Department of Education and School Psychology
Learning Goals: MEd Graduate Programs
Differentiation of Learning Goals for Education Specialist (EdS) Degree Program

Conceptual Framework Domain ⟶ Learning Goal ⟶ Education Specialist Goals (based on National Association for School Psychologists Standards [NASP])

Graduate Education MEd Programs	Education Specialist (EdS) Goals
Contexts: 1. Understands the contexts of professional practices.	Applies understanding of professional practices across diverse settings. (2.8)
2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals.	Assumes responsibility for professional development that reinforces compliance with standards to augment the delivery of quality services to school personnel, students, and families. (2.10)
3. Contributes to the school, district, and the broader professional community.	Demonstrates an understanding of schools as systems by working collaboratively with school personnel to facilitate the development and implementation of practices that promote positive student learning and adjustment. (2.5)
4. Engages in systematic inquiry.	Employs a data-based decision making model to the development and monitoring of effective services to children and youth. (2.1) Utilizes a systematic approach for the development and monitoring of academic intervention and instructional supports. (2.3) Utilizes a systematic approach for the development and monitoring of mental health services and interventions that foster social skills. (2.4)
Learner Development: 5. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards.	Makes data-based decisions consistent with professional standards and evidence-based clinical practice. (2.1)
6. Demonstrates knowledge of clients/students.	Utilizes knowledge of client/student characteristics to facilitate effective instructional and intervention planning. (2.3, 2.4)
Practice: 7. Demonstrates knowledge of content and pedagogy.	Integrates content and pedagogical knowledge with evidence-based clinical practice. (2.5)
8. Demonstrates knowledge of resources.	Utilizes a variety of educational resources to meet student needs. (2.1)
9. Designs coherent, evidence-based interventions.	Implements evidence-based academic, social, and behavioral interventions. (2.3, 2.4)
10. Establishes favorable conditions for instruction and intervention.	Ensures integrity in the implementation of instructional practices and interventions. (2.3, 2.4)
11. Uses knowledge of communication techniques to foster collaboration and supportive interactions.	Communicates effectively to support team-based intervention development and implementation. (2.2)
Person: 12. Takes initiative in assuming leadership roles.	Serves in leadership roles on school or district level instructional and intervention teams. (2.5)

13. Initiates activities that contribute to the profession.	Conducts and disseminates research that contributes to the profession. (2.9)
14. Seeks out opportunities for professional development and growth.	Assumes responsibility for professional development that reinforces compliance with standards to augment the delivery of quality services to school personnel, students, and families. (2.10)
15. Actively participates in professional events and projects.	Conducts and disseminates research that contributes to the profession. (2.9)
16. Challenges negative attitudes and practices; is proactive in serving clients/ students/colleagues.	Demonstrates an understanding of schools as systems by working collaboratively with school personnel to facilitate the development and implementation of practices that promote positive student learning and adjustment. (2.5)
17. Assists and supports fellow professionals.	Conducts and disseminates research that contributes to the profession. (2.9) Demonstrates effective consultation skills with school personnel to collaboratively develop, implement, and evaluate interventions and programs. (2.2)