**New/Revised Program**

**sCHOOL pSYCHOMETRY**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
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**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Documentation that practicum/clinical experiences meet the requirements established by the respective learned society
* Description of Capstone assignment, assessment, rubric, and data to be measured

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| ***Standard 1: Demonstrates knowledge, understanding and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the psychometrist/educational diagnostician in the following area:*** |
| **1.1** Regarding laws, regulations, and policies/procedures including those at the federal, state, and local levels related to special education assessment, placement, and due process. |  |  |
| ***Standard 2: Demonstrates knowledge, understanding, and application of ethical issues and competencies of professional setting in the following areas:*** |
| **2.1** Ethical conduct and legal issues of the profession. |  |  |
| **2.2** Role and function of the psychometrist/educational diagnostician. |  |  |
| **2.3** Confidentiality |  |  |
| **2.4** Professional issues/standards |  |  |
| **2.5** Training standards for particular instruments and procedures |  |  |
| **2.6** Continuing professional growth/development |  |  |
| ***Standard 3: Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services, as follows:*** |
| **3.1** Collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, congnitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior. |  |  |
| **3.2** The adequacy of instruments as well as the limitations and appropriate use of each type of assessment procedure to be used by the psychometrist/educational purposes and recommendations. |  |  |
| **3.3** Nondiscriminatory assessment strategies for culturally and linguistically diverse groups. |  |  |
| ***Standard 4: Has knowledge and skills in effective communication and collaboration within the multidisciplinary team process.*** |
| **4.1** Consultation for instructional interventions and problem-solving. |  |  |
| **4.2** Educational recommendations and decision-making. |  |  |
| ***Standard 5: Demonstrates an understanding of and integrates into practice basic psychological foundations, including:*** |
| **5.1** Cultural diversity |  |  |
| **5.2** Child and adolescent development |  |  |
| **5.3** Human exceptionalities |  |  |
| **5.4** Learning/educational psychology |  |  |
| ***Standard 6: Demonstrates an understanding and integrates into practice educational foundations, including:*** |
| **6.1** Education of the exceptional learner |  |  |
| **6.2** Instructional and remedial techniques |  |  |
| **6.3** The educational service delivery team |  |  |