

Praxis® School Psychologist Test (5402) Curriculum Crosswalk

Test Content Categories	Required Course Numbers										
	XXXX										
I. Professional Practices, Practices that Permeate All Aspects of Service Delivery 30% A. Data-Based Decision Making and Accountability											
1. Problem identification a. Knows various interview strategies b. Knows various observational strategies c. Understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history) d. Understands appropriate use and interpretation of screening measures and methods											
2. Assessment and problem analysis a. Understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning b. Understands appropriate use and interpretation of measures of educational achievement c. Understands appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness) d. Understands appropriate use and interpretation of measures of development and adaptive behavior e. Understands appropriate use and interpretation of measures of affective/social/emotional											

Praxis® School Psychologist Test (5402) Curriculum Crosswalk

<p>functioning and behavior</p> <p>f. Knows appropriate use and interpretation of a functional behavioral assessment</p> <p>g. Is familiar with performance-based assessment (e.g., work samples, portfolios)</p> <p>h. Understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures</p> <p>i. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics)</p> <p>j. Knows how to use information and technology resources to enhance data collection and decision making</p> <p>k. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes)</p>											
<p>3. Knowledge of measurement theory and principles</p> <p>a. Knows to use a problem-solving framework as the basis for all professional activities</p> <p>b. Understands different types of test scores and norms</p> <p>c. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews)</p> <p>d. Is familiar with the principles of reliability and validity</p> <p>e. Is familiar with personal, social, linguistic,</p>											

Praxis[®] School Psychologist Test (5402) Curriculum Crosswalk

environmental, racial and cultural factors that may influence assessment procedures f. Knows about test fairness concepts												
Test Content Categories	Required Course Numbers											
	XXXX											
4. Assessment of special populations a. Is familiar with infant and early childhood/preschool assessment procedures b. Knows appropriate use and interpretation of assessment procedures for English as a second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment) c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments) d. Is familiar with screening for the gifted and talented												
B. Consultation and Collaboration												
1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services a. Knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing and evaluating academic and mental health services b. Knows the various models of consultation (e.g., behavioral, mental health, instructional,												

Praxis® School Psychologist Test (5402) Curriculum Crosswalk

organizational) c. Knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)												
Test Content Categories	Required Course Numbers											
	XXXX											
2. Home/school/community collaboration (student-level) a. Knows strategies for working with a student’s family (e.g., building relationships, collaborating on intervention plans, promoting positive habits such as building healthy lifestyles) b. Knows strategies for working with community agencies/providers to support a student’s success												
II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) 23% A. Interventions and Instructional Support to Develop Academic Skills												
1. Effective instruction at the individual and group level a. Is familiar with various instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition) b. Knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction) c. Knows methods for helping students become self-regulated learners, set and achieve individual												

Praxis® School Psychologist Test (5402) Curriculum Crosswalk

instructional goals, and assess outcomes to see whether goals were attained											
Test Content Categories	Required Course Numbers										
	XXXX										
2. Issues related to academic success/failure											
<ul style="list-style-type: none"> a. Understands the importance of using evidence-based strategies when developing interventions b. Knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic status, language competency, programming for ELL) 											
B. Interventions and Mental Health Services to Develop Social and Life Skills											
<ul style="list-style-type: none"> 1. Primary, secondary and tertiary preventive strategies a. Is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment) b. Knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution) c. Is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues 											

