School Psychology Credential Handbook
For Students Entering:
Fall 2021
CASP and NASP provide a tremendous amount of professional resources for their members. The NASP Member Exchange provides a forum for NASP members to solicit advice from their peers, benefit from their experiences, and participate in ongoing conversations on professional issues and research developments. We recommend you become members of both and take advantage of their resources.
School Psychology Doctoral Students 2020-2021

2015  Jennifer Scheller (intern 2020-2021)
2017  Alissa Der Sarkissian (intern)
2017  Mihya Weber (intern)
2015  Luke Janes
2017  Isabelle Fleury
2017  Daniel Feinberg
2018  Tameisha Hinton
2018  Chloe Zhang
2018  Meiki Chan
2019  Samira Amirazizi
2019  Emily Edelman
2019  Natalie Larez
2019  Allie Mittelstet
2019  Daniel Del Cid
2020  Karina Aragon
2020  Alice Mullin
2020  Madeline Spiess
2021  Lakhvir Kaur
2021  Angela Pollard
2021  Gaby Hinojosa
2021  Emanuel Perez

Picture of Storke Tower and UCEN from UCSB Lagoon – Highly Recommended Run/Walk
M.Ed. Graduates (post 1991 CTC approval)

1992  John Laughlin (MEd, Assistant Superintendent Special Education; Sonoma County Office of Education)
1992  Judy Greycloud (MEd, Psychologist; Gateway Community School, Camarillo)
1993  Marcy Feldman (MEd, Psychologist; Los Angeles Unified School District)
1993  Guadalupe Morales (MEd, Psychologist; Oxnard Elementary School District)
1993  Rebecca Norton (MEd, school psychologist; Santa Barbara School Districts)
1993  Kristie Schrutchfield (Transferred to Ph.D. Program at Texas A&M)
1994  Lisa Hassin (MEd, Psychologist; Marin County Office of Education)
1994  Vicky Lorelli (MEd, Psychologist; Santa Barbara School Districts)
1995  Patricia Andrejack (MEd, Psychologist)
1996  Melanie West (Psychologist; Manhattan Beach Unified School District.)
1996  Sharon Corcoran (Psychologist; San Luis Obispo County Office of Education)
1996  Jessica Muñoz (Psychologist; Paso Robles Unified School District)
1997  Michael Corritone (M.Ed./Credential; Contra Costa County Office of Education)
1997  Elizabeth Couto (M.Ed./Credential; school psychologist, Merced Union High School District)
1998  Jennifer Kelly (M.Ed./Credential; school psychologist, Oceanside Unified School District)
1998  Elizabeth Laurie (M.Ed./Credential, LEP, NCSP, school psychologist, SB County Schools, Lecturer, UCSB)
1999  Robert Ngan (MEd/Credential, school psychologist, Los Angeles Unified School District)
2000  Monette Tijerina (M.Ed./Credential, school psychologist, Santa Barbara School Districts)
2001  Cheri Barkhau (school psychologist, Bay Area)
2001  Berkeley Bowers (school psychologist, San Diego)
2001  Meredith Karp (school psychologist, Santa Monica/Malibu USD)
2001  Alexis Zavala (school psychologist, Los Angeles USD)
2001  Mari Minjarez Baptista (Special Education Coordinator, Santa Barbara County Education Office)
2002  Joanna Cheng (MEd, school psychologist, Montclair USD)
2002  Sandra Luhrsen (MEd, school psychologist, Escondido)
2003  Kim Grant (school psychologist, Goleta Union School District)
2003  Matt Harstock (school psychologist, Bay area)
2003  Fiona Wu (school psychologist, San Jose)
2004  Lisa Jai (MED, LAUSD)
2004  Zarah De Vera (MED, Oakland USD)
2004  Amy Decrescenzo (MED, Maryland)
2004  Elana Hamovitch (MED, San Diego)
2004  Jennifer Kang (MED, Orange County)
2004  Amy Spurrir (MED, Ventura County)
2004  Sabrina Rhee (ABD, school psychologist, Portland)
2005  Paul Lozano (MED, school psychologist, Santa Barbara School Districts)
2005  Grace St Jean (MED, Oceanside USD)
2006  Natasha Carter (MED, Denver Public Schools)
2006  Nicole Donovan (MED, School Psychologist, NY)
2006  Denise Perez, (MED, School Psychologist, CA)
2006  Catherine Taylor, (MED, School Psychologist)
2006  Alicia Soliz, (MED)
2007  Lauren Adamek (MED)
2007  Tracy Cortichiat (MED)
2007  Andrew Long (MED)
2007  Lee Meneken (MED)
2007  Sarah Sweeney (MED)
2008  Chau (Tran) Goel (MED, San Francisco),
2008  Christina Ibarbia (MED, Oxnard)
2009  Allison (Lee) Staton (MED, Fulsom)
2009  Heather Malone (MED, Ojai)
2009  Sunny Crandell (MED, Santa Barbara City College)
2009  Yasmin Chacko (MED, Redwood City)
2010  Santiago Cardenas (MED, SB County)
2010  Lizbeth Chavez-Lopez (MED, SB County)
2010  Elizabeth Norris (MEd, LAUSD)
2010  Laura Sass (MEd, Prince George’s County Public School System)
CCSP Students, Faculty, and Alumni
CASP 2012 in Costa Mesa, CA
Ph.D. Graduates (post 1991 CTC approval)

1995  Dory Walker, Ph.D. (Assistant Professor, University of Utah; CCSP Ph.D)
1997  Jennifer Rosenblatt, Ph.D. (Development & Disability; VP Dr. Koop's Web Site)
1997  Peter Mortola, PhD (Development & Disability; faculty at Portland State University)
1997  Dara Stiebel, PhD (Development & Disability; Los Angeles Unified School District, part-time)
1999  Annette Smith, PhD, CCSP (school psychologist, Torrance School District)
1999  Michael Bates, PhD, CCSP (Mosaic)
1999  Laurel Robertson, PhD, CCSP
1999  Barbara D'Incau, PhD, CCSP (Oxnard SD)
2000  Annie Chung, Ph.D., (Children's Mental Health Services, Kauai, Hawaii)
2000  Melvina Chase, Ph.D.
2000  Michael Pobanz, Ph.D. (SPEDR/Credential, school psychologist, Los Angeles Unified School District)
2000  Suzanne Anthony (Ph.D., private practice, Honolulu, HI)
2000  Jeff Klein (PHD, Kansas)
2001  Robin Kracker (PhD, SPEDR/Credential, school psychologist)
2001  Grace Santarelli (PhD, SPEDR/Credential, School Psychologist)
2001  Meri Harding, (Ph.D., Professor, California State University, Sonoma)
2001  Emily Kiedman (Ph.D.)
2001  Katherine Elliott (Ph.D., UC Davis)
2002  Iris Zanglis Kaminsky (PhD, school psychologist, Santa Barbara Unified School District)
2003  Jill Sharkey (PhD, SPEDR, Professor, UCSB)
2003  Geoff Smith (PhD)
2003  Renee Paskelski (PhD, Stanford University)
2003  Maria Alvarez (school psychologist, Sonoma County)
2004  Stacy O'Farrell (SPEDR PHD; Director of Special Education, Santa Cruz City Schools)
2005  Katherine Brown (SRI, San Francisco)
2005  Gabrielle Anderson (PhD., Columbia University Medical Center, New York)
2005  Francisco Rocco (Children's Hospital, Los Angeles)
2005  Emily Fisher (Ph.D; Professor, Loyola-Marymount University) - 20/20 Doctoral Scholar
2005  Amber Kaufman (PhD, Western Psychological Services)
2007  Megan (Brown) DeCristoforo (PHD, private practice, NJ)
2007  Kelly Graydon (PHD, Associate Professor, Chapman University) - 20/20 Doctoral Scholar
2007  Blanca Orellana (PHD, Supervising Psychologist, UCLA Semel institute for Neuroscience and Human Behavior)
2007  Mabel Gonzalez (PhD)
2007  Megan Redding Allen (PhD, Children’s Health Council, Palo Alto, CA)
2008  Sarah Fletcher (PhD)
2009  Mary (Skokut) Patterson (PhD, Santa Barbara County)
2010  Diane Tanigawa (PhD, School Psychologist, Los Angeles USD)
2010  Amy Jane Griffiths (Assistant Clinical Professor, Chapman University & UC Irvine) - 20/20 Doctoral Scholar
2010  Rene Staskal (PhD, school psychologist, Wisconsin)
2011  Elena Lilles (PhD, Assistant Professor, Lewis and Clark) - 20/20 Doctoral Scholar
2011  Camille Jones (PhD, Adjunct Professor, Loyola Marymount University) - 20/20 Doctoral Scholar
2011  Kristin Ritchey (PhD; School Psychologist, San Diego)
2011  Tyler Renshaw (PhD, Assistant Professor, Louisiana State University) - 20/20 Doctoral Scholar
2011  James Earhart (PhD; Adjunct Professor at the University of California, Southern California) - 20/20 Doctoral Scholar
2011  Katie Eklund (PhD, Associate Professor, University of Wisconsin-Madison) - 20/20 Doctoral Scholar
2011  Shelley Hart (PhD, Assistant Professor, Chico State University) - 20/20 Doctoral Scholar
2011  Meagan O'Malley (PhD, Assistant Professor, California State University, Sacramento)-20/20 Doctoral Scholar
2011  Amber Walz (SPEDR PhD, School Psychologist, Santa Maria)
2012  Sofie Beem Hay (PhD, Assistant Director, non-profit education foundation)
2012  Eline Saeki (PhD, Assistant Professor, California State University Los Angeles) - 20/20 Doctoral Scholar
2012  Lindsey O'Brien (PhD, Postdoctoral Scholar, Johns Hopkins University) - 20/20 Doctoral Scholar
2012  Kristen Sullivan (PhD, Clinical Psychologist)
2012  Jennifer Twyford (PhD, Assistant Professor, Lewis & Clark University) - 20/20 Doctoral Scholar
2013  Jenna Chin (PhD; School Psychologist, San Francisco Bay Area)
2013  Won-Fong Lau (PhD; Clinical Assistant Professor and Director of Training, University of Washington) - 20/20 Doctoral Scholar
2013  Victoria Gonzalez-Hardy (PhD, Santa Barbara County)
CCSP Students, Faculty, and Alumni
NASP 2013 in Seattle, WA
Introduction

Welcome to UCSB!

This document provides supplemental information to the school psychology emphasis about the integration of the school psychology credential with the doctoral program in counseling, clinical, and school psychology for students in the school psychology emphasis. Overall, the emphasis is on a training model focused on developing the research skills needed to conduct basic and applied research that informs school psychology best practices. In addition, students learn how to effectively communicate evidence-supported practices to schools by directly engaging in the role of school psychologists and developing the skills needed to be a qualified practitioner as defined by state (CCTC) and national (NASP, APA) standards and also as leaders/innovators in comprehensive support services to schools. It is our belief that this type of training is needed to prepare school psychologist scholars, faculty, and leaders to contribute research and knowledge that will advance science, practice, and policy relevant to respond to the challenges of educating diverse student populations.

As in any graduate training program, the school psychology specialization described in this student handbook provides only the structure through which knowledge, skills, and professional development can take place. A basic principle of this specialization is the expectation that each student will make a commitment to develop skills both in and out of specific courses. It is imperative that you be responsible for your own learning and professional development by viewing the specialization requirements as the environment in which learning occurs. At its best, this learning involves independent study, attendance at professional conferences, and participation in clinical and research activities in addition to completion of the required course work.

We, the faculty, are continually working to improve our own professional development and the quality of the program as a whole. We value student mentorship and the learning that working together yields for everyone involved. We constantly strive to enhance the classroom, fieldwork, and mentoring experiences for students and we regularly reflect to update and improve our practice. You are an important part of this process at UCSB that will lead to benefits for all of us, including the children, families, and schools that we have the honor to work with. We look forward to the challenges and fun that are ahead of us.

