

Accommodations & Adaptations for Diverse Learners

Guidelines that Inform the Work of the School Psychologist, 2010

Based on recommendations from School Psychologists and School Psychologist Educators, the following table has been developed as guidelines to indicate how School Psychologist certification programs may meet the intent of the Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners competencies required by Chapter 49. The left column indicates the language as written in Chapter 49. Boxed words on the left side are substituted in the right column with more job-specific language, in recognition of the role of School Psychologists in relation to these competencies.

Regulation Language	Activities that relate to the work of the School Psychologist
<p>I. Types of Disabilities and Implications for Learning Candidates will be able to:</p>	<p>I. Types of Disabilities and Implications for Learning Candidates will be able to:</p>
<p>A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.</p>	<p>A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices, interventions, assessments, and adaptations. Examples: <ul style="list-style-type: none"> • Develop positive behavioral interventions for exceptional students with social or emotional needs; • Participate on IEP, IST, SAP teams, as well as with 504 plans; • Develop individual assessment plans for pre-referral and MDE; • Develop individual instruction plans for pre-referral and IEP; • Develop academic and behavioral interventions appropriate to Tier 1, Tier 2, and Tier 3 levels; • Administer assessments appropriate to the referral question, e.g., determine eligibility for specially designed instruction. </p>
<p>B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.</p>	<p>B. Demonstrate an understanding of the legal rights and responsibilities of the school psychologist and other school personnel related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. Examples: <ul style="list-style-type: none"> • Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations; • Provide consultation with teachers and staff, and interact with related personnel, in regard to legal issues. </p>
<p>C. Demonstrate an understanding of possible causes and</p>	<p>C. Examples:</p>

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<p>implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.</p>	<ul style="list-style-type: none"> • Select assessment measures that take into account cultural and linguistic backgrounds in students; • Consult with school related community regarding contextual factors, including cultural and linguistic variables, which contribute to academic and behavioral functioning; • Use data to establish goals and activities to close the achievement-opportunity and information-gaps among different groups of students, especially minority students.
<p>II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to Include All School Environments</p>	<p>II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to Include All School Environments</p>
<p>A. Cognitive – Delineate how individuals acquire and process information.</p>	<p>A. Cognitive – Delineate how individuals acquire and process information.</p>
<p>1. Design learning environments <u>to</u> facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.</p>	<p>1. Design learning environments <u>that</u> facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. Examples:</p> <ul style="list-style-type: none"> • Participate on IEP, IST, SAP teams, as well as with 504 plans; • Design positive and safe school climates; • Apply information processing theory when consulting on the design of academic instruction.
<p>2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.</p>	<p>2. Examples:</p> <ul style="list-style-type: none"> • Ensure understanding of cognitive and psychosocial development through behavioral, social, and instructional consultation with staff; • Develop an individual portfolio of specific and effective research based interventions organized by these human development issues.
<p>3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.</p>	<p>3. Examples:</p> <ul style="list-style-type: none"> • Develop and implement strategies that inform developmentally appropriate instructional practices; • Participate on IEP, IST, SAP teams, as well as with 504 plans.
<p>4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.</p>	<p>4. Example:</p> <ul style="list-style-type: none"> • Collaborate with parents to increase parents' understanding of the home conditions that facilitate academic, career, and socio-emotional development.
<p>5. Identify early interactions with adults and peers, the early</p>	<p>5. Identify <u>features of</u> early interactions with adults and peers, the</p>

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<p>childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.</p>	<p>early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. Example:</p> <ul style="list-style-type: none"> • Develop an individual portfolio of specific and effective research based early intervention teaching practices.
<p>B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and <u>plan effectively</u> for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.</p>	<p>B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and <u>consult</u> for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. Example:</p> <ul style="list-style-type: none"> • Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development.
<p>C. Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.</p>	<p>C. Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.</p>
<p>1. Recognize areas of development for students with disabilities and <u>plan effectively</u> for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.</p>	<p>1. Recognize areas of development for students with disabilities and <u>consult with those responsible for planning</u> for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling), and attachment models and their effects on learning. Examples:</p> <ul style="list-style-type: none"> • Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; • Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions.
<p>2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.</p>	<p>2. Examples:</p> <ul style="list-style-type: none"> • Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; • Use theories of socio-emotional development to promote the social skills acquisition.
<p>D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may</p>	<p>D. Behavioral – Recognize patterns of typical behavioral milestones and</p>