Praxis[®] School Psychologist Test (5402) Curriculum Crosswalk

<p>2. School-based intervention skills/techniques</p> <p>a. Understands basic counseling techniques (i.e., individual, group)</p> <p>b. Knows about appropriate intervention techniques for various developmental levels</p> <p>c. Understands applied behavioral analysis and intervention</p>											
Test Content Categories	Required Course Numbers										
	XXXX										
<p>3. Child and adolescent psychopathology</p> <p>a. Is familiar with common symptoms of mental health issues and educational disabilities</p> <p>b. Understands the impact mental health has on the educational outcomes of children and adolescents</p> <p>c. Has a basic knowledge of psychopharmacology</p>											
<p>III. Systems-Level Services 16%</p> <p>A. Schoolwide Practices to Promote Learning</p>											
<p>1. Is familiar with school-based organizational development and systems theory</p>											
<p>2. Is familiar with the importance of systems-level resource mapping</p>											
<p>3. Understands common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, zero tolerance, corporal punishment)</p>											
<p>4. Recognizes the importance of research outcomes when designing school-based intervention plans</p>											
<p>5. Recognizes the importance of using knowledge of research and organizational and systems theory in the development of school improvement plans</p>											

Praxis® School Psychologist Test (5402) Curriculum Crosswalk

B. Preventive and Responsive Services											
1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)											
Test Content Categories	Required Course Numbers										
	XXXX										
2. Knows risk and protective factors as they relate to a variety of issues (e.g., school failure, truancy, dropout, bullying, youth suicide, school violence)											
3. Knows a variety of crisis prevention and intervention techniques											
4. Is familiar with school/district-wide crisis management planning, recovery and response											
IV. Foundations of School Psychological Service Delivery 31%											
A. Diversity in Development and Learning											
1. Recognizes the importance of culture, background and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes											
2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners											
3. Recognizes personal biases or biases in others that influence decision making, instruction,											

Praxis[®] School Psychologist Test (5402) Curriculum Crosswalk

behavior and long-term outcomes for students											
4. Recognizes the importance of promoting fairness and social justice in educational programs and services											
Test Content Categories	Required Course Numbers										
	XXXX										
B. Research and Program Evaluation											
1. Knows how to evaluate research											
2. Knows how to translate research into practice											
3. Understands research design and statistics											
4. Knows how to incorporate data collection, measurement, analysis, accountability and use of technology resources into program evaluation											
5. Knows how to provide assistance in schools and other settings for analyzing, interpreting and using empirical foundations for effective practices at the individual, group and/or systems levels											
C. Legal, Ethical and Professional Practice											
1. Ethical principles related to the practice of school psychology											
a. Knows the NASP Principles for Professional Ethics											
b. Is familiar with the standards for educational and											

Praxis[®] School Psychologist Test (5402) Curriculum Crosswalk

<p>psychological tests (e.g., APA, AERA, NCME)</p> <p>c. Knows the importance of ethical practice in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission)</p>											
<p>Test Content Categories</p>	<p>Required Course Numbers</p>										
	XXXX										
<p>2. Legal issues related to the practice of school psychology</p>											
<p>a. Knows the common laws and regulations governing the practice of school psychology</p> <ul style="list-style-type: none"> - Individuals with Disabilities Education Improvement Act (IDEA, PL108-446, 2004) - Section 504 of the Rehabilitation Act of 1973 (PL 93-112) - Americans with Disabilities Act (ADA, PL 101-336, 1990) - Elementary and Secondary Education Act (PL 89-10, 1965) and No Child Left Behind Act (PL 107-110, 2001) - Buckley Amendment to the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380) 											
<p>b. Knows relevant case law that affects practice</p> <ul style="list-style-type: none"> <i>PARC v. Commonwealth of Pennsylvania</i> (1972) - <i>Lau v. Nichols</i> (1974) - <i>Board of Education of the Hendrick Hudson Central School District v. Rowley</i> (1982) - <i>Irving Independent School District v. Tatro</i> (1984) - <i>Oberti v. Clementon</i> (1993) 											

Praxis[®] School Psychologist Test (5402) Curriculum Crosswalk

- <i>Newport-Mesa Unified School District v. State of California Department of Education</i> (2010)											
- <i>Larry P. v. Riles</i> (1979)											
c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)											
Test Content Categories	Required Course Numbers										
	XXXX										
d. Knows the ethical, professional and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)											
3. Professional foundations											
a. Understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access and equity)											
b. Is familiar with the history of school psychology											
c. Recognizes the importance of lifelong learning and professional growth											
d. Is familiar with the importance and value of supervision and mentoring											