Erin Dowdy, Ph.D., NCSP, Licensed Psychologist
Jon Goodwin, Ph.D., NCSP, Licensed Psychologist
Shane Jimerson, Ph.D., NCSP
Arlene Ortiz, Ph.D., NCSP, Licensed Psychologist
Matthew Quirk, Ph.D.
Jill Sharkey, Ph.D., NCSP
Miriam Thompson, Ph.D., NCSP, Licensed Psychologist

School Psychology Handbook

SP Faculty Bonding September 2020
Table of Contents

Program of Study and Preparation
Program Description................................................................. 10
Program Philosophy and Goals .................................................. 11
School Psychology Program Objectives ..................................... 13
M.Ed. Requirements for School Psychology Specialization ............ 16
Credential Course Requirements .............................................. 18
Ph.D. Requirements for School Psychology Specialization .......... 19
Course Planning Guide ............................................................ 23
Practicum and Internship Training ........................................... 24
Research Training Sequence .................................................... 27
Additional Credential/Degree Requirements ............................... 28
Advising: Getting your Credential ........................................... 29
UCSB Student Services ......................................................... 31
Evaluation of Student Progress & Assessments .......................... 35
Your Credential: Important Tasks to Remember .......................... 38

Appendices
A. Counseling Skills Evaluation .................................................. A-A
B. Field Supervisor Evaluation .................................................. A-B
C. Portfolio Guidelines & End of Year Review for M.Ed. and Credential ........ A-C
D. Fieldwork Plan ..................................................................... A-D
E. Signature Assignments .......................................................... A-E
F. Standards & Crosswalk .......................................................... A-F

School Psych students, faculty, and alumni
at the 2018 APA Convention in San Francisco
SCHOOL PSYCHOLOGY CREDENTIAL AT UCSB

Graduate Study in School Psychology
Department of Counseling, Clinical, and School Psychology
University of California, Santa Barbara

Program Philosophy

Program Description

All students apply for admission to graduate student standing in the Doctoral program. If accepted, these students begin taking courses toward their Ph.D. in Counseling, Clinical, and School Psychology (CCSP). Students successfully completing their doctoral degree are eligible to apply for California Pupil Personnel Services (PPS) Credential with advanced specialization in School Psychology.

The M.Ed. Degree, which is optional, is awarded after the first 48 units of required courses are successfully completed. Students with prior graduate coursework can opt to waive some of the required courses (only 8 units, i.e., 2 classes of required courses can be waived to be able to earn the M.Ed. degree). To earn the Ph.D. degree, any number of courses can be waived based on completion of prior graduate-level coursework, as long as the ultimate course plan meets the approval of the student’s faculty advisor, the school psychology faculty, and the faculty of the Department of CCSP.

Students in the school psychology program engage in structured fieldwork experiences starting in year 2. The practicum experiences of 450 hours during the second year are primarily in a public-school setting. Students also engage in advanced doctoral fieldwork in public schools during their third year (required) and fourth/fifth years (optional). The final year of the doctoral program is dedicated to internship (typically year 5 or 6; 1,500 clock hours).

The UCSB School Psychology Specialization is intensive and requires a full-time commitment. Many of the courses are offered during the day. A basic principle of the program is that learning does not take place only in the context of formal course work. The program seeks to develop a true community of learners who participate in the learning process and make a firm commitment to be involved in the continued improvement of the program.

The Credential is a central part of the doctoral training in the Department of Counseling, Clinical, and School Psychology, School Psychology emphasis. All students in the program are required to meet state (California Commission on Teacher Credentialing) and national (National Association of School Psychologists) standard requirements as a fundamental core of their training. Doctoral study in the CCSP Department also emphasizes American Psychological Association competencies and in-depth study in research, professional issues in psychology, advanced practicum experiences, and advanced study in other areas (e.g., statistics and methodology).

The doctoral program is accredited by the American Psychological Association and nationally recognized by NASP. The credential has been accredited by CCTC since 1991 and NASP since 1998.
Ph.D. Program Fieldwork Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>450</td>
</tr>
<tr>
<td>3</td>
<td>300+</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5 or 6</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Students are required to track their fieldwork hours throughout the program using an Excel log and Time 2 Track.

Program Philosophy and Goals

The School Psychology Specialization at UCSB is committed to a model of training with an emphasis on developing the research skills needed to conduct basic and applied research that informs school psychology best practices. In addition, students learn how to effectively communicate evidence-supported practices to schools by directly engaging in the role of school psychologists and developing the skills needed to be a highly qualified practitioner as defined by state (CCTC) and national (NASP) standards and also as leaders/innovators in comprehensive support services to schools. The core training is designed to not only meet but also exceed state and national standards, which are detailed and cross-referenced in Appendix G. We are proud to be accredited by CCTC and APA and nationally recognized by NASP, and work diligently to ensure each student receives in-depth training that reflects current scholarship in the field. We expect our students to be curious, dedicated, and take initiative to exceed basic requirements. We expect students to energize our community with respectful relationships and work hard to maintain our program’s excellence. Through our joint efforts we promote each student to become leaders and innovators in the field of school psychology. Additional areas of program focus are detailed below.

Science-to-Practice Philosophy. We are committed to emphasizing the implications of research findings in psychology and education for psychological services in school settings. In turn, we emphasize the analysis of problems encountered in school settings from a scientific/evaluative/research point of view. We recognize the need for school psychologists to apply research-based skills and evidence-supported strategies to assist all students to learn and maximize their human potential. This means that school psychologists work with regular education students and with students who have special learning needs. In addition to core content courses, this analytical perspective may be complemented by ongoing fieldwork experiences in local schools and agencies. These practicum experiences are closely supervised by both university and field supervisors.

The UCSB training model is based on the integration of theory, research methodology, professional role development, and practice/skills, with an emphasis on developing strong research and data analysis skills. The theoretical areas of study include strands in human development, prevention/interventions, assessment, consultation, programs and services, legal/ethical, as well as evaluation/research. Research methodology includes courses in research, evaluation, and quantitative analysis. All students take a research practicum and participate in formal professional research presentations. Professional role development involves the engagement of students in reading and active discussion about the changing role of the school psychologist in the schools. Field-based practice
and skill development is accompanied by university-based supervision designed to integrate the areas of theory, research, and role development with what the trainees are experiencing in the field.

The primary training emphasis of the school psychology emphasis at UCSB is research. Doctoral students engage in research activities throughout their studies at UCSB. It is typical for doctoral students to participate in several professional publications and presentations at professional conferences while at UCSB.

The goal of our course sequence is to ensure that the student is provided with critical "foundational" knowledge and experiences. These experiences are delivered through required coursework that remains stable from year-to-year and is provided by core faculty. Additionally, there are strands of knowledge that can be acquired from a variety of courses within the School of Education; therefore, students are afforded more flexibility in courses taken within these areas. We have found that maintaining flexibility within select areas affords the students and faculty opportunities to individualize student programs to better meet their background experiences and future aspirations.

**Goal—Scientifically Sound Support Services.** We view the school psychologist as pivotal in the provision of support services to teachers, students, and parents that are informed by sound scientific research. Support services include prevention, assessment, and intervention programs for all children. A primary goal of the specialization is to train school psychologists researchers who work to enhance the learning and development of all students and to assist those who are at-risk or in need of special education services. These services include, but are not limited to, implementing and supporting primary prevention programs, student study team efforts of pre-referral interventions (both academic and behavioral), multidisciplinary assessments (including continuous progress monitoring), crisis intervention efforts (including suicide prevention and intervention), psychoeducational interventions, involvement in school safety and school improvement planning efforts, and services in special education programs.

In our view, school psychologists are leaders in the development and provision of support services in the schools. Therefore, particular emphasis is given to training the development of consultation and collaboration skills that are needed to work with other school and community professionals and to facilitate group efforts in program development. Another goal is to prepare school psychologists who recognize the critical role that teachers play in the learning process and who are determined to support teachers’ efforts to provide a broad-based educational program. The school psychology specialization offers a strong emphasis on counseling and interpersonal communication skills, which provides the necessary foundation to build skills of consultation, program development, and planning. This is strongly supported by the training offered to the students through the resources of the CCSP Program: i.e., extensive course offerings, diverse faculty perspectives, and counseling clinic.

Effective leadership in comprehensive support services requires a solid knowledge base about how schools function as an organization. Therefore, students in the school psychology specialization are required to have a thorough background in areas such as school effectiveness, early academic interventions, safe school planning, schools as a social system, and the administration of guidance services. As schools undergo increasing decentralization of decision making, school psychologists’ interpersonal relationships and negotiation skills will be valuable assets to school improvement efforts.
Diversity Emphasis. Effective scholarship and provision of support services also requires awareness, knowledge, and skill development in working with diverse populations. Therefore, throughout course work, references, and applications there is an emphasis on how existing knowledge and skills can be applied and adapted to serve every child and identifying further opportunities for future scholarship to inform practice. Particular attention is given to the scholarship to facilitate the learning of children who historically marginalized and underserved. In addition to broad-based integration of diversity issues in all courses, students are required to take a diversity course.

Program Objectives

The school psychology program meets all the Standards of the California Commission on Teacher Credentialing, the National Association of School Psychologists, and the American Psychological Association. These standards are included in the core knowledge and skills and will be acquired in the school psychology program at UCSB. These Standards are detailed in Appendix G.

School Psychology Credential Requirements

California State Credential Pre-Requisites

Students must work with the Student Affairs Office to complete all forms necessary to begin work on the school psychologist credential. These forms must be completed before any fieldwork experiences can occur. All students seeking the PPS school psychology credential must follow these procedures. There are fees associated with this process. Specifically, students in the School Psychology Credential program must (a) take the CBEST (and pass for the internship credential), (b) have a Certificate of Clearance or a California Teaching or Services Credential, (c) obtain a TB Clearance administered by the UCSB Student Health Services, and (d) verify a Bachelor's Degree in an academic subject from a regionally accredited institution. A Bachelor’s Degree in Education is only acceptable if the degree was from out-of-state college or university and resulted in a credential. Students with baccalaureate degrees from another country must complete a transcript evaluation from a CCTC accredited agency to determine equivalency. If you have any questions regarding the degree requirement please contact the Student Affairs Office (805) 893-2137.

Master in Education Degree for School Psychology PhD Students

The Department of Counseling, Clinical, and School Psychology offers an M.Ed. degree in Counseling, Clinical, and School Psychology with an emphasis in School Psychology. Students are required to submit a portfolio as part of the M.Ed. comprehensive oral examination, which is also a doctoral requirement of second-year fieldwork. Successful completion of the oral examination is required to obtain the M.Ed. degree as is the completion of a specific course sequence, detailed later in the handbook, which is a subset of the courses required by the doctoral program.

Internship Experience. The doctoral internship must meet the requirements of the school psychology credential AND the doctoral program. Students are encouraged to apply to a school-
based APPIC APA-accredited internship that allows students to meet the requirement of 1,000 school-based hours. However, they also have the option of completing a school-based internship as long as it meets CDSPP guidelines. Students are responsible for locating and applying to an acceptable school-based internship. If a student is accepted to a non-APA accredited internship, the School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district.

The Internship Credential. An internship credential is required when the student will be paid for a school-based internship. The internship credential is issued by the credential office at UCSB based on approval from the California Commission on Teacher Credentialing. This credential allows a school district in California to hire a school psychology intern (all employees of school districts in California must have a valid credential). The internship credential is limited to cover the time period during which the student will received supervised internship experience within the district, but not longer than two years. The internship credential is valid only for the school district that will hire the student for an internship position. Should a student complete more than one internship (e.g., part-time positions in two districts or half time positions during different school years), than a separate internship credential agreement is required for each district. Students complete the forms needed to formally obtain the internship credential—see the Student Affairs Office. This should occur no later than the end of the Spring Quarter prior to the internship year. If a student does their internship through APPIC/APA or outside of California or at an institution that does not require a credential, they do not need an internship credential.

