

PLEASE NOTE: These are the 2000 NASP Training and Credentialing Standards. The 2010 Training Standards go into effect in spring 2013. The 2010 Credentialing Standards go into effect January 1, 2017. The 2010 Ethics and the 2010 Practice Standards (NASP Practice Model) went into effect in March 2010. More information and the 2010 NASP Standards can found at <http://www.nasponline.org/standards/2010standards.aspx>

National Association of School Psychologists

Standards for Training and Field Placement Programs in School Psychology

Standards for the Credentialing of School Psychologists

The contents of this booklet are standards documents that were approved by the Delegate Assembly of the Association on July 15, 2000, in Durham, New Hampshire.

This document was prepared by the
Professional Standards Revision Committee

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National Association of School Psychologists

Standards for Training and Field Placement Programs in School Psychology

Standards for the Credentialing of School Psychologists

PREFACE

The National Association of School Psychologists (NASP), founded in 1969 as a not-for-profit organization, is the world's largest association of school psychologists. The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

Consistent with its mission, NASP has adopted and promotes an integrated set of comprehensive standards for preparation, credentialing, and professional practice in school psychology.

- *Guidelines for the Provision of School Psychological Services*
- *Principles for Professional Ethics*
- *Standards for the Credentialing of School Psychologists*
- *Standards for Training and Field Placement Programs in School Psychology*

The first of these policy documents appeared in 1972, with the adoption of *Guidelines for Training Programs in School Psychology*. Ethical principles were first adopted in 1974. In 1978, NASP adopted “standards” for credentialing, the provision of services, and training.

In addition to serving as a model for individual states, *Standards for the Credentialing of School Psychologists* serve as the foundation for the National School Psychology Certification System (NSPCS), established by NASP on January 1, 1989. Of necessity, national credentialing standards for school psychologists must be consistent with national training standards.

NASP training standards were initially approved by the National Council for the Accreditation of Teacher Education (NCATE) in 1982 for the review and accreditation of school psychology programs at the sixth-year/specialist and doctoral levels. In 1988, NCATE began to accredit education “units” (i.e., the administrative unit that houses professional education programs, typically the college of education), rather than programs. Concurrently, NCATE authorized the review of programs by professional member associations such as NASP for whom standards had been approved by NCATE. Consequently, only programs reviewed by NASP since 1988 can be identified as being “NASP Approved.”

Ethical principles articulate the standards of NASP regarding the conduct expected of a professional school psychologist. Guidelines for the provision of services are intended to inform both the profession and the public of the hallmark of quality services that should be the goal of every school psychologist and every school psychological services delivery unit. Consequently, both documents are of major importance in defining the field and in promoting excellence in the services provided by school psychologists.

Standards for training and for credentialing, ethical principles, and guidelines for practice have undergone review and revision several times since their initial adoption. The policy documents included here represent the most recent revision and were adopted by the Delegate Assembly of NASP on July 15, 2000.

Procedures For Revision And Adoption Of Standards

In accordance with NASP policy, all NASP standards are reviewed every five years. The most recent review and revision were initiated in January 1998, with a strategic planning process relative to all association standards. Because of their interrelatedness, all NASP standards (Hereafter, for ease of communication, if the phrase “all standards” is used, it will refer not only to standards for credentialing and training, but to ethical principles and guidelines for practice as well.) were revised concurrently. To ensure consistency, as well as participation by a broad range of interested constituencies, all four sets of standards were revised using a three-tiered structure.

Level I consisted of a 15-member Professional Standards Revision Committee that was responsible for soliciting and considering recommendations for revision of the standards, as well as reactions to drafts of revised standards. Although primary responsibility for the actual drafting of language was assigned to subgroups, all 15 members of the Committee were responsible for deciding what revisions were to be incorporated into each set of standards. The following persons served on the Professional Standards Revision Committee:

Rhonda Armistead
George Batsche
Steven Coolahan
Michael Curtis
Margaret Dawson
Fred Grossman
Patti Harrison
Patricia Howard

Sawyer Hunley
Cornell Lane
Joseph Prus
Daniel Reschly
Jean Tanous
Nancy Waldron
Gordon Wrobel

Level II was titled the Development Group and included 43 members who were asked to critically review each draft of the revised standards and to provide the Committee with reactions and recommendations for further modification. The Development Group was carefully constituted to provide representation from a wide range of interested constituencies. The membership reflected gender and

geographical balance, as well as representation for members of minority groups, university faculty, practicing school psychologists, state consultants, parents, and students. Membership also included representation based upon roles within NASP (e.g., state delegate, delegate representative, officer, program manager, committee or board chair/editor) and roles in other relevant organizations (e.g., Division of School Psychology of the American Psychological Association [APA], Council of Directors of School Psychology Programs [CDSPP], Trainers of School Psychologists [TSP], parent advocacy organizations, and state school psychology associations). The following persons served in the Development Group:

Eric Andreassen
Leigh Armistead
James Batts
Travis Bonner
Philip Bowser
Lakeisha Bush
Andrea Canter
Deborah Crockett
Beth Doll
William Donelson
Ruth Fodness
Michael Forcade
Ginger Gates
Jerrold Harrenstein
Arthur Hernandez
Lee Huff
Jack Kamins
Judith Kaufman
John Jones
Richard Mainzer
Antigo Martin
Michael Martin

Josephine McCall
Jeffrey McNish
Deborah McVey
Kathleen Minke
Leslie Munson
Jack Naglieri
Karen O'Brien
Pamela Oksman
Lynda Thompson Palacek
Joseph Perry
Fred Provenzano
Mary Jo Quinlan
Robert Rhodes
Deborah Rose
Susan Safranski
Anastasia Skalski
Julie Staresnick
James Talmadge
Lynn Thies
Caroline Wandle
Barbara Bole Williams

Level III was titled the Reaction Group and included the entire leadership of NASP, as well as that of several other interested constituencies (Division of School Psychology of the APA, CDSPP, TSP) from whom input, reactions, and recommendations were solicited. The faculty of every identifiable school psychology training program were included in this group.

Following the strategic planning process, the Committee formulated a set of directions for proposed revisions. Those directions and potential revisions were presented to, discussed, and approved by the NASP Delegate Assembly in July 1998.

Subsequently, all members of the NASP leadership and all members of the Development Group were invited to submit recommendations for revision of all standards. Announcement of the revision of standards and an invitation to provide recommendations for revision were published in the NASP *Communiqué*, which has a circulation of more than 25,000, including all association members, as well as a large number of interested constituencies. Recommendations for revision were also formally solicited from NCATE.

Based on input received, consideration of the school psychology literature, and national studies of demographic characteristics and professional practices in school psychology, drafts of revised standards were completed and disseminated to all members of both the Development Group and the entire NASP leadership. In addition, drafts of revised standards were posted on NASP's website and commentary was invited. Reactions and implications for further revision were discussed with the NASP Executive Council in January 1999.

A subsequent draft of each of the revised standards was again disseminated to the Development Group. Reactions were used to further refine the revised standards. Furthermore, in order to solicit and consider the perspectives of any interested person, the draft revisions of standards were announced and input solicited through NASP's website and also announced in the *Communiqué*. Open sessions were held at the 1999 NASP convention for the purpose of soliciting recommendations regarding the revisions. In addition to

an announcement in the convention program, a letter was mailed to all university training program directors/coordinators notifying them of the revision of training standards and inviting them and their faculty to the open session at the convention. The proposed revisions were also discussed by the NASP Executive Council and Delegate Assembly in April 1999.

Using all input received, another draft of revised standards was developed and disseminated in July 1999. In addition to commentary, each respondent was invited to also indicate agreement or disagreement with each specific standard. Widespread support for the proposed standards was received.

Despite strong support for the proposed standards, every comment and recommendation received was considered by the committee. Some suggestions led to further refinement of the standards. For example, expanded descriptions of domains of school psychology training and practice were developed and included with the training standards.

The most recent drafts of the revised standards were again disseminated and posted on the Association's webpage. Respondents were invited to comment and to express agreement or disagreement, as well as to provide recommendations for change. Proposed standards were again presented to the NASP Executive Council in January 2000 for discussion.

Having received widespread support, the proposed standards were presented to the NASP Delegate Assembly in April 2000 for the first formal reading prior to consideration of adoption (NASP policy requires that standards be presented to the Delegate Assembly for two formal readings in order to be adopted). The proposed standards were presented to the NASP Delegate Assembly for the second formal reading in July 2000. *Guidelines for the Provision of School Psychological Services, Principles for Professional Ethics, Standards for the Credentialing of School Psychologists, and Standards for Training and Field Placement Programs in School Psychology* were each adopted by unanimous vote of the Delegate Assembly on July 15, 2000. The

following dates should be used for implementation of the standards:
Guidelines for the Provision of School Psychological Services effective
July 15, 2000; *Principles for Professional Ethics*, effective January 1, 2001;
Standards for the Credentialing of School Psychologists, effective January
1, 2005; *Standards for Training and Field Placement Programs in School
Psychology*, effective January 1, 2002.

