Nationally Certified School Psychologist

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

Note: All applications must be submitted using the online submission process. [www.nasponline.org/certification/ncsp/app/index.aspx](http://www.nasponline.org/certification/ncsp/app/index.aspx)

Application Deadline
Winter Review: November 1
Summer Review: May 1

National School Psychology Certification System Board
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270 or (866) 331-NASP
cert@naspweb.org
www.nasponline.org/certification
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NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP) PORTFOLIO REVIEW FORM .......................................................... 19  
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The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to nonmembers. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB).

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

**Specific Goals of the National School Psychology Certification System Include the Following:**
- To promote uniform credentialing standards across states, agencies, and training institutions
- To monitor the implementation of NASP credentialing standards at the national level
- To promote continuing professional development (CPD) for school psychologists
- To facilitate credentialing of school psychologists across states through the use of reciprocity
- To ensure a consistent level of training and experience in service providers who are nationally certified
- To promote the utilization of NASP Standards for Graduate Preparation of School Psychologists, 2010 by training institutions
- To encourage individual members to seek national certification

NASP members can access additional information about the NCSP credential, including eligibility, renewal requirements, and how to apply at [http://www.nasponline.org/standards-and-certification/national-certification](http://www.nasponline.org/standards-and-certification/national-certification). You can also directly access the online NCSP application for graduates of non-NASP-Approved programs at [https://apps.nasponline.org/standards-and-certification/ncsp-application/](https://apps.nasponline.org/standards-and-certification/ncsp-application/)
APPLICATION CHECKLIST FOR GRADUATES OF NON-APPROVED PROGRAMS

All of the information listed below must be a) scanned and uploaded, and b) sent directly to the NASP office as a hard copy.

☐ School Psychologist Praxis Examination score report, which must be sent to NASP directly from ETS.

☐ Certification application fee must be paid through the online submission process.

☐ Verification of Completion of School Psychology Program form—must be signed by program director.

☐ Practicum Verification Form—must be signed by university-based supervisor.

☐ Internship Verification Form—must be signed by field-based and university-based supervisor.

☐ One official transcript of all graduate study. If issued to student must remain in sealed envelope. Transcripts may be sent either through U.S. mail or electronically directly from the institution to cert@naspweb.org

If the transcript does not specifically identify the graduate degree major/program as “school psychology,” the applicant must submit institutional documentation that defines it as a school psychology program (e.g., a program description from the university course catalog).

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

NASP Standards require that school psychology candidates demonstrate competency in each of the following domains of professional practice. Competency requires evidence of both knowledge and skills. The portfolio therefore must provide evidence of knowledge and professional competency in each of the **10 domains**, which includes both documentation of formal graduate preparation and work samples/products that demonstrate professional competency in school psychology.

### 10 Domains

1. Data-Based Decision-Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family–School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice
**DOMAIN RESPONSE MATRIX (Example)**

**Documentation:** Complete the Domain Response Matrix to explain how you meet knowledge and professional competency requirements in each of the 10 domains. For each domain include: (a) evidence of knowledge (reflected through coursework and supported by your syllabi and transcript), and (b) evidence of professional competency using actual artifacts demonstrating application of skills. This example of Domain 1 is provided to use as a guideline to complete the Domain Response Matrix.

<table>
<thead>
<tr>
<th>Domain 1: Data-Based Decision-Making and Accountability.</th>
<th>School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</th>
</tr>
</thead>
</table>

**Demonstration and evidence of knowledge:** Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

- SP 502 – Consultation - provided training in using data-based decision-making through the problem-solving process in working with classroom teachers and teams.
- SP 503- Research - we learned how to identify empirically based intervention strategies, in addition to using the research to guide data-based decision making.
- SP 505 – Assessment 1 – this course provided training in the use of assessment instruments, curriculum-based measurement, and other methodologies for gathering data and documenting various aspects of a student’s functioning.

*Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).*

I have included student evaluations and blinded work samples from a course that I taught as evidence that the students learned to develop graphs to help them to analyze data for decision-making.