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<p>be different and plan effectively for positive <u>teaching</u> of appropriate behaviors that facilitate learning.</p>	<p>how patterns of students with disabilities may be different, and <u>consult and provide direct services that promote</u> appropriate behaviors that facilitate learning. Example: <ul style="list-style-type: none"> • Work with caregivers and teachers by recommending appropriate support and intervention strategies making sure to discuss factors such as teaching/parenting styles, positive classroom environment and student cultural background that can affect student learning. </p>
<p>E. Language – <u>Apply</u> reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child’s ability to read.</p>	<p>E. Language – <u>Assess</u> reading predictors; <u>analyze</u> the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.</p>
<p>1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.</p>	<p>1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics. Examples: <ul style="list-style-type: none"> • Use knowledge of language development to actively contribute ideas while serving as a pre-referral and/or IEP team member; • Administer curriculum based and standardized assessments in order to assist in planning appropriate instruction. </p>
<p>2. <u>Apply and teach skills of</u> spoken language <u>as</u> a precursor of reading and academic development.</p>	<p>2. <u>Understand how</u> spoken language <u>is</u> a precursor of reading and academic development. Example: <ul style="list-style-type: none"> • Identify and refer students with language delay to appropriate support services, e.g., speech pathologist. </p>
<p>F. Positive Environments for Learning for Students with Disabilities</p>	<p>F. Positive Environments for Learning for Students with Disabilities</p>
<p>1. Define the scientific principles influencing academic and social behavior.</p>	<p>1. Example: <ul style="list-style-type: none"> • Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs. </p>
<p>2. Implement positive behavioral interventions based on a functional analysis of behavior.</p>	<p>2. Example: <ul style="list-style-type: none"> • Collaborate with other school personnel in the construction and implementation of positive behavioral interventions based on a functional analysis of behavior. </p>
<p>3. <u>Create</u> an optimal learning environment by utilizing, evaluating, modifying and adapting <u>the classroom setting</u>, curricula, teaching strategies, materials, and equipment.</p>	<p>3. <u>Consult about the creation of</u> an optimal learning environment by utilizing, evaluating, modifying and adapting <u>school settings</u>, curricula, teaching strategies, materials, and equipment.</p>

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	<p>Examples:</p> <ul style="list-style-type: none"> • Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting: • Develop/implement functional behavior assessments.
<p>G. Collaboration and Communication</p>	<p>G. Collaboration and Communication</p>
<p>1. Identify effective <u>co-planning and co-teaching strategies</u>.</p>	<p>1. Identify effective <u>collaboration and consultative strategies</u>. Example:</p> <ul style="list-style-type: none"> • Develop a portfolio of effective collaboration and consultation strategies.
<p>2. Identify collaborative consultative skills and models (<u>i.e.</u>, understanding role on the <u>IEP</u> team; teaming; parallel teaching).</p>	<p>2. Identify collaborative consultative skills and models (<u>e.g.</u>, understanding role on the <u>RTII, SAP, MDT, and IEP</u> teams; <u>various consultation models</u>). Examples:</p> <ul style="list-style-type: none"> • School Psychologists as active and collaborative members of IEP, RTII, SAP, transition, etc., teams will: <ul style="list-style-type: none"> ○ Lead/coordinate such teams; ○ Apply a consensus-building process to foster agreement within a group.
<p>3. Identify instructional levels of students through collaboration with members of the IEP team.</p>	<p>3. Examples:</p> <ul style="list-style-type: none"> • Collaborate with the IEP and RTII teams and serve as a resource towards understanding data relevant to effective decision making; • Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.
<p>4. Understand the role of the <u>general educator</u> as <u>part of the team</u> for transition planning across transition points (<u>i.e.</u>, preschool to school entry, grade level to grade level, school to school, to post school outcomes).</p>	<p>4. Understand the role of the <u>school psychologist and other school personnel</u> as team members for transition planning across transition points (<u>e.g.</u>, preschool to school entry, grade level to grade level, school to school, to post school outcomes). Example:</p> <ul style="list-style-type: none"> • Collaborate with school personnel in coordinating transitional planning to address students' socio-emotional, career and academic needs.
<p>5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.</p>	<p>5. Examples:</p> <ul style="list-style-type: none"> • Invite caregivers and students to attend meetings focused on the student's education program; • Promote parent involvement in the process of identifying their child's strengths and needs; • Communicate with caregivers and students about the

