

Nationally Certified School Psychologist

Application and Information for Graduates of Non-NASP-Approved Programs

Application Deadline

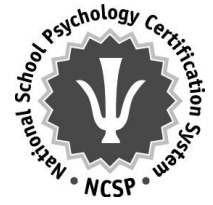
Applications are reviewed twice a year. To be considered, all application materials, including online and paper-based submissions, must be received by:

**Winter Review: December 1
Summer Review: June 1**

**National School Psychology Certification System Board
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270 or (866) 331-NASP
cert@naspweb.org
www.nasponline.org/certification**

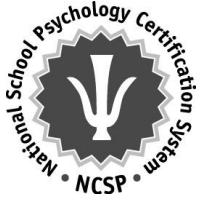
Revised August 2010

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GENERAL INFORMATION

The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to nonmembers. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB).

What Is a Nationally Certified School Psychologist (NCSP)?

Individuals who successfully meet the credentialing standards established by the NSPCS are entitled to use the designation Nationally Certified School Psychologist or NCSP (NASP policy adopted by the Delegate Assembly, 1988). Any individual who uses this designation or represents himself or herself as a Nationally Certified School Psychologist without having fulfilled the requirements of this certification process is deemed to be in violation of the NASP *Principles for Professional Ethics* and may be denied the right to future certification or may be subject to legal action.

Specific Goals of the National School Psychology Certification System Include the Following:

- To promote uniform credentialing standards across states, agencies, and training institutions
- To monitor the implementation of NASP credentialing standards at the national level
- To promote continuing professional development (CPD) for school psychologists
- To facilitate credentialing of school psychologists across states through the use of reciprocity
- To ensure a consistent level of training and experience in service providers who are nationally certified
- To promote the utilization of NASP *Standards for Graduate Preparation of School Psychologists, 2010* by training institutions (formerly known as the *Standards for Training and Field Placement Programs in School Psychology, 2000*)
- To encourage individual members to seek national certification

Qualification Standards

To qualify for national certification, a school psychologist must meet established standards of the National Association of School Psychologist (NASP). In March 2010, NASP adopted the 2010 revision of the Professional Standards:

- *Model for Comprehensive and Integrated School Psychological Services, 2010* (Effective March, 2010)
- *Principles for Professional Ethics, 2010* (Effective January 1, 2011)
- *Standards for Graduate Preparation of School Psychologists, 2010* (Fully effective for NASP program review and approval Fall 2014)
- *Standards for the Credentialing of School Psychologists* (NCSP applicants are required to meet the 2000 standards through December 31, 2016, and the 2010 standards beginning January 1, 2017)

These documents may be viewed on the NASP website at www.nasponline.org/standards/2010standards.aspx

For your reference, the previous version of the Professional Standards can be found at:

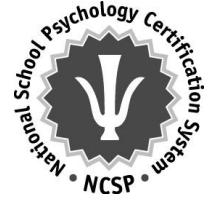
www.nasponline.org/standards/professionalcond.pdf
www.nasponline.org/standards/FinalStandards.pdf

Resources to Assist NASP Members With the Application Process

NASP members can access two helpful fact sheets along with other Praxis exam information to assist them in preparing to apply for the NCSP at www.nasponline.org/certification/becomeNCSP.aspx.

- Applying for the NCSP: Tips for Graduate Students
- Recommendations, References, and Study Tips for The PRAXIS II Exam in School Psychology

REQUIREMENTS FOR NATIONAL CERTIFICATION



Note: For your NCSP application to be reviewed, clear evidence must be provided that the following requirements have been met.

Program Requirements:

- Completion of an organized program of study that is officially titled “school psychology.”
- Completion of 60 graduate semester/90 quarter hours of study in school psychology. At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.

Practica: Completion of a sequence of supervised experiences that occurred prior to the internship. These experiences were conducted in laboratory or field-based settings and provided for the application of knowledge and specific skills.