**Demonstration and evidence of professional competence to use psychological and educational assessment and data collection strategies and technology resources, and apply results to design, implement, and evaluate response to services and programs:** Submit no more than 5 artifacts that best demonstrate skills/competency in this domain.

As evidence of my professional competency, I have included:

- Three examples of student progress monitoring charts of interventions that I have implemented with elementary students.
- One portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention, and to evaluate data relating to outcomes of the intervention.
- My case study, which utilized a systematic data-driven process to identify, implement, and evaluate an intervention.
Examples of Evidence of Professional Competence is reflected through artifacts collected in the field. The following are examples of evidence of professional competence that could be submitted in portfolios. Applicants should submit no more than four or five pieces of evidence per domain. These are examples of competency meant to assist and not meant to limit your submissions of evidence of professional competency. Some evidence, if strong enough, can work for more than one domain. In no case should an evaluation of performance by a supervisor be the only evidence submitted in a domain.

Domain 1: Data-Based Decision Making
- Case study
- A report that ties recommendations to data and shows data on the effectiveness of those recommendations (interventions)
- Tier 1 and 2 intervention data, and a description of how those data were used to make student-, classroom-, or system-level decisions
- Progress monitoring and resulting decisions
- Participation in systems-level programs using a data-driven approach
- Functional behavioral assessments

Domain 2: Consultation and Collaboration (show evidence of your role)
- Case study—behavior or academic
- Summary reports on a consultation that demonstrate a clear understanding of the consultation steps and process
- Summary reports of collaboration on a school-based project that include goals, strategies, and outcomes (e.g., class-wide interventions, building-wide program)
- Evidence of active collaboration with external or community providers/agencies

Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Academic intervention case study
- Recommendations and data to support effectiveness from cases
- Presentations to educators on effective academic instruction/intervention
- Intervention worksheets with explanation/interpretation
- Contribution to programs addressing academic skills
- Tier 1 and 2 intervention data, and description of the applicant’s role

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Support/implementation of school-wide mental health activities such as suicide awareness and prevention, bully-proofing programs, peer mediation, etc.
- Behavior/social—emotional case study
- Class-wide, small group, or individual interventions focused on development of social skills with data to support progress on goals
- Direct or indirect mental and behavioral health services
- Contribution to development of a positive behavior support plan or other related programs
- Sample social skills lessons with data on the outcomes and evidence of the applicant’s role in the delivery or development of the lessons

Domain 5: School-Wide Practices to Promote Learning
- School-wide interventions focused on development of social skills with data to support progress on goals (i.e., PBIS)
• Work with the system on policy development or implementation
• Work on school committees that deal with school climate
• Work with school committees that deal with school safety/school goals/achievement
• Advocacy work, within legislative/regulation
• Involvement in building/district needs assessment or academic screening

Domain 6: Preventive and Responsive Services (show evidence of role)
• Work with school committees that deal with school safety
• Engaging in systems-level prevention
• Active participation in school crisis preparedness and response efforts
• Involvement in building/district needs assessment

Domain 7: Family–School Collaboration Services
• Coordination of services across home, school, and community
• Presentations or other outreach to families that increase engagement
• Interventions that incorporate home or community stakeholders

Domain 8: Diversity in Development and Learning
• Assessments that account for differences—cultural/language differences, disability, gender diversity, etc.
• Interventions/supports that account for diversity when delivered to diverse groups
• Recommendations that account for diverse learning needs
• Work with English language learners or other underrepresented groups

Domain 9: Research and Program Evaluation
• Master’s thesis/Doctoral dissertation—abstract
• Publication of research in journals or newsletters
• Program evaluation—review and evaluation of curriculum
• Review and evaluation of programs implemented or school-wide interventions
• Appropriate use of single-case design studies

Domain 10: Legal, Ethical, and Professional Practice
• Coursework or continuing professional development in professional practice, ethics, and legal regulations in school psychology
• Active involvement in local/state/national association
• Engaging in supervision or mentorship
• Advocacy work, within legislative/regulation
• Case study with ethical/legal issue(s)
**DOMAIN RESPONSE MATRIX**

Note: All applicants should carefully review the portfolio review form (provided below on pages 18 to 28) to identify the specific indicators of knowledge and skills within each domain.

