Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and 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 impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

Standard 1.1 The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice, as reflected in the following:

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

Standard 1.2 Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists, as demonstrated by the following:

- Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTEs)
- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology)
- Other school psychology program faculty members, as relevant for the program, who hold doctoral degrees in psychology, education, or closely related disciplines with specializations supportive of their graduate preparation responsibilities in the program

Standard 1.3 SCHOOL PSYCHOLOGY SPECIALIST- LEVEL PROGRAMS ONLY: The specialist-level program of study in school psychology consists of the following:
● A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time
● At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience
● Institutional documentation of school psychology specialist-level program completion provided to graduates

**Standard 1.4** SCHOOL PSYCHOLOGY DOCTORAL- LEVEL PROGRAMS ONLY: The doctoral level program of study in school psychology consists of the following:

- Greater depth in one or more school psychology competencies identified by the program in its philosophy/mission of doctoral-level preparation and reflected in program goals, objectives, and sequential program of study and supervised practice. (Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study, e.g., greater depth in one or more domains described in Standards 2.1 to 2.10, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction)
- A minimum of 4 years of full-time study at the graduate level, or the equivalent if part-time
- At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation)
- Institutional documentation of school psychology doctoral-level program completion provided to graduates

**Standard 1.5** If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation standards. The program applies 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 meet school psychology program requirements.

**Standard 2: Domains of School Psychology Graduate Education and Practice**

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Appendix A. The school psychology program ensures that all candidates demonstrate basic professional competencies, including both knowledge and skills, in the 10 domains of school psychology as a result of their graduate preparation in the program. The 10 domains of school psychology reflect the following principles:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.

School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

**Standard 2.1 Data-Based Decision Making and Accountability**

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

**Standard 2.2 Consultation and Collaboration**

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**Standard 2.3 Interventions and Instructional Support to Develop Academic Skills**

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**Standard 2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Standard 2.5 School-Wide Practices to Promote Learning**

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
**Standard 2.6 Preventive and Responsive Services**
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Standard 2.7 Family–School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

**Standard 2.8 Diversity in Development and Learning**
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

**Standard 2.9 Research and Program Evaluation**
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**Standard 2.10 Legal, Ethical, and Professional Practice**
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
Standard 3: Practica and Internships in School Psychology

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the 10 domains of professional preparation and practice outlined in Standards 2.1 to 2.10; and direct, measurable, positive impact on children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

Standard 3.1 The school psychology program requires supervised practica experiences that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship
- Specific, required activities and systematic development and evaluation of skills (see Standards 2.1 to 2.10) that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills
- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors
- Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies

Standard 3.2 The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution
- 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 domains of school psychology (see Standards 2.1 to 2.10)
- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists

Standard 3.3 The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:

- A minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting
- A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years
- Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors
**Standard 3.4** The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies

**Standard 3.5** The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:

- A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved
- Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed
- Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field-based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities

**Standard 3.6** The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:

- Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services
- Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

**Standard 4: School Psychology Program Support/Resources**

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure accomplishment of program goals and objectives and candidates’ attainment of competencies needed for effective school psychology services that positively impact children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

**Standard 4.1** The school psychology program faculty members are assured adequate professional time for program responsibilities, including the following:
- Faculty loads that take into account instruction, program administration, supervision, research/scholarship, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities
- Faculty loads that allow flexibility to meet department and institution responsibilities (e.g., teaching undergraduate courses, service, research) while maintaining faculty responsibilities to the school psychology program
- Faculty teaching and supervision loads that typically are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses
- Awarding of at least 25% reassigned or released time for the program administrator for administrative duties

**Standard 4.2** 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 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 Standard 1.2
- A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program, including candidates participating in coursework, practica, internships, and other program activities

**Standard 4.3** The school psychology program faculty receive support for ongoing learning and professional experiences relevant to assigned graduate preparation responsibilities, including the following:
- Support for involvement in school psychology, including with professional organizations, research/scholarship, and/or professional service activities
- Support for continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology

**Standard 4.4** Candidates in the school psychology program receive ongoing support from the institution, or a unit of the institution, during graduate preparation, including the following:
- Availability of university and/or program support services (e.g., career centers, health services, student associations, advisement about state credentialing procedures)
- Opportunities for funding or related assistance needed to attain educational goals (e.g., assistantships, scholarships, fellowships, traineeships, internship stipends, college financial aid programs)

**Standard 4.5** Adequate physical resources are available to support faculty and candidates in the school psychology program, including the following:
- Office space for faculty
- Field-based, clinical, and/or laboratory resources
- Instructional and technology resources

**Standard 4.6** For qualified candidates and faculty with disabilities, the school psychology program provides the following:
- Reasonable accommodations for special needs
• Accessible academic programs and field experiences
• Equal opportunities for development and demonstration of competencies

**Standard 4.7** The institution provides adequate library resources to support instruction, independent study, and research relevant to the school psychology program, including the following:
  • Comprehensive library and information resources and services
  • Major publications and periodicals in the field

**Standard 4.8** The school psychology program provides for, collaborates in, or contributes to relevant continuing professional development opportunities for practicing school psychologists.

**Standard 4.9** The school psychology program is located in 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.