Virtual events, whether live or on demand, can present an efficient and accessible alternative to face-to-face continuing professional development (CPD). However, NASP-approved providers should take additional considerations when planning to offer NASP-approved CPD for virtual events. The following guidance is designed to assist in decision-making.

- Regardless of delivery modality, all procedural requirements must still be met in order to provide NASP-approved CPD (see the checklist provided below).
- NASP-approved CPD can only be offered to those that attend the activity in its entirety, whether in person or virtual. Any technology used for virtual events must effectively track attendance, much like the provider would do at a live event. Some platforms provide built in technology that verifies attendance, such as participant tracking or intermittent pop-ups. In the absence of such technology, randomly timed codes can be displayed in front of the camera, presented orally, or placed in the chat box that attendees must provide after the session to verify attendance. When groups watch a webinar together, providers may appoint a proctor and ask them to submit an attendance sheet and a written affidavit from each individual attesting to their attendance.  
  - Note that completion of a posttest and evaluation is not, on its own, sufficient to track attendance.
- Providers planning to conduct large events (e.g., conferences) virtually should use caution when considering a hybrid model (i.e., some attending live, and some participating virtually). The technology and logistical needs are more significant when trying to conduct both a live and virtual event because it is necessary to ensure effective video and audio in a large room that also translates to online participants. Consider communicating with presenters ahead of time about the unique needs of the format, such as avoiding small-group breakouts and making sure live questions are spoken into a microphone so the virtual audience can hear them. A hybrid model should only be used when audiovisual equipment and the virtual platform allow for an equivalent experience (i.e., engagement with speaker, interaction with participants, access to audio and visual content) for both live and virtual attendees.
- Consider the length and structure of the virtual event. Live virtual attendance over multiple hours is often more challenging for participants when compared to attending in person. For full day events, consider ways to break the day up into small, 1- to 2-hour sections, and build in multiple opportunities for virtual chat or Q&A periodically throughout the day.
- Consider how participants can interact with the presenters and each other in real time to create a more meaningful learning and networking experience. Providers should select a platform that offers a chat function, Q&A box, social wall, breakout rooms, or other means for interaction. While social media can sometimes provide a good supplemental vehicle for engagement, providers should recognize that some participants do not use social media and, thus, it should not be used as the primary form of interaction. Additionally, use of social media on a separate website as an interactive tool may draw attention away from the event.
- Consider whether you plan to only offer the content live or to record the content and allow others to view it on demand, or both. Events should only be recorded for on-demand viewing if the appropriate technology is available to provide high-quality access to visual and audio content. Live events that include small-group activities may not lend themselves well to recording for a virtual audience.
Any content offered on demand must have a posttest to assess learning in order to provide NASP-approved CPD. It must also include a means for tracking participant attendance throughout the recording.

A posttest is not required for live attendees if they have the ability to interact and ask questions of the presenter.

- Ensure a process whereby all participants must complete an evaluation in order to obtain CPD.
- Identify an individual to take the lead on all technology issues, including an infrastructure to respond to those who have difficulties accessing the content and someone to coordinate with the presenter. Be sure to provide a clear, readily accessible means for participants to request support for technology issues.
- Provide guidance to presenters on considerations for virtual presentations, including methods for engaging participants and orientation to the virtual platform being used. It may be helpful for conference organizers and presenters to meet in advance to test the technology.
- Consider how to respond to individuals who register but are unable to participate virtually because of technical problems. If the event will be recorded for on-demand viewing, registration should include access to the recording for a specified period of time. However, prepare for requests for refunds or deferment for future conferences.

**REQUIREMENTS TO DELIVER NASP-APPROVED CPD**

The following checklist summarizes the requirements for NASP-approved CPD.

- An activity’s topic(s) must fall within at least one of the domains within the NASP Practice Model.
- The instructional level must be geared toward credentialed professionals in school psychology and must be intended to enhance attendees’ professional knowledge or skills.
- Instructors must have training and experience that qualify them to be considered experts in the subject matter being taught.
- Activities must have stated learning objectives related to one or more of the previously listed content areas.
- Activities must be 1 hour or more in duration, with CPD credit granted in .25 hour increments. Please do not use the term CEU in documentation.
- Record attendance and provide documentation of completion in the form of a separate attendance letter for each activity. Documentation should include the title of the activity, presenter, date, CPD hours awarded, and your approved provider statement.
- CPD credit may only be provided to participants who attend the entire activity.
- Maintain the roster of participants for at least 4 years. Use of sign-in rosters at the beginning of sessions and again after lunch breaks is recommended.
- Evaluate your CPD activities and the activities’ learning objectives.
- Activities cannot be business meetings, professional committee meetings, administrative meetings, or presentations intended primarily for a lay audience. They should be developed specifically to provide CPD for practicing school psychologists.
- Activities must comply with NASP’s Principles for Professional Ethics.
- Although some of these responsibilities may be delegated to presenters, the NASP-approved provider remains responsible.