NASP Program Accreditation Board: Online Submission Procedures

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Chair, NASP Program Accreditation Board

PLEASE VIEW THE FOLLOWING TRAINING MODULE

https://www.loom.com/share/fba28c81ec654bae8aebee1ee5ae3510?sharedAppSource=personal_library
Where do I find information?

• Information about NASP program approval procedures and helpful documents are found at https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation

What if my program has Conditional Approval?

• Programs with Conditional Approval: Follow instructions in the most recent decision letter sent by the NASP Program Accreditation Board and respond to Standards judged as Not Met and Elements judged as Marginal and Not Acceptable.

What if my program was Not Approved?

• Programs not approved have two opportunities to submit a revised report; follow instructions in the most recent decision letter sent by the NASP Program Accreditation Board
What about doctoral programs?

- Doctoral school psychology programs holding APA accreditation - Continue to use the brief process described on the NASP website
  - [https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation/abbreviated-review-forapa-accredited-programs](https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation/abbreviated-review-forapa-accredited-programs)
  - Send electronic copies instead of paper copies. Send to nasppab@naspweb.org

How do I receive log-in instructions?

**CAEP institutions:** Notify your unit’s CAEP coordinator, who should then notify CAEP at least a month in advance of deadline to receive login instructions.

**Stand alone NASP programs:** Notify NASP Program Accreditation Board (nasppab@nasppab.org) at least a month in advance of deadline to receive login instructions.
NASP Program Review Timelines

<table>
<thead>
<tr>
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<th>FALL</th>
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<tr>
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<td>03/15</td>
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UNDERSTANDING AND MEETING CONDITION STANDARD I

STANDARDS C.1 THROUGH C.5

Please note that Condition Standard I must be met. New programs that do not meet this standard will not be approved/accredited. Programs seeking reapproval/reaccreditation that do not meet this standard, will receive conditional approval/accreditation. In either case, programs will still receive feedback on all other standards and assessments.
C.1—Mission, goals, objectives; integrated and sequential program of studies; supervised practice in school psychology

This is the element in Condition Standard I with the most requirements. Make sure you cover all parts.

**Policy (articulated in handbook, other documents):**

• 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

C.1 Continued

• 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

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

**Practice (found in transcripts, Section V of Online 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
C.2–Faculty requirements/credentials

Policy (articulated in handbook, other documents):
• Program, college, or university policy about faculty qualifications, including FTE contribution to program

Practice (found in faculty data):
• 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 program faculty - doctoral degree in closely related discipline with specialization supportive of their training responsibilities in the school psychology program.

C.3–Minimum years of study/credit hour requirement; institutional documentation of program completion (Specialist-level programs only)

Policy (articulated in handbook, other documents)
• 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.
C.4—Greater depth of study in multiple domains
(Doctoral level programs only)

**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.

C.5—Program ensures that requirements for respecialization, retraining or other methods are consistent with NASP standards (For all programs)

**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
- Evidence that candidates obtain appropriate internship experiences.
Standard I Rubric

UNDERSTANDING AND MEETING STANDARDS II THROUGH VIII

- School Psychology Graduate Education and Practice – NASP Practice Standards
2010 Standards/Elements of School Psychology Training and Practice

• **Standard II**: Practices That Permeate All Aspects Of Service Delivery: Data Based Decision Making and Accountability

• **Standard III**: Practices That Permeate All Aspects Of Service Delivery: Consultation and Collaboration

• **Standard IV**: Direct and Indirect Services: Student Level Services
  – **Element 4.1**: Interventions and Instructional Support To Develop Academic Skills
  – **Element 4.2**: Interventions and Mental Health Services To Develop Social And Life Skills

• **Standard V**: Direct and Indirect Services: Systems Level Services–Schools
  – **Element 5.1**: School-wide Practices To Promote Learning
  – **Element 5.2**: Preventive And Responsive Services

• **Standard VI**: Direct and Indirect Services: Systems Level Services – Family-school Collaboration

• **Standard VII**: Foundations Of School Psychologists’ Service Delivery: Diversity

• **Standard VIII**: Foundations Of School Psychologists’ Service Delivery: Research, Program Evaluation, Legal, Ethical, And Professional Practice
  – **Element 8.1**: Research and Program Evaluation
  – **Element 8.2**: Legal, Ethical, and Professional Practice
For NASP Standards II to VIII, program documents that each standard is

- Assessed
- Attained

In NASP program review, a standard is not met unless there is strong evidence for both.