Professional Behavior. Participation in fieldwork requires adherence to standards of professional behavior as well as stable mental and physical health, which includes your appearance. All students are expected to adhere to NASP Principles for Professional Ethics and California laws of practice. You must wear professional clothing and shoes. Smoking is prohibited. You will be rated on the following skills quarterly: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability. If at any time a concern regarding professional behavior comes up through evaluation or is brought up by your field supervisor, a written remediation plan will be put into place. If the concern persists and/or you cannot be placed with a field supervisor due to professional behavior or health concerns, you will be unable to complete the course.

Another aspect of professional behavior includes your focus and participation in class. It is critical that we engage with student presentations and respect each other’s supervision needs. Thus, multi-tasking on your computer or texting on your phone is inappropriate.

Professional behavioral also includes advocating for your needs in a proactive positive manner. If you identify concerns with your training at any point, please address them right away. If a problem comes up at your school site, speak with your school-based supervisor to problem solve a solution. If you have a concern about your graduate school training, please meet with your doctoral advisor immediately to discuss. We are always open to constructive feedback and want to make your doctoral experience as helpful and supportive to your career goals as possible.
Social Network Sites. You are entering a professional role as a representative of the University of California and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. This means you need to carefully consider your use of social media regarding both your professional and personal behavior. Now is the time to understand privacy settings and clean your online presence. You should also avoid posting unhealthy or offensive behavior as these posts could be accessed by future employers, colleagues, or clients. Moreover, you are prohibited from posting anything at all about your fieldwork and practice in the schools, which is grounds for expulsion from the program.

APA has established policies about social media and forums, which you should carefully review (http://www.apa.org/about/social-media-policy.aspx)

Intellectual Content of Courses. All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See http://policy.ucop.edu/doc/2710530/PACAOS-100). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in all classes students are forbidden from completing study guides and selling them to any person or organization.

Direct Observation. The APA Commission on accrediting requires Direct Observation of your fieldwork training. Standard II.B.3.d dictates, “As part of a program’s ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation (either live or electronically).” Definitions and Guidelines: Direct observation provides essential information regarding trainees’ development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. This allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees’ competency development regarding one or more profession-wide and program-specific competencies associated with that training experience. Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact an intake or test feedback session), live video streaming, or video recording. Programs may utilize audio recording, but audio recording alone is not sufficient to meet the requirements of direct observation. In the rare event or special circumstances where audio recording is the only feasible method of meeting this requirement, the program must explain any the unique circumstances (e.g., supervisor with visual impairment) and why direct observation as defined above is not possible, as well as how the observation being performed is consistent with the spirit of this IR. To these ends, all accredited programs must verify that direct observation is conducted by the immediate supervisor responsible for the activity or experience being evaluated.

3 American Psychological Association; Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; apaaccred@apa.org; (202) 336-5979
DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY  
https://education.ucsb.edu/ccsp
Gevirzt Graduate School of Education
University of California, Santa Barbara

Student Name: ____________________________  Perm: _______________________

**M.Ed. – Counseling, Clinical, and School Psychology:**
**SCHOOL PSYCHOLOGY SPECIALIZATION – 2021-22 (Plan II - Project)**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the ‘Graduate Education’ section of the UCSB General Catalog.*

The M.Ed. in Counseling, Clinical, and School Psychology with an emphasis in School Psychology is issued to students enrolled in the CCSP doctoral program. Students are not admitted to a terminal M.Ed. Program. If you have successfully completed two years of full-time courses *(all courses passed with a B or higher and totaling a minimum of 68.0 units)* you may petition to add the M.Ed. (recommended by May 15th of their second spring quarter). The M.Ed. will be awarded no sooner then the end of the student’s second year in the Ph.D. program, following a review by CCSP faculty. The student’s faculty advisor must approve the student’s petition to add the M.Ed., and a committee consisting of the student’s faculty advisor, the credential coordinator, and **two additional CCSP faculty** must sign this form (available from the Student Affairs Office) upon completion of degree requirements, indicating the student’s eligibility for the M.Ed.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCH METHODS AND STATISTICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practica (6 quarters required)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 220</td>
<td>Human Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 223B</td>
<td>Developmental Psychopathology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 274D</td>
<td>Assessment and Data-Based Decision Making in the Schools</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNSP 250</td>
<td>Cognitive Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 257B</td>
<td>Psychoeducational Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNSP 262C</td>
<td>Counseling Children and Families</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 274F</td>
<td>The School Psychologist as the Intervention Consultant</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>CULTURAL AND INDIVIDUAL DIVERSITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 227</td>
<td>Social and Cultural Bases of Diversity</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 274E</td>
<td>Ethics, Diversity, &amp; Specialized Assessment &amp; Intervention</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>FIELDWORK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 260B</td>
<td>Basic Practicum I</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
COMPREHENSIVE EXAMINATION / PROJECT

Students are required to submit a portfolio as part of the M.Ed. oral comprehensive exam process (typically during the spring quarter of the second year of study). The student portfolio documents student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination occurs as part of the year-2 portfolio examination and involves faculty affiliated with the school psychology area.

<table>
<thead>
<tr>
<th>M.Ed. Committee: Chair:</th>
<th>Project Date: (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member:</td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
</tr>
<tr>
<td>Graduate Advisor:</td>
<td>(Tania Israel)</td>
</tr>
<tr>
<td>Degree Quarter:</td>
<td></td>
</tr>
</tbody>
</table>

FOR GRADUATE DIVISION USE ONLY

<table>
<thead>
<tr>
<th>Residence requirement-minimum 3 quarters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required units completed</td>
</tr>
<tr>
<td>Language requirement Satisfied (if required)</td>
</tr>
<tr>
<td>No grades of I, NR, or NG</td>
</tr>
<tr>
<td>3.0 or better GPA overall</td>
</tr>
<tr>
<td>Registered quarter of degree or Filing Fee LOA:</td>
</tr>
<tr>
<td>Master's Form I / COI and committee entered</td>
</tr>
<tr>
<td>Master's Thesis date received (signature page/e-filed and entered in SReg):</td>
</tr>
<tr>
<td>Master's Thesis Submission Fee:</td>
</tr>
<tr>
<td>ProQuest ID Permission Ltrs uploaded?</td>
</tr>
<tr>
<td>Master's Degree Awarded (mm/dd/yy)</td>
</tr>
</tbody>
</table>
## GGSE SCHOOL PSYCHOLOGY CREDENTIAL COURSE WORK

### Student’s Name:

<table>
<thead>
<tr>
<th>M.Ed. End of Year</th>
<th>M.Ed End of Year 2</th>
<th>M.Ed End of Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Portfolio/Oral</td>
<td>□ Portfolio/Oral</td>
<td>□ Final Portfolio/Oral</td>
</tr>
<tr>
<td>□ Application for internship credential</td>
<td></td>
<td>□ Apply for School Psych. Credential</td>
</tr>
</tbody>
</table>

### FALL – YEAR 1 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 250</td>
<td>Cognitive Assessment in Professional Psychology</td>
</tr>
<tr>
<td>CNCSP 220</td>
<td>Human Development</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>CNCSP 227</td>
<td>Social and Cultural Bases of Diversity</td>
</tr>
</tbody>
</table>

### WINTER – YEAR 1 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>CNCSP 257B</td>
<td>Psychoeducational Assessment and Intervention</td>
</tr>
<tr>
<td>CNCSP 260B</td>
<td>Basic Practicum</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
</tbody>
</table>

### SPRING – YEAR 1 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 214C</td>
<td>Linear Models for Data Analysis</td>
</tr>
<tr>
<td>CNCSP 200</td>
<td>Research Design</td>
</tr>
<tr>
<td>CNCSP 256</td>
<td>Behavioral Assessment Intervention for Children and Adolescents</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
</tbody>
</table>

### FALL – YEAR 2 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 293</td>
<td>Pedagogy in Applied Psychology</td>
</tr>
<tr>
<td>CNCSP 274D</td>
<td>Assessment and Data-Based Decision-Making in the Schools: School Psychology Practicum</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
</tbody>
</table>

### WINTER – YEAR 2 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 223B</td>
<td>Developmental Psychopathology</td>
</tr>
<tr>
<td>CNCSP 274E</td>
<td>Ethics, Diversity, and Specialized Assessment and Intervention: School Psychology Practicum</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
</tbody>
</table>

### SPRING – YEAR 2 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 262C</td>
<td>Counseling Children and Families</td>
</tr>
<tr>
<td>CNCSP 274F</td>
<td>The School Psychologist as the Intervention Consultant: School Psychology Practicum</td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practicum</td>
</tr>
</tbody>
</table>

### FALL YEAR 3 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 210</td>
<td>Neuroanatomy and Psychopharmacology</td>
</tr>
</tbody>
</table>

### WINTER YEAR 3 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 216</td>
<td>Historical and Philosophical Foundations of Professional Psychology</td>
</tr>
<tr>
<td>Ed 210A</td>
<td>Advances in Learning Sciences and Education or ED 210B Children’s Thinking</td>
</tr>
<tr>
<td>CNCSP 291C</td>
<td>Family &amp; School Violence</td>
</tr>
</tbody>
</table>

### SPRING YEAR 3 AND GRADES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 214</td>
<td>Social Bases of Behavior</td>
</tr>
<tr>
<td>CNCSP 292</td>
<td>Resiliency, Strengths, and Youth Development</td>
</tr>
</tbody>
</table>

### INTERNSHIP YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 279ABC</td>
<td>Internship in Professional Psych (1,500 hours including schl hours)</td>
</tr>
<tr>
<td>CNCSP 275</td>
<td>School Psychology Internship (1,000 School-Based Hours)</td>
</tr>
</tbody>
</table>

Approved: Jill Sharkey, Ph.D., Coordinator

School Psychology Handbook 18
Ph.D – Counseling, Clinical, and School Psychology:
SCHOOL PSYCHOLOGY SPECIALIZATION – 2021-22

In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the “Graduate Education” section of the UCSB General Catalog.

Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BREADTH OF SCIENTIFIC PSYCHOLOGY</strong> (FOUR COURSES REQUIRED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 210</td>
<td>Neuroanatomy and Psychopharmacology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 214</td>
<td>Social Bases of Behavior</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 215</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 216</td>
<td>Historical and Philosophical Foundations of Professional Psychology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>RESEARCH METHODS AND DATA ANALYSIS</strong> (ALL COURSES REQUIRED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 200</td>
<td>Research Design and Methods in Professional Psychology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 209A</td>
<td>Research Practica (6 quarters required)</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 597</td>
<td>Individual Study for Qualifying Examinations (2 quarters minimum)</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 599</td>
<td>Dissertation Research (3 quarters minimum)</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>ED 214A</td>
<td>Introductory Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 214C</td>
<td>Linear Models for Data Analysis</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>8 units of additional data analysis required from these courses (choose 2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 201D</td>
<td>Single-Subject Research Design</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 215B</td>
<td>Psychometrics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216A</td>
<td>Advanced Multivariate Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216B</td>
<td>Factor Analysis</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216C</td>
<td>Hierarchical Linear Models</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216E</td>
<td>Nonparametric Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216F</td>
<td>Structural Equation Models</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 202</td>
<td>Qualitative Research Methods in Applied Psychology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>CNCSP 220</td>
<td>Human Development</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 223B</td>
<td>Developmental Psychopathology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 224A</td>
<td>Professional Organizations</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 274D</td>
<td>Assessment and Data-Based Decision Making in the Schools</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 293</td>
<td>Pedagogy in Applied Psychology</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

**PSYCHOLOGICAL ASSESSMENT AND INTERVENTION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSP 250</td>
<td>Cognitive Assessment</td>
<td>4.0</td>
</tr>
<tr>
<td>CNSP 262C</td>
<td>Counseling Children and Families</td>
<td>4.0</td>
</tr>
<tr>
<td>CNCSP 274F</td>
<td>The School Psychologist as the Intervention Consultant</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**CULTURAL AND INDIVIDUAL DIVERSITY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 227</td>
<td>Social and Cultural Bases of Diversity</td>
<td>4.0</td>
</tr>
<tr>
<td>CNCSP 274E</td>
<td>Ethics, Diversity, &amp; Specialized Assessment &amp; Intervention</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**FIELDWORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 260B</td>
<td>Basic Practicum I</td>
<td>4.0</td>
</tr>
<tr>
<td>CNCSP 270A</td>
<td>Advanced Fieldwork: General (Behavioral Collaboration Team)</td>
<td>12.0</td>
</tr>
<tr>
<td>CNCSP 275</td>
<td>School Psychology Internship</td>
<td>12.00</td>
</tr>
<tr>
<td>CNCSP 279ABC</td>
<td>Internship in Professional Psychology (1500 minimum hours)</td>
<td>24.0</td>
</tr>
</tbody>
</table>

**SUBSTANTIVE AREA REQUIREMENTS – SCHOOL**

**INTERVENTION / APPLICATIONS** (all courses required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 291C</td>
<td>Family and School Violence</td>
<td>4.0</td>
</tr>
<tr>
<td>CNCSP 292</td>
<td>Resiliency, Strengths, and Youth Development</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**ASSESSMENT** (all courses required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 256</td>
<td>Behavioral Assessment and Intervention for Children and Adolescents</td>
<td>4.0</td>
</tr>
<tr>
<td>CNCSP 257B</td>
<td>Psychoeducational Assessment</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**COURSES THAT MAY NOT BE SUBSTITUTED**

- CNCSP 209A: Research Practicum
- CNCSP 224A: Professional Organizations
- CNCSP 274DEF* Advanced Fieldwork

(*school students who already have a credential, do not need to take 274DEF)
PORTFOLIO AND PRE-ADVANCEMENT REQUIREMENTS

A portfolio is a presentation of products that provide evidence of student’s acquisition of knowledge and competencies in the major training domains of school psychology. We have designed the portfolio process so that it represents a developmental sequence of reflections and products designed to showcase your growing competency as you advance through the program. Thus, there are different requirements and expectations at each review period (Year 1, Year 2, and post-Internship); each portfolio is cumulative in that it should include all past work building to the final post-internship product.

In addition, each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student’s qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.

<table>
<thead>
<tr>
<th>First-year portfolio review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-year portfolio review with signature assignments</td>
</tr>
<tr>
<td>Internship-year portfolio review with signature assignments</td>
</tr>
<tr>
<td>Research festival proposal accepted and presented</td>
</tr>
</tbody>
</table>

Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY

The Ph.D. qualifying exams consist of at least three written papers (e.g., theories, ethics, research, and specialty topic) of publishable quality and an oral examination.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student’s research. The written papers must be completed before the oral examination, which is typically held at the end of the Fall quarter of Year 3. Students complete the requirements to Advance to Candidacy by the end of Year 4 (Year 3 if entering the program with a previous, relevant MA).

Ph.D. Qualifying Oral Examination passed on (date): ________________

Advanced to Candidacy: ________________ (Qtr/year)
DOCTORAL INTERNSHIP REQUIREMENTS
The doctoral internship must meet the requirements of the school psychology credential AND the doctoral program. Students are encouraged to apply to a school-based APPIC APA-approved internship that allows students to meet the requirement of 800 school-based hours. However, they also have the option of completing a school-based internship as long as it meets CDSPP guidelines. Students are responsible for locating and applying to an acceptable school-based internship. If a student is accepted to a non-APA approved internship, the CCSP School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district.

<table>
<thead>
<tr>
<th>Applied for predoctoral internship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted predoctoral internship placement</td>
<td></td>
</tr>
<tr>
<td>Internship completed</td>
<td></td>
</tr>
</tbody>
</table>

DISSERTATION REQUIREMENTS
Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student’s doctoral committee will require an oral hearing prior to approving the proposal. The final dissertation proposal is filed in the GGSE Student Affairs Office.

**Doctoral Committee:** Chair: ______________________

Member: ______________________

Member: ______________________

Member: ______________________

Approved Dissertation Proposal completed: ________________ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: ________________ (date)

Doctoral Oral Defense passed on: ________________ (date)

Dissertation filed on: ________________ (date)
School Psychology Course Planning Guide

***Course timing may change – this is only a guide. Make sure you regularly check course offerings and scheduling and update your schedule.

<table>
<thead>
<tr>
<th>Fall (year 1)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
</tr>
<tr>
<td>ED 214A Introductory Stats</td>
<td>Ed 214B Inferential Statistics</td>
<td>Ed 214C Linear Models</td>
</tr>
<tr>
<td>CNCSP 220 Human Development</td>
<td>CNCSP 260B Basic Prac in clinic</td>
<td>CNCSP 200 Research Design</td>
</tr>
<tr>
<td>CNCSP 250 Cognitive Assess</td>
<td>CNCSP 257B Psychoed Assess</td>
<td>CNCSP 256 Behavioral Assess</td>
</tr>
<tr>
<td>CNCSP 227 Social Cultural Diversity Base</td>
<td>CNCSP 223B Develop Psychopath</td>
<td>Year 1 Student Portfolio Due</td>
</tr>
<tr>
<td>CNCSP 224A Prof Orgs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 units</td>
<td>21 units</td>
<td>17 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 2)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 216A Multivariate Statistics</td>
<td>Ed 216B Factor Analysis (or option)</td>
<td>CNCSP 597 Quals Exam Prep</td>
</tr>
<tr>
<td>CNCSP 274D Externship Contemporary Iss in Stdnt Service</td>
<td>CNCSP 274E Externship Ethics, Diversity, &amp; Specialized Assessment</td>
<td>CNCSP 274F Externship Intervention Consultant</td>
</tr>
<tr>
<td>CNCSP293 Pedagogy</td>
<td>CNCSP 262C Coun Child Family</td>
<td>CNCSP 291C Family &amp; School Violence</td>
</tr>
<tr>
<td>16 units</td>
<td>16 units</td>
<td>16 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 3)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 274G Externship</td>
<td>CNCSP 274H Externship</td>
<td>CNCSP 274I Externship</td>
</tr>
<tr>
<td>CNCSP210 Neuroanatomy</td>
<td>CNCSP 216 Historical / Philosophical Systems</td>
<td>CNCSP 214 Social Bases</td>
</tr>
<tr>
<td>CNCSP 597 Quals Exam Prep</td>
<td>CNCSP 215 Cognitive &amp; Affective Bases of Behavior</td>
<td>CNCSP 292 Risk &amp; Resilience</td>
</tr>
<tr>
<td>Enter with passing PRAXIS</td>
<td>Submit year-2 paper to journal</td>
<td>Ed 216F Strc Eq Model (or option)</td>
</tr>
<tr>
<td>Comprehensive exam</td>
<td>Year-2 Research paper due</td>
<td>Dissertation proposal due</td>
</tr>
<tr>
<td>12 units</td>
<td>12 units</td>
<td>16 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 4)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 599 Dissertation (8)</td>
<td>CNCSP 599 Dissertation (8)</td>
<td>CNCSP 599 Dissertation (8)</td>
</tr>
<tr>
<td>Submit internship applications</td>
<td>Travel to internship interviews</td>
<td>Defend Dissertation</td>
</tr>
<tr>
<td>8 units</td>
<td>8 units</td>
<td>8 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 5)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 279A (4)*</td>
<td>CNCSP 279B (4)*</td>
<td>CNCSP 279C (4)*</td>
</tr>
<tr>
<td>CNCSP 275 (4)*</td>
<td>CNCSP 275 (4)*</td>
<td>CNCSP 275 (4)*</td>
</tr>
<tr>
<td>Submit dissertation to journal</td>
<td>Final Portfolio Due</td>
<td></td>
</tr>
<tr>
<td>8 units</td>
<td>8 units</td>
<td>8 units</td>
</tr>
</tbody>
</table>

*Consult with the Student Affairs Office to make sure the number of units is optimal for your financial situation.
Practicum, Fieldwork, and Internship

The following provides a brief summary of the UCSB school psychology practicum, fieldwork, and internship experiences.

Program Fieldwork Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>450 Hours</td>
</tr>
<tr>
<td>3</td>
<td>300+ Hours Advanced Fieldwork</td>
</tr>
<tr>
<td>4</td>
<td>Internship Applications; Optional Fieldwork</td>
</tr>
<tr>
<td>5 or 6</td>
<td>1,500 Hours (*at least 1,000 hours in a school setting)</td>
</tr>
</tbody>
</table>

Year 2: Practicum / Fieldwork

CNCSP 274 D, E, F is a three-quarter long course open only to second-year school psychology students. The course requires each student to spend a minimum of 10-15 hours per week (450 hours over the course of the year) in an approved school practicum site under the supervision of a credentialed school psychologist. A UCSB faculty member provides weekly supervision. Course content is designed to meet competency standards as required by California Commission on Teacher Credentialing, the National Association of School Psychologists, and the American Psychological Association. This year has a particular emphasis on school-based services. Students are expected to compile a comprehensive portfolio of academic and field experiences by the end of the second-year practicum.

This weekly seminar provides the context in which to:

1. discuss fieldwork experiences related to assessment, counseling, consultation, and prevention programming;
2. assign fieldwork activities to enhance the integrity of practice;
3. review real-time educational, professional, and ethical issues;
4. discuss challenges of providing psycho-educational services to diverse populations;
5. discuss the role of supervision in the preparation of school psychologists;
6. introduce assessment and psycho-educational resources;
7. enhance comprehensive psycho-educational assessment reporting; and
8. review related readings.
**Requirements**

1. Attendance at the weekly supervision seminar
2. Completion of a weekly fieldwork log
3. Completion of fieldwork plan and supervisor evaluations quarterly
4. Successful completion of a minimum of 450 hours of supervised fieldwork
5. Completion of assigned field-based activities
6. Attending your fieldwork site on their schedule, not UCSB’s schedule
7. Completion of required readings and being prepared for a critical discussion questions/comments regarding implications for school psychology practice

**Attendance**

Attendance is mandatory at each and every class session. The information we cover in each seminar is absolutely critical to your legal and ethical practice as a school psychologist. Also, your presence is critical for the learning experiences of your classmates. In case of an emergency, illness, or other critical event I will consider an alternative arrangement for you to make up the material (once in the entire year is acceptable; more than that is not likely acceptable except in unusual circumstances). You may not miss class for alternative professional development. Unexcused absences are grounds for not passing the class. If you fail to pass a single quarter you will be excused from the sequence and must retake the entire CNCSP 274DEF series the following year (starting in the quarter you failed).

**Weekly Logs**

Students must keep track of their hours and activities. Students must maintain their own record of the hours they work and what types of activities they engage in during their hours. The information included in the online fieldwork logs due for class is not a comprehensive recording of activities but rather a summary of activities and reflections on those activities. A final, detailed, comprehensive log maintained by the student must be included in the portfolio. Fieldwork logs guide both fieldwork and University supervision.

**Fieldwork Plans**

The University supervisor works with each student to refine individualized fieldwork plans. Each quarter, the student must gain feedback from the fieldwork supervisor and turn in the evaluation along with an updated plan (due the last day of class each quarter). The development of the fieldwork plan is a series of outcomes based on the National Association of School Psychologist’s (NASP) Domains of Professional Practice, which are linked with the California Commission on Teacher Credentialing (CCTC) standards. The student could demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be addressed in the plan by writing expected activities outcomes. The fieldwork plan should relate to the standards for training school psychologists as established by NASP and CCTC, and thus, are excellent products to include in the portfolio. See Appendix E.

