2020 NASP Standards Revision:
Standards for Graduate Preparation of School Psychologists
Final Draft Overview

Presenter: Natalie Politikos
2020 NASP Standards Revisions

**Writing Teams** were developed for each standard with a focus on making sure that the members were representative and could give diverse views in the process.

*Who has provided input to these teams?*

- Reviews Teams that were selected based on applications
- Internal and External Stakeholders (Including TSP)
- NASP Board of Directors
- NASP Leadership Assembly
Graduate Preparation Standards Revision
Writing Team

- Pam Fenning
- Leah Nellis (Team Co-Lead)
- Natalie Politikos (Team Co-Lead)
- Joe Prus (Consultant)
- Susan Ruby
- Katherine Wickstrom
2020 NASP Standards Revisions

• **Key Updates and Changes: Standards for Graduate Preparation of School Psychologists**
  – *Standard 1 Highlights (continued):*
    • Retained faculty to student ratio. Moved footnote into body of text to emphasize how FTE may be calculated.
    • Reintroduced an element focused on diversity.
    • Permit one of three FT faculty to be EdS Level.
    • Definition of Respecialization and Professional Retraining with additional requirements and guidance.
Respecialization and Professional Retraining

Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining.

Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology).

Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:
Respecialization and Professional Retraining

- Systematic evaluation procedures and criteria to grant recognition of candidates’ prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.

- An individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, that foster the development of professional competencies/work characteristics and a professional identity as a school psychologist.

- A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.

- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP Domains of School Psychology Practice outlined in Program Standards 2.1 to 2.10; and show direct, measurable impact on children, families, schools, and other consumers.

- Clear distinction between the school psychology degree program and the nondegree preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.
2020 NASP Standards Revisions

- **Key Updates and Changes:** *Standards for Graduate Preparation of School Psychologists*
  - **Standard 3 Highlights:**
    - Practica requirements outlined in terms of competencies to be addressed. No minimum hours requirement added, based on stakeholder input.
    - Up to half of the case studies for Assessments 5 & 6 may be completed during advanced practicum.
    - Practice Model Domains will be integrated when standards are adopted.
2020 NASP Standards Revisions

- **Key Updates and Changes:** *Standards for Graduate Preparation of School Psychologists*
  - **Standard 4 Highlights:** Performance-Based Program Assessment and Accountability
    - Practicum evaluation
    - Internship evaluation
    - Evaluation of impact
General Comments on Revisions

- No dramatic changes
- Improved clarity and organization
- Reintroduced diversity
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