Assessed: Required assessments are organized into three areas (CAEP’s unit standard 1):

- Content knowledge
- Pedagogical and professional knowledge, skills, and dispositions
- Comprehensive range of services that positively impact children, youth, families, and others.
The 6-8 required NASP assessments should

- Be required and used for all candidates
- Be part of an integrated program assessment system
- Evaluate candidates’ knowledge and skills for each component of the domain(s) they are intended to assess
- Be comprehensive and yield specific information versus overly-broad, global ratings

Description of each assessment should include

- Assessment tool or description of the assignment and instructions given to candidates;
- The scoring guide/rubric
- Program criteria for candidate performance
- Method for communicating the above to candidates
- Systematic methods for collecting and aggregating candidate attainment data on the assessments
Assessment #1 (Required)-Content Knowledge:
Data from state or national school psychology credentialing exam.

ATTACH
• Two-page narrative
  • name of exam used
  • criterion score for passing the exam set by your program
  • whether or not the exam is required for the state school psychology credential
  • the criterion score for passing the exam set by your state credentialing agency, if applicable
  • Total scores, as well as sub-area scores

• Dis/Aggregated data chart
Assessment #2 (Required)-Content Knowledge:
Grades for courses in which content knowledge on Standards II-VIII is addressed

- Disaggregated/Aggregated grades for required courses must be submitted (See Assessment 2 Sample Template)
- Grades are from courses required for all candidates
- Evidence is provided that candidates are being assessed in content and/or skills relevant to the respective domain(s)
- Grades are dis/aggregated to demonstrate competencies in Standards II- VIII (instead of, for example, overall GPAs)
- Programs must provide course-embedded content assessments in Table E, based on courses listed for Assessment 2
- Table E is revised and part of this presentation packet
### Attachment E/Table E

- Response to NASP Standards II through VIII
- Table E complements Assessment 2
- This is where you provide evidence that your program ADDRESSES each standard and element
- Programs list the 2-3 key course embedded assessments for courses linked to each of the standards/elements in Assessment 2
Assessment #3 (Required)-Professional Knowledge, Skills, and Dispositions:
Assessment during practica

- Demonstrates effective planning and delivery of school psychological services
  - Examples include data-based decision-making, consultation, assessment and intervention

- NOTE: This may consist of an assessment embedded in one or more separate courses requiring a practicum component or consist of a required component in a more general practicum course.
- See Sample Section IV Assessment 3 Practicum Evaluation
Assessment #4 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluations by Field Supervisors

- Demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship

- Each NASP domain, Standards II-VIII, must be assessed comprehensively, and aggregated attainment data specific to each domain must be reported

- See Handout
Assessment #5 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive, Performance-based Assessment of Candidate Abilities Evaluated by Faculty During Internship

- Demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice

- Is “performance-based” and consists of faculty evaluation of candidate performance during internship.

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<thead>
<tr>
<th>Assessment</th>
<th>Not Acceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
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<tbody>
<tr>
<td>Intern Performance Assessment</td>
<td>Intern performance assessment is not required for all candidates</td>
<td>Intern performance assessment is completed for all or most candidates but is unclear if it is required</td>
<td>Intern performance assessment is required by policy for all candidates.</td>
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<td>It is apparent that two or more standards are not covered.</td>
<td>It is unclear if all seven performance-based standards are covered, or it is apparent that one standard is not covered.</td>
<td>All seven performance-based standards are clearly covered by the assessment.</td>
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<td>Insufficient items are included to assess most or all of the seven performance-based NASP Standards in sufficient depth and breadth for this level of preparation.</td>
<td>Insufficient items are included to assess some of the seven performance-based NASP Standards in sufficient depth and breadth for this level of preparation.</td>
<td>Insufficient items are included to assess each of the seven performance-based NASP Standards in sufficient depth and breadth for this level of preparation.</td>
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<tr>
<td></td>
<td>The program only uses one item (the standard description, although the labels are not consistent with the NASP Criteria for Program Review and Approval) for each standard/dimension. Field supervisors only provide one rating for each item.</td>
<td>The performance standards, rating scale, or rubric is absent, confusing, vague, or inappropriate for this level of preparation.</td>
<td>Clear performance standards, rating scale, or rubric that specifies expected levels of performance appropriate for this level of preparation is included. Candidates are rated with a Likert scale, 1 = New Skill, Developing Skill Level, and Competent Level, similar to the Practice.</td>
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### Assessment #6 (Required)-Effects on Student Learning Environments and/or Learning:

