The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP’s mission is accomplished through identification of appropriate research-based education and mental health services for all children; implementation of professional practices that are empirically based, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services to children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists are professionals who provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services to children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. Appendix A presents a model of comprehensive and integrated services by school psychologists. School psychologists use competencies in both psychology and education for effective data-based decision making, consultation, and collaboration—practices that permeate all professional practice. Specific services of school psychologists for children and their families include interventions that focus on development of cognitive and academic skills as well as mental health, social, and life skills. At the systems levels, school psychologists participate in school and community activities to promote safe and effective learning environments, prevention and early intervention, crisis preparation and response, and family services. Legal, ethical, and professional practice, understanding of diversity in development and learning, and research and program evaluation provide key foundations for all services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts within, for example, hospital, clinical, and juvenile justice institutions.

The purpose of this document is to provide guidance to state education agencies and other state and national agencies for credentialing school psychologists and regulating the practice of school psychology. 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, and to advance the standards of the school psychology profession.

Credentialing is a process by which a state agency authorizes—and reauthorizes—the use of the title “School Psychologist” (or related titles) and the 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 NASP’s Guidelines for the Provision of School Psychological Services (2010).
The *NASP Standards for the Credentialing of School Psychologists* are intended as a model for state education agencies 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., supervision, 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 clients served by their employees. For example, state education agencies and local school boards that employ school psychologists and other professionals have a legal responsibility for ensuring that their employees are qualified and act in accordance with various legal and regulatory mandates in their professional relationships with students and parents served by those schools. Similar responsibilities are fulfilled by the administration of other organizations with education programs in which school psychologists might work, such as hospitals or juvenile justice institutions.

NASP recognizes that states vary in the operation of their credentialing systems. Most states conduct their own initial credentialing of school psychologists but may delegate some of their regulatory responsibilities to local education agencies and/or other entities. In addition, multiple state education agency 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.

The *Standards* also include a description of the Nationally Certified School Psychologist credential, a model implementation of these standards as administered by the National School Psychology Certification Board. The NCSP is a national certification system for school psychologists based upon recognized standards for advanced preparation, performance-based assessment of competency, and demonstration of positive outcomes for consumers of school psychological services. The National School Psychology Certification System (NSPCS) was created by NASP to establish a nationally recognized standard for credentialing school psychologists. The *NASP Standards for the Credentialing of School Psychologists* are used by the NSPCS, and the NCSP is bestowed upon individuals in recognition of meeting national standards. The *NASP 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 state education agencies as a valid approach for credentialing school psychologists. These *Standards* are not intended to supplant a state’s authority to implement its own 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 through the use of equivalency. The National Association of School Psychologists designation for persons who meet these standards is
Nationally Certified School Psychologist, or NCSP. Persons who hold the NCSP are considered to have met rigorous standards of training and competency based upon the assessment and demonstration of effective services and positive impact on students, families, and learning environments.

THE STRUCTURE OF THE SCHOOL PSYCHOLOGIST CREDENTIAL

1.0 State Credentialing Authority

1.1 Credentialing for school psychologists (i.e., licensure or certification) is the process whereby a state authorizes individuals to provide school psychological services and use the title “school psychologist.” Credentials in school psychology are 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 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 Elements of the School Psychologist Credential

2.1 The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP’s Guidelines for the Provision of School Psychological Services and the use of the title “school psychologist.”

2.2 The professional school psychologist credential should be issued for a minimum period of three years.

2.3 The minimum requirement for a professional credential as a school psychologist is the specialist level\(^1\) credential in school psychology per the criteria in section 3.0.

2.4 The credentialing process should require at least one academic year of postdegree supervision and/or mentoring following initial issuance of the credential. (See Section 5.5).

2.5 Following the completion of one year of supervision, the credential should allow school psychologists to have professional autonomy in determining the nature, scope, and extent of their specific services consistent with their training, supervised

---

\(^1\)Specialist level refers to at least 60 semester hours of graduate education resulting in various degrees and forms of institutional documentation including Specialist, Masters, Masters Plus 30, Certificates of Advanced Study, etc.
experience, and demonstrated expertise and in accordance with NASP’s *Principles for Professional Ethics* (2010).

