National Association of School Psychologists

2020 Standards for the Credentialing of School Psychologists

April 2019 Draft
INTRODUCTION

The vision of the National Association of School Psychologists (NASP) is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life. Consistent with this vision is the core purpose of NASP, which is to empower school psychologists to promote the learning, behavior, and mental health of all children and youth. This purpose is accomplished through the values of integrity, diversity, a focus on children and youth, advocacy, collaborative relationships, continuous improvement, and visionary leadership.

Services of School Psychologists

School psychologists are uniquely qualified specialized instructional support personnel (SISP), who are members of school teams that support students' ability to learn and teachers' ability to teach. They receive specialized advanced graduate preparation that includes coursework and practical experiences relevant to both psychology and education. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections among home, school, and the community. School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based education and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally responsive delivery of a continuum of services for children, youth, families, and schools from prevention to intervention and evaluation; and advocacy for the value of school psychological services. School psychologists typically work in public or private schools, universities, or other educational settings that may include hospitals, clinics, or residential facilities.

Standards for School Psychologists

NASP’s Professional Standards, including the Standards for Graduate Preparation of School Psychologists, the Standards for the Credentialing of School Psychologists, the Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model), and the Principles for Professional Ethics, provide a unified set of national standards that guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. These professional standards define contemporary school psychology; promote school psychologists’ services for children, youth, families, and schools; and provide a foundation for the future of school psychology. Additionally, these standards are used to communicate NASP’s positions, support positive outcomes for children, youth, families, and schools, and advocate for appropriate qualifications and practices of school...
psychologists with stakeholders, policymakers, and other professional groups at the national, state, and local levels. NASP’s professional standards undergo review and revision approximately every 10 years, following a multi-year process including input from internal and external stakeholders, and eventual review and approval by NASP’s leadership.

Purpose of NASP Credentialing Standards

The purpose of this document is to provide guidance to state education agencies (SEA) and other state and national agencies for credentialing school psychologists and regulating the practice of school psychology. The NASP Credentialing Standards also serve as the basis for the NASP School Psychology Certification System. These credentialing standards were developed and approved by NASP pursuant to its mission to support school psychologists, to enhance the learning and mental health of children and youth, to improve educational outcomes, and to advance the NASP Professional Standards.

Purpose of Credentialing

Credentialing is a process by which an SEA authorizes—and reauthorizes—the use of the title “school psychologist” (or related titles) and practice of school psychology by individuals who initially meet established standards of graduate education and then later comply with standards for continuing professional development, ethical behavior, and experience. These credentialing standards relate to both the use of the title “school psychologist” and to the practice of school psychology, which is defined by the National Association of School Psychologists’ (NASP) Model for Comprehensive and Integrated School Psychological Services (2020).

Use of NASP Credentialing Standards by States

The Standards for the Credentialing of School Psychologists are intended as a model for SEAs or other state or local entities that employ school psychologists and have the statutory authority to establish and regulate credentialing for school psychologists’ title and practice. Included are recommended criteria for initial credentialing (consisting of graduate coursework, practica, and internship requirements) as well as recommendations for credential renewal (i.e., mentoring and professional development). These criteria are most applicable to the credentialing of persons employed as school psychologists in public or private schools. Such employment settings typically have a primary responsibility for the safety and welfare of children and youth by ensuring that their employees are qualified and act in accordance with various legal and regulatory mandates in their professional relationships with children and youth, and parents served. Similar responsibilities are fulfilled by the administration of other organizations with education programs that employ school psychologists, such as hospitals or juvenile justice institutions.

NASP recognizes that states vary in the operation of their credentialing processes. Most states conduct their own initial credentialing of school psychologists but may delegate some of their regulatory responsibilities to local education agencies (LEA) and/or other entities. In addition, multiple SEA departments are typically involved in the regulation of school psychology
with regard to employment, job descriptions, funding, performance evaluation, professional
development, service provision, etc. Some aspects of credentialing may be embodied in state
laws; most are incorporated in regulations. However, the Standards are intended to provide
guidance regarding credentialing and regulation of school psychology regardless of a state’s
organizational and legal structure. They also promote quality and allow for professional
portability.