National Association of School Psychologists

Standards for Training and Field Placement Program in School Psychology

The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. The NASP *Standards for Training and Field Placement Programs in School Psychology* contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology. These *Standards* serve to guide the design of school psychology graduate education by providing a basis for program evaluation and a foundation for the recognition of programs that meet national quality standards through the NASP program approval process.

I. PROGRAM CONTEXT/STRUCTURE

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

- 1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.

- 1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.
- 1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.
- 1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.
- 1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.

Requirements for Specialist-Level Programs Only (1.6-1.7)

- 1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.

- 1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.

Requirements for Doctoral Programs Only (1.8-1.10)

- 1.8 Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards (see Standard II).

(Note: Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible, credit for prior training.)

- 1.9 Doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.
- 1.10 Doctoral programs include a minimum of one academic year of doctoral supervised internship experience, consisting of a minimum of 1500 clock hours.

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and

should be fully integrated into graduate level curricula, practica, and internship. Domains are more fully illustrated on Page 22.

- 2.1 **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.
- 2.2 **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other 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.
- 2.3 **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.
- 2.4 **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.

- 2.5 **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.
- 2.6 **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.
- 2.7 **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.
- 2.8 **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.

- 2.9 **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.
- 2.10 **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 psychologists 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.
- 2.11 **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.

III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

- 3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.
 - 3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.
 - 3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.
- (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)
- 3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
 - 3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments,

expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers. Further guidance regarding the assessment of candidate performance is provided in a companion NASP document, *Guidelines for Performance-based Assessment and Program Accountability and Development*.

- 4.1 Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program.
- 4.2 The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human

diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability).

- 4.3 The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

V. PROGRAM SUPPORT/RESOURCES

Note: Programs in units/institutions accredited or undergoing review by the National Council for Accreditation of Teacher Education (NCATE) do not need to provide a response to the standards in Section V as part of the NASP program review process.

Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.

- 5.1 Faculty loads take into account program administration, supervision, scholarship, service, and assessment associated with graduate level school psychology faculty responsibilities. Faculty teaching and supervision loads are no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. The program administrator receives at least 25% reassigned time for administrative duties.
- 5.2 In order to ensure sufficient candidate access to program faculty instructors, mentors, and supervisors, the program maintains a no greater than 1:10 FTE faculty to FTE student ratio in the overall program, as well as in practica and internship.

- 5.3 Program faculty receive support for ongoing learning and professional experiences relevant to assigned training responsibilities. This includes support for continuing professional development in school psychology, involvement with professional organizations, and similar involvement in the profession, research, and related activities important to maintaining and enhancing knowledge, skills, and contributions to the profession.
- 5.4 Candidates receive ongoing support during training that includes faculty advisement and supervision, the availability of university and/or program support services, and opportunities for funding and/or related assistance needed to attain their educational goals (e.g., assistantships, fellowships, traineeships, internship stipends).
- 5.5 Adequate physical resources are available to support faculty and candidates in school psychology. These resources include adequate office space, clinical and laboratory facilities, data and information processing facilities and equipment, instructional resources, audiovisual materials, and technology needed for effective instruction.
- 5.6 The program provides reasonable accommodations for the special needs of candidates and faculty with disabilities.
- 5.7 Adequate library and information resources and services are available to support instruction, independent study, and research relevant to school psychology. Resources include access to major publications and periodicals in the field.
- 5.8 The program meets established approval standards for the appropriate state credentialing body(s) and is located in a unit/institution that meets regional accreditation standards.

EXPANDED DESCRIPTIONS OF DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

The expanded descriptions of the “Domains of School Psychology Training and Practice” are adapted from pages 7-9 of Ysseldyke, J., Dawson, P., Lehr, C., Reschly, D., Reynolds, M. & Telzrow, C. (1997). *School Psychology: A Blueprint for Training and Practice II*. Bethesda, MD: National Association of School Psychologists. Adapted with permission of copyright holder.

2.1 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.

EXPANDED DESCRIPTION: Data-based decision-making and accountability should be the organizing theme of and permeate school psychology training and practice. School psychologists have knowledge of effective data-based decision-making and problem-solving processes. They systematically collect information to identify and define strengths and needs and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made. School psychologists collect considerable data on individual students, educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, assess current status, and measure the effects of a decision-making process.

School psychologists have knowledge of varied models and methods of assessment, or a process of testing, observing, and interviewing, to collect data for making decisions. They are well-versed in a variety

of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment. They collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children's school achievement and personal competence. School psychologists evaluate the components of environments that facilitate or impede learning or behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. They have knowledge of methods to link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities. They evaluate the outcomes of intervention services, with effectiveness determined by the relationship between the actual outcome of the interventions and the desired goals articulated in the decision-making process.