2.6 It is recommended that state and local education agencies incorporate NASP’s *Guidelines for the Provision of School Psychological Services* (2010) 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 The minimum requirement for credentialing as a school psychologist shall be: (a) a minimum of three years of full-time study at the graduate level, or the equivalent if part-time, (b) at least 60 graduate semester hours or the equivalent\(^2\), with at least 54 hours exclusive of credit for the supervised specialist level internship experience, and (c) institutional documentation of school psychology program completion\(^3\) provided to graduates.

Criteria for each of the following areas will be consistent with NASP’s *Standards for Graduate Preparation of School Psychologists*\(^4\).

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. Competency requires demonstration of both knowledge and skills. Candidates should have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each of the following domains. Professional preparation should reflect the ability to integrate knowledge and skills across each of the following domains. The descriptions below are representative of competencies in each domain, but are not intended to be exhaustive or prescriptive.

---

\(^2\)Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that utilize other credit system (e.g., trimester credits, unit credits) provide candidates with institution policy regarding their equivalency to a semester hour system.

\(^3\)Institutional documentation of program completion is “official” documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required program of study in the *school psychology program*, including the internship. Institutional documentation is typically in the form of a degree or diploma, certificate of advanced graduate studies, transcript notation indicating program completion, or similar documentation of completion of the entire school psychology program.

\(^4\)The NASP *Standards for Graduate Preparation of School Psychologists* are approved by the National Council for Accreditation of Teacher Education (NCATE) and are utilized by NASP when it conducts graduate program reviews as a part of the NCATE unit accreditation process.
Domains of Professional Practice

1. Data-Based Decision Making and Accountability

School psychologists apply knowledge of the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied models and methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological, etc.)
- Assessment and data collection methods useful in identifying strengths and needs and documenting problems of children, families, schools, and other contexts
- Strategies for translating assessment and data collection to development of effective instructional and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes for services

School psychologists demonstrate skills to

- Use psychological and educational assessment and data collection strategies as part of a comprehensive process of effective decision making and problem solving that permeate all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability of empirically-supported instructional and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for instructional and mental health services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision-making
- Measure and document school psychologists’ direct, effective, and positive impact across all aspects of services for children, families, schools, and other consumers

2. Consultation and Collaboration

School psychologists apply knowledge of the following:

- Varied models and methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional, etc.) applicable to individuals, families, groups, and systems
• Methods to promote collaborative and effective decision-making and implementation of services among professionals, families, and others
• Consultation and collaboration strategies effective across situations, contexts, and diverse characteristics
• Strategies for effective consultation and collaboration that link home, school, and community settings

School psychologists demonstrate skills to:
• Apply consultation models, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
• Consult and collaborate in planning, problem-solving, and decision-making processes and in design, implementation, and evaluation of instructional and mental health services across particular situations, contexts, and diverse characteristics
• Consult and collaborate at the individual, family, group, and systems levels
• Facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
• Effectively communicate information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others
• Promote application of psychological and educational principles necessary to achieve collaboration and effectiveness in provision of services

3. Interventions and Instructional Support to Develop Cognitive and Academic Skills

School psychologists apply knowledge of the following:
• Biological, cultural, and social influences on cognitive and academic skills
• Human learning, cognition, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
• Empirically supported models in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
• Strategies and advances to promote curriculum, instruction, and children’s academic achievement, including literacy development; student-centered strategies; instruction and interventions for self-regulation, study skills, self-monitoring, planning/organization, time management, etc.
• Techniques to assess learning and instruction and to use results in decision-making, planning, and monitoring for effective educational services within diverse contexts
• Information and technology resources to enhance children’s cognitive and academic skills
School psychologists, in collaboration with others, demonstrate skills to:

- Use assessment and data collection methods to develop appropriate cognitive and academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve cognitive and academic goals, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidenced-based practices
- Use empirically supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills
- Implement methods to promote treatment integrity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

**4. Mental Health Services to Develop Socialization, Learning, and Life Skills**

School psychologists apply knowledge of the following:

- Biological, cultural, and social influences on mental health, learning, and life skills
- Human developmental processes related to mental health, socialization, and life skills, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Empirically supported models in psychology and education to promote mental health, social–emotional development, learning, and life skills
- Strategies and advances in mental health, social–emotional, and behavioral services that promote children's learning, academic, and life skills, including counseling, behavioral intervention, social skills interventions, instruction for self-regulation and self-monitoring, etc.
- Techniques to assess mental health, socialization, learning, and life skills and to use results in decision-making, planning, and monitoring for effective services within diverse contexts

School psychologists, in collaboration with others, demonstrate skills to:

- Use assessment and data collection methods to develop appropriate mental health, social–emotional, and behavioral goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve goals related to mental health, socialization, learning, and life skills, including counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices
- Integrate mental health services with academic and learning goals for children
- Use empirically supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home,
and community factors related to children's mental health, socialization, and learning

- Implement methods to promote treatment integrity and appropriate data-based decision making procedures, monitor responses of children to mental health services, and evaluate the effectiveness of services

5. Diversity in Development and Learning

School psychologists apply knowledge of the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, individual, and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, culture, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
- Empirically supported models and strategies in psychology and education to enhance services for children and families and in schools and communities that effectively address potential influences related to diversity
- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

School psychologists demonstrate skills to:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with recognition that an understanding of diversity in development and learning is a foundation for all aspects of service delivery
- Design, implement, and evaluate services that recognize individual differences, strengths, backgrounds, talents, and needs and improve learning and mental health outcomes for all children in family, school, and community contexts
- In schools and other agencies, advance understanding that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

6. School-Wide Practices to Promote Safe and Effective Learning Environments
School psychologists apply knowledge of the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development, systems theory, and school climate factors
- Issues and needs in schools, communities, and other settings, including accountability requirements and local, state, and federal policies and regulations
- Empirically supported school practices that promote learning and mental health, prevent problems, and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

School psychologists demonstrate skills to:

- In collaboration with others, design and implement empirically supported practices and policies in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions at all levels of schooling, grading, retention, home–school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for systems-level issues, initiatives, and accountability responsibilities
- In collaboration with others, create and maintain safe, supportive, and effective learning environments for children and others
- Collaborate with local and state education agency personnel who design policies, regulations, services, and accountability systems to ensure effective services for all children

7. Prevention and Early Intervention; Crisis Response

School psychologists apply knowledge of the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Models of population-based service delivery in schools and communities to support prevention and early intervention related to learning, mental health, and physical well-being across diverse situations, contexts, and characteristics
- Primary, secondary, and tertiary prevention strategies at the individual, family, group, and systems levels related to learning, mental health, and physical well-being
- Empirically supported strategies for effective crisis preparation, prevention, and response

School psychologists, in collaboration with others, demonstrate skills to:
• Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent bullying, violence, and other risks
• Use assessment and data collection methods to develop appropriate goals for and to evaluate prevention and early intervention activities and crisis response services
• Contribute to, design, implement, and/or evaluate prevention and early intervention programs that integrate home, school, and community resources and promote learning, mental health, safety, and physical well-being of all children and families
• Contribute to, design, implement, and/or evaluate services for crisis preparation, prevention, and response at the individual, family, and systems levels and that take into account diverse needs and characteristics
• Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for prevention and early intervention for learning and mental health and for crisis response activities

8. Family–School Collaboration Services

School psychologists apply knowledge of the following:
• Characteristics of families, family strengths and needs, family culture, and family–school–community interactions that impact children’s development
• Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics
• Empirically supported strategies to improve outcomes for children by promoting collaboration and partnerships between parents, schools, and communities and increasing family involvement in education
• Models and methods that improve family functioning and promote children’s learning and mental health, including parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

School psychologists demonstrate skills to:
• In collaboration with others, design and implement empirically supported practices and policies that promote family, school, and community partnerships and enhance learning and mental health goals for all children
• Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school–community interactions and address these factors when developing and providing services for families
• Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and direct and indirect services to enhance the effectiveness of family–school–community effectiveness in addressing the needs of children
• Design, implement, and evaluate educational, support, and other types of
  programs that assist parents with enhancing academic and social/behavioral
  success of their children and addressing issues and concerns