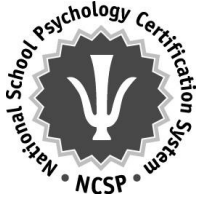
Internship: Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation. Individuals who graduated prior to December 31, 1994, from a training program that did not offer a 1200-hour internship may complete a field-based internship. If the prospective applicant is currently working in a school setting, it is suggested that the individual contact the program director, preferably of a NASP-approved program, enroll in an internship seminar at the university, and have a credentialed school psychologist supervise them in their work setting. Contact cert@naspweb.org for additional information on documentation for graduation or internship served prior to December 31, 1994.

Examination: If taken *before* September, 2008, applicants must achieve a passing score (660) on the School Psychologist Praxis II Examination (code 0400) administered by the Educational Testing Service (ETS). If taken *after* September, 2008, applicants must achieve a passing score (165) on the School Psychologist Praxis II Examination (code 0401) administered by the ETS. Test scores remain valid for ten (10) years after the test. Test scores older than ten (10) years are considered expired and would require the retaking of the examination. ETS’s *Tests at a Glance* contains content outlines, sample questions with rationale for the best answers, and test-taking strategies. It is located at www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf

Continuing Professional Development Required to Maintain Certification

All school psychologists who hold the NCSP must actively engage in activities designed to maintain, expand and extend their professional training and skills. In order to meet this requirement, the NCSP must complete at least 75 contact hours of continuing professional development within a 36-month period. Among those 75 hours, NCSPs must obtain 10 CPD hours from NASP and/or APA-approved providers *and* 3 CPD hours in ethical practice and legal regulation of school psychology (e.g., referring to IDEA, ESEA/NCLB, Section 504, and similar issues). NASP’s [annual convention](#) and [summer conferences](#) offer valuable opportunities to earn approved provider CPD credits. In addition, you can utilize NASP’s [Online Learning Center](#).

Please visit www.nasponline.org/certification/New%20NCSP%20booklet.pdf for detailed information on the types of CPD required for renewal. At the end of each three year period, the NCSP credential must be renewed by verifying that the minimum CPD requirements have been met. The renewal fee covers application processing, directory maintenance, and other administrative costs.



APPLICATION PROCESS

The application process for national certification requires submission of the application and supporting documentation, including the score obtained on the ETS-School Psychologist Examination (Praxis II). The application process is conducted by volunteer reviewers and is processed through the NASP office. Reviews are completed twice per year; we appreciate the patience of all applicants as the Board works to process applications in a timely manner. Please note the following deadlines (applications must be received by these dates):

Summer review	June 1
Winter review	December 1

Once a decision has been made regarding your application, you will receive a written letter from the NASP office that includes the feedback from reviewers.

NCSP Application Fee

This nonrefundable fee is payable to NASP. If a nonmember of NASP becomes a member of NASP when submitting the application, then the NASP member fee will apply. This fee covers the cost of application materials, credential review, record updates, maintenance of the online directory, and other mailings. The rates are as follows:

Student, Early Career 1st year members, and Leave of Absence members	\$160
Early Career 2nd Year Members	\$210
Other NASP Members	\$260
Nonmembers	\$360

ETS-School Psychologist Examination

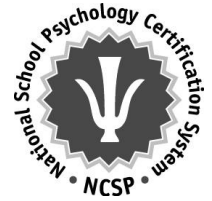
The examination required by the National School Psychology Certification System is the School Psychologist Praxis II Examination, Test #0401 (or 0400 if taken before September, 2008), owned and administered by the Educational Testing Service (ETS) as part of the Praxis II Series. This examination was developed jointly by NASP and ETS in 1987 and was most recently updated in 2008. NASP participated in the process in a technical and professional consulting role. The School Psychologist Examination is reviewed regularly.

Test registration materials for the School Psychologist Examination are available through ETS or through most college and university testing centers. For further information on the registration process, visit www.ets.org/praxis/prxreg.html. Registration materials are contained in the document entitled *Praxis Series Information Bulletin*. ETS may be reached at (800) 772-9476. Schedules of test administration are contained in the ETS registration materials. Special administration(s) of the examination are possible, upon request.

