

Oregon Administrative Regulations

584-245-0200 Scope of School Psychologist

(1)**Scope:** An Oregon School Psychologist or Professional School Psychologist License or registration is required to perform any one of the following duties in public schools, school districts, or education service districts:

- (a) Provide psychological services that enhance academic performance;
- (b) Design strategies and programs to address problems of adjustment;
- (c) Consult with other educators and parents on issues of social development and behavioral and academic difficulties;
- (d) Conduct psycho-educational assessment for purposes of identifying special needs;
- (e) Provide psychological counseling for individuals, groups and families; and
- (f) Coordinate intervention strategies for management of individuals and school-wide crises.

(2)**Responsibilities:** The School Psychologist and Professional School Psychologist License authorizes the holder to perform the following duties:

(a) Use data-based decision making to choose assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports.

(b) Consult and collaborate with individuals, families, groups, and systems, to promote effective services in an equitable manner. Consultation and collaboration include but are not limited to use of the problem-solving process when planning, implementing, and evaluating academic and mental and behavioral health services with diverse audiences, including students, parents, teachers, school personnel, policy makers, community leaders, and other professionals across disciplines.

(c) Inform academic intervention and instructional supports with the use of evidence-based curricula and instructional strategies.

(A) Promote interventions and accommodations to help students enhance their capacity to be self-regulated learners.

(B) Recommend changes to instruction based on student responsiveness to interventions.

(C) Use empirically based research on learning and cognition to inform the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.

(D) Use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning.

(E) Promote intervention fidelity during the development, implementation, and evaluation of instructional interventions.

(d) Provide mental and behavioral health services and interventions that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health in the context of a comprehensive framework.

- (A) Use data to identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavior supports, and parent education and support.
- (B) Address issues that include the impact of trauma on social, emotional, and behavioral functioning; and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- (C) Use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities.
- (D) Use systematic decision making to analyze behavior and consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.
- (E) Promote intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- (F) Implement positive behavioral supports based upon a functional behavioral assessment as indicated at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches to promote effective student discipline practices and classroom management with the use of function-based supports.
- (G) Use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- (H) Promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.
- (I) Provide tele-mental health supports and services for behavioral and mental health, as trained.

(e) Implement school-wide practices to promote learning by informing systems development with use of data, general, and special education programming; and use of implementation science to establish and sustain evidence-based school-wide practices that promote learning, positive behavior, and mental health of all children and youth from diverse backgrounds and cultures in the context of a comprehensive framework.

- (A) Provide professional development, training, and ongoing coaching on a range of topics that promote the use of effective instructional strategies, positive classroom management practices, positive school climate, and the cultivation of supportive working relationships.
- (B) Design data systems and implement changes, with the use of outcome data from universal screening procedures and progress monitoring to identify the need for additional academic or behavioral support services.
- (C) Work collaboratively with other school personnel to create and maintain a multi-tiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.

(f) Use evidence-based strategies to promote safe and supportive schools, including multi-tiered prevention and health promotion related to social-emotional well-being, resilience, and risk factors in learning, mental, and behavioral health.

- (A) Contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- (B) Participate in school crisis response teams and collaborate with other professionals to conduct assessments of school safety.
- (g) Facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.
 - (A) Acknowledge and respect diversity in family systems, and identify varying world views, cultural, and family contexts.
 - (B) Use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships.
 - (C) Acknowledge barriers to school engagement and take steps to help families overcome them.
- (h) Advocate for and identify equitable practices for diverse populations, demonstrating knowledge and respect for knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.
 - (A) Consider the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
 - (B) Use inclusive language and provide culturally responsive and equitable practices.
 - (C) Convey advanced knowledge about special education and related services, and actively promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
 - (D) Employ a strengths-based approach to address the diverse learning needs of all students, including Emerging Multilingual students.
- (i) Evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for evidence-based practice and effective service delivery.
 - (A) Reference evidence based practices across tiers of support for social-emotional well-being, positive behavior supports, and use of effective instructional strategies for academic engagement and achievement.
 - (B) Apply knowledge of evidence-based interventions and programs in the design, implementation, an evaluation of the fidelity and effectiveness of school-based intervention plans.
 - (C) Understand principles of implementation science and program evaluation and apply these in a variety of settings.
- (j) School psychologists have knowledge of and provide services consistent with ethical, legal, and professional standards as aligned with the National Association of School Psychologists (NASP) and the educator standards found in OAR Division 584-020-000*et seq.*, STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS.
 - (A) Engage in effective, collaborative, and ethical professional relationships.

(B) Access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.

(C) Demonstrate thorough knowledge and application of state and federal educational law, procedures, and regulations.