9. Research and Program Evaluation

School psychologists apply knowledge of the following:
• Research design, measurement, and data collection techniques used in
  investigations of psychological and educational principles and practices
• Statistical and other data analysis techniques sufficient for understanding
  research and interpreting data in applied settings
• Program evaluation methods at the individual, group, and systems levels
• Technology and information resources applicable to research and program
  evaluation
• Techniques for judging research quality; synthesizing results across research
  relevant for services for children, families, and schools; and applying research
  to evidence-based practice

School psychologists demonstrate skills to:
• Evaluate and synthesize a cumulative body of research and its findings as a
  foundation for effective service delivery
• Design and conduct analyses of research and/or program evaluation data in
  applied settings that address diverse needs and characteristics
• Incorporate various techniques for data collection, measurement, and analysis;
  accountability methods; and use of technology resources in evaluation of
  services at the individual, group, and/or systems levels
• Provide assistance in schools and other settings for analyzing, interpreting,
  and using empirical foundations for effective practices at the individual,
  group, and/or systems levels

10. Legal, Ethical, and Professional Practice

School psychologists apply knowledge of the following:
• History and foundations of their profession
• Multiple school psychology service models and methods
• Ethical and professional standards for school psychology
• Legal standards and regulations
• Factors related to professional identity in school psychology
• Relevant information sources and technology
• Methods for planning and engaging in continuing education

School psychologists demonstrate skills to:
• Provide services consistent with ethical and professional standards in school
  psychology
• Provide services consistent with legal standards and regulations
428  • Engage in effective ethical and professional decision-making that reflects
429  recognition of diverse needs and characteristics of children, families, schools,
430  and other professionals
431  • Apply professional work characteristics needed for effective practice as a
432  school psychologist, including respect for human diversity, communication
433  skills, effective interpersonal skills, responsibility, adaptability, initiative, and
434  dependability
435  • Utilize supervision and mentoring for effective school psychology practice
436  • Engage in effective, collaborative professional relationships and
437  interdisciplinary partnerships
438  • In collaboration with other professionals (e.g., teachers, principals, library and
439  media specialists, etc.), access, evaluate, and utilize information sources and
440  technology in ways that enhance the quality of and safeguard services
441  • Advocate for school psychologists’ professional roles to provide effective
442  services, ensure access to their services, and enhance the learning and mental
443  health of all children and youth
444  • Engage in career-long professional development

3.3 Applicants for a school psychology specialist credential will have completed
supervised practica experiences that include the following:

a. Completion of the practica for academic credit or as otherwise documented by the
institution
b. Specific, required activities consistent with goals of the school psychology
program and in settings relevant to program objectives for development of
candidate skills
c. Systematic development and evaluation of specific skills in multiple, relevant
domains of school psychology graduate education and practice (See Standard 3.2)
d. Direct oversight by the program to ensure appropriateness of the placement,
activities, and supervision
e. Collaboration between the program, placement site, and practicum supervisors
f. Close supervision by program faculty and qualified practicum supervisors
g. Inclusion of appropriate performance-based evaluation by program faculty and
supervisors to ensure that candidates are developing designated competencies
h. Are distinct from, precede, and prepare candidates for the internship

3.4 Applicants for a school psychology credential will have completed a comprehensive,
supervised, and carefully evaluated internship consisting of the following:

a. A minimum of 1,200 clock hours for specialist level interns
b. Completion on a full-time basis over one year or on a half-time basis over two
consecutive years
c. A minimum of 600 hours of the internship completed in a school setting

d. A culminating experience in the program’s course of study

e. 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

f. Completed for academic credit or otherwise documented by the institution

g. A collaboration between the school psychology program and internship placement

agency that is consistent with program goals and assures attainment of

competencies by interns

h. Integration and application of the full range of domains of school psychology

graduate education and practice (See school psychology domains 3.2)

i. Delivery of professional school psychology services that result in direct,

measurable, and positive impact on children, families, schools, and other

consumers

j. Provision of field supervision from a school psychologist appropriately

credentialed for practice in the internship setting (or, if a portion of the internship

is conducted in a nonschool setting, a psychologist appropriately credentialed for

practice in the internship setting)

k. An average of at least two hours of field-based supervision per full-time week or

the equivalent for half-time placements

l. Preponderance of field 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

m. Both formative and summative performance-based evaluations of interns that are

completed by field based supervisors and program faculty, are systematic and

comprehensive, and ensure that interns are attaining designated competencies.