<table>
<thead>
<tr>
<th>Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</th>
</tr>
</thead>
</table>

**Demonstration and evidence of knowledge:** Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

**Demonstration and evidence of professional competence to use psychological and educational assessment and data collection strategies and technology resources, and apply results to design, implement, and evaluate response to services and programs:**

Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
**Domain 2: Consultation and Collaboration:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**Demonstration and evidence of knowledge:** *Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.*

*Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).*

**Demonstration and evidence of professional competence to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs:** *Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.*
<table>
<thead>
<tr>
<th><strong>Domain 3: Interventions and Instructional Support to Develop Academic Skills:</strong></th>
<th>School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration and evidence of knowledge:</strong></td>
<td>Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.</td>
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<tr>
<td></td>
<td>Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).</td>
</tr>
<tr>
<td><strong>Demonstration and evidence of professional competence in using assessment and data collection methods and implementing and evaluating services that support cognitive and academic skills:</strong></td>
<td>Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.</td>
</tr>
</tbody>
</table>
## Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills:
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Demonstration and evidence of knowledge:** Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

**Demonstration and evidence of professional competence in using assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health:**
Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
**Domain 5: School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Demonstration and evidence of knowledge:** *Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.*

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

**Demonstration and evidence of professional competence to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.*

Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
Domain 6: Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Demonstration and evidence of knowledge: Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

Demonstration and evidence of professional competence to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
### Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

#### Demonstration and evidence of knowledge

*Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.*

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

#### Demonstration and evidence of professional competence

*Demonstrate and evidence of professional competence to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.*

*Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.*
**Domain 8: Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

**Demonstration and evidence of knowledge:** Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

**Demonstration and evidence of professional competence to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts.** Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
**Domain 9: Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Demonstration and evidence of knowledge:** Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.

Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).

**Demonstration and evidence of professional competence to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.**

Submit no more than 5 artifacts that best demonstrate skills/competency in this domain. Show evidence of your role. An artifact may be submitted for more than one domain.
**Domain 10: Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Demonstration and evidence of knowledge:** *Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.*

*Identify any secondary documentation of knowledge (e.g., courses taught, relevant workshops attended).*

**Demonstration and evidence of professional competence to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists.*

*Submit no more than 5 artifacts that best demonstrate skills/competency in this domain.*

*Show evidence of your role. An artifact may be submitted for more than one domain.*
**The following review rubric is used by reviewers when evaluating the portfolio**

<table>
<thead>
<tr>
<th>Standards/ Domains Checklist</th>
<th>Standard Met</th>
<th>Standard Not Met</th>
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<tbody>
<tr>
<td><strong>Standards 3.1 &amp; 4.2</strong></td>
<td></td>
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<tr>
<td>• The applicant completed an organized program of study that is officially titled “School Psychology”.</td>
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<tr>
<td><strong>Standards 3.1 &amp; 4.1</strong></td>
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<tr>
<td>• The applicant completed a minimum of 60 graduate semester/90 quarter hours of study, and at least 54 graduate semester/81 quarter hours were exclusive of credit for the supervised internship experience.</td>
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<tr>
<td><strong>Standard 3.3</strong></td>
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<tr>
<td>• The applicant had closely supervised on-campus or field-based experiences (i.e., Practica) designed to develop and evaluate mastery of distinct professional skills. The practica must be distinct from and precede the Internship.</td>
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<tr>
<td><strong>Standard 3.4</strong></td>
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<tr>
<td>• The applicant successfully completed a 1200-hour internship in school psychology, of which at least 600 hours were in a school setting, with appropriate supervision. The internship was recognized through institutional (transcript) documentation.</td>
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<tr>
<td><strong>Standards 3.2 &amp; 4.3</strong></td>
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<tr>
<td>• Performance-based evaluations ensure that the candidate demonstrates professional work characteristics needed for effective school psychology practice.</td>
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<tr>
<td><strong>10 Domains of Professional Practice</strong></td>
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<tr>
<td>• Candidates must have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain.</td>
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<td>• Candidates must demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.</td>
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**Note:**
- The case study can serve as evidence supporting a candidate’s professional skills across multiple domains, if applicable.
- Scholarly papers written as class assignments can be evidence of knowledge but not applied skills. Evidence of Professional Competence is reflected through artifacts collected in the field.
## Domain 1: Data-Based Decision Making and Accountability