- Assessment 6 should directly and specifically evaluate candidates’ measurable positive impact on clients (NASP Standard 9.6)

- Both an academic and behavioral intervention case study must be required

- A separate assessment is not needed if it is addressed by Assessment 5.
  - Refer to the particular assessment(s) and aggregate the relevant data that demonstrate the above competencies.
Additional Assessment 6 Information

- The goal for Assessment 6 requires that the candidates themselves measure positive impact. As part of the Assessment 6 Documentation, faculty analyze and summarize positive impact data for each cohort.
- If all aspects are in place to determine whether candidates are making positive impact but the results are not stellar, this would be accepted given that programs are required to interpret their findings and indicate how the program plans to work with candidates to show stronger positive impact.
- “Applications” mean two administrations of the identical tool to two cohorts for each assessment. Operationalized, two applications consist of data for two cohorts for all assessments. Programs need to submit data for two cohorts for an academic and a behavioral case study.
- Cases may be at the individual OR group/class levels.
- See Sample Section IV Assessment 6 Impact on Student Learning
Assessment 6

• The following is a non-exhaustive list of EXAMPLES of techniques that may be useful for program improvement or candidate growth and development, but are not sufficient to demonstrate evidence of measurable positive impact.

  • 1. Consumer satisfaction ratings
  • 2. Candidate self-reflections or self-evaluation of p-12 student progress
  • 3. Items on field supervisor evaluation forms
  • 4. Data collected prior to internship
  • 5. Faculty global ratings of candidate positive impact
  • 6. Case studies with no P-12 outcome data
  • 7. Assessment of positive impact that is not required of all candidates

Assessment 6

• The following is a non-exhaustive list of EXAMPLES of techniques that may be useful for program improvement or candidate growth and development, but are sufficient to demonstrate evidence of measurable positive impact. In addition, programs are reminded that both behavioral and academic cases need to be included. Two applications of complete data on behavioral and academic case studies.

  • 1. Goal attainment scaling
  • 2. Percent of non-overlapping data
  • 3. Effect size
  • 4. Comparisons of pre and post data
  • 5. Progress monitoring data
  • 6. Individual or group data
  • 7. Improvement rate difference
Assessment #7 and #8 (Optional): Additional assessment that addresses NASP Standards/Elements

- Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Attained

- For each assessment, aggregated & disaggregated candidate assessment data should be collected and reported to specifically align with each domain(s) for which the assessment is intended.

- Candidate assessment data should be comprehensive and yield specific information; avoid overly-broad, global indicators or ratings.
Minimum aggregated candidate attainment data for Assessments 1-6 to be submitted

• Attachment A
  – Programs are required to submit enrollment and completer data on the previous three years.

• Assessments
  – Continuing Recognition/Re-approval - 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.
  – Revised and response to conditions reports, data from one application of each assessment is required.
  – New Programs submit one year of data.