Both the application for the examination and the fee are sent directly to ETS. When applying to take the examination, you must include the **R1549** on your national examination Critical Information Form and answer sheet so that NASP will receive your test results. This code is also listed in the ETS *Praxis Series Information Bulletin*. Upon request of the test applicant, ETS will mail an official score report of a prior examination directly to NASP. **NASP must receive an official score report directly from ETS. Copies of a score report will not be accepted.** For individuals seeking national certification, the examination must be passed within nine (9) years of the initial Board review date. Score reports will be maintained by NASP as confidential information.

Note: A passing score is set by the National School Psychology Certification Board (NSPCB) upon recommendation of the NASP examination validation panel. The passing score utilized by the NSPCB may differ from passing scores selected by individual state certification boards for use with state certification. The passing score is reviewed annually by the NSPCB and modified as warranted.

APPLICATION PROCESS (CONTINUED)



Resubmission of an Application

Applications expire 3 years from the date of initial review. Applicants are allowed two submissions per each fee payment. If deficiencies still exist after the second review, the candidate will have to reapply by resubmitting the nonrefundable fee along with submission of those portions of the portfolio deemed deficient. Partial submissions will not be reviewed.

Appeal of an NCSP Board Decision

Applicants who are denied certification may file an appeal if they believe the NSPCB erred in its decision. The appeal must be received in writing by the Board within 90 calendar days of the date of the Board's denial letter. The written appeal must specifically outline the appellants concerns and the issues that the appellant wishes the appeal panel to consider.

The Board shall forward the appeal to the Certification Appeal Panel. An appeal must be based on the contention that the Board erred in making its decision about the applicant based on the information that was submitted in the application and supporting documentation as of the last Board review. **Changes and additions to the original documentation will not be considered as an appeal, but will be reviewed by the NSPCB through the regular review process** (see above). An appeal may include arguments concerning the misapplication of standards or the misinterpretation of information or documentation by the NSPCB. The decision of the appeal panel will be considered final.

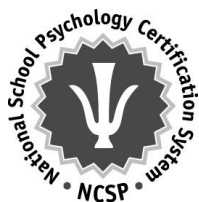
NCSP Applicants From Programs Receiving NASP Approval Subsequent to Graduation

The following guideline applies to applicants for the NCSP who graduated from/completed a school psychology program *no more than one calendar year* prior to the effective date of NASP approval for the program.

Individuals completing a school psychology program which received NASP approval subsequent to graduation/program completion must submit a letter from the Program Coordinator/Director that attests to the equivalency between the program from which the applicant graduated and the program subsequently approved by NASP. This letter must specifically address (a) changes implemented in the program between the date the applicant completed the program and the date of NASP approval, (b) whether the applicant completed additional studies to address those changes, and (c) the equivalency of the individual's course work, practica, internship and evaluation with those of students completing the approval program.

Submission of a letter, as described above, does not assure approval of the application for the NCSP. It will, however, be given serious consideration within the review and decision-making process.

Please follow the Application Checklist for Graduates of NASP-Approved Programs. If it is determined that the applicant has not met the requirements for a NASP-approved program, the applicant will be asked to submit documentation specified in the Application Checklist for Graduates of Non-NASP-Approved Programs.



APPLICATION CHECKLIST FOR GRADUATES OF NON-APPROVED PROGRAMS

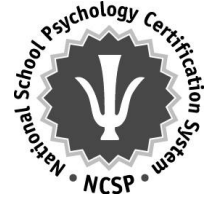
All of the information listed below must be included with the application. Incomplete applications will not be reviewed.

Please check off each item to ensure that you have included the necessary information with your application packet.