The candidate demonstrates evidence of knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Indicators of Knowledge include evidence of coursework in:**

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<tr>
<td>✓</td>
<td>Varied methods of assessment and data collection (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties.</td>
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<tr>
<td>✓</td>
<td>Assessment and data collection methods useful in identifying strengths and needs and documenting problems of children, families, and schools.</td>
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<tr>
<td>✓</td>
<td>Strategies for translating data to develop effective instruction, interventions, and educational and mental health services.</td>
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<tr>
<td>✓</td>
<td>Methods to measure response to, progress in, and effectiveness of outcomes of services provided.</td>
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**Comments:**

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The candidate demonstrates skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

**Indicators of Skills include:**

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<tbody>
<tr>
<td>✓</td>
<td>Using varied assessment and data collection strategies as part of a comprehensive process of effective decision-making and problem solving.</td>
</tr>
<tr>
<td>✓</td>
<td>Systematically collecting data and other information about individuals, groups, and environments.</td>
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<tr>
<td>✓</td>
<td>Translating data into design, implementation, and accountability for empirically supported instruction, interventions, and educational and mental health services.</td>
</tr>
<tr>
<td>✓</td>
<td>Using assessment and data collection methods to evaluate response to, progress in, and effectiveness and outcomes of services.</td>
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## Domain 2: Consultation and Collaboration

The candidate demonstrates evidence of knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.

*Indicators of Knowledge include evidence of coursework in:*

- [ ] Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional).
- [ ] Strategies to promote collaborative decision-making and implementation of services.
- [ ] Methods for effective consultation and collaboration that link home, school, and community settings.

### Comments:

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The candidate demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

*Indicators of Skills include:*

- [ ] Consulting and collaborating in planning, problem solving, and decision-making processes.
- [ ] Consulting and collaborating in designing, implementing, and evaluating instruction, or interventions, in educational or mental health services.
- [ ] Consulting and collaborating at multiple levels (i.e., individual, family, group, and systems).
- [ ] Effectively communicating information for diverse audiences, such as parents, teachers, other school personnel, policy makers, community leaders, and/or others.

### Comments:

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Domain 3: Interventions and Instructional Support to Develop Academic Skills

The candidate demonstrates evidence of knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

**Indicators of Knowledge include evidence of coursework in:**
- Biological, cultural, and social influences on cognitive and academic skills.
- Human learning, cognitive, and developmental processes.
- Empirically supported methods to promote cognitive and academic skills.
- Curriculum and instructional strategies that facilitate children's academic achievement.
- Techniques to assess learning and instruction.
- Methods for using data in decision-making, planning, and progress monitoring.
- Information and assistive technology resources to enhance children's skills.

**Comments:**

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The candidate demonstrates skills in using assessment and data collection methods and implementing and evaluating services that support cognitive and academic skills.

**Indicators of Skills include:**
- Using assessment and data-collection methods to develop appropriate academic goals for children.
- Implementing evidence-based practices to achieve positive academic outcomes.
- Implementing methods to promote intervention acceptability and fidelity.
- Monitoring responses of children to instruction and intervention to evaluate the effectiveness of services.

**Comments:**

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</table>
**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

The candidate demonstrates evidence of **knowledge** of biological, cultural, developmental, and social influences on behavior, mental health, and learning; and evidenced-based supported strategies to promote social–emotional functioning and mental health.

**Indicators of Knowledge include evidence of coursework in:**

- [ ] Biological, cultural, social, and developmental influences on behavior, mental health, and learning.
- [ ] Empirically supported strategies to promote social–emotional functioning, mental health, and life skills.
- [ ] Data-based assessment of socialization, mental health, and life skills to inform decision-making.

