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| **School Psychologist** **Panel Review Application Advisory****OFFICE OF EDUCATOR LICENSURE****February 01, 2023**  |

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# INTRODUCTION

This advisory is for individuals who are interested in earning an Initial School Psychologist license in Massachusetts through the Panel Review process. The information contained within this advisory will help individuals to make an informed decision (apply or not apply) and provide valuable advice to assist applicants through each phase of the application process.

# PRE-APPLICATION PHASE

## What is the Panel Review?

The Panel Review is the process used by the Department for reviewing and recommending candidates for Initial licensure who have substantial experience and formal education relevant to the school psychologist license but have not met the specific license requirements. There are potentially two phases to the Panel Review: The Panel Review Portfolio and the Panel Review Interview.

## Who is eligible for the Panel Review Portfolio?

Generally, applicants are eligible for a Panel Review Portfolio evaluation if they have satisfied all these requirements

* Possession of a bachelor’s degree
* Has achieved a passing score on the Communication and Literacy Skill test
* Have at least 30 Panel Review Points (PRPs)

but do not hold a master's degree or higher in school psychology approved by the National Association of School Psychologists.

## How are PRPs earned?

Candidates earn Panel Review Points through Relevant Experience and Relevant Graduate Credits. Panel Review Portfolio Eligibility Formula: Years of relevant experience x 6 + relevant graduate credits > 30.

* **Relevant Graduate Credits**: Each applicable semester hour of graduate credit earned through coursework addressing any School Psychologist Panel Review subject matter knowledge (SMK) requirement is worth one PRP. You will find Panel Review SMK requirements on the following page.
* **Relevant Experience:** Each full year of employment in the field of counseling, social work, and/or psychology is worth six PRPs.

*Applicants are often eligible for the Panel Review Portfolio process through graduate credits earned through a degree in counseling, social work, and/or psychology.*

## Who is eligible for the Panel Review Interview?

Individuals who have at least five years of full-time employment in the field of counseling, social work, and/or psychology (i.e. 5 years of full-time relevant experience) may qualify for a panel review interview. Such individuals must first go through the Panel Review Portfolio process and are encouraged to document as many requirements satisfied (including completely and/or partially), prior to the Panel Review Interview.

## What are the Requirements within the Panel Review?

Beyond a bachelor’s degree and a passing score on the Communication and Literacy Skills test, these requirements consist of:

* At least 10 hours of instruction specific to and completely covering each of the ten School Psychologist Panel Review SMK requirements. This instruction can be gained through completion of any one or combination of coursework, seminars, workshops, mentored employment, or peer coaching. Please note, a solely self-taught (no instructor involved) professional learning experience cannot be applied toward satisfying this requirement.
* Completion of a supervised and mentored 1200-hour internship specifically in the role of a School Psychologist successfully demonstrating competency in performing the roles, responsibilities, and subject matter knowledge of a School Psychologist.

## School Psychologist Panel Review Portfolio “Coverage of”/SMK requirements:

1. **Data-Based Decision Making**: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
2. **Consultation and Collaboration:** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
3. **Academic Interventions and Instructional Supports**: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.
4. **Mental and Behavioral Health Services and Interventions**: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
5. **School-Wide Practices to Promote Learning:** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
6. **Services to Promote Safe and Supportive Schools**: School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
7. **Family, School, and Community Collaboration**: School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.
8. **Equitable Practices for Diverse Student Populations**: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
9. **Research and Evidence-Based Practice**: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

# APPLICATION

You should apply for the Initial School Psychologist license as it is not possible to obtain a Professional license as your first license.

Your application will become ready for review after the Office of Educator Licensure has received your appropriate payment, official transcripts, and verification of a passing score on the Communication and Literacy test. Please note that the fee for your first application is $100 and each subsequent application is $25.

* You can find an applying for licensure step-by-step guide through the following link: <http://www.doe.mass.edu/licensure/forms-guidelines.html>.
* You can find information on test registration, test preparation, and other test-related information at: <http://www.doe.mass.edu/licensure/mtel.html>

# POST-APPLICATION PHASE

## Document Eligibility & Requirements Met

After you apply, submit/upload documents verifying Panel Review eligibility and compliance with as many Panel Review requirements you have satisfied, as follows.

## Possession of Bachelor’s Degree

Provide an official undergraduate transcript that includes the Registrar's signature, degree conferred and conferral date. The degree must have been completed through a college/university that is accredited by a recognized organization listed at <http://www.doe.mass.edu/licensure/academic-prek12/teacher/recognized-accrediting-organizations.html>.

The following may also be considered:

\*If you attended a college or university outside of the United States, please provide an independent evaluation made by a nationally recognized agency such as those listed at <http://www.doe.mass.edu/licensure/academic-prek12/teacher/foreign-degree-and-credit-equivalency.html> verifying that you have the equivalent of a bachelor's degree earned in the United States through a regionally accredited college/university.