<table>
<thead>
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<th>TABLE A</th>
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<tr>
<td>Candidate Information</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
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<tr>
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<td>Females</td>
<td>Males</td>
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UNDERSTANDING AND MEETING STANDARD IX

• ELEMENTS 9.1 THROUGH 9.6

9.1–Practica: The school psychology program requires supervised practica experiences

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

• Practica are completed for academic credit
• Closely supervised practica; include development/evaluation of specific skills
• Practica distinct from and precedes internship
• Practica require direct oversight
Standard 9 Rubric

NASP Program Approval Board
Standard IX - Práctica and Internships in School Psychology

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<th>Element</th>
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<td>9.1.</td>
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<tr>
<td>• The program does not require (\text{práctica}) experiences for academic credit, or documentation of associated academic credit is lacking</td>
<td>• The program requires field-based experiences associated with courses but they are not clearly described as (\text{práctica}) or documentation of associated academic credit is unclear</td>
<td>• Completion of (\text{práctica}) for academic credit or otherwise is documented by the institution</td>
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<tr>
<td>• Transcripts are inconsistent with policy or the program lacks written policy that indicates (\text{práctica}) are distinct from and precede, the school psychology internship</td>
<td>• It is unclear from transcripts or written policy if (\text{práctica}) are distinct from and precede, the school psychology internship or some (\text{práctica}) experiences occur concurrently with internship</td>
<td>• Transcripts and/or written policy provides evidence that (\text{práctica}) are distinct from and precede, the school psychology internship</td>
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<tr>
<td>• There is a lack of documentation that required activities and systematic evaluation of skills are completed in settings relevant to program objectives for development of candidate skills</td>
<td>• It is unclear if required activities and systematic evaluation of skills are completed in settings relevant to program objectives for development of candidate skills</td>
<td>• Written policy provides evidence that specific, required activities and systematic development and evaluation of skills are completed in settings relevant to program objectives for development of candidate skills</td>
<td></td>
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</table>

9.2–Internship: Represents a culminating experience in the program’s course of study

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
  - conducting both formative and summative performance-based evaluation of intern performance.
9.3–Internship Hours: Completed on full-time basis over one year or half-time over two consecutive years; at least 600 hours in a school setting

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

Requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral level interns

9.4–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

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.
9.5–Internship Site Agreements: Represents a collaboration between program and placement site

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

- written agreement specifying period of appointment and any terms of compensation
- schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists
- provision for participation in CPD activities
- release time for internship supervision
- commitment to the internship as a diversified training experience.

9.6–The program employs a systematic, valid process to ensure that all candidates are able to integrate domains of knowledge and apply professional skills in delivering services evidenced by measurable positive impact on children, youth, families, and other consumers.

Evidence of policy and practice:

Candidates:
- are able to integrate domains of knowledge
- apply professional skills in delivering a comprehensive range of services
- Show evidence of measurable positive impact on children, youth, families, and other consumers. (See required Assessment #6)
UNDERSTANDING AND MEETING STANDARD X

• Standards 10.1 THROUGH 10.8 (NASP only)

Standards 10.1 to 10.8 Program Support/Resources (during NASP program review, evaluated for NASP only programs).

• 10.1–Faculty no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. Program administrator receives at least 25% reassigned time.
• 10.2–Program maintains a no–greater-than $1:12$ FTE faculty to FTE student ratio in the overall program, practica, and internship
• 10.3–Program faculty receive support for learning/ professional experiences
10.4–Candidates receive support, including faculty advisement and supervision, university and/or program support services, and opportunities for funding.

10.5–Adequate physical resources available to faculty and candidates.

10.6–Program provides reasonable accommodations for candidates/faculty with disabilities.

10.7–Adequate library/information resources to support instruction, independent study, and research.

10.8–Program meets standards for the appropriate state credentialing body(ies) and is in a unit/institution that meets regional accreditation standards.

PREPARING AND SUBMITTING PROGRAM MATERIALS ONLINE FOR NASP PROGRAM ACCREDITATION

Begin preparing several months in advance as you will need specific materials for your online submission.
Before you begin:

• Review relevant NASP resources found on our website at https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-approval: NASP (2010) Standards Instructions and Program Report Template For Option A, the second edition of A Guide for Performance-Based Assessment, Accountability, and Program Development in School Psychology Training Programs, samples of online submission materials and program assessments, etc.

CAEP Program Review System (AIMS-PRS)

• Use the NASP online report form and template, located on our website.

• Text may be entered online in response to specific prompts or may be copied and pasted from prepared documents for some sections of the report.