**Comments:**

<table>
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The candidate demonstrates **skills** in using assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health.

**Indicators of Skills include:**

- [ ] Using assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children.
- [ ] Implementing evidence-based mental health services.
- [ ] Using empirically supported strategies at the individual, group, and/or systems levels.
- [ ] Implementing methods to promote intervention acceptability and fidelity.
- [ ] Evaluating the effectiveness of services.

**Comments:**

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23
**Domain 5: School-Wide Practices to Promote Learning**

The candidate demonstrates evidence of knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

**Indicators of Knowledge include evidence of coursework in:**

- [ ] School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings.
- [ ] Organizational development and systems theory.
- [ ] Issues and needs in schools, communities, and other settings, including accountability requirements and local, state, and federal policies and regulations.
- [ ] Empirically supported school-wide practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate.

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The candidate demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Indicators of Skills include:**

- [ ] Designing, implementing, and evaluating effective school policies and practices (e.g., discipline, instructional support, staff training).
- [ ] Utilizing data-based decision making, consultation, and other services for systems-level issues and initiatives.
- [ ] Creating and maintaining effective and supportive learning environments within a multi-tiered intervention framework.

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## Domain 6: Preventive and Responsive Services

The candidate demonstrates evidence of knowledge of principles and research related to resilience and risk factors in learning and mental health, services to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

*Indicators of Knowledge include evidence of coursework in:*

- Psychological and educational principles and research related to resilience and risk factors.
- Systems level service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being.
- Multi-tiered systems of support.
- Empirically supported strategies for effective crisis prevention, preparation, and response.

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The candidate, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

*Indicators of Skills include:*

- Promoting environments and services for children that enhance learning, mental and physical well-being.
- Contributing to, designing, implementing, and/or evaluating outcomes of preventive and crisis preparation, response, and recovery services.
- Providing, direct and/or indirect services for preventive and responsive services to promote learning and mental health.

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25
### Domain 7: Family–School Collaboration Services

The candidate demonstrates evidence of **knowledge** of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**Indicators of Knowledge include evidence of coursework in:**

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development.
- Psychological and educational principles related to family systems and their influences on children’s outcomes and characteristics.
- Empirically supported strategies to promote collaboration and partnerships among parents, schools, and community agencies.
- Methods that improve family functioning and promote children’s learning, social development, and mental health.

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The candidate, in collaboration with others, **demonstrates skills** to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

**Indicators of Skills include:**

- Designing and implementing empirically supported practices and policies that facilitate family–school partnerships and interactions with community agencies.
- Identifying and addressing factors that have an impact on family–school interactions when providing services for families.
- Providing direct and indirect services to enhance family–school-community effectiveness.
- Designing, implementing, and evaluating programs that assist parents with promoting the academic and social–behavioral success of their children.

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## Domain 8: Diversity in Development and Learning

The candidate demonstrates evidence of knowledge of individual differences, abilities, disabilities, and other diverse characteristics; and empirically supported strategies to enhance services and address potential influences related to diversity.

**Indicators of Knowledge include evidence of coursework in:**

- Individual differences, abilities, disabilities, and other characteristics that impact development and learning.
- Psychological and educational principles and research related to diversity factors, including factors related to culture, individual, and role differences.
- Empirically supported strategies that are responsive to student diversity.
- Evaluation of services that address diversity.

**Comments:**

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The candidate demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts.

**Indicators of Skills include:**

- Providing effective services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.
- Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.
- Advancing social justice.
- Implementing programs or services that promote respect for individual differences.
- Providing culturally competent and effective practices in all areas of school psychology service delivery.

**Comments:**

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</table>
**Domain 9: Research and Program Evaluation**

The candidate demonstrates evidence of knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

**Indicators of Knowledge include evidence of coursework in:**
- Research design, measurement, and varied methods of data collection techniques.
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings.
- Program evaluation methods.
- Techniques for judging research quality.
- Applying research to evidence-based practice.