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<p>6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parental participation.</p>	<p>student's educational program.</p> <p>6. Examples:</p> <ul style="list-style-type: none"> • Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents to meetings, meet with parents in their homes, and secure interpreters at meetings; • Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families; • Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.
<p>7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.</p>	<p>7. Examples:</p> <ul style="list-style-type: none"> • Implement procedural goals at various stages of problem solving in relation to pre-referral interventions and IEP development; • Work to counteract the barriers and challenges involved with Home-School collaboration; • Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of providing appropriate educational services.
<p>8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel</p>	<p>8. Examples:</p> <ul style="list-style-type: none"> • Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies; • Facilitate family understanding of relevant information concerning assessments and interventions.
<p>III. Assessments</p>	<p>III. Assessments</p>
<p>Candidates will be able to:</p> <p>A. Identify, administer, interpret, and plan <u>instruction based on</u> each of the following assessment components in a standards aligned system.</p>	<p>Candidates will be able to <u>understand and consult with school personnel to:</u></p> <p>A. Identify, administer, <u>and interpret the following assessments,</u> and plan instruction <u>and interventions</u> based on <u>the data received from</u> each of the following assessment components in a standards aligned system.</p>
<p>1. Authentic – A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.</p>	<p>1. Authentic – Examples:</p> <ul style="list-style-type: none"> • Conduct and report on classroom observations; • Demonstrate understanding the principles of task analysis and development of specific scoring rubrics.

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<p>2. Screening – Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).</p>	<p>2. Screening – Examples:</p> <ul style="list-style-type: none"> • Develop an individual portfolio outlining various assessment techniques including norm-referenced and curriculum based methodologies; • Determine the level of need for behavioral or social-emotional interventions; • Interpret data from universal screenings such as Dibels, Aims Web, etc.
<p>3. Diagnostic – The purpose is to ascertain, prior to instruction, teach student’s strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil’s unique needs. (Examples of diagnostic assessments are: DRA’s, Running Records, GRADE, GMADE).</p>	<p>3. Diagnostic – Example:</p> <ul style="list-style-type: none"> • Work as a member of an IEP team.
<p>4. Formative – Pennsylvania defines formative assessments as classroom based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to “reach” set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers know how students are progressing and where they are</p>	<p>4. Formative – Example:</p> <ul style="list-style-type: none"> • Administer and interpret weekly curriculum based measurements administered to determine impact on intervention on target academic behaviors.

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<p>having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative.</p>	
<p>5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS).</p>	<p>5. Benchmark – Example:</p> <ul style="list-style-type: none"> • Participate in grade level meetings to review benchmark data of students and to determine those responding appropriately to core curriculums and those who need additional support.
<p>6. Summative – Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova).</p>	<p>6. Summative – Example:</p> <ul style="list-style-type: none"> • Systematically collect assessment data, such as summative assessments, to identify and define strengths and needs and use the information to make decisions, plan services, evaluate the outcomes of services and facilitate the accountability for the decisions.
<p>B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.</p>	<p>B. Example:</p> <ul style="list-style-type: none"> • Serve as active members of RTII teams that use each of the methods of assessment during team meetings to determine educational strategies.