School psychologists assist school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. School psychologists apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in (a) identification of factors that influence learning and behavior; (b) evaluation of the outcomes of classroom, building, and system initiatives; and (c) implementation of problem solving practices designed to meet general public accountability responsibilities.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other 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.

EXPANDED DESCRIPTION: School psychologists have knowledge of and employ effective behavioral, mental health, collaborative, and/or other consultation approaches. They apply their knowledge of consultation and collaboration in numerous situations in their practice. School psychologists function as change agents, using their knowledge and skills in consultation and collaboration to promote change at the levels of the individual student, classroom, building, district, and/or other agency. School psychologists use consultation and collaboration to facilitate development of harmonious environments in schools and other settings, to reduce the divisiveness and disenfranchisement often found in troubled schools, and to promote the kinds of principles necessary to achieve consensus.

School psychologists have the knowledge and skills necessary to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills and listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective collaboration skills with individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

2.3 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.

EXPANDED DESCRIPTION: School psychologists have knowledge of learning theory and cognitive strategies and their application to the development of effective instructional strategies to promote student learning. They have knowledge of the cognitive and academic skills of students with different abilities, disabilities, strengths, and needs and of assessment and instructional strategies for use with students with diverse backgrounds and experiences. School psychologists are knowledgeable about principles of student-centered learning and use the principles to help students develop their abilities to be self-regulated learners. They assist children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.

School psychologists have a current, professional knowledge base of empirically-demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs. They assist in implementing a variety of assessment techniques and instructional methods to enhance the learning of students at the individual, group, and systems levels. School psychologists, in collaboration with others, set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals are achieved. School psychologists maintain current information and research about advances in curriculum and instruction and share this information and research with educators, parents, and the community at large to promote improvement in instruction and student achievement.

School psychologists help schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students and alternative ways to monitor and assess individual student progress toward the accomplishment of goals and standards. They also assist State Education Agency and Local Education Agency personnel who design state and local accountability systems. School psychologists link assessment information to the development of instructional strategies in order to meet the individual learning needs of children. They have knowledge of and use appropriate assessment techniques to assess progress toward academic goals and assist in revising

instructional methodology as necessary. They apply techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and to identify the factors that constitute a "successful" outcome. School psychologists are knowledgeable about and routinely use methods to assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

2.4 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.

EXPANDED DESCRIPTION: School psychologists have a current professional knowledge base about development processes in behavioral, social, affective, and adaptive domains. They are knowledgeable about sound principles of assessment and behavior change within these domains and apply these principles through the provision of effective consultation, behavioral assessment, intervention, and counseling services. School psychologists have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs and knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.

School psychologists have knowledge and skills in consultation, behavior management, and counseling strategies that enhance appropriate student behavior. They develop methodologies, such as conflict resolution and social problem-solving/decision-making

approaches, that will assist teachers and families in teaching pro-social behavior. School psychologists apply the principles of generalization and transfer of training to the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community). School psychologists provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity. They assist teachers, families, and others with helping children become responsible for their own behavior. School psychologists assist parents and other adult caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.

School psychologists have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments, foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress. School psychologists have knowledge of research on classroom climate and of ecological and behavioral approaches to classroom management. They use ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom, etc.). They incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to work transitions.

School psychologists link assessment information to the development of strategies in order to address individual behavioral, affective, adaptive, and social goals for children. They have knowledge of and use appropriate assessment techniques to assess progress toward goals and assist in revising intervention strategies as necessary. They apply techniques to evaluate the extent to which the intervention strategy contributed to the outcome and to identify the factors that constitute a "successful" outcome. School psychologists are knowledgeable

about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

2.5 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.

EXPANDED DESCRIPTION: School psychologists recognize that students in today's schools and their families come from a variety of backgrounds. They have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes. School psychologists have knowledge of individual differences, abilities, and disabilities and assist with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings. School psychologists recognize that experiential and linguistic differences can also result in learning difficulties and apparent disabilities for children, and they assist schools in identifying what is needed for students to succeed and what instructional or other modifications are required to address children's difficulties. School psychologists develop academic and social/behavioral interventions that reflect knowledge and understanding of children and families' cultures, backgrounds, and individual learning characteristics. School psychologists recognize that interventions most likely to succeed are adapted to the individual needs and characteristics of the students for whom they are designed.