Nationally Certified School Psychologists

The Standards also include a description of the Nationally Certified School Psychologist
(NCSP) credential, a model implementation of these standards as administered by the National
School Psychology Certification Board (NSPCB). The NCSP is a national certification system
for school psychologists based upon recognized and widely accepted standards for advanced
preparation, performance-based assessment of competency and demonstration of positive
outcomes for consumers of school psychological services. The NSPCB was created by NASP in
1988 to establish a nationally recognized standard for credentialing school psychologists. The
Standards for the Credentialing of School Psychologists are used by the NSPCB, and the NCSP
is bestowed upon individuals in recognition of meeting NASP Professional Standards. Persons
who hold the NCSP are considered to have met rigorous standards of graduate preparation and
competency based upon the assessment and demonstration of effective services and positive
impact on children and youth, families, and learning environments. The Standards for the
Credentialing of School Psychologists are also considered to be appropriate for states to use in
executing their authority in credentialing school psychologists. As a result, the NCSP credential
is widely recognized by SEAs as a valid approach for credentialing school psychologists that
aligns with the NASP Professional Standards. These Standards are not intended to supplant a
state’s authority to implement equivalent credentialing processes for school psychologists. The
purposes of this national credentialing system are to promote uniform credentialing standards
across states, agencies, and training institutions, and to facilitate the credentialing of school
psychologists across states.

THE STRUCTURE OF THE SCHOOL PSYCHOLOGIST CREDENTIAL

1.0 State Credentialing Authority

1.1 Credentialing Process

Credentialing for school psychologists (i.e., licensure or certification) is the process whereby
state authorizes individuals to use the title “school psychologist” and provide school
psychological services. Credentialing in school psychology is granted to individuals meeting
established standards of graduate education and experience. A state’s credentialing authority,
found in statute and/or regulations, should require all providers of school psychological services
and all users of the title “school psychologist” to hold a current credential, and provide for legal
sanctions and sanctioning procedures for violators.
1.2 State Use of NASP Standards

When a state empowers one or more organizational entities to administer the credentialing (certification and/or licensure) process for school psychologists, administrative codes and regulations adopted by such bodies should be consistent with the *Standards for the Credentialing of School Psychologists* and carry the weight of law.

2.0 Recommendations for State Credentialing of School Psychologists

2.1 Title of School Psychologist

The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP Model for Comprehensive and Integrated School Psychological Services and the use of the title “school psychologist.”

2.2 Minimum Period of Credential

The professional school psychologist credential should be issued for a period of three years and extended upon renewal.

2.3 Minimum Requirements for School Psychologists

The minimum requirement for a professional credential as a school psychologist is the specialist-level credential in school psychology per the criteria in section 3.0.

2.4 Professional Support and Mentoring Requirements

The credentialing process should require at least one academic year of professional support or mentoring following completion of formal graduate study (including internship) and initial issuance of the credential. (See Section 4.5.5).

2.5 Professional Autonomy

After successfully completing a minimum of 1 academic year of professional support and/or mentoring, the credential should allow school psychologists to have professional autonomy in determining the nature, scope, and extent of their specific services consistent with their graduate preparation, supervised field experiences, continuing professional development, and demonstrated expertise and in accordance with NASP’s Principles for Professional Ethics (2020).

2.6 Performance Evaluations

State and local education agencies should incorporate NASP’s Model for Comprehensive and Integrated School Psychological Services (2020) in any performance evaluation system used to evaluate school psychologists.
STATE CREDENTIALING REQUIREMENTS

3.0 Criteria for Specialist-Level Credentialing in School Psychology

3.1 Minimum Credentialing Requirements

The minimum requirement for credentialing as a school psychologist shall be a specialist-level program of study in school psychology (e.g., Ed.S., S.S.P., CAS, Psy.S., Masters 60 hrs.) consisting of the following:

a. A minimum of 3 years of full-time study at the graduate level, or the equivalent inclusive of structured field experiences

b. At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience;

c. The supervised internship experience must be taken for academic credit with a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.

Criteria for each of the following areas will be consistent with NASP Standards for Graduate Preparation of School Psychologists. (These will be updated to align with Grad Prep)

3.2 Domains of Professional Practice.

The credential should be based upon the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of Professional Practice. School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Appendix A. [Graphic will be inserted with new Domains when finalized by Practice Model] The 10 domains of school psychology reflect the following principles:

a. School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, and the ability to communicate important principles and concepts.

b. School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.

c. School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.

d. School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.

e. 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 students, 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 students, families, schools, and/or other consumers.

