

NASP Practice Model

Substantive Changes	
2010 Standards	2020 Standards
Ratio of 1:500–700, no greater than 1:1,000	Ratio of 1:500.
	Infusion of language consistent with Strategic Goals.
	Program Evaluation content shifted to Domain 1 (Data-Based Decision Making).
Research and Program Evaluation	Research and Evidence-Based Practice.
Preventive and Responsive Services	Services to Promote Safe and Supportive Schools.
Diversity in Development and Learning	Equitable Practices for Diverse Student Populations.
	Expanded language in Organizational Principles around Supervision, Peer Consultation, and Mentoring.
	Changed the visual graphic that represents the NASP Practice Model, including Organizational Principles.
Substantive Deletions	
Substantive Additions	
	Increased language around advocacy

Graduate Preparation

Substantive Changes	
2010 Standards	2020 Standards
	In Element 1.2 reorganized bullets so that supervision has clarity; one bullet for field supervision and one bullet for university-based supervision.
1.3 A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time.	A minimum of 3 years of full-time study at the graduate level, or the equivalent, inclusive of structured field experiences.
	Standard 1.6 (respecialization and professional retraining) has been revised to emphasize the nondegree nature of such options, the importance of sequential coursework and field experiences, the need for systematic evaluation of

	candidates, and a clear distinction between degree and nondegree options.
3.6 Positive impact was a requirement.	Outcome measures have now been moved to Standard 4. Candidates are not required to demonstrate positive impact but rather to be able to evaluate their impact. It is often not reasonable to expect that interns be able to demonstrate a positive impact (through metrics), instead it is essential that they be able to show ability to evaluate their own impact on K–12 children.
Substantive Deletions	
Substantive Additions	
	Added a statement to 1.3 that the third faculty member may have specialist-level degree in school psychology if allowed by the program’s institution.
	Element 1.5 has been added and is very explicit in emphasizing human diversity and social justice. In the previous revision NASP was not allowed by NCATE to have a separate diversity element so that is why it was embedded in 1.1.
	Element 3.2 has been added to identify minimum practicum activities that should be facilitated without being prescriptive.
	Added Standard 4: Performance-Based Program Assessment and Accountability. This standard allowed the organization of all performance-based requirements under one standard, which makes for better organization.

Credentialing

Substantive Changes	
2010 Standards	2020 Standards
Formatting included major headings with a large amount of content in each section.	Subheadings were added to improve navigation and ease of reading for internal and external stakeholders. Terms were updated to be consistent with terms commonly used by state credentialing bodies.
Criteria for Doctoral Credential in School Psychology (based on Graduate Preparation Standards) included in “State Credentialing Requirements” section.	Criteria for Doctoral Credential in School Psychology now labeled as “Optional” to notate that a doctoral degree is not required for credentialing.
Credentialing standards include	The 2020 Credentialing standards include updated

embedded language from the 2010 Graduate Preparation standards and the 2010 NASP Practice Model.	language from the 2020 Graduate Preparation Standards and the 2020 NASP Practice Model. Final language of these embedded sections will be consistent with all adopted standards.
Reference to <i>respecialization</i> and <i>retraining</i> was a footnote in the “State Credentialing Requirements” section.	Section 5.4 “Alternative Credentialing in School Psychology” defines <i>respecialization</i> (previous graduate degree in psychology) and <i>professional retraining</i> (previous graduate degree in a related field).
Section 5.0 State Credentialing Procedures included separate sections 5.4, 5.5, 5.6, 5.7 in regard to professional support and supervision.	Section 5.0 State Credentialing Procedures includes a new subheading, 5.5 Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists. Content of the previous standards has been largely maintained.
Nationally Certified School Psychologist	Section 6.0 Nationally Certified School Psychologists includes an expanded section, 6.3 Value of the Nationally Certified School Psychologist (NCSP) Credential for States.
Substantive Deletions	
Substantive Additions	
	New sections, 5.3 Provisional Credentialing in School Psychology and 5.4 Alternative School Psychology Credentialing were added.
	Section 5.3 Provisional School Psychology Credentialing section addresses individuals who have prior psychology credentials not recognized by a state, or who have largely completed core requirements of a school psychology program, such as interns.
	Section 5.4 Alternative School Psychology Credentialing allows for a process in which candidates may achieve state credentialing through an individualized program of study that does not result in a degree in school psychology. Two nondegree options, respecialization and professional retraining, are suggested.
	Section 5.4 recommends partnership between state education agencies and school psychology programs to ensure respecialization and professional retraining plans of study meet NASP competencies for school psychology practice.