School psychologists promote practices that help children and families of all backgrounds feel welcome and appreciated in the school and community. School psychologists recognize in themselves and others the subtle racial, class, gender, cultural, and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.

2.6 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.

EXPANDED DESCRIPTION: School psychologists have a current professional knowledge base of school and systems structure and organization and of general education and regular education. They use their knowledge to assist schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships. School psychologists have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system, facilitating decision-making and collaboration, and fostering a commitment to quality, effective services for all children, youth, and families.

School psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families. They have the knowledge and skills to assume leadership roles in the development of systems change plans

and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to children, youth, and their families in schools and communities and that directly impact the ways in which school psychologists deliver their services. School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. They participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.

2.7 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.

EXPANDED DESCRIPTION: School psychologists have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crises in schools and communities; and other factors. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of effective prevention strategies and develop, implement, and evaluate programs based on recognition of the precursors that lead to children's severe learning and behavior problems. School psychologists have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).

School psychologists are key participants in health programs for children and promote mental health in schools and other agencies. They have knowledge of and address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and

stress management. They collaborate with other health care professionals to promote behaviors that lead to good health for children. They facilitate environmental changes that support the health and adjustment of children. They have knowledge of and routinely access resources to address a wide variety of behavioral, learning, mental, and physical problems.

2.8 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.

EXPANDED DESCRIPTION: School psychologists have a current knowledge base about (a) family systems and their influences on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance; (b) family involvement in education; (c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students; (d) cultural issues that impact home-school collaboration; and (e) other family, home, and community factors that work to support learning and achievement in school. School psychologists apply this knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and enhance academic and behavioral goals for students. For example, school psychologists provide or collaborate with others in the development of educational and support programs that assist parents in efforts to enhance the academic and social/behavioral success of their children.

School psychologists provide support and assistance for parents when participating in school functions or activities and help them become comfortable, active, effective participants. For example, they provide support for parents when participating on special education and IEP teams, they encourage parent involvement in school wide committees

and improvement teams, and they facilitate home-school communication and collaboration when problems arise. School psychologists have knowledge of and apply methods to facilitate collaboration between schools and parents in designing school curriculum and interventions for students.

School psychologists educate schools and communities regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance whenever feasible. They are knowledgeable about school and community resources; help create links between schools, families, and community agencies; and help coordinate services when programming for children, including multiple agencies. School psychologists work within the local system of care to provide for the health and mental health needs of children.

2.9 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.

EXPANDED DESCRIPTION: School psychologists have knowledge of basic principles of research design, including single subject design and quantitative and qualitative research techniques, and apply the principles in their own research and as consumers of others' research. They differentiate acceptable from inadequate research and evaluate research in terms of its internal and external validity. They have knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct their own investigations. They have knowledge of evaluation techniques and methods and integrate their knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities. School psychologists have knowledge of measurement principles and psychometric standards and apply the knowledge when selecting and using

assessment techniques and published tests. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision-making.

School psychologists maintain a professional knowledge base of research findings, professional literature, and other information relevant to their work and apply the knowledge base to all components of their work. They base their practice on sound research and translate new research findings into service delivery improvements. School psychologists have knowledge of and apply findings from intervention research when designing educational, mental health, or treatment programs for children.

School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data. They apply their knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data. School psychologists provide information about relevant research findings to school personnel, parents, and the public.

2.10 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 psychologists 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.

EXPANDED DESCRIPTION: School psychologists have knowledge of the standards, models, methods, and practices of their profession and apply their knowledge to all aspects of their professional services. They have knowledge of the history and foundations of school psychology, as well as psychology, education, special education, health care, and related fields and use this understanding in work with children, parents, and professionals in schools and other agencies. They have knowledge of all appropriate ethical, professional,

and legal standards, and they practice in schools and other settings in ways that meet standards, both to enhance the quality of services and to protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements, as in response to law and court decisions. They have knowledge of the processes and procedures for public policy development. School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote new public policies and practices in schools and other settings.

School psychologists recognize that their own learning and development must continue throughout their careers. They have knowledge of and apply methods to routinely evaluate their own knowledge, professional competencies, and outcomes of their services and use their evaluation to determine specific needs for their continuing professional development. They recognize their own limitations and biases, as well as those areas in which they have training and expertise. School psychologists plan and implement systematic and effective techniques to enhance their professional development throughout their careers, and they acquire training to meet current needs in schools and other settings. School psychologists maintain certification or licensure and attend continuing professional development activities. They work with other school psychologists and school or agency staff to advocate for continuing professional development opportunities for all personnel.

2.11 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.