- School Psychologist Praxis II Examination score report, which must be sent to NASP directly from ETS
- Certification application fee and payment form payable to the National Association of School Psychologists
- Personal data sections
- Program verification form—**MUST BE SIGNED BY PROGRAM DIRECTOR**
- Practica verification form—**MUST BE SIGNED BY UNIVERSITY-BASED SUPERVISOR**
- Internship verification form—**MUST BE SIGNED BY UNIVERSITY-BASED SUPERVISOR.**
- One official transcript of all graduate study. May be issued to student, but must remain in sealed envelope. If the transcript does not specifically identify your graduate degree major/program as “school psychology,” then you must submit institutional documentation that defines it as a school psychology program (e.g., a program description from the university course catalog).
- If applicable, include a copy of your current valid state or other professional school psychology certification/license
- For paper submissions only (not online), **four complete copies** of the portfolio (the portfolio will only be reviewed when all aspects of the application are complete) are needed. Each copy of the portfolio *must* include:
 - Table of contents (also provide section tabs)
 - All application forms
 - Demonstration of knowledge and professional competency in each of the 11 domains of professional practice
 - A matrix across the 11 domains which documents formal graduate-level training experiences for each domain
 - Copies of transcript(s)
 - Syllabi for all courses at time of course completion, or if syllabi are not available, content verification form
 - NCSP Case Study

Please keep a copy of all paperwork submitted and send the originals to NASP. Applicants are encouraged to use tracking or return receipt mail if you would like confirmation that the application was received by NASP. NASP cannot be held responsible for lost or misdirected mail.

NCSP APPLICATION PAYMENT FORM
Non-Refundable Fee



Name: _____
 First Middle Last (Other name listed on documents)

Mailing Address: _____
 Street

City State Zip

ARE YOU CURRENTLY A NASP MEMBER: YES NO

NASP MEMBER #: _____

Application Fee (Nonrefundable): (CHECK ONE)

- \$150 *NASP Member*-Student/ Early Career 1st year/Leave of Absence
- \$200 *NASP Member*-Early Career 2nd year \$250 *NASP Member*-Regular
- \$350 *Nonmember* (Select if not a NASP member)

I understand that this is a nonrefundable fee. Please initial here _____

Payment: (CHECK ONE)

- Check
- MasterCard Visa

Card # _____ Expiration Date _____

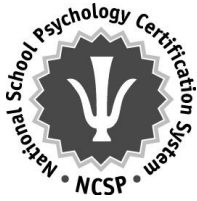
Name as It Appears on Credit Card _____

Signature _____ Date _____

SEND THIS ENTIRE APPLICATION PACKET AND FEE TO:

National School Psychology Certification System
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814

PLEASE STAPLE CHECK HERE



NCSP APPLICATION

PERSONAL DATA FORM

I. DEMOGRAPHIC DATA

(Please type or print as you wish it to appear in the directory)

Name: _____
 First Middle Last (Maiden/Previous Name Used)

Mailing Address: _____
 Street

City State Zip

Telephone (Work): _____ (Home): _____

E-mail Address: _____

II. WORK EXPERIENCE

Primary Place of Employment: _____

Job Title: _____

Languages Other Than English You Speak Fluently: _____.

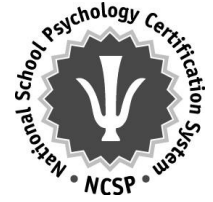
Will you be awarded a stipend or salary increase for holding the NCSP Credential? Yes _____ No _____

If Yes, what is the amount or percentage of the stipend? _____

What is the name of the school district or employer providing that stipend increase? _____

If this amount will change in future years, please describe that change (i.e. graduated increase, one-time only)

Describe any other benefits provided by the school district/state awarded to school psychologists with the NCSP credential _____



III. PRAXIS II SCHOOL PSYCHOLOGIST EXAMINATION

Please indicate the date you took or will take the ETS Praxis II School Psychologist Exam:
 Month _____ Date _____ Year _____

Name the test was taken under, if different from name on application _____

Please note that NASP must receive an official score report from ETS. Please contact ETS at (800) 772-9476 to have an official score report sent to NASP (Recipient code: R1549).