3.5 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.

3.6 Applicants should achieve a passing score on a state or national test appropriate for

school psychology. 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.

4.0 Criteria for Doctoral Credential in School Psychology

A “school setting” is one in which the primary goal is the education of students of diverse backgrounds,
characteristics, abilities, disabilities, and needs who are enrolled in grades P–12. The school setting 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 credentialed school psychologist and provides a full range of school psychology services.
At least 600 hours of the specialist- or doctoral-level internship in school psychology are conducted in a school
setting, using the definition of a school setting found in this footnote.
4.1 A doctoral level credential in school psychology should be based upon a minimum of four years of full-time study or the equivalent at the graduate level. Preparation shall include a minimum of 90 graduate semester hours of coursework, practica, internship, and a doctoral degree from an organized program of study that is officially titled, “school psychology.” At least 78 of the 90 graduate hours should be exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation of school psychology program completion. Criteria for each of the following areas will be consistent with NASP’s Standards for Graduate Preparation of School Psychologists.

4.2 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. Competency requires demonstration of both knowledge and skills. Candidates should have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each of the following domains. Professional preparation should reflect the ability to integrate knowledge and skills across each of the following domains: (See 3.2 for a description of each domain)

a. Data-Based Decision Making and Accountability
b. Consultation and Collaboration
c. Instruction and Intervention to Develop Cognitive and Academic Skills
d. Mental Health Services to Develop Social and Life Skills
e. Student Diversity in Development and Learning
f. School-Wide Activities to Promote Safe and Effective Learning Environments
g. Prevention and Early Intervention; Crisis Response
h. Family–School Collaboration Services
i. Research and Program Evaluation
j. Legal, Ethical, and Professional Practice

4.3 Applicants for a school psychology doctoral credential will have completed supervised practica experiences that include the following:

a. Completed for academic credit or are otherwise documented by the institution
b. Completion of activities consistent with the goals and objectives of the program

NASP Standards for Graduate Preparation of School Psychologists indicate that greater depth in one or more school psychology competencies may be the focus of doctoral-level preparation. Greater depth may occur in one or multiple domains described in Standards 2.1 to 2.10 (e.g., a practice specialization, supervision or leadership competency, and/or preparation for specialized roles or settings such as research or graduate instruction)
c. Systematic development and evaluation of specific skills and competencies in multiple, relevant domains of school psychology graduate education and practice (See Standard 3.2)

d. Activities in settings relevant to program objectives for development of candidate competencies

e. Direct oversight by the program to ensure appropriateness of the placement, activities, and supervision

f. Collaboration between the program, placement site, and practicum supervisors

g. Close supervision by program faculty and qualified practicum supervisors

h. Inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing designated skills

i. Are distinct from, precede, and prepare candidates for the internship

4.4 Applicants for a school psychology doctoral credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:

A minimum of 1,500 clock hours for specialist level interns

a. Completion on a full-time basis over one year or on a half-time basis over two consecutive years

b. A minimum of 600 hours of the internship completed in a school setting as defined in standard 3.4

c. A culminating experience in the program’s course of study

d. 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

e. Completed for academic credit or otherwise documented by the institution

f. A collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns

g. Integration and application of the full range of domains of school psychology graduate education and practice (See school psychology domains 3.2)

h. Delivery of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and other consumers

i. Provision of field supervision from a school psychologist appropriately credentialed for practice in the internship setting (or, if a portion of the internship is conducted in a nonschool setting, a psychologist appropriately credentialed for practice in the internship setting)

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

l. Both formative and summative performance-based evaluations of interns that are completed by field based supervisors and program faculty, are systematic and comprehensive, and ensure that interns are attaining designated competencies.

4.5 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.

4.6 Applicants should achieve a passing score on a state or national test appropriate for school psychology. 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.

5.0 Implementation of School Psychology Credentialing Requirements by States

5.1 The state credential is granted to individuals who meet the requirements described in Standard 3.0 or 4.0, including completion of a 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.