EXPANDED DESCRIPTION: School psychologists recognize that advances in technology have many positive impacts on the dissemination of information, on their professional practice, and on

services for children. School psychologists use the latest technological advances in their work, but also recognize the need to use technology in ways that safeguard or enhance the quality of services. School psychologists have knowledge of information sources and technology and of methods and standards for using information technology to enhance services. School psychologists wisely use information resources such as digital medium (e.g., CD-ROM), the World Wide Web, e-mail, interactive television, distance learning technology, etc. to acquire information, current research findings, and continuing professional development. School psychologists have knowledge and skills in using word processing, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. School psychologists have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs or interventions for children.

APPENDIX A
DEFINITIONS OF TERMS USED IN *STANDARDS FOR*
TRAINING AND FIELD PLACEMENT PROGRAMS IN
SCHOOL PSYCHOLOGY

Integrated, sequential program of study—a planned sequence of related courses and field experiences designed around program goals. Course prerequisites, a required program sequence, and/or similar methods ensure candidates complete the program in a systematic, sequential manner.

Practica—closely supervised on-campus or field-based activities designed to develop and evaluate a school psychology candidate's mastery of distinct professional skills consistent with program and/or course goals. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive experience that covers a range of skills.

Internship—a supervised, culminating, comprehensive, pre-degree field experience through which school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in prior courses and practica, as well as to acquire new competencies consistent with training program goals.

School setting—a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades P-12. 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 student services.

Program faculty—faculty with primary teaching, supervisory, and/or administrative responsibilities in the school psychology program. Program faculty, as opposed to other faculty who may teach one or more program courses, participate in program decision-making, planning, and evaluation processes.

Continuing professional development—formal post-degree activities designed to enhance the knowledge and/or skills of practicing professionals or to provide opportunities to acquire new knowledge of skills.

Residency—a university or program requirement that a specified minimum number of credit hours be completed within a minimum time period. At the graduate level, full-time enrollment is typically defined as at least nine semester hours or the equivalent during any one semester. Thus, one academic year of “continuous” residency is typically defined as enrollment in at least nine semester hours per semester for a period of one academic year or two consecutive semesters.

Alternative planned experiences—planned experiences designed to accomplish many of the same goals as full-time, continuous residency. Examples include required attendance at regularly scheduled program/department seminars, participation with other candidates and faculty in professional organization meetings, participation with other candidates and faculty in ongoing research, program development and/or service activities, and similar regularly scheduled activities that provide opportunities for candidates to develop an affiliation with colleagues, faculty, and the profession.

Institutional documentation of program completion—“official” documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required program of studies, including the internship. Institutional documentation is typically in the form of a degree or diploma, certificate of advanced graduate studies, transcript notation indicating program completion, or similar documentation.

Degree specialization in school psychology—a degree specifically in school psychology or a degree in an allied field (e.g., educational or counseling psychology), but with a formal, identifiable specialization in school psychology. A specialization is typically noted on the diploma or academic transcript.

FTE—full-time equivalent. The ratio of FTE candidates to FTE faculty consists of candidates enrolled full-time in the program to full-time program faculty, and/or a pro-rated proportion of part-time candidates and/or part-time faculty. Interns may be pro-rated based on the semester hours enrolled and the amount of supervision provided by program faculty.

Specialist level internship or equivalent experience—completion of a supervised internship as part of one's specialist level program or similar, supervised field experience. Experiences considered equivalent to such an internship must be defined by the program.

Graduate semester hours—units of graduate credit based on a semester course schedule. In cases in which a quarter schedule system is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours.

Public policy—a dynamic process reflecting the nature, values, and operations of a political system such as the government or one of its subparts (e.g., schools), and includes the positive and negative consequences of government action. The process includes the establishment of priorities and the allocation and reallocation of available resources to specific plans, goals, or tasks to achieve these priorities. As such, public policy serves to create, improve, or dissolve the very systems within which school psychologists work. (Adapted from: Dye, T. R. (1995). *Understanding public policy*. Englewood Cliffs, NJ: Prentice-Hall.)

National Association of School Psychologists

Standards for the Credentialing of School Psychologists

Credentialing is the process that authorizes the use of the title, “School Psychologist,” or related titles, by those professionals meeting accepted standards of training and experience who seek to provide school psychological services. The purpose of this document is to provide guidelines to state and national bodies for the establishment of, and procedural processes involved in, implementing credentialing standards. These guidelines were developed and approved by the National Association of School Psychologists (NASP) pursuant to its mission to promote educationally and psychologically healthy environments for all children and youth and to advance the standards of the profession of school psychology.