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C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of the quality of instruction.	C. Example: <ul style="list-style-type: none"> Use formal and informal assessment data to help make decisions, plan services, and evaluate the outcome of services.
D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.	D. Example: <ul style="list-style-type: none"> Help parents and students better understand test/assessment results determined through standardized and curriculum based assessments.
E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.	E. Examples: <ul style="list-style-type: none"> With other school personnel, help to develop measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for students.
F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.	F. Example: <ul style="list-style-type: none"> Help school personnel, parents and students understand the differences between achievement data used in special education placement decisions.
G. Create an instructional plan using assessment information related to individual student achievement.	G. Help develop an intervention plan using assessment information related to individual student achievement. Example: <ul style="list-style-type: none"> Collaborate with the IEP team in creating instructional plans.
H. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA).	H. Example: <ul style="list-style-type: none"> Identify students requiring additional services.
I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.	I. Example: <ul style="list-style-type: none"> Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement.
J. Systematically monitor student performance to identify areas of need.	J. Examples: <ul style="list-style-type: none"> Complete progress monitoring practices to identify students requiring additional services; Through formative assessment, determine the efficacy of an instructional strategy and make recommendations for modification, if needed; Serve as a resource in formative assessment.
K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.	K. Use evaluative data on an individual, class and district level to identify and implement intervention and/or programmatic revisions for quality improvement. Example: <ul style="list-style-type: none"> Evaluate outcomes of classroom, building, and system initiatives

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	in order to identify the need for revisions.
L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities.	L. Example: <ul style="list-style-type: none"> • Serve on 504 planning teams and help to develop the 504 plan for students.
M. Demonstrate an understanding of ethical practice for assessment.	M. Example: <ul style="list-style-type: none"> • Abide by ethical practice standard when selecting and administering assessment measures.
N. Recognized the need to consult with multi-disciplinary team when cultural, economic or linguistic differences are present in order to avoid biased assessment.	N. Example: <ul style="list-style-type: none"> • Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments.
IV. Literacy Development and Instruction in Core and Intervention Areas	IV. Literacy Development and Instruction in Core and Intervention Areas
Candidates will be able to: A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.	Candidates will be able to: A. Examples: <ul style="list-style-type: none"> • Assist in implementing instructional research-validated literacy interventions with students assessed with identified needs; • Identify research-based Tier 2 and Tier 3 literacy interventions.
B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for student with disabilities: Phonological Awareness & Phonics Fluency Vocabulary Comprehension Language Word Study (investigate & understand patterns in words)	B. Example: <ul style="list-style-type: none"> • Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements.
C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.	C. Examples: <ul style="list-style-type: none"> • Maintain current information and share information and research on literacy programs with educators, parents, and the community at large to promote improvement in instruction and students' achievement; Identify reading curricula with sufficient research base to be used as core reading programs in school districts.
D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.	D. Examples: <ul style="list-style-type: none"> • Develop an individual portfolio outlining evidence-based instructional practices effective with students with disabilities in the area of literacy; • Participate with school-based teams as the teams discuss evidence-based practices in reading and relate assessment results to team members.

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E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.	E. Example: <ul style="list-style-type: none"> • Assist in determining the relationship between literacy and behavior.
F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities: Text production Spelling Composition for different types of writing	F. Example: <ul style="list-style-type: none"> • Develop an individual portfolio outlining the components of writing.
G. <u>Clearly articulate and model</u> the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.	G. <u>Understand</u> the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. Example: <ul style="list-style-type: none"> • Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program.
H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.	H. Example: <ul style="list-style-type: none"> • Ensure, through team meetings, that students with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program.
I. Demonstrate instructional strategies to enhance comprehension of material.	I. Example: <ul style="list-style-type: none"> • Be familiar with leading instructional approaches in the teaching of reading.
J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.	J. Example: <ul style="list-style-type: none"> • Based on knowledge of literacy, reading assessments and observations provide input to teams on the challenges that students with disabilities face in learning subject area content.
K. Assess the readability of content area reading materials.	K. Examples: <ul style="list-style-type: none"> • Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material; • Help school personnel assess the readability of content area reading materials.
L. Demonstrate the ability to adapt content area material to the student's instructional level.	L. Example: <ul style="list-style-type: none"> • Assist school teams in the adaptation of content area material to a student's instructional level.
M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with	M. Examples: <ul style="list-style-type: none"> • Develop an individual portfolio outlining appropriate accommodations for those with literacy challenges;

