NASP Program Accreditation Board: Training for New and Current Reviewers 2020 Standards

STANDARD I
PLEASE VIEW THE FOLLOWING TRAINING MODULE FOR REVIEW OF STANDARD I

https://www.loom.com/share/64fd0333a571476390c216ebfbb7f486?sharedAppSource=personal_library
NATIONAL RECOGNITION REPORT
2020 STANDARDS
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)

Name of institution:
Date of review:

Note: The NASP Program Accreditation Board makes decisions independent of NASP.

This report is in response to a(n):

☐ Initial Review  ☐ Revised Report  ☐ Response to Condition
☐ Application for Candidacy

<table>
<thead>
<tr>
<th>Title of Program Covered by This Review</th>
<th>Program Type</th>
<th>Program Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School Psychology</td>
<td>☐ Other School Personnel</td>
<td>☐ Specialist</td>
</tr>
<tr>
<td>☐ Other School Personnel</td>
<td>☐ Specialist</td>
<td>☐ Doctorate</td>
</tr>
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<td>☐ Doctorate</td>
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</table>

Specific title of degree/award that appears in official institutional documentation:

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—Decision on NASP approval/NCATE recognition of the program—TO BE COMPLETED BY PROGRAM APPROVAL BOARD ONLY:

☐ Intent to Apply Status
☐ Approved for Candidacy
☐ Not Approved for Candidacy
☐ Approved for Site Visit
☐ NASP Accredited
☐ NASP Conditionally Accredited
☐ Not Accredited
## PART B—STATUS OF MEETING SPA STANDARDS

<table>
<thead>
<tr>
<th>NASP Standard</th>
<th>Rating</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Standard 1: School Psychology Program Context and Structure.</strong> Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.</td>
<td>General Comments: Standards are rated: Met or Not Met</td>
<td></td>
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</tbody>
</table>

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates’ professional identity as school psychologists.

| | Policy: |
| | Practice: |
Data Rules

• **Table A**
  - Programs are required to submit enrollment and completer data on the previous three years.

• **Assessments**
  - Programs are required to submit data that represent two applications of the assessment. That is, the assessment must be given and data collected at least two times. If an assessment is in a class that is offered every semester, then the two applications could be satisfied in one academic year. If the assessment is in a class that is offered once per year, then the two applications would take two academic years. For revised and response to conditions reports, data from one application of the assessment would be required for full recognition.
  - New Programs submit one year of data.
TABLE A
Candidate Information

These charts are provided to you as a guide for collecting data. Please attach this chart (or one that you have created that includes the information required below) when you submit your actual report.

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years as appropriate for your data span.

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<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th>Females</th>
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Rubrics

- Six Rubrics to be completed during the review process:
  - Condition Standard I
  - Standard 2
  - Standard 3
  - Standard 4
  - Standard 5
  - Assessments 1-6

- Reviewers are expected to complete the rubrics and submit them
- Make sure to include comments for any item judged as less than Acceptable
Condition Standard I

• 1.1, 1.2, 1.5, and 1.6—Specialist and doctoral programs
• 1.3 – Specialist programs only
• 1.4 – Doctoral programs only

• Condition Standard I must be Met for programs to be approved/accredited
1.1—Philosophy/mission, goals, objectives; integrated and sequential program of study; supervised practice in school psychology

• Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized

• An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and consistent across candidates

• Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practice, and other comprehensive program activities for candidates to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty

• While multiple instructional delivery methods (e.g., online, face to face, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.

• Use of systematic, performance-based evaluation and accountability procedures to improve the quality of the program

• Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.
### NASP Program Accreditation Board

