**NASP Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Summary of Knowledge in NASP Domain 10**

At UWRF, I received training in this domain through the following courses: SPSY 701, SPSY 740, SPSY 771/772, and SPSY 775/776. In these courses I learned the importance of having a clear understanding of educational law and due process. Also, I learned about professional standards for practice as a school psychologist, special education qualification criteria and how to work with those criteria in my field practices. Additionally, I learned about common ethical issues in schools during my SPSY 740 course, and had extensive discussions about the ethics of decision making during my practicum placement. One of my practicum field-based supervisors shared her experiences with several challenging legal and ethical issues from her 20 years as a school psychologist. Several other courses in the program touched on legal and/or ethical concerns, but the courses mentioned here prioritized and emphasized this content.

**Summary of Evidence of Emerging Skills in NASP Domain 10**

In the *Introduction to School Psychology* course (SPSY 701) during my first year in the program, I completed a major paper on the identification of Learning Disabilities within a Response to Intervention (RtI) school system. For my first artifact, I am including that paper with professor comments reflecting how I successfully addressed important legal and due process issues related to this progressive topic. For my second artifact, I am including a professor rubric from the *Legal and Ethical Issues* course (SPSY 740). I completed a paper about a promising but controversial intervention for autism. The rubric total score resulted in an “A” for the paper and included specific comments about how I addressed the ethics of school intervention in a comprehensive manner. During my internship placement, my field-based supervisor completed a Professional Work Characteristics form on two occasions. For my third artifact, I am including the spring Professional Work Characteristics ratings from my internship, all of which were “4’s” and “5’s” (indicating *above average to exceptionally strong*). My supervisor commented that I was particularly strong with respect for human diversity and teamwork. These dispositions are important for ethical decision making and problem-solving. For my fourth artifact, I am including a university-based observation rubric. On this rubric, Dr. Stovall rated my Professional, Legal, and Ethical Responsibility as a 4/4, and commented that I “handled this challenging parent in a thoughtful and professional manner.” Finally, for my fifth and sixth artifacts, I am including field-based supervisor summative evaluations from one of my practicum sites and my internship placement, respectively. In both cases, all of the item ratings for the Legal, Ethical, and Professional Practice domain were at the *emerging to proficient levels*. Moreover, my internship field-based supervisor commented that I have “come along way with due process skills” and that I “will make an outstanding school psychologist.”