

Guidance for NASP Approved Providers Examining Options for Virtual Continuing Professional Development

In response to travel limitations and restrictions associated with COVID-19, several state school psychology associations and other NASP-approved providers have begun to examine alternatives to face-to-face continuing professional development (CPD). Relatedly, several approved providers have asked how to conduct virtual events while still providing registrants with NASP-approved CPD. 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 participant tracking or intermittent pop-ups, for example, though use of this software may require some added financial burden to the provider.
 - This can be particularly difficult when individuals want to watch as a group. In these instances, providers (e.g., state associations and districts) may ask them to submit an attendance sheet and a written affidavit from each individual attesting to their attendance.
 - Note that completion of a posttest is not, on its own, sufficient to track attendance.
- State associations planning to conduct the conference virtually should avoid 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 the structure of the conference. Live virtual attendance over multiple hours is often more challenging for participants when compared to attending in person. If the conference had one speaker over the entire day, consider ways to break the day up in small, 1- to 2-hour sections. Perhaps build in multiple opportunities for virtual chat or Q&A periodically throughout the day during breaks.
- Consider how participants can interact with the presenters and each other in real time to create a more meaningful learning and networking experience. Social media can sometimes provide a good vehicle for this engagement on short notice, though providers should recognize that some participants do not use social media.
- 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.
 - **Any content offered on demand must have a posttest to assess learning in order to provide NASP-approved CPD.**
 - A posttest is not required for live attendees as long as they have the ability to interact and ask questions of the presenter.
- Ensure a process for all participants to 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.

- Assess the presenter’s comfort level for presenting to a large group. The presenter may have planned multiple breakout discussions, which will not translate well to a virtual audience (depending on the software you use). The presentation may need to be adjusted/shortened as a result.
- Consider how to respond to individuals who registered but were unable to participate virtually due to technical problems. If state associations choose to record and make the content available on demand, registration should include access to the recording for a 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 instructional 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 as shown in the included sample attendance letter.
- 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, preferably, the activities’ learning objectives.
- Activities can’t 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 *Principles for Professional Ethics*.
- Although some of these responsibilities may be delegated to presenters, the NASP-approved provider remains responsible.