**2020 NASP Standards**

You are responsible for the [2020 NASP Professional Standards](#). Please read all four documents and integrate the new models into your log entries, fieldwork plan, and practice.
School Psychology Credential Resources

University resources available to students include assessment materials, relevant texts, and intervention manuals and will be organized in the School Psychology Resource room in the Hosford Clinic (room 1156). A key card is required to access this room. To have check out privileges you must sign the agreement regarding the use and prompt return of all materials. Please treat the materials with respect and return them after one use so your peers may also have access. Use assessment protocols sparingly to avoid implementing lab fees for assessment courses.

Year 3 and 4: Practicum / Fieldwork

CNCSP 274GHI is a three-quarter long course open only to third- and fourth-year school psychology students. These activities occur within local schools but do not count towards your credential. During the third year, the course requires each student to spend two days per week (varies for 4th year) in an approved school fieldwork site under the supervision of UCSB faculty and typically also includes on-site supervision from a school psychologist. A UCSB faculty member provides weekly supervision. Course content is designed to develop various school psychologist competencies, particularly related to the American Psychological Association.

Internship (full-time)

The doctoral internship must meet the requirements of the school psychology credential (CNCSP 275) AND the doctoral program (CNCSP 279ABC). Students are encouraged to apply to a school-based APPIC APA-accredited internship. However, they also have the option of completing a school-based internship as long as it meets CDSPP guidelines. Students are responsible for locating and applying to an acceptable school-based internship. If a student is accepted to a non-APA accredited internship, the School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district.

---

4 American Psychological Association; Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; apaaccred@apa.org; (202) 336-5979
5 Please refer to the CCTC internship requirements and make sure to select internships that will allow you to practice in a school setting and have access to a credentialed school psychologist.
Research Training Sequence

The UCSB School Psychology program embraces that high-quality scholarship is critical to the future of both the science and practice of school psychology. The primary emphasis of the UCSB School Psychology doctoral program is to prepare scholars who will advance the science and knowledge related to psychological research in education and school psychology. The focus of the program is on preparing graduates who will excel in University positions and contribute to the preparation of the next generation of scholars and practitioners.

To accomplish these objectives, UCSB provides students with a carefully scaffolded and sequenced set of research training activities throughout the graduate program. A mentorship model is used, in which students work directly with faculty to develop the necessary knowledge and skills to excel as a scholar. Students begin their research training during the first quarter and become increasingly more involved in self-directed research across their graduate school careers. Two research projects are required to complete a doctorate in the program, the second-year project and the dissertation. Although each faculty member individualizes his/her research mentorship, the general sequence of training activities includes the following (this timeline will vary for doctoral students who have previously completed a Master’s degree):

Year 1
Students begin to learn the theory and practice of research in the first year. Coursework in statistics, research methods, the research practica, and topical seminars provide an academic foundation for students’ research activities. Students are assigned a temporary advisor upon admission and involved in the on-going research teams of their mentors during the first year. Students are not restricted in their selection of a permanent advisor, which typically occurs during the first year. Each school psychology faculty member leads a research team that meets regularly to discuss research-related topics and engage in activities determined by their members. First year students typically assist more advanced students with data collection, data entry, analyses, and other basic research activities. Students typically begin formulating their ideas for potential research projects during this year.

Year 2
The second year typically includes a strong emphasis on the second-year research project. Students engage in scholarship under the close mentorship of a faculty member. Students continue to be involved with ongoing projects to receive further mentoring and development of skills. Students are often involved in dissemination activities (of their project or team products) at professional meetings during this year. Students continue to take academic courses in statistics and methods during this year.

Year 3
Students continue to accrue research experience during the third year either by completing another project with their mentor or conducting pre-dissertation research. Students are encouraged to disseminate their work at professional meetings and in writing. Students take additional coursework in statistics during this year.
Year 4
Students should complete much of their dissertation work during their fourth year. Students work with their mentors to design and conduct their studies but have acquired competencies to work much more independently by this stage of their graduate careers. Students are required to complete their dissertation proposal prior to submitting for an internship. Students are encouraged to complete data collection for their dissertations during the fourth year. It is unlikely that students can complete the program in five calendar years unless they make substantive progress on the dissertation during Year 4. Students should complete the final chapters and defend their dissertations during this year.

Year 5/6
During the fifth (or sixth) year students are typically away from campus completing their internship requirements.

Additional Credential/Degree Requirements

**PRAXIS**
You must take and pass the PRAXIS II in School Psychology examination prior to your doctoral qualifying examinations (Ideally take the PRAXIS in summer after your second year). See the NASP website for additional information.

**Portfolio**
Students must complete a comprehensive portfolio of experiences to meet CCTC and NASP standards at the end of Years 1 and 2, and one final time after they have completed their internship. An electronic version is mandatory. The Year 2 and Internship portfolio reviews are regularly scheduled for Week 10 of Spring Quarter. See Appendices for detailed information.

**School Psychology Credential**
Upon completion of the school psychology specialization, given faculty approval and completion of the portfolio AND a passing rate on the School Psychology PRAXIS examination, the student applies for the state credential through the Student Affair’s Office (SAO). Internship students should make an appointment with SAO by the end of the quarter immediately preceding the quarter they anticipate completing the credential requirements. For example, if you are finished in June (Spring Quarter) then you should see SAO no later than March (end of Winter Quarter) to begin the credential application and review procedure.
ADVISING: Getting your Credential and Degree

Faculty Advisor

Each student in the school psychology specialization is assigned a faculty member, who is closely aligned to the School Psychology specialization, as a program advisor. The faculty advisor is available for general academic advising and should be consulted for decisions regarding taking additional courses, engaging in research with another faculty member, or taking on additional outside responsibilities. The faculty advisor is not an expert on course requirements, however. Thus, you must be responsible to plan your courses according to the credential and degree requirements. There are several other supports within the Department for successfully negotiating your graduate studies.

Department Chair (Dr. Steve Smith)

The Department Chair is responsible for administrative oversight of the Department. The Department Chair interacts with faculty, students, and staff to facilitate Department activities to fulfill the vision and mission of the Department. The Department Chair also communicates and attends meetings outside of the Department to facilitate activities within the Department context.

School Psychology Credential Coordinator (Dr. Jill D. Sharkey)

The School Psychology Coordinator provides administrative oversight for the credential program. She is responsible to manage the program to meet CCTC requirements. The Coordinator also teaches the second-year and internship fieldwork courses. As the University-based fieldwork supervisor, the Coordinator oversees the practitioner training of all credential students and is available as a mentor regarding credential requirements, fieldwork sequence and opportunities, and job prospects. She complements but does not duplicate the efforts of the Student Affairs Office.

Student Affairs Graduate Advisor (Dr. Matt Quirk)

The Graduate Advisor is the faculty position responsible primarily for matters of student affairs. The CCSP Graduate Advisor, along with the GGSE Academic Advisor, processes all records pertinent to students' admissions, enrollment, and eventual graduation. All matters pertinent to financial aid, petitions for leave of absence, and any “special circumstances” must be approved by the Graduate Advisor. In addition, the CCSP Graduate Advisor attempts to serve as a liaison between the student body and the faculty as a whole. In this role, the CCSP Graduate Advisor serves as an advisor to the Graduate Student Association and advises students on matters of academic policy. Students are encouraged to use the services of CCSP Graduate Advisor for matters that are appropriate, either of a professional or personal nature, when faculty mentor relationships are not sufficient.

Credential Office (Katie Tucciarone)

The Credential Analyst is responsible for coordinating and planning certification services, clearing and recommending credentials, acting as a liaison to the State Commission on Teacher Credentialing as well as advising, mentoring, and performing degree checks for the PPS Credential.
Student Affairs Office (Sam Rifkin)

The Student Affairs Office serves as a liaison between the Graduate Division and the students of the Graduate School of Education. Policies and procedures regarding admission, registration, leaves of absence, change of status, and completion of degrees are interpreted and shared with the students by the Academic Advisor. This office maintains all student records pertinent to applications, enrollment, and eventual graduation. The SAO serves as a resource person to both faculty and students. Students and faculty are welcome to contact the SAO regarding matters pertinent to degree progress. This office also maintains student records pertinent to applications for the credential. Each student is responsible to contact this office for assistance with taking the CBEST, getting a Certificate of Clearance, a Certificate of Health, and submitting Credential Applications. SAO staff members meet with students as needed to facilitate the advising process. All students must work with the SAO to formally enroll in the credential program and to obtain the credentials needed for a paid internship and to practice as a school psychologist.

Director of Clinical Training (Dr. Melissa Morgan)

The Director of Clinical Training (DCT) is primarily responsible for completing annual and other-required reports for APA. The DCT provides assistance to students with their applications for predoctoral internships and meets with students at least annually to coordinate their applications for APA-accredited internships. If you have any questions about internships, please see the DCT.

CCSP Executive Committee

The CCSP Executive Committee consists of the CCSP Department Chair and faculty from each emphasis (Counseling, Clinical, and School Psychology). This Committee is responsible for all matters of policy pertaining to student welfare. Students may consult this committee for any relevant academic concerns, and may consider the committee as a committee of appeal. If you need any "official" form, see the CCSP Graduate Advisor.

School Psychologist Students
CASP Convention 2012
UCSB Student Services

Center for Academic Skills Enrichment (CASE)
The University offers group workshops and individual support to students who need help with reading, exam-taking, problem-solving, time management, note-taking, writing, and study skills.

Counseling Services and Career Services
The University maintains an up-to-date counseling services center and a career services center. These centers can be used to obtain individual personal counseling as well as career guidance and support. Students can establish a placement file, which can be used to facilitate search for employment upon completion of their credential. Students can also use the placement facility to identify districts with current and future vacancies. The faculty also are active in the California Association of School Psychologists through which many career opportunities are located.

Individual Differences and Accommodations
UCSB is committed to providing reasonable academic accommodations to students with disabilities (http://www.ada.ucsb.edu). If you anticipate experiencing difficulty in this course for any reason, please consult with the instructor. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the Disabled Students Program as soon as possible. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (http://dsp.sa.ucsb.edu, 893-2668) as soon as possible.

Student Grievances
Students who have grievances may air them with the faculty person involved, the CCSP Graduate Advisor, the Student Affairs Committee, and/or the Campus Ombudsman’s office. Formal grievance procedures are also described in the UCSB General Catalog. In addition, CCSP faculty meet regularly to discuss issues, policies, and procedures. The school psychology faculty do the same and invite student input at these meetings. There is a commitment to providing students with the opportunity to openly discuss their educational process and to work with the faculty to improve it.

Financial Support and Assistance
The faculty of the CCSP Department is committed to facilitating access to resources among students. This includes nominating students for fellowships, providing letters of support for scholarships, and preparing extramural grant proposals that help support students. All students in the program typically receive some financial assistance during their time in residence; however, because resources are limited, students are not likely to have full funding. Thus, students will likely need to pursue additional resources to finance their graduate education. Major forms of student funding are described below. Other opportunities are available pending national state and local support. See http://education.ucsb.edu/current-students for more information.
Fellowships
There are some campus fellowships that provide a stipend and cover tuition and fees but these are limited. Some multi-year awards are offered by a central-campus committee as part of students’ admission packages. Others are available for student or faculty nomination for continuing students. In nominating students for fellowship awards, committees consider various factors including evidence of ability in research or other creative accomplishments, and the promise of productive scholarship.

