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

STANDARDS 3-5
PLEASE VIEW THE FOLLOWING TRAINING MODULE FOR REVIEW OF STANDARDS 3-5

https://www.loom.com/share/b97ae83ac3314d4994d3822fdd011aef?sharedAppSource=personal_library
Two paths for Program Review

• CAEP-Affiliated Programs

• NASP-Only Programs
Rubrics

• Six Rubrics to be completed during the review process:
  • Condition Standard 1
  • 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
Standard 3: Supervised Field Experiences

Table F – Programs Response to Standard 3
3.1 – The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:

* Settings relevant to program objectives and the development of candidate competencies.
* Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
* Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
* Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see Program Standards 2).
* Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.
View Program Handbook, Table F, and Table G

Evidence of policy (articulated in internship policy or handbook, other documents) and practice (transcripts, evaluations, internship summaries, internship agreements)
3.2 - The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

View Program Handbook, Table F, and Table G

Evidence of policy (articulated in internship policy or handbook, other documents) and practice (transcripts, evaluations, internship summaries, internship agreements):

• At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning).
# Standard 3 Rubric

## NASP Program Accreditation Board

**Standard 3 – Supervised Field Experiences in School Psychology**

<table>
<thead>
<tr>
<th>Element 3.1</th>
<th>___ Not Acceptable</th>
<th>___ Marginal</th>
<th>___ Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>___ There is little or very inconsistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts little or no control over selection of placements.</td>
<td>___ There is some or slightly inconsistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts some control over selection of placements.</td>
<td>___ There is strong, consistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts substantial control over selection of placements.</td>
</tr>
<tr>
<td></td>
<td>___ There is little or very inconsistent evidence that the program provides direct oversight of clinical field experiences.</td>
<td>___ There is some or slightly inconsistent evidence that the program provides direct oversight of clinical field experiences.</td>
<td>___ There is strong, consistent evidence that the program provides direct oversight of clinical field experiences.</td>
</tr>
<tr>
<td></td>
<td>___ There is little or very inconsistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assuring the development of professional competencies.</td>
<td>___ There is some or slightly inconsistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assures the development of professional competencies.</td>
<td>___ There is strong, consistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assures the development of professional competencies.</td>
</tr>
</tbody>
</table>
3.3—Internship: Represents a culminating experience in the program’s course of study

View Program Handbook, Table F, and Table G
(verify in other documents)

Evidence of policy (articulated in handbook, other documents) and practice (transcripts, evaluations, internship summaries, internship agreements) that:

• Is completed for academic credit

• Internship is a collaboration between training program and field site

• Completion of internship activities consistent with the goals of the training program, including breadth and quality of experiences

• A written plan specifies responsibilities of the training program and internship site in:
  – providing supervision
  – providing support
3.4–Intern Supervision: Interns receive average of 2 hours of field-based supervision per week from credentialed school psychologist or, for non-school settings, credentialed psychologist

View Program Handbook, Table F, and Table G

Evidence of policy (articulated in handbook, syllabi, other documents) and practice (transcripts, evaluations, internship summaries, internship agreements)

- Interns receive average of at least two hours of field-based supervision
- Interns supervised by appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
STANDARD 4 – PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

View Program Handbook, Tables G & H, Assessments 1-6, Section V

Evidence of policy (articulated in internship policy or handbook, assessments) and practice (transcripts, evaluations, assessments)
4.1 – The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

4.2 - The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.

4.3 - The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.
4.4 - As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates’ products.
<table>
<thead>
<tr>
<th>Element 4.1</th>
<th>__ Not Acceptable</th>
<th>__ Marginal</th>
<th>__ Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>There is little or very inconsistent evidence that the program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics including results on licensing exams, course grades, practicum evaluations, intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools. Other assessments may also be used.</td>
<td>There is some, or slightly inconsistent evidence that the program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics including results on licensing exams, course grades, practicum evaluations, intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools. Other assessments may also be used.</td>
<td>There is strong, consistent evidence that the program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics including results on licensing exams, course grades, practicum evaluations, intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools. Other assessments may also be used.</td>
</tr>
<tr>
<td></td>
<td>The program collects and adequately summarizes data on four or fewer “core” assessments in a way that demonstrates candidate attainment and is linked to NASP Domains in an apparent manner.</td>
<td>The program collects and summarizes data on at least five “core” assessments in a way that demonstrates candidate attainment and is linked to NASP Domains in an apparent manner.</td>
<td>The program collects and adequately summarizes data on six “core” assessments in a way that demonstrates candidate attainment in an apparent manner.</td>
</tr>
</tbody>
</table>
Standard 5. SCHOOL PSYCHOLOGY PROGRAM SUPPORT/RESOURCES

5.1 - The school psychology program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

5.2 - The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:

- Faculty loads that take into account instruction, program administration, supervision, research/scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.

- Faculty teaching and supervision loads that usually are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.

- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.
5.3 - The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:

- Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.

- Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.

- A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.
5.4 - The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:

- Involvement in school psychology, including access to professional organizations, research/scholarship, and/or professional service activities.
- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.

5.5 - Arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology.

5.6 - The institution provides adequate access to library and technology resources.
### NASP Program Accreditation Board

**Standard 5. School Psychology Program Support/Resources**

<table>
<thead>
<tr>
<th>Element 5.1</th>
<th>___ Not Acceptable</th>
<th>___ Marginal</th>
<th>___ Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>There is little or very inconsistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.</td>
<td>There is some, or slightly inconsistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.</td>
<td>There is strong, consistent evidence that the program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.</td>
</tr>
</tbody>
</table>

**Comments on exemplary practices, areas of concern, and/or recommendations for improvement for Element 5.1:**

<table>
<thead>
<tr>
<th>Element 5.2</th>
<th>___ Not Acceptable</th>
<th>___ Marginal</th>
<th>___ Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Check Tables A and B</td>
<td>Information from the program is unclear in addressing this standard, or supports the fact that fewer than two of the following occur:</td>
<td>Information from the program supports the fact that two of the following occur:</td>
<td>Information from the program supports the fact that all of the following occur:</td>
</tr>
</tbody>
</table>
Preparing And Submitting Your National Recognition Report On CAEP’s AIMS Site

• Complete Blank CAEP-NASP Program Recognition Report.
  • A Word file of the report will be sent to you to initially complete in draft form.
  • Developing your draft on the Word file is ESSENTIAL!
  • At the conclusion of your review, you will copy/paste comments from your Word file into an online report on the AIMS site (login information will be sent to you directly from CAEP).
  • Lead Reviewer (and other reviewers) email reports and rubrics to nasppab@naspweb.org
Each reviewer prepares and submits an individual reviewer report

• Reviewers are encouraged to confer by conference call.
• Lead reviewers should convene conference calls and mentor our NEW reviewers throughout the process.
• Individual reports from each reviewer should be submitted; do not submit a “combined” or “team” report.
Reminders:

• You may save your online report anytime.
• Save a draft as a PDF file too.
• When your report is complete, continue to click “Next” until you reach the final page with the “Submit” button.
Independent NASP Programs: Online Submission Process

- Using Rcampus
- Login information sent from NASPPAB
- Rubrics completed online
- Word report uploaded to Rcampus
- Site visit takes place after review (the following cycle)
Additional Information

- 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.

- If you notice that the program did not submit certain documents or you cannot locate them, please reach out to Board Chair.

- 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 Politkos at nasppab@naspweb.org or politkos@hartford.edu
Helping Children Thrive • In School • At Home • In Life