• For additional sections of the report, you must upload required file attachments of separate Word, PDF, etc. documents.
Step 1- Download and open the blank NASP Report Form Template

https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation

Template includes 6 sections plus attachments:

• Cover Sheet (p. 1)
• Section I. Context (p. 6; narrative, plus 7 or 8 attachments)
• Section II. List of Assessments (p. 7; completion of chart)
• Section III. Relationship of Assessments to Standards (p. 9; completion of chart)
• Section IV. Evidence for Meeting Standards (p. 12)
• Section V. Description of System for Assessing Candidate Performance and Using Results for Program Improvement (p. 15) 3-5 page maximum
Step 2 - Prepare Your Program’s Report and Save Information to Your Computer.

- Enter your program’s information into the following general sections of the template form:
  - Cover Sheet
  - Section I Context
  - Section II Assessment List
  - Section III Standards Assessment Chart
  - Section V Use of Assessment

Table 1: List of Required Attachments (with Required Filenames)

- Develop and save separate files for each required attachment, listed in Table 1.

- Use the specific file names in Table 1. If you do not submit the materials below in separate files or do not use the specific filenames listed below, NASP reviewers may be unable to locate important information in your program’s submission.

- As a reminder, NASP programs CAN submit more than 20 files.
SECTION I—CONTEXT (p. 6)
Limit = 6 pages

• NOTE: If information for any of the 7 items below already appears in one of the required attachments for this section, narrative may refer to the attachment by citing the specific page number(s) (e.g., "see program's overall philosophy and goals on pages 2-3 of Program Handbook, Attachment I C").

1. Description of state or institutional policies that may influence the application of NASP standards

2. Description of administrative location of program, including its relationship to the CAEP “unit”

3. Description of program’s philosophy and goals

4. Description of field experiences
   – Required supervised practica and internship
SECTION I: CONTEXT

5. Description of criteria for admission, retention, and exit from the program

6. Attachments required
   Attachment I A. Chart of Candidate Information
   Attachment I B. Chart of Faculty Information
   Attachment I C. Program Handbook
   Attachment I D. Response to NASP Condition Standard I
   Attachment I E. Response to Standards II-VIII
   Attachment I F. Response to NASP Standard IX
   Attachment I G. Internship Summary

SECTION II—LIST OF ASSESSMENTS (p. 7)

- 6-8 Assessments
- Name of Assessment
- Type or Form of Assessment
- When the Assessment Is Administered
SECTION III—STANDARDS ASSESSMENT CHART (p. 9)

• Identify the assessment(s) that corresponds to each respective NASP standard/element
• One assessment may apply to multiple standards/elements
• Aggregated data specific to the standards/elements must be provided for each assessment listed
• At a minimum, programs are required to check Assessments #2 and #4 for ALL domains
• In Section IV, programs must provide aggregated data specific to each of the 7 Standards indicated in Section III for the assessment

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE (p. 15)

• Evidence that assessment results have been analyzed and have been or will be used to strengthen the program.

• Description summarizing principal findings, the faculty’s interpretation of findings, and changes made in (or planned for) the program as a result.
GENERAL REMINDERS:

- Use separate files and specific filenames found in Table 1 of the instructions.
- All required attachments should be submitted.
- Generally, do not submit additional attachments that are not listed in Table 1.
- Do not submit actual candidate work samples, except for logs if choosing Option B in Attachment G-Internship Summary Form.
- Candidate identity must be masked on ALL documents.
- CAEP file size limit is 2 MB for a single file.

Attachment A. Chart of Candidate Information

TABLE A
Candidate Information

These charts are provided to you as a guide for collecting data. But note that the table for Candidate Completer Information is actually filled out online. You will not attach this chart when you submit your actual report. Rather, the numbers will be entered directly into charts built into the AIMSPRS system.

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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<th># of Candidates Enrolled in the Program</th>
<th>Females</th>
<th>Males</th>
<th>Ethnicity</th>
<th># of Program Completers</th>
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Attachment B. Chart of Faculty Information

**TABLE B**

Faculty Information

*Directions:* This chart is given to you as a guide to prepare your information. But please note that you will not attach this table chart when you submit your actual report. Rather, faculty information is entered one time for all faculty in the AIMS Manage Faculty Information view, then pertinent faculty information is imported into each program 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: Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</th>
<th>Teaching or other professional experience in P-12 schools</th>
</tr>
</thead>
</table>

1. e.g., PhD in Curriculum & Instruction, University of Nebraska
2. e.g., faculty, clinical supervisor, department chair, administrator
3. e.g., professor, associate professor, assistant professor, adjunct professor, instructor
4. Scholarship is defined by NCATE 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.