#### Condition Standard I Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Not Acceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>A primary focus on or affiliation with school psychology is not evident in the program’s title, degree, or documents.</td>
<td>Although “school psychology” may be in the program’s title, it is unclear if the primary focus or affiliation is school psychology.</td>
<td>The program is clearly identified by title, degree, and program documents as being a “school psychology program.”</td>
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<tr>
<td></td>
<td>The program has no framework/objectives, or ones that are very broad or vague, doesn’t articulate candidate outcomes, or articulates outcomes not consistent with the field of school psychology.</td>
<td>The program has a framework and objectives, but they are not clearly consistent with the field of school psychology.</td>
<td>The program has a clear framework and set of goals or objectives for candidate outcomes consistent with the field of school psychology.</td>
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<td></td>
<td>There is little or no evidence of an integrated, sequential program of study and field experiences or, if one is required, candidates don’t appear to follow it consistently based on evidence of practice (e.g., transcripts)</td>
<td>There is some evidence of an integrated, sequential program of study and field experiences, but evidence of practice (e.g., transcripts) is not entirely consistent with policy.</td>
<td>There is consistent, clear evidence in policy and practice of an integrated, sequential program of study and field experiences.</td>
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<td></td>
<td>It is not clear whether full-time or part-time study is required, and/or it cannot be determined how or when candidates develop a professional identity as school psychologists or an affiliation with.</td>
<td>The program requires either full-time study, or part-time or alternative study that provides some opportunity for candidates to establish professional identity as school psychologists and an affiliation with colleagues and faculty, but they are not <em>multiple and systematic</em>, or are otherwise inadequate.</td>
<td>The program requires either full-time study, or part-time or alternative study that provides <em>multiple and systematic</em> opportunities to establish professional identity as school psychologists and an affiliation with colleagues and faculty.</td>
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<td>There is little or very inconsistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate</td>
<td>There is some or slightly consistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.</td>
<td>There is strong, consistent evidence that, regardless of instructional delivery method (e.g., online, face to face, hybrid), the program provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.</td>
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learning outcomes relevant to particular courses and field experiences in a systematic manner.

| There is little or very inconsistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. | There is some or slightly inconsistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. | There is strong, consistent evidence of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery and measurable impact on children and youth, families, schools. |

| There is little or very inconsistent evidence of an ongoing process by which evaluation and accountability procedures are used to improve the quality of the program, but efforts are limited or do not appear consistent. | Attempts appear to have been made to use evaluation and accountability procedures to improve the quality of the program, but efforts are limited or do not appear consistent. | There is strong, clear evidence of an ongoing process by which evaluation and accountability procedures, including evaluation of candidates and data on program graduates, e.g., employment, licensure/certification, |
Table D
Response to NASP Program Standard 1

Directions: Complete the following table by providing a brief response to each element. The brief responses should describe (a) official “policy” that addresses the element and (b) “practice” that demonstrates the program’s implementation of the element. The program’s brief response should reference relevant program documentation (refer to specific document, such as a program handbook, and page number) located in attachments to support program policy and practice. In addition to the program handbook in Attachment C, submit an attachment containing transcripts of three recent (within the last academic year) program completers as part of this attachment and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution’s graduate catalog or other source of institutional documentation of program requirements.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Response/Documentation</th>
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<tbody>
<tr>
<td>CONDITION STANDARD 1: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE</td>
<td></td>
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Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate...
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<td>preparation standards. The following elements are apparent in the school psychology program.</td>
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<td>1.1 The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates’ professional identity as school psychologists, as reflected in the following:</td>
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<td>• Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.</td>
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<td>• An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and are consistent across candidates.</td>
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<td>• Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.</td>
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<td>• While multiple instructional delivery methods (e.g., online, face to face, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.</td>
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Table D - Program’s Response to NASP
Condition Standard I

Policy (articulated in handbook, other documents):
• Clearly identifiable as “school psychology”
• Consistent program mission, goals, requirements,
• Integrated, sequential program of study
• Opportunities for supervised practice
• Communicated to candidates

Practice (found in transcripts, Table A, Table B, Program Handbook, Section V of Report, etc.):
• Mission, goals, objectives evident in coursework and field experiences
• Courses completed in required sequence
• Electives, transferred courses, candidate deviations from required coursework and sequence, explained
1.2–Faculty requirements/ratio/credentials

Table D - Program’s Response to NASP Condition Standard 1

Policy (articulated in handbook, other documents):
• Program, college, or university policy about faculty qualifications

Practice (found in faculty data, Tables A and B, field placement documents, etc.):
• At least three FTE faculty in program
• At least two faculty members (including the program administrator) - doctorate with specialization in school psychology; actively engaged in school psychology profession
• Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program’s regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.
### TABLE A

**Candidate Information**

These charts are provided to you as a guide for collecting data. Please attach this chart (or one that you have created that includes the information required below) when you submit your actual report.

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years as appropriate for your data span.

