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| **School Psychologist**  **Commissioner’s Determination**  **Advisory**  **OFFICE OF EDUCATOR LICENSURE**  **February 01, 2023** |

Table of Contents

[INTRODUCTION 1](#_Toc126139504)

[Preface to Sample Verification Letter Template 2](#_Toc126139505)

[College/University Coursework SMK Verification Letter Template: Appendix A 3](#_Toc126139506)

[College/University Coursework SMK and Internship Sample Verification Letter Template: Appendix B 4](#_Toc126139507)

[Mentored Employment/Peer Coaching SMK Verification Letter Template: Appendix C 5](#_Toc126139508)

[Mentored Employment/Peer Coaching SMK and Internship Sample Verification Letter Template: Appendix D 6](#_Toc126139509)

[Seminar or Workshop SMK Verification Letter Template: Appendix E 7](#_Toc126139510)

[Internship Provided by a School/District, Sample Verification Letter Template: Appendix F 8](#_Toc126139511)

[Internship Provided by a College/University, Sample Verification Letter Template: Appendix G 8](#_Toc126139512)

# INTRODUCTION

This advisory is for individuals who are working on satisfying and documenting compliance with panel review requirements in effect prior to February 1, 2023, for Initial School Psychologist licensure.

**School Psychologist “panel review coverage of requirements” in effect prior to February 1, 2023:**

1. Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning
2. Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application
3. Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments
4. Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills
5. Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery
6. Information Technology - knowledge of information sources and technology relevant to their work
7. Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior
8. Research and Program Evaluation - knowledge of research, statistics, and evaluation methods
9. School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations
10. School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education, and other educational and related services; understand schools and other settings as systems
11. Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills

# Preface to Sample Verification Letter Template

The following section of this advisory contains templates to document compliance with panel review “coverage of” requirements and the internship requirement for the Initial School Psychologist license in effect prior to February 1, 2023. These templates are for authorized officials who can verify that an individual has satisfied requirements for the Massachusetts Initial School Psychologist license. Authorized officials may be able to provide such verification, but it is not a requirement or expectation of the Office of Educator Licensure. Please also note the Department may contact signees for clarification.

- Required Letter Components –

* Must be printed on official letterhead of the professional learning experience provider.
* Must include the licensure candidate’s Name and MEPID.
* Must be signed by an authorized official.

Documents may be uploaded into an applicant’s ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found at <http://www.doe.mass.edu/licensure/elar/upload-documents.html>.

# College/University Coursework SMK Verification Letter Template: Appendix A

| [Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each School Psychologist subject matter knowledge requirement listed in this letter through the successful completion of the following coursework. | | | | |
| --- | --- | --- | --- | --- |
| Insert Course Number(s) and Title(s): | |  | | |
|  | | | | |
| *[The following are all the applicable “coverage of”/Subject Matter Knowledge requirements, the college/university should delete any that have not been satisfied through the identified coursework.]*   * Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning * Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application * Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments * Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills * Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery * Information Technology - knowledge of information sources and technology relevant to their work * Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior * Research and Program Evaluation - knowledge of research, statistics, and evaluation methods * School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations * School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education and other educational and related services; understand schools and other settings as systems * Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills | | | | |
| The student has satisfied the requirements listed above.  **I attest that the statements above are true and accurate:** | | | | |
| Print Name: |  | | Signature: |  |
| Title: |  | | | |
| *(Course instructor, licensure officer, appropriate department chair, registrar, or dean*, provost, chancellor, vice-president, or president*)* | | | | |
| **Must be on official college/university letterhead** | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | |

# College/University Coursework SMK and Internship Sample Verification Letter Template: Appendix B

| [Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each School Psychologist subject matter knowledge requirement listed in this letter through the successful completion of the following coursework. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Insert Course Number(s) and Title(s) and Internship: | | | | |  | |
|  | | | | |  | |
| *[The following are all the applicable “coverage of”/Subject Matter Knowledge requirements, the college/university should* ***delete any that have not been satisfied*** *through the identified coursework.]*   * Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning * Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application * Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments * Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills * Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery * Information Technology - knowledge of information sources and technology relevant to their work * Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior * Research and Program Evaluation - knowledge of research, statistics, and evaluation methods * School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations * School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education, and other educational and related services; understand schools and other settings as systems * Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills | | | | | | |
| [Insert student’s name and MEPID] successfully completed a (# of hours) internship in the role of the School Psychologist license demonstrating competency in the subject matter knowledge of the school psychologist license as noted on page 1 of the School Psychologist Commissioner’s Determination Advisory found at <https://www.doe.mass.edu/licensure/faq-glossary/school-psychologist-cd-advisory.docx>. | | | | | | |
| Mentor’s Name and MEPID/License #: | | [Insert Mentor’s Name and MEPID/License #] | | | | |
| Beginning and Ending Dates of Internship: | | | [Insert Beginning Date- D/M/Y] - [Insert Ending Date - D/M/Y] | | | |
| The student has satisfied/completed the requirements as listed/noted above.  **I attest that the statements above are true and accurate:** | | | | | | |
| Print Name: |  | | | Signature: | |  |
| Title: |  | | | | |  |
| *(Licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president)* | | | | | | |
| **Must Be on Official College/University Letterhead** | | | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | | | |

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# Mentored Employment/Peer Coaching SMK Verification Letter Template: Appendix C

| [Insert the licensure applicant’s name and MEPID] received at least ten (10) hours of instruction through mentored employment and/or peer coaching specific to and completely covering each School Psychologist subject matter knowledge requirement listed in this letter.  The mentor noted below delivered this mentored employment and/or peer coaching. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Insert Mentor’s Name and MEPID/License #: | | |  | | |
| Insert Name of school/district: | |  | | | |
| *[The following are all the applicable “coverage of”/Subject Matter Knowledge requirements, the superintendent/equivalent should delete any that has not been satisfied through mentored employment and/or peer coaching.]*   * Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning * Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application * Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments * Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills * Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery * Information Technology - knowledge of information sources and technology relevant to their work * Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior * Research and Program Evaluation - knowledge of research, statistics, and evaluation methods * School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations * School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education, and other educational and related services; understand schools and other settings as systems * Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills | | | | | |
| The licensure applicant has satisfied the requirements listed above.  **I attest that the statements above are true and accurate:** | | | | | |
| Print Name: |  | | | Signature: |  |
| Title: |  | | | | |
| *(Superintendent or equivalent)* | | | | | |
| **Must Be on Official School Letterhead** | | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | | |

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# Mentored Employment/Peer Coaching SMK and Internship Sample Verification Letter Template: Appendix D

| [Insert the licensure applicant’s name and MEPID] received at least ten (10) hours of instruction through mentored employment and/or peer coaching specific to and completely covering each School Psychologist subject matter knowledge requirement listed in this letter.  The mentor noted below delivered this mentored employment and/or peer coaching. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Mentor’s Name and MEPID/License #: | | | [Insert Mentor’s Name and MEPID/License #] | | | |
| Name of school/district: | | [Insert Name of school/district:] | | | | |
| *[The following are all the applicable “coverage of”/Subject Matter Knowledge requirements, the college/university should* ***delete any that have not been satisfied*** *through the identified coursework.]*   * Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning * Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application * Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments * Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills * Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery * Information Technology - knowledge of information sources and technology relevant to their work * Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior * Research and Program Evaluation - knowledge of research, statistics, and evaluation methods * School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations * School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education, and other educational and related services; understand schools and other settings as systems * Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills | | | | | | |
| [Insert student’s name and MEPID] successfully completed a (# of hours) internship in the role of the School Psychologist license demonstrating competency in the subject matter knowledge of the school psychologist license as noted on page 1 of the School Psychologist Commissioner’s Determination Advisory found at <https://www.doe.mass.edu/licensure/faq-glossary/school-psychologist-cd-advisory.docx>. | | | | | | |
| Insert Mentor’s Name and MEPID/License #: | | | | [Insert Mentor’s Name and MEPID/License #] | | |
| Beginning and Ending Dates of Internship: | | | | [Insert Beginning Date- D/M/Y] - [Insert Ending Date - D/M/Y] | | |
| The licensure applicant has satisfied/completed the requirements as listed/noted above.  **I attest that the statements above are true and accurate:** | | | | | | |
| Print Name: |  | | | | Signature: |  |
| *(Superintendent or equivalent)* | | | | | | |
| **Must Be on Official School Letterhead** | | | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | | | |

# Seminar or Workshop SMK Verification Letter Template: Appendix E

| [Insert the licensure applicants name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each  School Psychologist subject matter knowledge requirement listed in this letter through the successful completion of the following seminar(s)/workshop(s). | | | | |
| --- | --- | --- | --- | --- |
| Insert Seminar(s)/Workshop(s) Title(s): | |  | | |
| *[The following are all the applicable “coverage of”/Subject Matter Knowledge requirements; the signee noted below should delete any that have not been satisfied through the identified seminars/workshops.]*   * Student Diversity in Development and Learning - knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning * Consultation and Collaboration - knowledge of behavioral, mental health, collaborative, and or other consultation models and methods and their application * Data-Based Decision-Making and Accountability - knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments * Effective Instruction and Development of Cognitive/Academic Skills - knowledge of human learning processes including techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills * Home/School/Community Collaboration - knowledge of family, school, and community systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families, schools, and communities in education and service delivery * Information Technology - knowledge of information sources and technology relevant to their work * Prevention, Crisis Intervention, and Mental Health - knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior * Research and Program Evaluation - knowledge of research, statistics, and evaluation methods * School Psychology Practice and Development - philosophy, principles and practices in school psychology including federal, state, municipal and school laws and regulations * School and Systems Organization, Policy Development, and Climate - knowledge of general education, special education, and other educational and related services; understand schools and other settings as systems * Socialization and Development of Life Skills - knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills | | | | |
| The licensure applicant has satisfied the requirements listed above.  **I attest that the statements above are true and accurate:** | | | | |
| Print Name: |  | | Signature: |  |
| Title: |  | | | |
| *(Title and signature of appropriate representative)* | | | | |
| **Must be on official letterhead of the provider** | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | |

# Internship Provided by a School/District, Sample Verification Letter Template: Appendix F

| [Insert student’s name and MEPID] successfully completed a (# of hours) internship in the role of the School Psychologist license demonstrating competency in the subject matter knowledge of the school psychologist license as noted on page 1 of the School Psychologist Commissioner’s Determination Advisory found at <https://www.doe.mass.edu/licensure/faq-glossary/school-psychologist-cd-advisory.docx>. | | | | |
| --- | --- | --- | --- | --- |
| Mentor’s Name and MEPID/License #: | | [Insert Mentor’s Name and MEPID/License #] | | |
| Beginning and Ending Dates of Internship: | | [Insert Beginning Date- D/M/Y] - [Insert Ending Date - D/M/Y] | | |
|  | | | | |
| The licensure applicant has completed the internship as noted above.  **I attest that the statements above are true and accurate:** | | | | |
| Print Name: |  | | Signature: |  |
| *(Superintendent or equivalent)* | | | | |
| **Must be on official school letterhead** | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | |

# Internship Provided by a College/University, Sample Verification Letter Template: Appendix G

| [Insert student’s name and MEPID] successfully completed a (# of hours) internship in the role of the School Psychologist license demonstrating competency in the subject matter knowledge of the school psychologist license as noted on page 1 of the School Psychologist Commissioner’s Determination Advisory found at <https://www.doe.mass.edu/licensure/faq-glossary/school-psychologist-cd-advisory.docx>. | | | | |
| --- | --- | --- | --- | --- |
| Mentor’s Name and MEPID/License #: | | [Insert Mentor’s Name and MEPID/License #] | | |
| Beginning and Ending Dates of Internship: | | [Insert Beginning Date- D/M/Y] - [Insert Ending Date - D/M/Y] | | |
|  | | | | |
| The student has completed the internship as noted above.  **I attest that the statements above are true and accurate:** | | | | |
| Print Name: |  | | Signature: |  |
| Title: |  | |  |  |
| *(Licensure officer, appropriate department chair, registrar, dean, provost, chancellor, vice-president, or president)* | | | | |
| **Must be on official college/university letterhead** | | | | |
| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found at <http://www.doe.mass.edu/licensure/elar/>. | | | | |