5.2 Implementation of these requirements may be facilitated in four ways:

a. Applicants who are graduates of school psychology programs approved by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements 3.0 or 4.0 respectively and are eligible for credentialing as school psychologists.

b. Applicants who are graduates of school psychology programs that, at the time of the applicant’s graduation, were accredited by an agency approved by the U.S. Department of Education, (e.g., American Psychological Association), and who have met the internship requirement specified in Standard 4.4, are eligible for credentialing as school psychologists.

c. Applicants who are graduates of graduate education programs should demonstrate equivalency with the NASP Standards for Graduate Preparation of School Psychologists. State credentialing officials may wish to consult with directors of NASP-approved programs to determine equivalency of school psychology programs that are not NASP approved.
612  d. Applicants who hold a valid credential as Nationally Certified School
613  Psychologist (NCSP) have been judged by the National Association of School
614  Psychologists to have met its graduate preparation and credentialing standards
615  and should be considered eligible for state credentialing as school psychologists.
616  
617  5.3 The NCSP credential is suitable for adoption by state education agencies for initial
618  credentialing of school psychologists. However, comparable credentialing approaches
619  should be available to applicants as described in Standard 5.2. Recognition of the
620  NCSP facilitates interstate reciprocity agreements. The NCSP system can also satisfy
621  state credential renewal requirements for continuing professional development.
622  
623  5.4 Upon initial granting of the state credential, the school psychologist arranges
624  supervision and/or mentoring to assure that entry level qualifications are translated
625  into ongoing competency in the provision of school psychological services.
626  Supervision and/or mentoring conducted either individually or within a group for a
627  minimum average of two hours per week is recommended.
628  
629  5.5 Initial renewal of the state credential will be granted to applicants meeting the
630  following criteria:
631  a. Evidence of public, private, or university-based practice for a minimum of one
632  academic year of full-time equivalent (F.T.E.) experience during the previous
633  three years.
634  b. Evidence of continuing professional development for a minimum of 75 clock
635  hours during the previous three year period while the credential was in effect.
636  c. Evidence of having successfully completed a minimum of one academic year of
637  professional experience with a mentor or supervisor. For professional practice
638  within a school setting, supervision or mentoring should be provided by a
639  credentialed school psychologist with a minimum of three years of experience.
640  For any portion of the experience that is accumulated in a nonschool setting, supervision shall be provided by a psychologist appropriately credentialed for
641  practice in that setting.
642  
643  6.0 Nationally Certified School Psychologist
644  
645  6.1 The Nationally Certified School Psychologist (NCSP) credential is granted to persons
646  who have successfully met standards 3.0–3.7 above.
647  
648  6.2 For initial renewal of the NCSP credential, there should be evidence of having
649  successfully completed a minimum of one academic year of professional experience
650  with a mentor or supervisor. For professional practice within a school setting,
651  supervision or mentoring shall be provided by a credentialed school psychologist
652  with a minimum of three years of experience. For any portion of the experience that
653  is accumulated in a nonschool setting, supervision or mentoring shall be provided by
654  a psychologist appropriately credentialed for practice in that setting. Supervision
650 and/or mentoring conducted either individually or within a group for a minimum
651 average of two hours per week is recommended.

652 6.3 Renewal of the NCSP will only be granted to applicants who complete at least 75
653 contact hours of continuing professional development activities within a three year
654 period.

655 7.0 NASP Principles for Professional Ethics

656 7.1 State and local education agencies are encouraged to adopt the NASP Principles for
657 Professional Ethics and develop appropriate problem solving, due process, and
658 discipline procedures for addressing potential ethical misconduct by school
659 psychologists in addition to the already established procedures for handling employee
660 misconduct.

661 8.0 Effective Date of Credential Standards

662 8.1 These standards should be applied effective __________. Note: Anticipated date of
663 2015.

664 Approved Programs in School Psychology: The National Association of School Psychologists
665 (NASP) publishes annually a list of graduate education programs in school psychology that have
666 been determined to meet the NASP Standards for Graduate Preparation of School Psychologists.
667 A copy of the Approved Program list can be obtained by contacting the National Association of
668 School Psychologists, 4340 East West Highway, Suite 402, Bethesda, Maryland 20814 or at