Attachment C. Program Handbook

- Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program

- The program of study must include course numbers AND titles.
Attachment D: NASP Condition Standard I

• Complete table by providing brief response to each standard.

• Describe (a) “POLICY” that addresses this standard and (b) “PRACTICE” that demonstrates the program’s implementation of the standard.

• Program’s response in Attachment D must be supported by official program documentation found in other attachments.

Candidate Transcripts

• Attach one file containing transcripts of three recent program completers from within the last academic year.
• Candidate identity must be masked on ALL documents.
• Transcripts must show coursework, grades, dates, evidence of SCHOOL PSYCHOLOGY program completion
• Transcripts may be “unofficial”
Attachment E: Response to NASP Standards II-VIII

• Programs submit table to show how the program assesses each Standard/Element

• Designate the primary courses (no more than 3, course numbers AND titles).

The program must provide the course embedded assessments in those courses listed as covering each standard in Assessment 2.

Attachment F: NASP Standard IX

• Provide a brief response as to how the program meets each element under NASP Standard IX

• Reference relevant documentation by specific document and page number.

• The program’s response must reference relevant, official program documentation found in other attachments.

• Program’s response in Attachment F is insufficient by itself to demonstrate that the program meets a NASP standard.
Program Internship Policies

• Separate documentation is not necessary if internship policies are included in program handbook and/or syllabi submitted in previous sections

Sample internship agreement

• A sample internship agreement, contract, or plan that addresses the relevant NASP standards (see standards 1.4, and 9.2-9.5)

• Evidence of involvement on the part of both the program and field site.
Attachment G: Internship Summary Form

• Complete the table for all interns during the last academic year documenting actual clock hours completed and actual supervision hours provided

• Intern Code: CANDIDATE IDENTITY MUST BE MASKED ON ALL DOCUMENTS IN YOUR SUBMISSION!

• Internship Site: List school district and other sites

Summary of Internship Activities: Choose one of the following options.

<table>
<thead>
<tr>
<th></th>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to submit</td>
<td>Summary of % of time spent by each intern in required activities</td>
<td>Complete logs or comprehensive summary of activities</td>
</tr>
<tr>
<td>For whom to submit</td>
<td>All interns in most recent cohort</td>
<td>Two (2) interns in most recent cohort listed in table</td>
</tr>
<tr>
<td>How to submit</td>
<td>Provide in the column OR attach summary</td>
<td>For each intern, attach one complete log or comprehensive summary of activities</td>
</tr>
</tbody>
</table>
Attachment H: NASP Standard V (or X in the NASP Criteria for Program Review and Approval and only for NASP only programs) (p. 29)

• Provide a brief response to describe how the program meets each standard.

• Provide descriptions and practice documentation (with the exception of 10.6, which necessitates documentation of policy).

• Included in the table are suggested means by which to address standards 10.1–10.8.

SECTION IV—EVIDENCE FOR MEETING STANDARDS (p. 12)

For all assessments except the state or national credentialing exam, provide an attachment with the following in a narrative attachment:

1. Brief (1-2 sentence) description of the assessment and its use in the program

2. Description of how this assessment specifically aligns with each domain it is cited for in Section III
3. Interpretation of how the data provides evidence for meeting each domain it is cited for in Section III

4. In additional attachments, provide:
   a) the assessment tool or description of the assignment;
   b) the scoring guide for the assessment;
   c) (dis)aggregated candidate data derived from the assessment, with aggregated data specific to each domain that it is intended to assess.