584-245-0210 School Psychologist License

(1) **Term of Licensure:** A School Psychologist License is valid for three years and is renewable as provided in section 4 of this rule. The date of the first expiration of the license is three years from the date of issue plus time to the applicant's birthday.

(2) **Assignments:** The School Psychologist License is valid for:

- (a) School psychology at all age or grade levels;
- (b) Substitute counseling at any level; and
- (c) Substitute teaching at any level in any specialty.

(3) **Applying for License:** To be eligible for a School Psychologist License, an applicant must:

- (a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as a school psychologist;
- (b) Complete a School Psychologist License Preparation Program.
 - (A) Completers of Oregon Programs: Provide evidence of admission to and completion of a Commission-approved School Psychologist License preparation program; or
 - (B) Completers of Out-of-State Programs: Provide evidence of:
 - (i) Completion of an approved out-of-state school psychologist program;
 - (ii) An active and valid non-provisional school psychologist license from a NASDTEC jurisdiction; and
 - (iii) Meet the requirements for knowledge of U.S. and Oregon civil rights laws and professional ethics; or
 - (C) Complete a Specialist-level program or equivalent accredited by the National Association of School Psychologists in school psychology; or
 - (D) Hold a current certification of Nationally Certified School Psychologist (NCSP) administered by the National School Psychology Certification Board (NSPCB; established by NASP); and
- (c) Complete a background clearance that includes:
 - (A) Furnishing fingerprints, as required by ORS 342.223;
 - (B) Providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and
- (d) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in 584-200-0050.

(4) **Renewal:** The School Psychologist License may be renewed repeatedly for three years. To be eligible to apply for renewal of the School Psychologist License, the applicant must:

- (a) Complete a professional development plan in accordance with OAR 584-255-0010; and
- (b) Submit a complete and correct renewal application in the form and manner required by the Commission and the payment of all required fees as provided in OAR 584-200-0050.

584-245-0230 Professional School Psychologist License

(1) **Term of Licensure:** The Professional School Psychologist License is issued for five years and is renewable repeatedly under conditions specified below.

(2) **Assignments:** The Professional School Psychologist License is valid for:

- (a) School psychology at all age or grade levels;
- (b) Substitute counseling at any level; and
- (c) Substitute teaching at any level in any specialty.

(3) **School Psychologist Experience:** To qualify for the Professional School Psychologist License, an educator must complete:

- (a) Three (3) full years of licensed school psychologist experience in a 1.0 FTE assignment; or
- (b) Six (6) full years of licensed school psychologist experience in a .50 - .99 FTE assignment.
- (c) The years of school psychologist experience do not have to be earned consecutively.

(4) **Qualifying Experience:** To qualify as a year of school psychologist experience, the experience must:

- (a) Include duties that require school psychologist licensure, in accordance with 584-245-0200, Scope of School Psychologist.
- (b) Occur while holding a School Psychologist or equivalent non-provisional school psychologist license from a National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction;
- (c) Equal a minimum of 135 days within an academic year (July 1 to June 30); and
- (d) Be completed in one, or a combination of, the following employment settings:
 - (A) A public prekindergarten through grade 12 school, including public charter schools;
 - (B) A regionally accredited private school in any state or other U.S. jurisdiction; or
 - (C) An education service district school;
 - (D) A state-operated or state-supported school;
 - (E) A federal school;
 - (F) A private elementary or secondary school registered by the state Department of Education;

(G) A private proprietary career school licensed by the superintendent of public instruction; or

(H) Alternative education, post-secondary or other similar settings closely related to prekindergarten through grade 12 education, as approved by the Director of Licensure.

(5) Applying for License: To be eligible for a Professional School Psychologist License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Meet and complete all of the requirements for the School Psychologist License;

(c) Meet the license experience requirements of five (5) years of qualifying licensed school psychology experience in at least a .50 FTE assignment;

(d) Complete an advanced professional education program, as evidenced by:

(A) Current NASP certification of Nationally Certified School Psychologist (NCSP);

(B) Completion of an administrative licensure for building level leadership;

(C) Doctorate degree in school, clinical or counseling psychology; or

(D) Other acceptable advanced coursework or assessment approved by the Executive Director or the Director of Licensure as provided in OAR 584-200-0100, Waiver of Licensure Requirements by the Commission.

(e) Complete a background clearance that includes:

(A) Furnishing fingerprints, as required by ORS 342.223;

(B) Providing satisfactory responses to character questions in the form and manner prescribed by the Commission;

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in 584-200-0050.

(6) Renewing: The Professional School Psychologist License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-255-0010. *(includes accumulation of 75 PDUs for a 3-year license and 125 PDUs for a 5-year license)*