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The candidate demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Indicators of Skills include:**
- Evaluating and synthesizing a cumulative body of research and its findings as a foundation for effective service delivery.
- Providing assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices.
- Incorporating various techniques for data collection, measurement, analysis, accountability, and use of technology resources in decision-making and in evaluation of services.
- Designing, conducting, analyzing, and/or interpreting research and/or program evaluation in applied settings.

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28
## Domain 10: Legal, Ethical, and Professional Practice

The candidate demonstrates evidence of knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Indicators of Knowledge include evidence of coursework in:**

- History and foundations of their profession.
- Multiple school psychology service delivery models and methods.
- Ethical and professional standards for school psychology.
- Legal standards and regulations.
- Factors related to professional identity in school psychology.

### Comments:

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The candidate demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists.

**Indicators of Skills include:**

- Engaging in effective ethical and professional decision making.
- Using and, evaluating resources and technology in ways that enhance the quality of services for children.
- Advocating for school psychologists’ professional roles.
- Engaging in self-evaluation and continuing professional development.

### Comments:

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**The following review rubric is used by reviewers when evaluating the portfolio**

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

### Section 1: Elements of an Effective Case Study

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Needs Development</th>
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<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>□ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).</td>
<td>□ Demographic information does not include sufficient information.</td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td>□ Assessment, intervention, and/or consultation practices consider unique individual characteristics.</td>
<td>□ Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td>□ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.</td>
<td>□ Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.</td>
</tr>
<tr>
<td><strong>1.4</strong></td>
<td>□ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).</td>
<td>□ The steps of the problem-solving process are not followed.</td>
</tr>
<tr>
<td><strong>1.5</strong></td>
<td>□ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear, succinct and well written text with clearly labeled graphs).</td>
<td>□ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.</td>
</tr>
<tr>
<td><strong>1.6</strong></td>
<td>□ Personal identifying information of the case study subject is redacted from the report.</td>
<td>□ Personal identifying information is not redacted from the report.</td>
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**RATING**

□ EFFECTIVE  
□ NEEDS DEVELOPMENT

Comments
### Section 2: Problem Identification

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<tr>
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<tbody>
<tr>
<td><strong>2.1</strong></td>
<td>Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).</td>
<td>Data are not gathered from multiple sources.</td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).</td>
<td>The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).</td>
<td>Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Adequate baseline data are graphed to depict the discrepancy between the case’s performance relative to an appropriate comparison.</td>
<td>Baseline data are not graphed OR Baseline data include fewer than three data points OR Expected level of performance is not included in the graph (i.e., aimline or goal line).</td>
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### Rating

|   | EFFECTIVE | NEEDS DEVELOPMENT |

**Comments:**
### Section 3: Problem Analysis

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<tr>
<td>3.1</td>
<td>The problem behavior is hypothesized as a skill or performance deficit</td>
<td>There is no hypothesis regarding skill or performance deficit.</td>
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<tr>
<td></td>
<td>AND</td>
<td>OR</td>
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<tr>
<td></td>
<td>Data are used to test the hypothesis.</td>
<td>Data are not used to test the hypothesis.</td>
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<tr>
<td>3.2</td>
<td>Additional hypotheses are formulated to address the problem across one or</td>
<td>Multiple hypotheses are not developed</td>
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<td>more of the following areas: curriculum, instruction, and environment.</td>
<td>OR</td>
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<td></td>
<td></td>
<td>Hypotheses are untestable.</td>
</tr>
<tr>
<td>3.3</td>
<td>Each hypothesis is stated in observable/measureable terms.</td>
<td>Hypotheses are not stated in observable/measureable terms.</td>
</tr>
<tr>
<td>3.4</td>
<td>Proposed hypotheses are empirically tested and/or other sources of data</td>
<td>Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.</td>
</tr>
<tr>
<td></td>
<td>are used to confirm or reject each hypothesis.</td>
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</tr>
<tr>
<td>3.5</td>
<td>A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).</td>
<td>A conclusive statement formally describing the cause of the problem is not included</td>
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<td></td>
<td>OR</td>
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<td>Does not lead to a logical intervention.</td>
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**RATING**