SEX AND ETHNICITY DATA (OPTIONAL—FOR RESEARCH PURPOSES ONLY)

Sex: Female Male

Ethnicity: African American Hispanic Asian Caucasian American Indian
 Other (Specify): _____

IV. EDUCATION AND TRAINING

Please complete in order of highest degree first, followed by other degrees and/or training. Attach official transcripts of all graduate work **List graduate hours (semester or quarter) and degrees only.**

DEGREE (Example) <i>EdS</i>	TITLE/AREA <i>School Psychology</i>	INSTITUTION <i>Hometown U</i>	DATE <i>5/30/07</i>	GRADUATE HOURS	
				Semester <i>60</i>	Quarter
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Credit Hours in School Psychology (Excluding Internship) _____

Total Internship Credit Hours: _____

Total Other Graduate Credit Hours: _____

Total: _____

V. CERTIFICATION AND LICENSURE P

Please list all valid and current certificates/licenses that you would like listed in the NCSP Directory. Please attach a copy of each certificate/license.

Certification

Exact Title of Certificate: _____

Issuing Agency: _____

Date Issued: _____ Certificate Number: _____



Licensure

Exact Title of License: _____

Issuing Agency: _____

Date Issued: _____ License Number: _____

(Attach additional sheet if necessary)

VI. VALIDATION

1. Have you ever been found in violation of ethical principles by an ethics or professional practices board?
 YES NO
2. Have you ever voluntarily surrendered a professional credential in response to an ethics charge?
 YES NO
3. Have you ever received disciplinary action from an ethics or professional practices board?
 YES NO
4. Have you ever had a professional credential revoked, suspended, or limited by an ethics or professional practices board?
 YES NO
5. Have you ever been convicted of, or pleaded guilty or nolo contendere to, a felony, misdemeanor, or other offense, other than a minor traffic offense, in a federal, state, or municipal court?
 YES NO
6. Have you ever received formal disciplinary action by an employer or supervisor based wholly or in part on ethical issues?
 YES NO

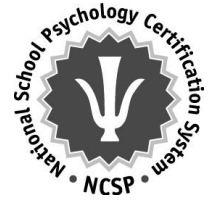
If the answer to any of the above questions is “yes,” please provide a complete explanation on a separate page(s). The matter will be referred to NASP’s Ethics and Professional Practices Committee prior to review of your materials.

I verify that the information herein is true and accurate. I further affirm that I will abide by NASP Principles for Professional Ethics and agree to submit to NASP procedures for adjudication of alleged violations of same.

Signature

Date

VERIFICATION OF COMPLETION OF SCHOOL PSYCHOLOGY PROGRAM



Applicant's Name: _____

Date All Program Requirements Completed: _____

I verify that:

- 1) The applicant identified above completed an integrated program of graduate study. The program was officially titled "school psychology" and was clearly identifiable as an organizational unit.

YES NO
- 2) The applicant completed sufficient coursework and field experience within the context of this program in order to allow for evaluation of his or her knowledge and professional competency.

YES NO
- 3) The applicant's preparation in school psychology included at least 60 graduate semester hours (90 graduate quarter hours) of study in school psychology, with at least 54 graduate semester hours (81 graduate quarter hours) of credit exclusive of credit for the internship.

YES NO
- 4) The candidate has completed a sequence of supervised on-campus or field-based practicum experiences that were distinct from and occurred prior to the internship and that were designed to develop and evaluate mastery of distinct professional skills.

YES NO
- 5) The applicant completed at least 1200 hours of supervised internship with at least 600 hours in a school setting.

YES NO
- 6) The applicant has demonstrated professional work characteristics that include:

communication skills	adaptability	
effective interpersonal skills	initiative and dependability	
ethical responsibility	respect for human diversity	
		<input type="checkbox"/> YES <input type="checkbox"/> NO
- 7) What is the title of the degree posted on the student's transcript? _____

Was this course of study *at the time of the student's graduation* NASP approved? YES NO

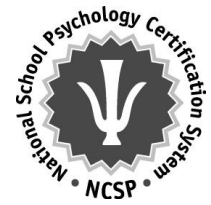
I verify that the above information is true and accurate. I understand that misrepresentation may result in action by the NASP Ethics Committee and reported to the NASP Program Approval Board.

