



# NASP Technical Assistance Brief

## MEETING NASP GRADUATE PREPARATION STANDARDS

**Barbara Bole Williams, PhD, NCSP**

*Roman University*

**Enedina García Vázquez, PhD**

*New Mexico State University*

*Developed by the Technical Assistance Group of the NASP Graduate Education Workgroup*

*George Bear, PhD, University of Delaware, Series Editor*

The NASP 2010 *Standards for Graduate Preparation of School Psychologists* identify “critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists” (p. 2). The *Standards for Graduate Preparation of School Psychologists* defines graduate education for school psychologists at both the specialist and doctoral levels and represents official policy documents of NASP. As such, the standards provide guidance and statements about “program structure and content that reflect NASP’s expectations for high quality in *all* graduate education programs in school psychology” (p.2). The purpose of this technical assistance brief is to provide a summary of the NASP 2010 *Standards for Graduate Preparation of School Psychologists* and general recommendations to programs interested in meeting them to obtain NASP program approval. As of Fall 2014, all programs seeking NASP approval must apply under the 2010 Standards (except for Response to Conditions or Revised reports initially submitted under the 2000 Standards).

### SUMMARY OF NASP STANDARDS FOR GRADUATE PREPARATION

The standards are divided into four basic areas, as summarized below.

#### I. Program Context and Structure

Standards pertaining to this area require that programs have the following:

- An integrated and comprehensive philosophy/mission, goals, objectives, program of study and supervised practice;
- A clear identification as a “school psychology program,” an integrated, sequential program of study and supervised field experiences consistent across candidates;

- Full-time, part-time, and/or alternative types of enrollment that allow all candidates to establish professional identity as school psychologists;
- Systematic, performance-based evaluation and accountability procedures to improve program quality;
- Highly qualified and an adequate number of faculty in school psychology who hold doctoral degrees in school psychology and who are actively engaged in school psychology as a profession;
- Sufficient length (i.e., years and number of credits) of graduate study differentiated at the specialist level and doctoral level;
- Institutional documentation of school psychology specialist-level or doctoral-level graduate education upon completion program;
- Evidence that the program adequately prepares *all* candidates for credentialing as school psychologists (e.g., NCSP), which includes respecialization, retraining, or other alternative approaches to preparing candidates for credentialing.

## II. Domains of School Psychology Graduate Education and Practice

Programs must provide ample evidence, including a number of performance-based assessments, demonstrating that all candidates possess basic professional competencies (i.e., knowledge and skills) in 10 domains of school psychology. Those domains are:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Intervention and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

## III. Practica and Internships in School Psychology

School psychology programs must document that all candidates demonstrate application of knowledge and skills in relevant settings and under appropriate supervision, evaluation, and support in both practica and a 1,200-hour internship (1,500 hours for doctoral candidates). This also requires documentation of, at a minimum, 600 clock hours in a school setting.

## IV. Program Support/Resources

School psychology programs must show evidence that adequate resources are available to support the program candidates and faculty. This includes but is not limited to the following:

- School psychology faculty members are assured adequate professional time and resources;

- Candidates have adequate opportunity for support from and interaction with school psychology faculty and availability of university and/or program support services and physical resources;
- School psychology faculty and candidates with disabilities are provided with reasonable accommodations for special needs, accessibility to academic programs and field experiences, and equal opportunities for development and demonstration of competencies.
- Adequate library resources are available;
- School psychology programs provide for or collaborate in continuing professional development opportunities for practicing school psychologists;
- School psychology programs are located in an appropriately accredited institution recognized by the U.S. Department of Education.

*See the Appendix for a list of criteria for program review and approval.*

### SEEKING NASP PROGRAM APPROVAL

Program approval occurs as part of a unit's accreditation process through the National Council of Accreditation for Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) as NASP is a Specialty Professional Association (SPA) of NCATE/CAEP. Additionally, programs can submit as independent, standalone NASP programs directly to the Program Approval Board. The best place to begin is to contact the Program Approval Board chair for direction and the unit's NCATE coordinator (for programs in NCATE units).

#### **How do the 2010 *NASP Standards for Graduate Preparation of School Psychologists* build on the NASP Criteria for Graduate Program Review and Approval?**

The NASP Program Approval Board as part of the standards approval process through the Specialty Areas Standards Board (SASB) of NCATE created the 2010 NASP Criteria for Graduate Program Review and Approval. At the core of the NASP Criteria is the ***NASP Practice Model*** that serves as the foundation for the reorganization of the 2010 NASP Standards. The document also shows the organization of the 2010 NASP Standards for Graduate Preparation to align with the SASB Principles, resulting in 9 standards: Conditions Standard I, Standards II-VIII, and Standard IX. Stand-alone NASP programs also complete Standard X.

#### **What are the difference between the 2010 Standards for Graduate Preparation and NASP Criteria for Graduate Program Review and Approval (required by NCATE)?**

For the NASP Criteria for Graduate Program Review and Approval, the 2010 NASP Standards were reorganized and relabeled. The content remains the same as the 2010 *NASP Standards for Graduate Preparation of School Psychologists*. The greatest difference between the two is the process and forms used for program approval.

- Standard I is now a conditions standard. As a result, Standard I must first be met for a program to be approved. However, the entire program submission will be reviewed to provide feedback to programs on assessments and consistency in meeting all other standards.