Section IV Assessment 6-Impact on Student Learning

• Assessment 6 is EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING

• ATTACH:
  1. Two-page narrative
  2. Assessment tool
  3. Scoring guide
  4. Aggregated data chart
IMPORTANT NOTES: Section IV Assessment Attachments:

- Each assessment must be in a SEPARATE file
  - You may combine all four components of an assessment (two-page narrative from Section IV, assessment tool or description, scoring guide, and data chart) into one file.
- If you have more than one file for each assessment, use the following file names for the four required components: “Assessment 1 narrative,” “Assessment 1 tool,” “Assessment 1 guide,” and “Assessment 1 data.”

Step 3: Submitting Your Report on the NCATE PRS
Site: http://aims.caep.org

- Click “Help” and follow the instructions on the website.
- Download the latest version of Adobe Reader (upper right of screen).
- View the special instructions for Mac users on the login site.
- In the column for “Program Name”, click on “School Psychology.” A report form window will be opened to allow you to start entering information to your NASP report.
- NOTE: Save your work often when entering information on the PRS site.

CAEP PRS : NASP Program Report

National Association of School Psychologists(NASP)
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

1. COVER SHEET

1. Institution Name

2. State

3. Date submitted:
   MM  DD  YYYY

4. Reporter Preparer's Information:
Completing the report form on the CAEP AIMS/PRS

• When you are required to upload file attachments, press “Click here” to enter the upload screen.

• Enter a description that reflects the context of the file and then click the “Browse” button to add the file attachment.

• Multiple files can be uploaded per transaction by clicking the “+Add a file” link and then repeating steps above.

Uploading file attachments: Once the file description and file location for all files have been entered, click the “Upload” button. Upload the files.

Total file size limit is 2MB per transaction.
Use the “Previous” and “Next” buttons to progress through all pages of the report. To save a draft report, click "Save & Quit" button located on the bottom of each form page. Your entered data will be saved as

Before you submit:

- **Check the main body of the report** and determine that you have provided information for each section of the report. Proof your information carefully.

- **Check your file attachments** to determine that you have submitted EACH required file attachment (per the list of attachments found in Table 1 in the instructions).
Click the "Submit Report" button to submit your report to CAEP.

Are you ready to submit your report?

Click "Submit Report" below will submit your report to NCATE. You will receive a confirmation email from NCATE. You will not be able to make any further changes to your report once you submit the report.

If you are not ready to submit your report, please click "Close" button below to close this browser window. Your data will be saved and you are still be able to make change to the report.

Submit Report

Once you click "Submit"

- A process window with message "Please Wait..." will open for a few seconds followed by a confirmation window that will tell you the submit process has been completed.

- After a report has been submitted, a user cannot make any changes to the report.

- A submitted report in PDF format can be viewed by returning to your PRS home screen and clicking on the PDF icon under "Institution Report | Current" column.
SUMMARY OF THE NASP PROGRAM REVIEW PROCESS

• After materials are submitted online by programs, they are briefly checked and a list of items submitted is emailed to the program director. Please review this list and ensure that all the files you intended to upload are in fact reflected in this list.

• Each program is assigned for review to 2-3 trained NASP program reviewers. Any potential conflicts of interests are evaluated and avoided.

• Program reviewers comprehensively evaluate the program’s submission to determine if each NASP standard is rated as Met or Not Met. Comments are written for Standards rated as Not Met and Elements rated as Marginal and Not Acceptable.

• Although reviewers for a program are encouraged to confer with each other, each individual reviewer prepares his or her own individual review report and submits it online to the NASP Program Approval Board.

• During a meeting, Program Accreditation Board members use individual reviewer reports to conduct a review of the program, prepare an integrated and final National Recognition Report for the program, and determine an approval/accreditation decision for the program.

• The program is notified about the approval decision and is sent a copy of the National Recognition Report.
NASP Only Review

• Programs must submit one cycle before approval expires
  – Example: If program is approved until February 1, 2021- then submission must take place by March 15th 2020 so that site visit can occur in Fall 2020.
  – https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation/accreditation-site-visit

Questions and Discussion

• IF WE MAY ASSIST YOU WITH NASP PROGRAM ACCREDITATION, FEEL FREE TO CONTACT US AT THE FOLLOWING ADDRESS.

  Natalie N. Politikos
  Chair, Program Accreditation Board
  nasppab@naspweb.org