The National School Psychology Certification System (NSPCS) was created by NASP to establish a nationally recognized standard for credentialing school psychologists. The title to be used by persons accepted into the NSPCS is “Nationally Certified School Psychologist,” or NCSP. Among the purposes of this national credentialing system are to promote uniform credentialing standards across states, agencies, and training institutions and to facilitate credentialing of school psychologists across states through the use of equivalency. The NASP *Standards for the Credentialing of School Psychologists* are used by the NSPCS and are considered appropriate for states to use in executing their authority in credentialing school psychologists.

CREDENTIALING STRUCTURE

1. Legal Basis for Credentialing

- 1.1 Credentialing is the process whereby a state authorizes the provision of school psychological services and the use of the title, “School Psychologist,” (or related titles, such as “School Psychology Specialist”) by professionals who meet accepted standards of training and experience. The basis of a state’s

credentialing authority is found in its statutory laws. Under these laws, all providers of school psychological services and all users of the title “School Psychologist” must hold a current credential, and legal sanctions and sanctioning procedures are provided for violators.

2. Credentialing Body

2.1 The state legislature empowers one or more bodies to administer the credentialing (certification and/or licensure) process. Administrative codes and regulations adopted by such bodies will comply with these *Standards for the Credentialing of School Psychologists* (or their equivalent) and carry the weight of law.

3. Nature of the Credential

3.1 The credential is issued in writing and expressly authorizes both the practice of school psychology as defined by NASP’s *Guidelines for the Provision of School Psychological Services* and the exclusive use of the title “School Psychologist” in all settings.

3.2 The credential is issued for a minimum period of three years.

3.3 Where a state empowers more than one body to issue more than one type of credential, such as for the separate regulation of school psychological services in the public schools and in independent practice, the lowest entry levels of all such credentials conform to these standards.

3.4 Upon completion of one academic year of post-degree supervision, the credential will allow school psychologists to have professional autonomy in determining the nature, scope, and extent of their specific services in all settings. These services will be consistent with NASP definitions of school psychological services and will be delivered within the bounds of the school psychologist’s training, supervised experience, and demonstrated expertise as specified in

NASP's Guidelines for the Provision of School Psychological Services and Principles for Professional Ethics.

CREDENTIALING REQUIREMENTS

4. Criteria for Credentialing

4.1 The minimum requirement for credentialing will be a sixth year/specialist program, with a 60 graduate semester hour minimum, consisting of coursework, practica, internship, and an appropriate graduate degree from an organized program of study that is officially titled "School Psychology." Criteria for each area will be consistent with NASP's *Standards for Training and Field Placement Programs in School Psychology*.

4.2 Domains of Professional Practice

The applicant will complete an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the Domains of Professional Practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs also ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.

The domains on the following page are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. Domains of Professional Practice are more fully illustrated on page 22 of NASP's *Standards for Training and Field Placement Programs in School Psychology*.

- 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.

2. **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other 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.
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.
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.

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.
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.
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.
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.

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.
 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 psychologists 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.
 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.
- 4.3 Practica will consist of a sequence of closely supervised on-campus or field-based activities designed to develop and evaluate a candidate's mastery of distinct professional skills consistent with program and/or course goals. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive experience that covers a range of skills.

4.4 The internship experience will consist of a full-time experience over one year, or half-time over two consecutive years, with a minimum of 1200 clock hours, of which at least 600 hours must be in a school setting. A comprehensive internship experience is required for candidates to demonstrate, under supervision, the ability to integrate knowledge and skills in the professional practice domains and to provide a broad range of outcome-based school psychological services. Internship experiences are provided at or near the end of the formal training period, are designed according to a written plan that provides a broad range of experiences, occur in a setting appropriate to the specific training objectives of the program, are provided appropriate recognition through the awarding of academic credit, occur under conditions of appropriate supervision, are systematically evaluated in a manner consistent with the specific training objectives of the program, and are conducted in accordance with current legal and ethical standards for the profession.

4.5 Professional Work Characteristics

The candidate's professional work characteristics will be evaluated and verified by the school psychology training program through information collected during courses, practica, internship, and other appropriate means. Professional work characteristics will include:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

CREDENTIALING PROCEDURES

5. Implementation of Credentialing Criteria

- 5.1 Graduates of NASP approved programs, or programs consistent with NASP's *Standards for Training and Field Placement Programs in School Psychology*, and graduates of school psychology programs that, at the time of the applicant's graduation, were accredited by an agency approved by the U.S. Department of Education and met the internship requirement specified in Standard 4.4, are eligible for credentialing. (A complete listing of NASP approved programs, *Approved Programs in School Psychology*, is published annually.)
- 5.2 Each program that meets the criteria in Standard 5.1 is responsible for assessing a candidate's professional work characteristics and competency in the domains of professional practice.
- 5.3 All assessment methods used by the credentialing body or training program rely on the most objective, quantifiable, and reliable procedures available. Performance-based assessment uses multiple methods of assessment including multiple data sources, environments, and domains.
- 5.4 The responsibility for the final determination of professional competencies in all areas rests with the credentialing body.