## Meeting NASP Graduate Preparation Standards

- The 10 domains are now Standards II–VIII and will be judged as met at the standards level; however, each of the elements will also be rated for acceptability. For standards with elements (Standards 4, 5 and 8) the elements will be judged as not acceptable, marginal, or acceptable.
- The field experience standard (Standard III in the 2010 NASP Standards and IX in the NASP Criteria) includes six elements and will be judged similar to other elements. An important note is that measurable positive impact on children, youth, families, and other consumers is now required as part of Element 9.6.
- Programs are still required to submit the same documentation as that submitted under the 2000 Standards. There are two major differences:
  - Syllabi are no longer required. As a result, a program will not be evaluated on how well the content of each standard/element has been addressed.
  - Attachment E previously required programs to indicate where course content in relation to the standards/elements was located. Table E now requires programs to list the two to three key course-embedded assessments for each course linked to specific standards of practice (Standards II-VIII).
- Rubrics for each of the standards/elements and the assessments have been created.
- Programs in NCATE/CAEP units/providers will continue to submit on the AIMS website (<http://aims.ncate.org>) and standalone NASP programs will submit at (<http://nasp.rcampus.com>).

## RECOMMENDED RESOURCES

### NASP Website

The NASP website contains a number of resources to help guide programs in preparing for NASP program approval and seeking approval, as well as useful information and recommended practices for program development and improvement.

[http://www.nasponline.org/standards/approvedtraining/training\\_program.aspx](http://www.nasponline.org/standards/approvedtraining/training_program.aspx)

### NCATE WEBSITE

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReviewResources/tabid/458/Default.aspx>

The website has multiple resources, in addition to those found the NASP website, for seeking program approval. This includes a new SPA Assessment:

<http://ncate.org/Accreditation/ProgramReview/ProgramReviewResources/SPAAssessmentLibrary/tabid/460/Default.aspx>

Specific instructions for preparing a Revised Report are available on the NCATE website at:

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

Specific instructions for preparing a Response to Conditions Report are available at:

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

### **Annual Workshops at NASP Conventions**

The NASP Program Approval Board conducts several workshops for faculty of school psychology programs at the annual NASP conventions. One workshop is open to all programs with a structured presentation, usually held on the Thursday of convention week. Another is a Q & A session, usually held on Friday of convention week.

The Graduate Education Workgroup also hosts a one-to-one workshop with programs on Friday morning of convention week. Programs enroll prior to the convention.

*Programs intending to submit for NASP review are strongly encouraged to take advantage of available samples, training sessions, and other assistance.*

## APPENDIX

### 2010 NASP CRITERIA FOR GRADUATE PROGRAM REVIEW AND APPROVAL AT A GLANCE

The following is a listing of the NASP Criteria. Programs are asked to visit the website or contact the chair of the Program Approval Board for the complete descriptions for each standard and element.

#### Condition Standard I: School Psychology Program Context/Structure

C.1 Integrated and comprehensive philosophy/mission, goals, objectives, program of study, supervised practica

C.2 Highly qualified school psychology faculty

C.3 Specialist-level programs only: minimum years of study, 60 graduate semester hours, 54 exclusive of the internship

C.4 Doctoral-level programs only: greater depth, minimum years of study, at least 90 graduate semester hours, 78 exclusive of internship, and terminal doctoral project

C.5 Respecialization opportunities, if provided

#### Standards II–VIII: School Psychology Graduate Education and Practice

##### Standard II Practices That Permeate All Aspects of Service Delivery: Data-Based Decision

###### Making and Accountability

##### Standard III Practices That Permeate All Aspects of Service Delivery: Consultation and Collaboration

##### Standard IV Direct and Indirect Services: Student-Level Services

Element 4.1 Interventions and Instructional Support to Develop Academic Skills

Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills

##### Standard V Direct and Indirect Services: Student-Level Services: Schools

Element 5.1 School-Wide Practices to Promote Learning

Element 5.2 Preventive and Responsive Services

##### Standard VI Direct and Indirect Services: Student-Level Services: Family–School Collaboration

##### Standard VII Foundations of School Psychologists' Service Delivery: Diversity in Development and Learning

##### Standard VIII Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice

Element 8.1 Research and Program Evaluation  
Element 8.2 Legal, Ethical, and Professional Practice

### **Standard IX Practica and Internships in School Psychology**

Element 9.1 Practica  
Element 9.2 Internship  
Element 9.3 Internship Hours  
Element 9.4 Intern Supervision  
Element 9.5 Internship Site Agreements  
Element 9.6 Measurable Positive Impact

### **Standard X School Psychology Program Support/Resources (for standalone NASP programs)**

Element 10.1 Faculty have adequate professional time and resources  
Element 10.2 Adequate candidate support and interaction with faculty  
Element 10.3 Faculty receive support for professional development  
Element 10.4 Candidates receive ongoing support  
Element 10.5 Adequate physical resources  
Element 10.6 Appropriate support for candidates and faculty with disabilities  
Element 10.7 Library support  
Element 10.8 Continuing professional development activities for practicing school psychologists  
Element 10.9 Institution is accredited



**NATIONAL  
ASSOCIATION OF SCHOOL  
PSYCHOLOGISTS**  
4340 East West Highway, Suite 402  
Bethesda, MD 20814  
(301) 657-0270  
(301) 657-0275, fax  
(301) 657-4155, TTY  
[www.nasponline.org](http://www.nasponline.org)

March 2014

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(301) 657-0270, Fax (301) 657-0275