Program Director (Please print)	Director's Signature	Date
------------------------------------	----------------------	------

Official Title of Program (Please print)	Name of Institution
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Mailing Address _____

Telephone _____ E-mail Address _____



PRACTICA VERIFICATION FORM

DEMOGRAPHIC INFORMATION

Name _____
 Last First Middle (Maiden/Previous)

Mailing Address _____
 Street City State Zip Code

Telephone (Work) _____ (Home) _____
 Area Code/Number Area Code/Number

E-mail Address _____

PRACTICA INFORMATION

(This section must be completed and signed by the university supervisor of practica experiences)

The applicant has completed a sequence of supervised experiences that occurred prior to the internship. These experiences were conducted in laboratory or field-based settings, and provided for application of knowledge and mastery of skills in the following areas:

- Orientation to the education process YES NO
- Assessment for intervention YES NO
- Direct intervention (including counseling, and behavior management) YES NO
- Indirect intervention (including consultation) YES NO
- Dates of practica from _____ to _____
- Total clock hours _____

University-Based Supervisor _____
 Signature Date Area Code/Number

THIS FORM MUST BE INCLUDED WITH ALL NCSP APPLICATIONS



INTERNSHIP VERIFICATION FORM

DEMOGRAPHIC INFORMATION

Name: _____
 First Middle Last (Maiden/Previous Name Used)

INTERNSHIP INFORMATION
(Use a separate sheet for each setting.)

School District/Site Name: _____

Address: _____

Name of Field-Based Supervisor: _____

Name of University-Based Supervisor: _____

Date of Internship Start: _____ Finish: _____

Total Clock Hours: _____ Total Clock Hours in a School Setting* (if different from total): _____

Did the intern receive on average at least two hours per week of direct (i.e., face-to-face, individualized) supervision?
 YES NO Did the intern successfully complete the internship? YES NO

THIS SECTION MUST BE COMPETED AND SIGNED BY UNIVERSITY INTERNSHIP AND FIELD-BASED SUPERVISORS:

Field-Based Supervisor Information: (Supervisor for school-based setting must be credentialed as a school psychologist in the state in which you completed your internship)

Are you a credentialed school psychologist? YES NO

Are you an NCSP (Nationally Certified School Psychologist)? YES NO

License/Certificate Affiliation and Number _____

If a portion of the internship took place in a non-school setting:
Are you a licensed psychologist? YES NO

License/Affiliation and Number _____

I certify that all of the above information on this verification form is accurate.

Internship Field-Based Supervisor Signature Date Area Code/Number

University-Based Supervisor Signature Date Area Code/Number

**A school setting is defined by the NASP standards as: A setting in which the primary goal is the education of P-12 students of diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of services.*

PORTFOLIO INSTRUCTIONS



INTRODUCTION

NASP Standards require that school psychology candidates demonstrate competency in each of the following domains of professional practice. Competency requires evidence of both knowledge and skills.

1. Data-Based Decision-Making and Accountability
2. Consultation and Collaboration
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Skills
5. Student Diversity in Development and Learning
6. School and Systems Organization, Policy Development, and Climate
7. Prevention, Crisis Intervention, and Mental Health
8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. School Psychology Practice and Development
11. Information Technology

The portfolio that you are submitting provides evidence of knowledge and professional competency in each of the 11 domains. The portfolio includes both documentation of formal preparation and work samples/products that demonstrate professional competency in school psychology.

FORMAT

For online submissions, follow the format as described during the online application process.

For paper submissions only, the applicant must submit **four** copies of the portfolio as follows in order to be reviewed. Each copy must include:

- Format is 8 ½ × 11 inch, three-ring binder with section tabs
- Table of Contents should include a listing of each section of the portfolio (e.g., matrix, syllabi, etc., with appropriate page numbers)
- A matrix across the 11 domains, which documents formal graduate-level training experiences for each domain (see the sample, examples of evidence of professional competence, and blank forms on pages 15–28)
- Copies of transcript(s)
- NCSP case study (see pages 29–32)
- Syllabi for all courses at time of course completion, or if syllabi are not available, Content Verification Form (page 33)