3.3 Additional School Psychology Program Requirements

Field Based Experiences Applicants for a school psychology credential will have completed supervised practica experiences\(^1\) 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, consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills (See Standards 3.2 Domains of Professional Practice)

- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors

- Close supervision by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies

3.4 Requirements for Internship Experience (To be updated to align with Grad Prep Standards when completed for 2020)

Applicants for a school psychology credential will have completed a comprehensive, supervised, and carefully evaluated internship\(^2\) consisting of the following\(^3\):

- A minimum of 1200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a school setting \(^4\)

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\(^1\) School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates’ mastery of specific professional skills consistent with program goals. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive field experience that covers a range of skills. Candidate skill and competency development, rather than delivery of professional services, is a primary purpose of practica.

\(^2\) The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist- or doctoral-level program. The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the school psychology program’s goals and objectives.

\(^3\) See Best Practice Guidelines for School Psychology Internships for an additional resource for graduate programs and internship sites, available on the NASP website.
b. A minimum of one academic year, completed on a full-time basis or on a half-time basis over two consecutive years

c. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision

d. A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution

e. 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 graduate education and practice (See Standards 2.1 to 2.10)

f. Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and which emphasize human diversity, and delivery of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers

g. 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

h. Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in another setting, as noted in Standard 3.4a, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)

i. An average of at least two hours of field-based supervision per full-time week or the equivalent for half-time placements

j. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern’s competencies

3.5 Evaluation of Internship Requirement

Documentation is provided that the applicant has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

4 A “school setting” is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.
3.6 School Psychologist Examination Requirement

Applicants should achieve a passing score on a national exam specific to school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service’s (ETS) School Psychology Examination that is suitable for state credentialing purposes.

3.7 Doctoral Level School Psychologist Credentialing

If a state has a separate credential at the doctoral level then state credentialing requirements should be consistent with the NASP Standards for doctoral level preparation. (See Appendix C).

3.8 Alternative School Psychology Credentialing

A. Respecialization and Professional Retraining in School Psychology

Respecialization in school psychology 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).

State Education Agencies are encouraged to form a collaborative partnership with a NASP-approved or accredited school psychology graduate preparation program to develop a process for credentialing of persons who wish to re-specialize or professionally retrain as a school psychologist. This collaborative may also include the State School Psychology Professional Association and LEAs to provide information and feedback regarding school psychology shortages. Alternatively, NASP-approved or accredited school psychology preparation programs may also independently develop a respecialization or professional retraining plan of study with the approval of SEAs. The following are recommended:

1. A review of candidate transcripts and syllabi, supervised field experiences, professional experiences and professional development should be conducted by the collaborative partnership described above and/or an approved/accredited school psychology graduate preparation program to determine competencies and deficiencies as compared to the NASP Graduate Preparation Standards for respecialization or professional retraining (see NASP Graduate Preparation Standard 1.7). A unique plan of study should be determined for each candidate.

2. Candidates must show evidence of a 1200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous

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5 (a) 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; (b) A 1200-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.
relevant, supervised internship experiences may be considered as meeting a portion of this requirement.

3. Candidates participating in a respecialization or professional retraining plan of study must also meet all other state requirements for credentialing in school psychology (e.g., passage of the required state or national exams, background check)

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

5. Successful completion of a respecialization or professional retraining plan of study should result in candidate endorsement by the collaborative partnership and/or approved or accredited school psychology graduate preparation program as having successfully met requirements for state certification/licensure in school psychology.

B. Provisional Credentialing in School Psychology

A provisional credential is appropriate for individuals who have substantially completed their graduate preparation in school psychology or individuals whose credentials in school psychology are not recognized by the state or are not current. School Psychology interns can be considered for a provisional credential.

A provisional credential shall be time limited to 2 years and may not be eligible for renewal. LEAs employing a person on a provisional credential are required to provide a minimum of two hours of face to face supervision per week by a credentialed school psychologist with a minimum of 3 years of experience. The credential must clearly indicate that it is issued on a “temporary” or “provisional” basis within the title, duration of issuance, or similar communication to the public. The following persons may be eligible for a provisional credential:

1. Persons currently enrolled in a NASP-approved and/or accredited school psychology graduate program of study having completed all core coursework and practicum experiences as a minimum.

2. Persons currently enrolled in an approved respecialization or professional retraining plan of study as detailed in 3.8, who have completed all core coursework and practicum experiences as a minimum.