Please note that documents may be uploaded into your 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>.

## Passing Score on the Communication and Literacy Skills Test

As a reminder, the testing company reports test results electronically to the Office of Educator Licensure. You can find information on test registration, test preparation, and other test-related information at <http://www.doe.mass.edu/mtel/>.

## 30 Panel Review Points

* Relevant Graduate Credit:

Provide official transcripts from colleges/universities accredited by a recognized organization listed at <http://www.doe.mass.edu/licensure/academic-prek12/teacher/recognized-accrediting-organizations.html>; however, if you attended a college or university outside of the United States, please provide an independent evaluation made by a nationally recognized agency such as those listed at <http://www.doe.mass.edu/licensure/academic-prek12/teacher/foreign-degree-and-credit-equivalency.html>. This independent evaluation should verify that applicable coursework you completed is the equivalent of a graduate coursework in the United States through a regionally accredited college/university. As supporting documentation, you may include a copy of the official course catalog description.

* Relevant Experience:

If the experience occurred outside of a school setting, please provide a letter written on official letterhead of the organization where the employment occurred signed by a head administrator (generally, a human resource director, president, or executive director). The letter should state the specific role and dates of your employment.

If the experience occurred in a school setting, please provide a letter written on official letterhead of the district or school setting where the employment occurred signed by a superintendent, assistant superintendent, principal, human resources director, executive director, or equivalent head administrator. The letter should state the specific role and dates of your employment. In lieu of the aforementioned letter, applicants may upload a completed School Based Employment Verification/Induction and Mentoring form to document relevant experience. You can find the form at <https://www.doe.mass.edu/licensure/resources/form-verify-sb-employ-induction-mentor.docx>.

If any of your experience was less than full-time then the letter or form should state, the full-time equivalency for each pertinent period.

## Competency Review

At least 10 hours of instruction specific to and completely covering each School Psychologist Panel Review SMK requirement.

* **Coursework**: Please submit an official transcript. As supporting documentation, you may include copies of the official catalog course descriptions; however, a letter(s) that complies with and includes applicable information on page 8 of this advisory is recommended.
* **School-based mentored employment or peer coaching**: Please provide a letter(s) that complies with and includes applicable information on page 10 of this advisory.
* **Seminar or workshop**: Please provide a copy of your certificate of completion. As supporting documentation, you may submit an official seminar/workshop description; however, in lieu of the aforementioned, a letter(s) that complies with and includes applicable information on page 12 of this advisory, is recommended.

## 1200-Hour supervised and mentored internship in the role of a school psychologist

* One or more field-based experiences through a college/university in a role relevant to School Psychologist (i.e. in the field of counseling, social work or psychology) may reduce this 1200-hour internship (one time) by 150 hours.
* Each year of full-time employment specifically in the role of the School Psychologist license may reduce this requirement by 100 hours. That is 100 hours for each year of full-time employment specifically in the role of the School Psychologist license.

|  |
| --- |
| **Example: Reduction of Required Internship Hours** |
| # of Required Hours | Hours Subtracted for Field Based Experience | Hours Subtracted for Four Years of Full-Time Employment as a School Psychologist | Remaining # Hours Internship Requirement |
| 1200 | - 150 | - 400 | = 650 |

* Remaining hours of the internship requirement may be satisfied through a PreK-12 grade school setting/college/university, or a Massachusetts approved program provider. You can find information regarding Massachusetts approved program providers at <http://www.doe.mass.edu/teach/edprep.html>.

A supervised and \*mentored internship in the role of this license is documented through a letter(s) that complies with and includes applicable information on page 13 (provided by school/district) or 14 (provided by college/university) of this advisory. To assist with documenting both, SMK requirements and the internship satisfied through/provided by one (the same) college/university, please use the template found on page 9. To document both SMK requirements through mentored employment/peer coaching and the internship satisfied through/provided by one (the same) school/district, please use the template found page 11.

*\*Mentor must hold an Initial or Professional School Psychologist license and have any combination of at least three years of employment under this Initial and/or Professional license.*

# Closing

Thank you for taking the time to learn about obtaining the School Psychologist license in

Massachusetts. Thank you, also, for being an educator or aspiring to become one. Your efforts are commendable and greatly appreciated. We hope the preceding information and the templates that follow are helpful.

If you have any questions or concerns, please do not hesitate to call the Licensure Call Center at 781-338-6600, Monday-Friday or stop by and visit us at our Walk-in Service Counter at 75 Pleasant Street, in Malden, Massachusetts.