DOMAIN MATRIX

Documentation: Complete the Domain Matrix to explain how during your preparation as a school psychologist you demonstrated knowledge and professional competency in each of the 11 domains. For each domain include: (a) the NASP domain definition, (b) demonstration and evidence of knowledge (reflected through coursework and supported by your syllabi and transcript), and (c) demonstration and evidence of professional competency (for more information see pages 16–17). See the **Example** of Domain 1 below and use this as a guideline to complete the forms on pages 18–27.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have 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. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Demonstration and evidence of knowledge: I received training in this domain through the following courses: SP 502, SP 503, and SP 505. The SP 502 (Consultation) course provided training in using data-based decision-making through the problem-solving process in working with classroom teachers and teams. In SP 503 (Research) we learned how to identify empirically based intervention strategies, in addition to using the research to guide data-based decision making. In SP 505 (Assessment) the course provided training in the use of assessment instruments, curriculum-based measurement, and other methodologies for gathering data and documenting various aspects of a student’s functioning. I have also included student evaluations and blinded work samples from a course that I taught as evidence that the students learned to develop graphs to help them to analyze data for decision-making.

Demonstration and evidence of professional competency: As evidence of my professional competency, I have included three examples of student progress monitoring charts of interventions that I have implemented with elementary students. I have included a portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention, and to evaluate data relating to outcomes of the intervention. I have included a copy of my evaluation, which provides evidence of satisfactory performance in the area of data-based decision making.

Evidence of Professional Competence is reflected through artifacts collected in the field. The following are examples of evidence of professional competence that could be submitted in portfolios. Most applicants submit two to three pieces of evidence per domain. These are examples of competency meant to assist and not meant to limit your submissions of evidence of professional competency. Some evidence, if strong enough, can work for more than one domain. In no case should an evaluation of performance by a supervisor be the only evidence submitted in a domain.

Domain 1: Data-Based Decision Making

- Case study
- An assessment report that ties recommendations to data and shows data on the effectiveness of those recommendations (interventions)
- Tier 1 and 2 intervention data
- Progress monitoring and resulting decisions
- Functional behavioral assessments

Domain 2: Consultation and Collaboration (show evidence of your role)

- Case study—behavior or academic
- Summary reports on a consultation—goals, strategies, outcomes
- Summary reports of collaboration on a school-based project (e.g., class-wide interventions, building-wide program)
- Supervisor evaluation

Domain 3: Effective Instruction and Development of Cognitive/ Academic Skills

- Academic intervention case study
- Recommendations and data to support effectiveness from cases
- Presentations to educators on effective instruction in reading, math, etc.
- Intervention worksheets with explanation/interpretation
- Tier 1 and 2 intervention data

Domain 4: Socialization and Development of Life Skills

- Behavior/social—emotional case study
- Class-wide, small group, or individual interventions focused on development of social skills with data to support progress on goals
- Positive behavior support plan
- Sample Social Skills lessons, delivered with data on effects
- Functional behavioral assessment

Domain 5: Student Diversity in Development and Learning

- Assessments that vary to account for differences—cultural/ language differences, disability, etc.
- Interventions/supports offered to diverse groups
- Recommendations that account for diverse learning needs
- Work with English language learners
- Supervisor evaluation

Domain 6: School and Systems Organization, Policy Development, and Climate (show evidence of role)

- Work with the system on policy development or implementation
- Work on school committees that deal with school climate
- Work with school committees that deal with school safety/school goals/achievement
- Advocacy work, within legislative/regulation
- Involvement in building/district needs assessment

Domain 7: Prevention, Crisis Intervention, and Mental Health

- Work to implement school-wide mental health activities such as suicide awareness and prevention, bully-proofing programs, peer mediation
- Crisis response in schools(s)—efforts to support following a tragedy (hurricane, death, other losses)
- Provision of mental health services/counseling groups (provide evidence of goals, strategies, and outcomes)

Domain 8: Home/School/Community Collaboration

- Interventions that bring home/school into play
- Coordination of services across home, school, and community
- Supervisor evaluation
- Presentations to families
- Outreach to families

Domain 9: Research and Program Evaluation

- Master's thesis—abstract
- Program evaluation—review and evaluation of curriculum
- Review and evaluation of programs implemented in Domain 7 or school-wide interventions from Domains 3 or 4
- Appropriate use of single-case design studies

Domain 10: School Psychology Practice and Development

- Coursework documenting history of school psychology
- Coursework in school psychology practice and ethics
- Intern evaluation
- Supervisor evaluation
- Active involvement in local/state/national association

Domain 11: Technology

- Subsumed in portfolio—use of scoring programs, use of Web-based materials, use of graphing programs, use of word processing software
- PowerPoint presentations
- Statistical analysis (e.g., SPSS)

DOMAIN MATRIX

Domain 1: Data-Based Decision Making and Accountability. School psychologists have 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. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision making permeates every aspect of professional practice.