Block Grant funds
The CCSP department received Block Grant funding each year from Graduate Division. The faculty has agreed to prioritize this funding to help cover fees/tuition. Given notable increases in fees over the past few years (sometimes twice a year) we cannot fully fund all fees for all students in this manner. However, we set aside a portion for incoming students (over the past two years this has been enough to cover 1-3 quarters of in-state fees/tuition. The remainder is used to cover fees/tuition for continuing students who do not have fees/tuition covered through other means (i.e., students with Teaching As, RAs or Fellowships have fees and tuition covered). It is our goal to cover full fees and tuition for all continuing graduate students each year to the extent possible; if during the course of the year students obtain positions that cover fees/tuition, block grant funds return to the Department so that they can be redistributed to students who do not have them covered elsewhere. This has been a successful strategy that has allowed us to cover most fees/tuition for students even when we have not been able to make that commitment at the start of each year.

Teaching Assistantships
We have funding for a small number of teaching assistantship and teaching associate positions in our department. Most are for classes in our undergraduate minor, and some are for graduate classes. We have policies for the distribution of Teaching Assistant and Associate positions. Because teaching experience is important for doctoral training to prepare students for academic positions, we attempt to provide teaching assistantships to as many students as possible. After meeting our obligations to students who have centrally-administered fellowships (and who are promised 2 years of teaching assistantship or research assistantship positions) the faculty as a whole assigns teaching assistantships to students based on their seniority and whether or not they have had the opportunity to teach, assuming they have the expertise to teach that course. Students are encouraged to apply for teaching assistantships when they fit in their schedules. In addition, we are able to offer students Teaching Associate positions. Per Graduate Division requirements, Teaching Associates must have a Master’s degree, and three quarters of Teaching Assistantship experience. As with our Teaching Assistantships, we first use these to fulfill our commitments to students with multi-year central fellowships; we make the remainder available for other students. Similar criteria as for Teaching Assistantships are used to make assignments. Teaching Associate positions cover partial or full fees. We typically hire three or four students to be Teaching Associates during the academic year, and a similar number over the summer. Applications are available in the spring and decisions made in the spring for the following academic year. Finally, we are sometimes offered teaching assistant and associate positions from other Departments (such as the Department of Psychological and Brain Sciences, and Feminist Studies).
Research Assistantships:
Research Assistantships (Graduate Student Researchers) are provided by faculty with extramural funding. This funding is for grant tasks only and guided by a strict contract between the university and the funder; thus, GSRs require a strong work ethic, initiative, and responsible time keeping. Faculty members are encouraged to fund students to work with them on research projects of common interest. Students are also encouraged to write their own grants, and several have been able to fund themselves through those efforts.

GSRs are given an appointment on the following step system (annual FTE; salaries change frequently; these are salaries as of September 2021):

<table>
<thead>
<tr>
<th>Step</th>
<th>Salary</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>$60,599</td>
<td>First year of graduate study</td>
</tr>
<tr>
<td>6</td>
<td>$63,412</td>
<td>Second year of full-time graduate degree study at UCSB</td>
</tr>
<tr>
<td>7</td>
<td>$68,492</td>
<td>Third year of full-time graduate degree study at UCSB</td>
</tr>
<tr>
<td>8</td>
<td>$73,941</td>
<td>Fourth + year of full-time graduate degree study at UCSB</td>
</tr>
</tbody>
</table>

The GSR is paid a salary plus student services fees, tuition, UCSB campus-based fees, and health insurance. This means that a 25% GSR at Step 8 (10 hours per week) will cost a grant approximately $36,500 over a full year of employment, the equivalent of a $146,000 annual salary for a full-time employee! Many students find that being able to hone their research skills, work on a project of interest, and earn a large salary are worth the responsibility and time.

Other Financial Information
Free Application for Federal Student Aid (FAFSA) www.fafsa.ed.gov: Available in January; if applying for a fellowship, file by March 2. Required by all domestic students.

Work-Study: The Hosford Counseling & Psychological Services Clinic normally hires several work-study students each year. Candidates must be eligible for work-study through Financial Aid. Both master's and doctoral degree students are eligible for these positions.

In Absentia Registration: Doctoral students who have a predoctoral internship may be entitled to a 50% reduction in their registration fee.

CCSP Graduate Student Research Travel Funds: Graduate students who are invited to present a paper at a scholarly meeting (e.g. APA convention) are eligible to apply for research travel monies each year, which will cover partial travel.

APA Travel Funds: APA provides some travel support to graduate students who are presenting papers at the annual convention. Contact APA headquarters for application forms. The Department can nominate three students each year.

Academic Senate Travel Funds: The Academic Senate of UCSB provides some travel support to doctoral students who are presenting papers at national conventions. The call for requests comes two times a year and is for students who have advanced to candidacy. Each student can obtain once during their time here.

The Graduate Advisor regularly distributes information about opportunities as they arise. Graduate division http://www.graddiv.ucsb.edu/financial/ provides other valuable information.
Professional Associations
APA provides Fellowship in support of ethnic minority graduate students. APA also provides some travel support to graduate students who are presenting papers at the annual convention. The California Association of School Psychologists gives an annual Minority student scholarship. NASP also has a minority scholarship program.
**Student Evaluation Procedures for Credential**

**Evaluation of Student Progress**

The School Psychology specialization uses the core evaluation procedure established for all students in the CCSP Department. In addition to the annual evaluation by the UCSB faculty, students are evaluated on a regular basis by field supervisors. The student evaluation time line over the fieldwork years of the specialization training is as follows:

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Evaluation Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Course Grades</td>
<td>December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Counseling Skills Evaluation</td>
<td>March</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fieldwork Plan</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Course Grades</td>
<td>December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Field Supervisor Evaluation</td>
<td>December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Logs</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>Apply for M.Ed. degree</td>
<td>May</td>
</tr>
<tr>
<td>Year 3</td>
<td>Pass PRAXIS Examination</td>
<td>Summer after Year 2</td>
</tr>
<tr>
<td>Internship Year</td>
<td>Internship Plan</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>Field Supervisor Evaluation</td>
<td>December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Logs</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>Final GPA</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Determination of candidate competence</td>
<td>June</td>
</tr>
<tr>
<td>EVALUATION INSTRUMENT</td>
<td>DESCRIPTION OF THE EVALUATION/DATA COLLECTED AND USE OF THE EVALUATION</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Course Grades</strong></td>
<td>Students must make timely progress toward completion and satisfactorily meet the following standards of scholarship established by University and campus: Maintain a cumulative GPA of at least 3.0. Take sufficient courses for a letter grade to achieve the minimum cumulative GPA of 3.0. Keep the student transcript free of unfinished coursework. Meet all departmental degree requirements, including satisfactory performance in core courses (grade of B or better required).</td>
<td></td>
</tr>
<tr>
<td><strong>Fieldwork Supervisor Evaluation Procedures Appendix B</strong></td>
<td>During Practicum and Internship, students are evaluated with questions on a 5-point Likert scale regarding competencies aligned with the ten NASP Standards. Evaluations are shared with the student by the field supervisor. Coordinators review ratings at each period. If problems appear at this level of training, they are discussed with the candidate, field supervisor, and the University supervisor present. A contract for improvement is negotiated with the candidate that includes (a) a statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty or supervisor will do to support this remediation, and (d) a date for re-evaluation of the problem.</td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Skills Evaluation Appendix A</strong></td>
<td>In year 1, students receive feedback on their counseling skills. Supervisors rate each student with a 5-point Likert scale on 16 questions in 4 categories: Clinical and relationship skills, Professional presentation and behavior, Supervision behavior and knowledge demonstration, Agency behavior, and Supervisors also provide open-ended feedback. The Clinic Coordinator and supervisors meet with each student to review the feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>University-Supervisor Based End of Year Review Appendices C &amp; E</strong></td>
<td>The University advisor meets with students on a regular basis to review progress based on course grades and fieldwork ratings. During Spring Quarter, the student prepares a portfolio documenting progress toward achieving the competencies of the School Psychology Specialization. The advisor notes student progress, strengths and potential need areas with ratings (1=Pass or 0=Needs Improvement). In addition, faculty complete rating rubrics for signature assignments over the two years of fieldwork and passing ratings are required. This summary is reviewed by the students, their advisors, and their University-based fieldwork supervisor at the annual portfolio review meeting. If the evaluation indicates problem areas for the student, the faculty advisor, on advice and recommendation from the faculty, will negotiate a contract for improvement with the candidate that includes the following information: (a) statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty will do to support this remediation, and (d) a date for re-evaluation of the problem. It is the intention of the program to support student learning efforts and to see them through to the successful completion of the credential program. Students may not continue in the credential portion of the program if they do not develop the basic skills competencies needed to be a school psychologist. In such instances, a student can complete the M.Ed. without the credential.</td>
<td></td>
</tr>
</tbody>
</table>
### Fieldwork Plan Appendix D

Students must present the University supervisor with a draft fieldwork plan at the start of any new fieldwork/internship experience. The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the internship. The fieldwork plan is developed with National Association of School Psychologist’s Domains of Professional Practice, which are linked with the California Commission on Teacher Credentialing standards. The student can demonstrate knowledge of each of these domains in a wide variety of ways. These domains are addressed in the plan by writing expected activities’ outcomes. The University supervisor will work with each student to refine the individualized plan. A copy of the plan is filed with the university field placement coordinator.

### Fieldwork Logs

Students must keep track of their hours and activities and report them via web-based survey, which organizes activities by APPIC and NASP standards. Students must keep a backup of all files and forms submitted and present similar information to their fieldwork supervisors as needed. A final, comprehensive log maintained by the student will be included in the portfolio. Logs guide both fieldwork and University supervision and document hour requirements for the credential.

### M.Ed. degree

The Masters of Education Degree with a specialization in School Psychology consists of a minimum of 68-quarter units. These are completed over the first two years of the School Psychology Credential Program. Students submit a portfolio as part of the M.Ed. oral comprehensive exam process. The portfolio includes student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination is part of the Year-2 portfolio examination and involves faculty affiliated with the School Psychology specialization.

### School Psychology PRAXIS Exam

NASP-nationally-recognized programs in school psychology require graduate students to take the PRAXIS II National School Psychology Test (test code 10401), administered by the Educational Testing Service (ETS). A passing score is required (see NCSP requirements on the NASP Website).

### Determination of Candidate Competence

The Spring Quarter evaluation for students completing their internship includes the recommendation for the credential. This determination includes a final recommendation from the internship field supervisor. A credential/degree check is completed. The student’s portfolio is submitted prior to final credential review. If evaluations are positive, the coordinator(s) approve the recommendation for the credential.
Your Credential: Important Tasks to Remember

YEAR 1
✓ Begin File in Credential Advising Office (ED 4102) Check with the credential analyst now, frequently, and often.
Your CBEST, Certificate of Clearance, TB Clearance, and award of Bachelor’s Degree from a regionally accredited institution must be on file. Verification must be provided to the school psychology faculty when seeking signatures for approval of the petition.

✓ Complete Year-1 Course Work and Portfolio Meeting during Annual Review

YEAR 2
✓ Complete Year-2 Course Work and Portfolio (also your M.Ed. project*)

*Students in the Ph.D. program frequently are eligible to earn their M.Ed. after the second year of their doctoral degree (some students have a more individualized plan if they enter with prior graduate school experience). The portfolio paperwork is the paperwork you need signed in order to earn your M.Ed. The Student Affairs Officer (Sam Rifkin) will provide you with the M.Ed. paperwork. The Credential Coordinator will obtain for you the three signatures you need to complete your M.Ed. “project.” The Credential Coordinator (Jill Sharkey) is the Chair of your M.Ed. committee. The M.Ed. committee is NOT your doctoral committee.

Note: In year 2, you will also submit your research festival proposal. For school psychology emphasis students, this is a doctoral degree milestone only. Thus, only your faculty advisor needs to sign the research festival paperwork. If for some reason you are getting your M.A. instead of your M.Ed., the research festival paperwork can double as your M.A. project; in that case you will need three faculty signatures as your M.A. committee. You will still need to complete the portfolio and associated oral examination in order to earn your PPS credential.