6. State Credential

- 6.1 The state credential is granted to individuals who meet the requirements described in Standard 4, including completion of an appropriate graduate degree, demonstration of professional work characteristics, completion of applied professional practice, and competency in the domains of professional practice.

- 6.2 Persons who hold the credential Nationally Certified School Psychologist (NCSP) meet the criteria for an initial state credential.
- 6.3 Upon initial granting of the state credential, the individual arranges supervision and mentoring to assure that entry-level qualifications are translated into ongoing competency in the provision of school psychological services. Supervision consists of a minimum of two hours per week, in a face-to-face format, for the initial academic year of full-time practice or the equivalent.
- 6.4 Supervision and mentoring will be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience that is accumulated in a non-school setting, supervision and mentoring will be provided by a psychologist or school psychologist appropriately credentialed for practice in that setting.
- 6.5 Initial renewal of the state credential will be granted to applicants meeting the following criteria:
 - A. Evidence of public, private, or university-based practice for a minimum of one academic year of full-time equivalent (FTE) experience during the previous three years.
 - B. Evidence of continuing professional development for a minimum of 75 clock hours in the previous three year period during which the credential was in effect.
- 7. Nationally Certified School Psychologist**
- 7.1 The credential, Nationally Certified School Psychologist (NCSP), is granted to persons who have successfully met national training standards by:
 - A. Achieving a passing score on the Educational Testing Service's (ETS) School Psychology Examination as

determined by the National School Psychology Certification Board, and

- B. Graduation from a NASP approved program, or
- C. Completion of a sixth-year/specialist level program or higher in school psychology, with a 60 graduate semester hour minimum or equivalent, consisting of course work, practica, internship, and an appropriate graduate degree from an organized program of study that is officially titled "School Psychology," and
- D. Successful completion of a 1,200 clock hour supervised internship in school psychology, at least 600 hours of which must be in a school setting, and
- E. Demonstration of competency in the domains of professional practice as specified in Standard 4.2.

7.2 Renewal of the NCSP will be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a three-year period.

8. Withdrawal/Termination of the Credential

8.1 The credentialing body has the right to cancel, revoke, suspend, or refuse to renew the credential of any school psychologist, or to reprimand any school psychologist, upon proof that the school psychologist has engaged in unprofessional conduct as defined by NASP's *Principles for Professional Ethics* or *Guidelines for the Provision of School Psychological Services*. Such action must be based on a formal finding of guilt by the appropriate adjudicating body after following a documented procedure ensuring that the due process rights of all parties involved have been fully observed.

APPENDIX A
DEFINITION OF TERMS USED IN
STANDARDS FOR THE CREDENTIALING
OF SCHOOL PSYCHOLOGISTS

STANDARD 3.1:

NASP Guidelines for the Provision of School Psychological Services

The current standards document from the National Association of School Psychologists (NASP) describing the delivery of appropriate and comprehensive school psychological services for administrative and employing agencies.

STANDARD 3.4:

NASP Principles for Professional Ethics The current document of principles from the National Association of School Psychologists (NASP) describing guidelines for ethical behavior including professional competency, professional relationships and responsibilities, and professional practices in public and private settings.

STANDARD 4.1:

NASP Standards for Training and Field Placement Programs in School Psychology The current standards document from the National Association of School Psychologists (NASP) describing procedural standards supporting the comprehensive training of school psychologists at the doctoral and sixth year/specialist levels.

STANDARD 4.4:

School Setting (from Appendix A of NASP Standards for Training and Field Placement Programs in School Psychology):

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 student services.

STANDARD 5.1:

Approved Programs in School Psychology. The National Association of School Psychologists (NASP) publishes annually a list of training programs in school psychology that have been determined to meet NASP *Standards for Training and Field Placement Programs in School Psychology*. A copy of the Approved Program list can be obtained by contacting the National Association of School Psychologists at 4340 East West Highway, Suite 402, Bethesda, Maryland 20814, by e-mail at cert@naspweb.org, or can be found at the NASP website: www.naspweb.org