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**TABLE B**  
**Faculty Information**

**Directions:** This chart is given to you as a guide to prepare your information. Please attach this chart (or one that you have created that includes the information required below) when you submit your actual report. You will need to provide the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track (Yes/No)</th>
<th>Scholarship, (^{10}) Leadership in Professional Associations, and Service: (^{11}) List up to 3 major contributions in the past 3 years (^{12})</th>
<th>Teaching or other professional experience in P-12 schools (^{13})</th>
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\(^7\) e.g., PhD in Curriculum & Instruction, University of Nebraska  
\(^8\) e.g., faculty, clinical supervisor, department chair, administrator  
\(^9\) e.g., professor, associate professor, assistant professor, adjunct professor, instructor  
\(^10\) Scholarship is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.  
\(^11\) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.  
\(^12\) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program  
\(^13\) Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.
1.3–Minimum years of study/credit hour requirement; institutional documentation of program completion (Specialist-level programs only)

Table D - Program’s Response to NASP Condition Standard 1

**Policy (articulated in handbook, other documents):**
- Equivalent of 3 yrs/60 hrs with 54 hrs exclusive of internship

**Practice (found in transcripts, etc.):**
- Evidence that candidates meet program policy for years of study and credit hours
- Evidence of institutional documentation of SCHOOL PSYCHOLOGY PROGRAM completion.
1.4—Greater depth of study in multiple domains (Doctoral level programs only)

**Table D** - Program’s Response to NASP Condition Standard 1

**Policy (articulated in handbook, other documents)**
- Goals, objectives, coursework, field experiences, internship have greater depth in doctoral program
- 4 yrs/90 hrs with 78 hrs exclusive of internship and dissertation

**Practice (found in transcripts, internship summaries, etc.)**
- Candidates complete coursework, field experiences, internship in greater depth in multiple domains
- Evidence that candidates meet program policy for years of study and credit hours
- Evidence of institutional documentation of SCHOOL PSYCHOLOGY PROGRAM COMPLETION.
1.5 All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program.

**Table D - Program’s Response to NASP Condition Standard 1**

**Policy (articulated in handbook, other documents)**
- Diversity in philosophy and program mission
- Articulation of recruitment and retention efforts
- Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for all children and youth, families, and schools

**Practice (found in transcripts, internship summaries, advising forms)**
- Evidence that candidates follow an alternative plan of study (if that is the case)
- Evidence that candidates obtain appropriate internship experiences.
1.6—Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining.

Table D - Program’s Response to NASP Condition Standard 1

**Policy (articulated in handbook, other documents)**
- Applies systematic evaluation procedures
- Grants recognition of prior courses/field experiences
- Identifies additional graduate courses and experiences

**Practice (found in transcripts, internship summaries, advising forms)**
- Evidence that candidates follow an alternative plan of study (if that is the case)
- Evidence that candidates obtain appropriate internship experiences.
Independent NASP Programs: Online Submission Process

• Using RCampus for submission and review

• Reviewers assigned login in order to view and review program materials

• Final report completed on Word and emailed to Program Accreditation Board at nasppab@naspweb.org

• Rubrics completed on RCampus
Following the instructions for NASP program reviews provided to you by the Program Accreditation Board Chair, you will open and review the various files submitted by the program to determine that the program meets NASP standards. Program files are saved as Word, Excel, or PDF files.

Instructions on how to access the site and download files will be provided.

However, the chair may provide you the files to expedite the review process.

If you elect to download any program files to your own computer, please store the files in a confidential folder on your computer. **AND, after you complete your review of the program, please delete any program files from your computer.**
Confidentiality

• Remember that all aspects of the program’s submission and your review are confidential and should not be discussed with the program or anyone except the NASP Program Accreditation Board chair and your fellow reviewers for the program.

• Reviewers are encouraged to include service to Program Accreditation Board on CV but do not list institutions reviewed.

• NASP Program Accreditation Board has new Code of Conduct that everyone is required to sign.

• NASP PAB also has a new Reviewer Background Scan where conflicts of interest are noted.
Questions and Discussion

• Thank you for your contributions as a NASP program reviewer!!!!

• For more information contact Natalie Politikos at nasppab@naspweb.org or politikos@hartford.edu
NEXT:

PLEASE VIEW STANDARD 2 TRAINING MODULE