# Preface to Sample Verification Letter Template

The following section of this advisory contains templates to document compliance with Panel Review requirements for the Initial School Psychologist license. These templates are for authorized officials who can verify that an individual has satisfied Panel Review Portfolio requirements for the Massachusetts Initial School Psychologist license sought. 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 Sample Verification Letter Template: Appendix A

| **Attestation Statement**[Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each unabridged version of the panel review requirement(s) listed in this letter through the successful completion of the following coursework. |
| --- |
| **Insert prefix(es), number(s) and title(s) of course(s)**: [enter more lines as needed]: |
|  |  |
|  |  |
| [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.] For a full description of each subject matter knowledge requirement, please visit: <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> * Data-Based Decision Making
* Consultation and Collaboration
* Academic Interventions and Instructional Supports
* Mental and Behavioral Health Services and Interventions
* School-Wide Practices to Promote Learning
* Services to Promote Safe and Supportive Schools
* Family, School, and Community Collaboration
* Equitable Practices for Diverse Student Populations
* Research and Evidence-Based Practice
* Legal, Ethical, and Professional Practice
 |
| **I have viewed the unabridged version of the requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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

| **Attestation Statement**[Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each unabridged version of the panel review requirement(s) listed in this letter through the successful completion of the following coursework. |
| --- |
| **Insert prefix(es), number(s) and title(s) of course(s)**: [enter more lines as needed]: |
|  |  |
|  |  |
| [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.] For a full description of each subject matter knowledge requirement, please visit: <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> * Data-Based Decision Making
* Consultation and Collaboration
* Academic Interventions and Instructional Supports
* Mental and Behavioral Health Services and Interventions
* School-Wide Practices to Promote Learning
* Services to Promote Safe and Supportive Schools
* Family, School, and Community Collaboration
* Equitable Practices for Diverse Student Populations
* Research and Evidence-Based Practice
* Legal, Ethical, and Professional Practice
 |
| **Attestation Statement:**[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 pages 2, 3 and 4 of the School Psychologist Panel Review Application Advisory.  |
| 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] |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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/>. |

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

| **Attestation Statement:**[Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each unabridged version of the panel review requirement(s) listed in this letterthroughmentored employment and/or peer coaching. 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.] For a full description of each subject matter knowledge requirement, please visit: <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> * Data-Based Decision Making
* Consultation and Collaboration
* Academic Interventions and Instructional Supports
* Mental and Behavioral Health Services and Interventions
* School-Wide Practices to Promote Learning
* Services to Promote Safe and Supportive Schools
* Family, School, and Community Collaboration
* Equitable Practices for Diverse Student Populations
* Research and Evidence-Based Practice
* Legal, Ethical, and Professional Practice
 |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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/>. |

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

| **Attestation Statement:**[Insert the student’s name and MEPID] received at least ten (10) hours of instruction specific to and completely covering each unabridged version of the panel review requirement(s) listed in this letterthroughmentored employment and/or peer coaching. 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.] For a full description of each subject matter knowledge requirement, please visit: <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> * Data-Based Decision Making
* Consultation and Collaboration
* Academic Interventions and Instructional Supports
* Mental and Behavioral Health Services and Interventions
* School-Wide Practices to Promote Learning
* Services to Promote Safe and Supportive Schools
* Family, School, and Community Collaboration
* Equitable Practices for Diverse Student Populations
* Research and Evidence-Based Practice
* Legal, Ethical, and Professional Practice
 |
| **Attestation Statement:**[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 pages 2, 3 and 4 of the School Psychologist Panel Review Application Advisory. |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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/>. |

# Seminar or Workshop, SMK Sample Verification Letter Template: Appendix E

| **Attestation Statement:**[Insert the student’s name and MEPID]received at least ten (10) hours of instruction specific to and completely covering each unabridged version of the panel review requirement(s) listed in this letter through the successful completion of the following seminar(s)/workshop(s). These hours of instruction were delivered by a [Insert the name of the organization that provided the professional learning experience] appointed instructor(s). |
| --- |
| Insert Seminar(s)/Workshop(s) 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.] For a full description of each subject matter knowledge requirement, please visit: <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> * Data-Based Decision Making
* Consultation and Collaboration
* Academic Interventions and Instructional Supports
* Mental and Behavioral Health Services and Interventions
* School-Wide Practices to Promote Learning
* Services to Promote Safe and Supportive Schools
* Family, School, and Community Collaboration
* Equitable Practices for Diverse Student Populations
* Research and Evidence-Based Practice
* Legal, Ethical, and Professional Practice
 |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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

| **Attestation Statement:**[Insert student’s name and MEPID] successfully completed a (Insert # 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 pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory. |
| --- |
| 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] |
|  |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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/>. |

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

| **Attestation Statement:**[Insert student’s name and MEPID] successfully completed a (Insert # 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 pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory.  |
| --- |
| 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] |
|  |
| **I have viewed the unabridged version of the SMK requirement(s) noted above on pages 2, 3, and 4 of the School Psychologist Panel Review Application Advisory found at:** <https://www.doe.mass.edu/licensure/academic-prek12/advisory/school-psychologist-panel-review.docx> **and I attest that the statement above is 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** |
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