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**Comments:**
## Section 4: Intervention

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<tr>
<td><strong>4.1</strong></td>
<td>☐ A single evidence-based intervention is implemented and linked to preceding sections.</td>
<td>☐ Intervention is not evidence-based. OR ☐ Is not linked to preceding sections OR ☐ Multiple interventions are implemented simultaneously.</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>☐ Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.</td>
<td>☐ Acceptability of the intervention by one or more stakeholders is not verified.</td>
</tr>
<tr>
<td><strong>4.3</strong></td>
<td>☐ The intervention is replicable: ☐ Intervention components are clearly described (i.e., independent variable) AND ☐ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)</td>
<td>☐ The intervention is not replicable: ☐ Intervention components are not described (i.e., independent variable) OR ☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)</td>
</tr>
<tr>
<td><strong>4.4</strong></td>
<td>☐ Skill or performance goals are: ☐ Described using the same metric as the dependent variables AND ☐ Achievable based on research or other data.</td>
<td>☐ Skill or performance goals are: ☐ Described using a different metric as the dependent variables OR ☐ Not achievable or not linked to research or other data.</td>
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</table>
### Section 4: Intervention (Continued)

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<tr>
<td><strong>4.5</strong></td>
<td>☐  Progress is monitored and graphed for data based decision making (formative evaluation).</td>
<td>☐  Progress is not monitored. OR ☐  Progress data are not graphed.</td>
</tr>
<tr>
<td><strong>4.6</strong></td>
<td>Treatment integrity/fidelity data are:</td>
<td>Treatment integrity/fidelity data are not:</td>
</tr>
<tr>
<td></td>
<td>☐  Collected and reported AND ☐  Used in the interpretation of intervention efficacy.</td>
<td>☐  Collected or reported OR ☐  Used to describe intervention efficacy.</td>
</tr>
<tr>
<td>Rating</td>
<td>☐  EFFECTIVE</td>
<td>☐  NEEDS DEVELOPMENT</td>
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**Comments:**
## Section 5: Evaluation (Summative)

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| **5.1** | A single graph is depicted for the target behavior and includes the following elements:  
  - Baseline data  
  - Goal/Target indicator or aim line  
  - Treatment/progress monitoring data with a trend line. | A single target behavior is presented on multiple graphs, or relevant graphs are not included.  
  The following components are not included in the graph:  
  - Baseline data  
  - Goal/Target indicator or aim line  
  - Treatment/progress monitoring data with a trend line. |
| **5.2** | Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | Insufficient data are collected to meaningfully interpret the results of the intervention. |
| **5.3** | Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective. | Visual or statistical analyses were not used  
  OR  
  The Intervention was ineffective. |
| **5.4** | Strategies for generalizing outcomes to other settings are described. | Strategies for generalizing outcomes to other settings are not described. |
| **5.5** | Strategies for follow-up are developed. | Strategies for follow-up are not developed. |
| **RATING** | **EFFECTIVE** | **NEEDS DEVELOPMENT** |

**Comments:**
Submit this form for each course for which a syllabus could not be located or obtained. **Applicants must** use a separate sheet for each course. Copy this form as necessary.

Name: ____________________________________________

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This form verifies graduate-level preparation for Domain(s) #: ____________________________

This content area was covered in the following course(s): (Add additional sheets if necessary)

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester/Quarter Completed</th>
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Topics Covered or Course Objectives relating to this Domain: ____________________________

________________________________________

________________________________________

Text/chapter titles and/or readings relating to this Domain: ____________________________

________________________________________

________________________________________

Activities/special projects relating to this Domain: ____________________________

________________________________________

________________________________________

I attest that I have done due diligence in trying to locate a copy of this syllabus including a) contacting the university program or registrar’s office for information on archived syllabi or more current versions of the course syllabus, b) contacting classmates if possible, c) contacting professors who may have taught the classes.

Applicant Signature ____________________________  Applicant Printed Name ____________________________  Date ____________________________

I attest that the information on this form is accurate and true.

Instructor/Program Director ____________________________  Name of University ____________________________