklenburg Schools and NC School Psychology Association
- Dr. Caroline Hexdall**, Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH (Effective July 1, 2008) – NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist
- Dr. Jenny Hiemenz**, Exceptional Children School Psychology Consultant and Center for Development and Learning at UNC-CH – NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist
- Dr. Steve Knotek**, School Psychology Trainer – University of North Carolina-Chapel Hill
- Mrs. Cecelia Lee**, School Psychologist – Rockingham County Schools
- Ms. Gail McIntosh**, Lead, School Psychologist – Pitt County Schools
- Ms. Carolyn McKinney**, Executive Director – NC Professional Teaching Standards Commission
- Mr. Bob McLean**, Lead, School Psychologist – Buncombe County Schools
- Mr. Evan Myers**, NCPAPA Past President and Principal – NC Principals and Assistant Principals Association and Davidson County Schools
- Dr. Lynne Myers**, Lead, School Psychologist – Wake County Public Schools
- Mr. Joe Parry-Hill**, Personnel Analyst – NC Department of Public Instruction
- Dr. Don Phipps**, Director, Student Services – Cumberland County Schools
- Dr. Charles Rudy**, School Psychologist – Alleghany Public Schools
- Dr. Ann Schulte**, School Psychology Trainer – North Carolina State University
- Mr. Larry Simmons**, Section Chief, School Personnel Support – North Carolina Department of Public Instruction
- Ms. Teresa A. Smith**, K-12 Student Support Services Consultant – NC Department of Public Instruction
- Ms. Laura Snyder**, Section Chief, Program Improvement Development – NC Department of Public Instruction
- Dr. Corliss Thompson-Drew**, Lead, School Psychologist – Winston-Salem Forsyth Schools
- Ms. Mabel Tyberg**, School Psychologist – Orange County Public Schools
- Dr. Lori Unruh**, School Psychology Trainer – Western Carolina University
- Ms. Wendy Vavrousek**, Director, Exceptional Children – Franklin County Schools
- Dr. Christy Walcott**, School Psychology Trainer – East Carolina University
- Ms. Mary Watson**, Director of Exceptional Children – NC Department of Public Instruction
- Ms. Karen West**, Director, Student Services – Guilford County Schools
- Mr. Tom Winton**, Section Chief, Instructional Support & Related Services Exceptional Children Division – NC Department of Public Instruction

FOR MORE INFORMATION – Teresa A. Smith, K-12 Student Support Services Consultant
6341 Mail Service Center :: Raleigh, NC 27699-6341 :: Telephone: (919) 807-3820 :: tsmith@dpi.state.nc.us :: www.ncpublicschools.org/studentsupport



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland, Chief Academic Officer
Academic Services and Instructional Support :: 6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-4065

Visit us on the Web :: www.ncpublicschools.org