Demonstration and evidence of knowledge of varied models and methods of assessment that yield information useful in identifying a student's strengths and needs, in understanding problems, and in measuring progress and accomplishments.

Demonstration and evidence of professional competence in the use of varied models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcome of services.

Domain 2: Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Demonstration and evidence of knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

Demonstration and evidence of professional competence in effective collaboration with others in planning and decision-making processes at the individual, group, and systems level.

Domain 3: Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Demonstration and evidence of knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

Demonstration and evidence of professional competence in the ability to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs.

Demonstration and evidence of professional competence in the ability to implement interventions (e.g. instructional interventions and consultation) to achieve these goals.

Demonstration and evidence of professional competence in the ability to evaluate the effectiveness of interventions.

Domain 4: Socialization and Development of Life Skills: School psychologists have 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. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Demonstration and evidence of 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.

Demonstration and evidence of professional competence in the ability to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths and needs.

Demonstration and evidence of professional competence in the ability to implement interventions (e.g. consultation, behavioral assessment/intervention, and counseling) to achieve those goals.

Demonstration and evidence of professional competence in the ability to evaluate the effectiveness of interventions.

Domain 5: Student Diversity in Development and Learning: School psychologists have 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. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Demonstration and evidence of knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

Demonstration and evidence of professional competence in the sensitivity and skills needed to work with individuals of diverse characteristics.

Demonstration and evidence of professional competence in the ability to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Domain 6: School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Demonstration and evidence of knowledge of general education, special education, and other educational and related services.

Demonstration and evidence of knowledge of schools and other settings as systems.

Demonstration and evidence of professional competence in the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Domain 7: Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Demonstration and evidence of knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

Demonstration and evidence of professional competence in the ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Domain 8: Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Demonstration and evidence of knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

Demonstration and evidence of professional competence in the ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Domain 9: Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Demonstration and evidence of knowledge of research, statistics and evaluation methods.

Demonstration and evidence of professional competence in the applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

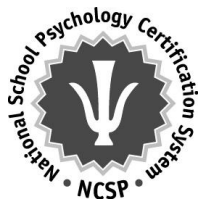
Domain 10: School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologist practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Demonstration and evidence of knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; of ethical, professional and legal standards.

Domain 11: Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Demonstration and evidence of knowledge of information sources and technology relevant to their work.

Description: Demonstration and evidence of professional competence in the ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.



NCSP CASE STUDY

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study. Therefore, the applicant should submit the NCSP Case Study in a format that addresses Sections 1–4 as reflected in the evaluation rubric below.

The NCSP Case Study format must be in a 12 point, Times New Roman font, word processed document that does not exceed 10 pages, including charts and graphs. (*Case Studies that do not meet these specifications will not be reviewed.*)

Section 1: Problem Identification

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations (e.g., local norms)	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified but not operationally defined
1.2		<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data
1.5		<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance deficit
1.6		<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses
2.3		<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Section 3: Intervention

	Effective	Needs Development
3.1	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)
3.2	<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing
3.3	<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single-case design analysis)	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single-case design analysis)
3.4	<input type="checkbox"/> Intervention(s) is developed collaboratively	<input type="checkbox"/> Intervention(s) is not developed collaboratively
3.5	<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
3.6	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7	<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitations
3.8	<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Treatment integrity is not monitored

Section 4: Evaluation

	Very Effective	Effective	Needs Development
4.1	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison
4.3	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single-case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed
4.5	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.6	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow-up are not developed