3. Persons who are retired, have credentials that have expired within the past 2 years, are certified in other states.

4. Acceptance of the NCSP. States should consider acceptance of the Nationally
Certified School Psychologist (NCSP) credential as an appropriate pathway to credentialing for school psychologists.

5. Alternative Certificates/Licenses. Any other alternative certificates or licenses that do not align with NASP Standards should not be permitted to use the title of School Psychologist and are not recommended for credentialing as a school psychologist.

STATE CREDENTIALING PROCEDURES

4.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists

4.1 Eligibility for School Psychology Credentialing

The school psychology state credential should be granted to individuals who meet the requirements described in Standard 3.0, including completion of a specialist-level school psychology program consistent with NASP Standards for Graduate Preparation of School Psychologists, demonstration of professional work characteristics, completion of applied professional practice, and demonstrated competency in the domains of professional practice.

4.2 Pathways to Credentialing for School Psychologists

a. NASP Approved or Accredited School Psychology Program Completion: Applicants who are graduates of school psychology programs approved or accredited by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements 3.0 are eligible for credentialing as school psychologists.

b. Nationally Certified School Psychologist Credential: Applicants who hold a valid credential as Nationally Certified School Psychologists (NCSP) have been judged by the National Association of School Psychologists School Psychology Certification Board to have met its graduate preparation and credentialing standards and should be considered eligible for state credentialing as school psychologists.

c. Completion of School Psychology Programs Equivalent to NASP Standards: Applicants who are graduates of non-NASP approved or accredited graduate education programs should demonstrate having met the knowledge and skills within the NASP Standards for Graduate Preparation of School Psychologists. For applicants who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as a school psychologist, the state should ensure that its requirements for a school psychology credentials are consistent with these NASP credentialing standards. NASP approved or accredited graduate education programs may be consulted to ensure that an applicant’s prior courses, field experiences, and professional competencies are equivalent to NASP Standards for Graduate
d. APA Accredited School Psychology Program Completion: Applicants who are graduates of school psychology programs that, at the time of the applicant’s graduation, were accredited by an agency (e.g., American Psychological Association), approved by the U.S. Department of Education, and who have met the internship requirement specified in Standard 3.7, are eligible for credentialing as school psychologists.

### 4.3 Recommendation for Professional Support and Mentoring, of School Psychologists

a. Adequate professional support should be provided to all credentialed school psychologists. Professional support and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and other school psychology colleagues. Supervision methods should match the developmental level of the School Psychologist.

b. Supervisors of school psychologists should have a valid school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.

c. Credentialed school psychologists in their first postgraduate year of employment should participate in mentoring. Such induction experiences should be for the purpose of establishing a foundation for lifelong learning and professional growth. For initially credentialed school psychologists, participation in professional support and mentoring conducted either directly or indirectly is recommended for a minimum average of 1 hour per week. (See NASP Practice Model Organizational Principle 5: Supervision and Mentoring)

d. Professional support and mentoring involves guidance, coaching, or counseling provided by a more experienced person to a less experienced person. Professional support and mentoring relationships do not include a monitoring or evaluative component, and the mentor does not assume any responsibility or liability for the work of the mentee.

### 4.4 Criteria for Renewal of School Psychologist Credential

Renewal of the state school psychology credential should require evidence of continuing professional development for a minimum of 75 clock hours during the previous 3-year period while the credential was in effect.

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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.
Renewal of the initial state school psychology credential should also require evidence of having successfully completed a minimum of 1 academic year of professional support and mentorship, as described in 4.4. For professional practice within a school setting, professional support and mentoring should be provided by a credentialed school psychologist with a minimum of 3 years of experience.

5.0 Nationally Certified School Psychologist

5.1 The Nationally Certified School Psychologist (NCSP) credential is granted by the NASP School Psychology Certification Board to persons who have successfully met standards 3.0–3.6 above.

5.2 The Nationally Certified School Psychologist credential is the most recognized professional credential in school psychology. It is a standards-based credential. It is based upon rigorous national peer-reviewed standards that includes performance-based evaluations of professional competencies and evidence of measurable, positive impact on children, families, schools and other consumers. The NCSP is comparable to other national certification programs for educators and allied professionals.