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disabilities).	<ul style="list-style-type: none"> Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities.
<p>N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.</p>	<p>N. Examples:</p> <ul style="list-style-type: none"> Contribute on RTII and IEP teams to ensure rigorous instruction of students; Consult with RTII and IEP teams to determine the type and frequency of formative assessment needed to determine when and if instructional strategies need to be changed in order to make satisfactory progress.
<p>O. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.</p>	<p>O. Examples:</p> <ul style="list-style-type: none"> Contribute to transition teams by encouraging rigor in academic studies to ensure student success in career or in college; Consult with RTII and IEP teams to determine the type and frequency of formative assessment in the content areas needed to determine when and if instructional strategies need to be changed in order to make satisfactory progress.
<p>V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings</p>	<p>V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings</p>
<p>Candidates will be able to:</p> <p>A. Identify effective instructional strategies to address areas of need.</p>	<p>Candidates will be able to understand and consult with teachers to:</p> <p>A. Example:</p> <ul style="list-style-type: none"> Consult with teachers to introduce research based interventions to improve reading comprehension.
<p>B. Scaffold instruction to maximize instructional access to all students.</p>	<p>B. Examples:</p> <ul style="list-style-type: none"> Work with IEP team in developing ways to scaffold instruction when instructing students in regular education classrooms; Assist teachers in setting up peer instruction to improve math facts fluency.
<p>C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.</p>	<p>C. Example:</p> <ul style="list-style-type: none"> Assist teachers in making decisions using data from weekly curriculum based accuracy checks in math.
<p>D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.</p>	<p>D. Example:</p> <ul style="list-style-type: none"> Consult with teachers on strategies for providing immediate constructive feedback for all students on task accuracy.
<p>E. Strategically align standard based curriculum with effective instructional practices.</p>	<p>E. Example:</p> <ul style="list-style-type: none"> Help school personnel to strategically align standard based curriculum with effective instructional practices.
<p>F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a</p>	<p>F. Examples:</p> <ul style="list-style-type: none"> Develop an individual portfolio outlining instructional adaptations; Consult with teachers on Tier 2 interventions that can augment

Regulation Language	Activities that relate to the work of the School Psychologist
variety of methods without compromising curriculum intent.	instruction in the core curriculum.
G. Analyze performance of all learners and make appropriate modifications.	G. Examples: <ul style="list-style-type: none"> • Help school personnel to monitor student progress and recommend appropriate modifications when necessary; • Assist teachers in analyzing whole class or whole grade performance on assessments of performance in the core curriculum to determine students who may need supplemental instruction.
H. Design and implement program that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities	H. Examples: <ul style="list-style-type: none"> • Demonstrate sensitivity and skills needed to work with students with disabilities and implement strategies selected and/or adapted based on individual characteristics, strengths and needs; • Conduct in-service workshops for school personnel on the social-emotional needs of students on the autism spectrum.
I. Use research supported methods for academic and non-academic instruction for students with disabilities.	I. Example: <ul style="list-style-type: none"> • Serve as a resource for research-based interventions in increasing compliance with teacher requests.
J. Develop and implement universally designed instruction	J. Example: <ul style="list-style-type: none"> • Consult with school personnel about research-based core reading and math curricula appropriate for school district student population.
K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).	K. Example: <ul style="list-style-type: none"> • Contribute to discussions about assistive technology by providing information on cognitive, academic, and behavioral skills of students.
L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.	L. Example: <ul style="list-style-type: none"> • Assist teachers in classroom management strategies to support instructional delivery for a variety of student instructional needs.

MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)

Regulation Language	Activities that relate to the work of the School Psychologist
I. Foundations for Pre-service Candidates	I. Foundations for Pre-service Candidates
A. Language	A. Language
1. Demonstrate knowledge of language systems, structures, functions, and variation.	1. Example: <ul style="list-style-type: none"> Oversee implementation of ESL and IU services.
2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.	2. Example: <ul style="list-style-type: none"> Understand the normal development of a second language.
3. Identify the differences between academic language and social language.	3. Example: <ul style="list-style-type: none"> Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations.
B. Culture	B. Culture
1. Identify sociocultural characteristics of ELLs including educational background and demographics.	1. Example: <ul style="list-style-type: none"> Develop an individual portfolio outlining instructional adaptations.
2. Describe how ELLs' cultural communication styles and learning styles affect the learning process.	2. Example: <ul style="list-style-type: none"> Assist school personnel in understanding and modifying instruction to accommodate diverse communication and learning styles.
3. Describe how ELLs' cultural values affect their academic achievement and language development.	3. Examples: <ul style="list-style-type: none"> Promote diversity training with students, teachers and other stakeholders; Assist school personnel to understand different orientations to academic achievement.
4. Identify bias in instruction, materials and assessments.	4. Examples: <ul style="list-style-type: none"> On curriculum development teams, ensure that culture bias does not occur; Inform school personnel of potential bias in instruction materials, and assessments.
5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.	5. Example: <ul style="list-style-type: none"> Collaborate in the implementation of violence and bullying prevention programs to promote respect for cultural differences.
6. Observe culturally and/or linguistically diverse instructional settings.	6. Example: <ul style="list-style-type: none"> In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms, including ELLs.
II. Applications for Pre-service Candidates	II. Applications for Pre-service Candidates
A. Standards-based Instruction	Candidates will be able to understand and consult with school personnel

Regulation Language	Activities that relate to the work of the School Psychologist
	regarding: A. Standards-based Instruction
1. Apply research, concepts and theories of language acquisition to instruction	1. Apply research, concepts and theories of language acquisition to instruction <u>and interventions</u> . Example: <ul style="list-style-type: none"> • Provide input to ensure that students learning English as a second language receive a standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.
2. Implement appropriate research-based <u>instructional</u> strategies to make content comprehensible for all ELLs.	2. Implement appropriate research-based <u>instruction and intervention</u> strategies to make content comprehensible for all ELLs. Example: <ul style="list-style-type: none"> • Provide input to ensure that students receive evidenced-based instructional strategies as part of their instructional program.
3. Demonstrate effective <u>instructional planning</u> and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.	3. Demonstrate effective <u>intervention</u> and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.
B. Assessment Specific to ELL	A. Assessment Specific to ELL
1. Use PA ELPS to design <u>content</u> assessment	1. Use PA ELPS to design <u>psychological</u> assessment. Example: <ul style="list-style-type: none"> • Work with school-based teams in the use of ELPS in order to determine that content is assessed according to standards based instruction.
2. Identify issues related to standards-based formative and summative assessment for <i>all</i> ELLs.	2. Example: <ul style="list-style-type: none"> • Call to the attention of the school-based team the issues related to formative and summative assessment.
3. Use assessment data to differentiate and modify instruction for optimal student learning.	3. Use assessment data to differentiate and modify instruction <u>and intervention</u> for optimal student learning. Example: <ul style="list-style-type: none"> • Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.
C. Professionalism	C. Professionalism
1. Describe the legal responsibilities related to serving ELLs.	1. Example: <ul style="list-style-type: none"> • Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students.

Regulation Language	Activities that relate to the work of the School Psychologist
2. Demonstrate collaborative, co-teaching models for serving ELLs.	2. Example: <ul style="list-style-type: none"> • Observe and suggest co-teaching and collaborative models for serving students learning a second language.
3. Define common terms associated with English Language Learners.	3. Examples: <ul style="list-style-type: none"> • Develop an individual portfolio defining common terms associated with ELLs; • Facilitate use of common terms associated with English Language Learning.
4. Identify professional resources and organizations related to serving ELLs.	4. Examples: <ul style="list-style-type: none"> • Develop an individual portfolio outlining professional resources and organizations related to serving ELLs; • Assist in the coordination of services for ELL students, and provide parents of ELLs appropriate referrals to community agencies.