YEAR 3
✓ Register for and take the NCSP Praxis National Examination (Report scores to UCSB) prior to starting year 3. File petition for the Masters of Education degree (See SAO)

SP Faculty NASP New Orleans 2016
**INTERNSHIP YEAR**

- If required, submit **Application for Internship Credential** during March-April of Year prior to internship.  
  (See SAO. Required for a paid internship. Apply when districts make an employment offer for an internship position within the state of California.)

Regarding in-abstentia during internship, The Student Affairs Officer (SAO; Sam) sent all soon-to-be interns an email on April 15th detailing the in-abstentia processes and requirements. It is best to work directly with Sam on this because the process is different depending on your unique internship (in or out of state) interacting with how far along you are with your milestones. Please refer to your email from Sam or ask him for details regarding your situation. I do note that you only want 8 units during internship so sign up for 4 units of doctoral internship and 4 units of credential internship.

- **Apply for your School Psychology Credential.** Contact the SAO by the beginning of the last quarter of the Internship.

- Submit Credential **Application Fee** to the Credential Advising Office (Money Order payable to the Commission on Teacher Credentialing; usually at the beginning of the last quarter of internship.)

- Send Official **UCSB Transcript** to Credential Advising Office:  
  Submit transcript with award of the Masters Degree

- **Final Portfolio and Credential Review** with School Psychology core faculty  
  (Portfolio dates and times are set for late May or early June upon completion of internship).

---

School Psychology Faculty, Students, and Alumni
Baltimore, MD for NASP 2020
Enjoy Your Studies!
Your School Psychology Faculty

ERIN DOWDY, PH.D., NCSP, LICENSED PSYCHOLOGIST
EDOWDY@EDUCATION.UCSB.EDU

JON GOODWIN, PH.D., NCSP, LICENSED PSYCHOLOGIST
JONGOODWIN@UCSB.EDU

SHANE JIMERSON, PH.D., NCSP
JIMERSON@EDUCATION.UCSB.EDU

ARLENE ORTIZ, PH.D., NCSP, LICENSED PSYCHOLOGIST
ARLENEORTIZ@UCSB.EDU

MATTHEW QUIRK, PH.D.
MQUIRK@EDUCATION.UCSB.EDU

JILL SHARKEY, PH.D., NCSP
JSHARKEY@EDUCATION.UCSB.EDU

MIRIAM THOMPSON, PH.D., NCSP, LICENSED PSYCHOLOGIST
MIRIAMEADYT@UCSB.EDU

Inviting Applicants
Master's Degree (MEd) / School Psychology
- 3 years graduate program
- future practicing professionals

Doctoral Degree (PhD) / School Psychology
- 5 years graduate program
- future faculty / scholars

Seeking individuals committed to advancing science, practice, policy, and serving culturally and linguistically diverse students and families.

HTTPS://EDUCATION.UCSB.EDU/CCSP/PROSPECTIVE/STUDENTS/HOW-APPLY

UCSB SCHOOL PSYCHOLOGY
BE THE CHANGE
APPENDIX A
UCSB Counseling/Clinical/School Psychology Program
Trainee Quarterly Evaluation

Name of Trainee: ___________________________ Date: ______________________

Practicum Site: Hosford Counseling & Psychological Services Clinic

Supervisors:

Faculty Supervisor's Name & California Psychologist License:

Directions: The ratings of trainees should be based on actual observation and/or reports of trainee performance received from faculty supervisors, field site supervisors, university instructors, staff, and appropriate others. Please evaluate the trainee only after s/he has completed all of the practicum/internship requirements for the quarter under review. Evaluations should be based on his/her current level of progress and competence in the current practicum/internship site. Circle the number of the scale that best describes the trainee's competence as given in the descriptions below. Rate each category independently. A description of the scale points is given below.

-1- Competence considered to be in need of further training and/or to require additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence currently considered to be below average but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence assessed to be above average; trainee can function independently with periodic need for supervision.

-5- Competence very developed and trainee can function independently with little or no supervision required.

-N- Insufficient data to rate at this time.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest only to the fact that the signees have seen the evaluation and reviewed its contents. A trainee's signature on this document does not in any way indicate that he or she either agrees or disagrees with the contents; only that the evaluation's contents were seen and reviewed. Trainees have the right at any time to file a response with the Director of Training for placement into the trainee's permanent Program file. The signature of the Practicum Supervisor below attests to the fact that the trainee has completed all of the casework and associated responsibilities of the practicum according to the stated requirements.

Trainee: ___________________________ Date: ______________________

Student Supervisors: ___________________________ Date: ______________________

Faculty Supervisor: ___________________________ Date: ______________________
A. **Clinical and relationship skills**

1. **Relationship Skills** - established rapport, was aware of own impact on others, and showed respect for clients, colleagues, and staff in professional contexts.
   Comments:

2. **Assessment Skills** - demonstrated appropriate knowledge and use of assessment instruments; was able to appropriately interpret and discuss test results with clients and colleagues as well as integrate in intake reports.
   Comments:

3. **Diagnostic Skills** - incorporated multiple sources of data; showed sensitivity to client concerns; demonstrated good knowledge of DSM-IV; used diagnosis to establish client goals and make appropriate referrals.
   Comments:

4. **Intervention Skills** - showed flexibility in using a variety of appropriate strategies to help clients work toward identified goals.
   Comments:

5. **Crises Management** - recognized and handled clinical crises and emergencies in a professional manner.
   Comments:

6. **Consultation Skills** - worked effectively with significant others (family members, teachers, relevant professionals) to help meet client needs.
   Comments:

**Average score for clinical skills: _______________**
B. **Professional presentation and behavior**

7. **Professional Behavior** - showed readiness and ability to assume and discharge assigned duties; initiated opportunities to gain and share skills.

   Comments:

8. **Self Presentation** - presented self in a professional manner through physical appearance/dress, composure, organization, confidence, and desire to help.

   Comments:

9. **Management of Personal Issues in a Professional Manner** – Controls personal stress, psychological dysfunction, or emotional reactions so that they do not affect case conceptualization, professional interactions with clients and their families, or relationships with colleagues and other professionals.

   Comments:

10. **Ethical Knowledge & Practice** - demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice.

   Comments:

11. **Knowledge and practice of Diversity Issues** - demonstrated understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual preference, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationship and practice.

   Comments:

12. **Intake reports and Progress Notes** - completed intake reports and case notes in a timely manner, and included relevant professional information in a manner which could be used and interpreted by other professionals.

   Comments:

Average score for professional presentation: ____________________________
C. **Supervision behavior and knowledge demonstration**

13. **Knowledge Base** - demonstrated good understanding of and research in psychology, human development, counseling/psychotherapy, assessment, and psychopathology.

Comments:

14. **Written Communication Skills** - showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon.

Comments:

15. **Oral Communication Skills** - showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues.

Comments:

16. **Supervisory Involvement** - sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements.

Comments:

Average score for supervision behavior and knowledge: 

---

**Trainee**: 

**Page 4**
D. **Agency behavior**

17. **Program Development Skills** - developed alternative prevention or intervention programs to meet client or community needs. 
   Comments

18. **Agency Involvement** - attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities. 
   Comments:

19. **Agency Relationship Skills** – Establishes good relationships with colleagues, faculty, and staff, treats them with respect, and functions as a good team member. 
   Comments:

Average score for agency behavior: __________________________

20. **Other Feedback & Comments** -
APPENDIX B
Default Question Block

THANK you for your continued support of our UCSB Counseling, Clinical and School Psychology students and their professional development. We value your feedback and would appreciate you completing this evaluation of your supervisee. After you have completed this, please retain a copy to review with your supervisee.

If you have any technical difficulties with the evaluation, please contact staff at 805-893-3375.

Thanks you in advance for completing this survey.

Directions: Evaluations should be based on the trainee’s current level of progress and competence in the current fieldwork site. Click the option on the scale that best describes the trainee’s competence as given in the descriptions below.

-1- Remediation Needed. Trainee requires additional growth, maturation, and change in order to gain minimal competence; trainee should not be allowed to function independently and requires intensive supervision.

-2- Still in Development. With further supervision and experience, trainee is expected to develop competence satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Expected Level of Competence. Competence assessed to be at the level necessary to function in current role, with periodic need for supervision.

-4- Competence Fully Developed. Competence developed and trainee can function independently with little or no supervision required. Typically reserved for trainees near completion of their graduate training.

-N/A- Not Applicable. The competency or skill is not applicable to the student; the practicum does not provide the opportunity to evaluate the skill and/or the skill was not observed.

Name of Supervisee


Name of Supervisor


License/Credential of Supervisor
### Practicum or Externship Site


### Academic Quarter


### Year


### PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Professional Responsibility</strong> (showed readiness and ability to assume and discharge assigned duties in a timely manner; initiated opportunities to gain and share skills)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>B. Self-Presentation</strong> (presented self in a professional manner through physical appearance/dress, composure, organization, and desire to help)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>C. Management of Personal Issues in a Professional Manner</strong> (controls personal stress or emotional reactions so that they do not affect interactions with students, families, or relationships with colleagues and other professionals)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>D. Agency Involvement</strong> (attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Remediation Needed</td>
<td>Still in Development</td>
<td>Expected Level of Competence</td>
<td>Competence Fully Developed</td>
<td>N/A</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>------------------------------</td>
<td>----------------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>E. Supervisory Involvement</strong> (sought supervision when needed,</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>openly shared concerns and ideas with supervisor,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrated openness to feedback, used supervisory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suggestions to make improvements)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. Knowledge Base</strong> (demonstrated good understanding of</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>theories and research in psychology, human development,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>counseling/psychotherapy, and psychopathology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. Ethical Knowledge &amp; Practice</strong> (demonstrated</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>understanding of ethical principles; showed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>awareness of ethical dilemmas as they occurred;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conformed to ethical principles in professional work and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**H. Knowledge of Diversity Issues and Practices with Cultural</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Competence** (demonstrated skills consistent with cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>competence including, but not limited to: an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of diversity issues related to concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of clients and colleagues; showed awareness of ethnic,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural, sexual orientation, gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identity, ability/disability, age, and religious concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as they arose; sought consultation and additional knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from a variety of appropriate non-client sources to enhance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationships and practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. **Relationship Skills** -  
(ability to demonstrate the core conditions: empathy, genuineness/ authenticity, and unconditional positive regard; established rapport/positive therapeutic relationships, was aware of own impact on others; showed respect for student/ clients, colleagues, families, teachers, and staff in professional contexts)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Relationship Skills</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

J. **Written Communication Skills**  
(showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>J. Written Communication Skills</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

K. **Oral Communication Skills** (showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K. Oral Communication Skills</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

INTERVENTION

L. **Professional Relationships**  
(develops strong professional relationships)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L. Professional Relationships</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

M. **Assessment Skills**  
(demonstrated appropriate knowledge and use of diverse assessment tools and methods; was able to appropriately interpret and discuss assessment results with clients/ colleagues/ students/ families as well as integrate results into reports)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M. Assessment Skills</strong></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
N. Case Conceptualization/Diagnostic Skills (incorporated multiple sources of data, showed sensitivity to client concerns, demonstrated knowledge of diagnostic/eligibility criteria, considered equity, diversity, and cultural factors when considering diagnosis/eligibility and to establish client goals and make appropriate recommendations)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

O. Intervention Skills (empirically-based decisions were made about the delivery of services; implemented evidence-based interventions to achieve student/client goals)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P. Crisis Management (recognized and handled clinical crises and emergencies in a professional manner)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q. Intervention Monitoring (demonstrated ability to measure student/client progress and accomplishments; systematically collected data; evaluated the effectiveness of the interventions implemented)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R. Consultation Skills (worked effectively with significant others [family members, teachers, and relevant professionals] to help meet client/student needs in a culturally competent manner)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S. Program Development Skills (developed alternative prevention or intervention programs to meet client or community needs)

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is this student responsible for the supervision of other trainees?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

SUPERVISION SKILLS
### T. Supervision Skills
(demonstrates supervision knowledge, theory, and skills when supervising others)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Is this student providing services in a school?