5.3 Value of the Nationally Certified School Psychologist (NCSP) credential for States

The NCSP credential is suitable for adoption by state education agencies for credentialing of school psychologists. The purpose of the Nationally Certified School Psychologist credential is:

a. To readily identify school psychologists who have met rigorous standards for preparation per the NASP Standards for Graduate Preparation in School Psychology (2020) to consumers
b. To promote uniform credentialing standards across states, agencies and graduate institutions
c. To facilitate credentialing of school psychologists across states through the use of reciprocity and interstate agreements
d. To ensure a consistent level of graduate preparation and experience among service providers who maintain the NCSP.
e. To promote continuing professional development (CPD) for school psychologists

5.4 For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of 1 academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall

711 Approved or Accredited Programs in School Psychology: The National Association of School Psychologists (NASP) publishes annually a list of graduate education programs in school psychology that have been determined to meet the NASP Standards for Graduate Preparation of School Psychologists. A copy of the approved or accredited program list can be obtained by contacting the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814 or at http://www.nasponline.org
be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience that is accumulated in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision and/or mentoring conducted either individually or within a group for a minimum average of 1 hour per week is recommended.

5.5 Renewal of the NCSP will only be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a 3-year period immediately preceding renewal submission.

6.0 Ethical Misconduct by School Psychologists

State and local education agencies are encouraged to adopt the NASP Principles for Professional Ethics and develop appropriate problem-solving, due process, and discipline procedures for addressing potential ethical misconduct by school psychologists in addition to the already established procedures for handling employee misconduct.
### Professional Services by School Psychologists

#### Practices That Permeate All Aspects of Service Delivery
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

#### Direct and Indirect Services for Children, Families, and Schools

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#### Foundations of School Psychologists' Service Delivery

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Appendix B. Expanded Description of Domains of School Psychology Graduate Education and Practice Within a Model of Comprehensive and Integrated Services by School Psychologists

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists’ activities include knowledge and skills across 10 domains of school psychology. As noted in NASP Graduate Preparation Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in the 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. The NASP (2020) Model for Comprehensive and Integrated School Psychological Services presents specific school psychology practices and provide more detail about the integrated and comprehensive nature of the 10 domains.

[Insert description of new 2020 domains and practice model here once finalized]

Appendix C. Doctoral Level School Psychologist

Doctoral Level School Psychologist Credentialing

If a state has a separate credential at the doctoral level then state credentialing requirements should be consistent with the NASP Standards for doctoral credentialing (See appendix ___

Criteria for Doctoral Credential in School Psychology

1. A doctoral-level credential in school psychology should be based upon (a) a minimum of 4 years of full-time study at the graduate level or the equivalent, if part time(b) 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), and (c) institutional documentation of school psychology doctoral-level program completion provided to graduates. Criteria for each of the following areas will be consistent with NASP Standards for Graduate Preparation of School Psychologists.

2. The credential should be based upon the completion of an integrated and sequential program of study in school psychology that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of

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89 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).
Professional Practice:

a. Data-Based Decision Making and Accountability
b. Consultation and Collaboration
c. Interventions and Instructional Support to Develop Academic Skills
d. Interventions and Mental Health Services to Develop Social and Life Skills
e. School-Wide Practices to Promote Learning
f. Preventive and Responsive Services
g. Family–School Collaboration Services
h. Diversity in Development and Learning
i. Research and Program Evaluation
j. Legal, Ethical, and Professional Practice

3. Applicants for a school psychology doctoral credential will have completed supervised practica experiences that include the following:
   a. 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.
   b. Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program and in settings relevant to program objectives for development of candidate skills (See Standards 2.1 to 2.10)
   c. Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors
   d. Close supervision by program faculty and qualified practicum supervisors and inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies

4. Applicants for a school psychology doctoral credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:
   a. A minimum of 1500 clock hours for doctoral-level interns\(^{910}\), including a minimum of 600 hours of the internship completed in a school setting.
   b. 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
   c. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision

\(^{910}\) Programs may allow up to half of the required 1500 doctoral internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist-level internship in school psychology are clearly articulated and systematically evaluated by the program.
d. A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution

e. 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 graduate education and practice (See Standards 2.1 to 2.10)
f. Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program and delivery of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
g. 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 designated competencies needed for effective school psychology practice
h. Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in a another setting, as noted in Standard 4.4a, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
i. An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements
j. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern’s competencies

5. Documentation is provided that the candidate has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

6. Applicants should achieve a passing score on a national test appropriate for school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service’s (ETS) School Psychology Examination that is suitable for state credentialing purposes.