- [ ] Yes
- [ ] No

### ADDITIONAL SCHOOL PSYCHOLOGY STANDARDS

<table>
<thead>
<tr>
<th>AA. Demonstrated knowledge of services available to assist in developing cognitive and academic skills.</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BB. Implemented appropriate interventions to achieve student academic goals</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CC. Demonstrated knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DD. Implemented appropriate interventions to achieve student mental health goals.</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EE. Demonstrated knowledge of universal, selected, and indicated prevention strategies.</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FF. Demonstrated knowledge of evidence-based strategies for effective prevention, preparation, and response.</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GG. Appropriately developed cognitive and academic goals for students.</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>HH. Appropriately developed behavioral, affective, adaptive, and social skills goals for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Demonstrated knowledge of psychological and educational principles and research related to resilience and risk factors in learning and mental health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JJ. Used data to evaluate outcomes of prevention and response activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KK. Appropriately applied various models and methods of consultation and collaboration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LL. Collaborated effectively with families with cultural competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM. Collaborated effectively with the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NN. Collaborated effectively with the school board and policy makers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| OO. Demonstrated knowledge of public policies related to students and families. |
| PP. Demonstrated knowledge of family systems. |
| QQ. Demonstrated knowledge of family influences on student's development, learning, and behavior. |
| RR. Worked effectively with families. |
| SS. Demonstrated knowledge of various influences on development and learning. |
| TT. Effectively evaluated research and translated it into practice. |</p>
<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UU. Gathered and used research to inform service delivery.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>VV. Demonstrated knowledge of various influences on development and learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>WW. Demonstrated skills needed to work with diverse students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>XX. Implemented strategies based on the student’s individual characteristics, strengths, and needs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YY. Participated in the facilitation of policies and practices that promote safe and supportive learning environments.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

If you would like to comment further on any details related to the competencies you just rated, please do so here.

Is this student making adequate progress this quarter? Please provide your feedback.

Please comment below on the student’s particular STRENGTHS.

Please comment below on AREAS FOR GROWTH.
Please provide any further comments to improve upon the trainee's skill development.

Is your evaluation based, in part, on the direct observation of skills either live or electronically?

☐ Yes
☐ No

I verify that the above information is accurate to the best of my knowledge.

Print Name: 
Date: 

At the completion of this evaluation, you will be redirected to a summary of your results. Click on the red Adobe icon in the right corner of your results to download the evaluation as a PDF. Please be sure to review these results with your supervisee, and send a copy to your supervisee after you have reviewed.

Please contact staff at 805-893-3375 if you have any technical difficulties or need a copy of your evaluation.

Thank you for completing this evaluation.
APPENDIX C
UCSB
School Psychology Portfolio

General Overview

A portfolio is a presentation of products that provide evidence of your acquisition of knowledge and competencies in the major training domains of school psychology. We have designed the portfolio process so that it represents a developmental sequence of reflections and products designed to showcase your growing competency as you advance through the program. Thus, there are different requirements and expectations at each review period (Year 1, Year 2, and post-Internship); each portfolio is cumulative in that it should include all past work building to the final post-internship product.

In order to demonstrate your competency, you must prove that your work has had an impact on "children, youth, families, and other consumers." The portfolio will showcase your work consisting of evidence that you have attained the domains of school psychology training and practice as set forth in the standards. NASP requires a summary of the results of at least one program-embedded, comprehensive, culminating, performance-based measure (e.g., case studies, portfolios with corresponding requirements, rating criteria/rubrics, results). We have designed the “Signature Assignments” to fulfill this requirement—completion of these will ensure you have adequately addressed all the standards.

The portfolio is not designed to prove that you have met the academic requirements for a graduate degree or for the PPS School psychologist credential. Completion of course requirements is a separate requirement from the portfolio process and is verified by the GGSE Student Advisor and by the GGSE Credential Analyst. Thus, coursework should not be included in the portfolio unless it is directly related to the fieldwork standards and provides data regarding your effectiveness as a school psychologist (e.g., behavior intervention plan).

The portfolio provides evidence of your present level of professional skill development vis-à-vis the training standards. Updated, detailed information about each standard is available on the NASP website. Quality and depth of information and reflection is what is sought, not bulk. The following pages detail the portfolio requirements.

Jill D. Sharkey, Ph.D., NCSP
Department of Counseling, Clinical, School Psychology
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106-9490
Web: www.education.ucsb/sharkey
Year One Requirements

A. Design your electronic portfolio template. The portfolio should be an easy-to-navigate electronic document. Students should create their portfolio in an organized file containing all the required elements. PDF portfolio is recommended but not mandatory.

B. Complete the Professional Development Section. The first section of the UCSB school psychology portfolio includes the following professional development information that should be developed in the first year and updated/maintained yearly after that.

- **Vita / Resume**
- **Transcript** (can download from UCSB Gold)
- **Statement of Professional Philosophy**
- **Statement of Professional Goals and Competencies**
- **Conference Attendance / Presentation**
  Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.
- **Workshop Attendance / Presentation / University Presentations / Attendance**
  Make a list of conventions and conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.
- **Membership in Professional Organizations**
  Include a list of professional organizations along with dates you have been a member. Include any leadership positions or committees.
- **Documentation of Meeting Credential Requirements**
  Include the completed Credential Services Office Form with all four requirements completed (CBEST, Certificate of Clearance, TB Clearance, B.A. Degree).

C. Reflections. For each of the standards (listed below), write a summary/reflection addressing the following questions/comments.

  What does this standard mean for the practice of school psychology, why is it important?
  What activities would demonstrate proficiency in this standard and why?
  Outline a plan for your next stage of training to address unmet standards.
  Include your personal area of interest where you want to gain some particular expertise.

Practices that Permeate All Services

- **Data-Based Decision-Making**
- **Consultation and Collaboration**

Direct Services – Student Level

- **Academic Interventions and Instructional Supports**
- **Mental and Behavioral Health Services and Interventions**

Indirect Services – System Level

- **School-Wide Practices to Promote Learning**
- **Services to Promote Safe and Supportive Schools**
- **Family, School, and Community Collaboration**
Foundations of Service Delivery

- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

D. Peer Review. Ask a peer to review your portfolio. Peers should provide constructive criticism to help you improve the portfolio prior to final submission. The peer review must be included in the portfolio when submitted for faculty review. Thus, the peer review of the portfolio should be completed during the third or fourth week of the spring quarter. Considering the results of the peer review, the student should perform appropriate revisions before submission. Include the peer rating form and suggestions for improvement in your portfolio (attached).

E. Log of Hours. You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours.

H. Evaluation forms. In your portfolio include the following:

- Basic Practicum Evaluation(s)

Note: No products are required at this stage. Your reflections in part C will inform your development of a fieldwork plan in Year Two.

Your portfolio is due to your advisor by April 30th and constitutes part of your annual review.

Year Two & Three Requirements

A. Update your electronic portfolio template. Make any desired changes to your electronic portfolio template.

B. Update the Professional Development Section. Update/renew each of the professional development elements. Please note: for Professional Statements, include the Year One version in addition to the updated Year Two version - in the same document - so the two statements can be compared to assess growth. Ditto for Internship Year.

- Vita / Resume
- Current Transcript (can download from UCSB Gold)
- Statement of Professional Philosophy – Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Statement of Professional Goals and Competencies- Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Conference Attendance / Presentation (Include all that you have attended from the start of graduate school).
- Workshop Attendance / Presentation / University Presentations / Attendance (Include all that you have attended from the start of graduate school).
- Membership in Professional Organizations
**C. Reflections.** For each of the standards, update your summary/reflection addressing the following questions/comments.

- What does this standard mean for the practice of school psychology, why is it important?
- What activities would demonstrate proficiency in this standard and why?
- Outline a plan for your next stage of training to address unmet standards.
- Include your personal area of interest where you want to gain some particular expertise.

*Include the Year One version in addition to the updated Year Two version (and then the updated Year Three version) so the two statements can be compared to assess growth.*

**D. Signature Assignments.** Complete the required signature assignments.

**E. Fieldwork Plan.** Your final, summative fieldwork plan from the year should be included along with updated notes and dates of activities accomplished (or anticipated if they will be completed by the end of the school year). Interns should include plans from years 2 and internship year.

**F. Log of Hours.** You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours. Include logs of hours from all relevant years in the program.

**G. Evaluation forms.** Have your supervisor complete your final evaluation in time to include it in your portfolio. In your portfolio include the following:
- Basic Practicum Evaluation
- Second Year Quarterly Evaluations
- Internship Year Biennial Evaluations (when applicable)
- All past Portfolio Review forms – faculty and peer

**H. Peer Review.** Ask a peer to review your portfolio. Peers should provide constructive criticism to help you improve the portfolio prior to final submission. The review should cover all aspects of the portfolio including the signature assignments. The peer review must be included in the portfolio when submitted for faculty review. Thus, the peer review of the portfolio should be completed during the third or fourth week of the spring quarter. Considering the results of the peer review, the student should perform appropriate revisions before submission. Include the peer rating form and suggestions for improvement in your portfolio (attached).

**I. PRAXIS-II Score Report (final portfolio).** You must include your full PRAXIS-II score report. When you take the exam request a copy be sent to UCSB GGSE and request one for yourself. When your scores are sent to you immediately download a copy for yourself (if you wait they will charge you money). Redact your SSN but not your name. You will include a copy in your portfolio.

**J. Site and Supervisor Evaluations.** You must complete and include year-end evaluations of your fieldwork site AND fieldwork supervisor.
K. NCSP Paperwork (Year 3 only). Please bring hard copies of your NCSP paperwork to your portfolio meeting so the faculty can sign off on them and you can apply as soon as all other application materials are ready.

Year 2 portfolio reviews will occur during the last two weeks of the Spring quarter – date TBD. They will involve a 30-minute meeting with your advisor and the School Psychology Program Coordinator in an oral examination for the M.Ed. degree.

Internship year portfolios will be submitted to the School Psychology Program Coordinator two weeks prior to your portfolio date, which will occur on Friday, Week 10, Spring Quarter between 9:00 and 4:00 or at a mutually agreeable alternative time.
School Psychology Student Portfolio—Evaluation Sheet

Student Name:__________________________   Evaluator:________________________

Year in Program     1    2    Intern   Evaluator Status:    Faculty         Peer

Date:_____________________________________________________________

Note: Peer review should be timed adequately prior to final portfolio deadline so student can address feedback.

Rating Rubric

**HP (High Pass)** = Demonstrates commendable knowledge, skill, and integration of program philosophy and values consistent with the best practice (year in training considered).

**Pass** = Demonstrates adequate knowledge, skill, and integration of program philosophy and values consistent with competent school psychology practice (year in training considered).

**NR (Needs Revision)** = Demonstrates minimal competency, and/or lacks integration of program philosophy and values OR insufficient or missing information (year in program considered).

Overall Rating .............................................................. Pass   NR

Comments/Questions

General Professional Development Information: Ratings and Comments

1. Electronic Portfolio Template................................................................. Pass   NR

2. Vita / Resume ................................................................................. Pass   NR

3. Transcript......................................................................................... Pass   NR

4. Statement of Professional Philosophy .......................................... Pass   NR

5. Statement of Professional Goals and Competencies ..................... Pass   NR

6. Conference Attendance/Presentation............................................. Pass   NR

7. Workshop, and University Lecture Attendance / Presentations ......... Pass   NR

8. Membership in Professional Organizations................................. Pass   NR

9. Year Two Fieldwork Plan................................................................. Pass   NR

10. Intern Fieldwork Plan ................................................................. Pass   NR   N/A

11. Log of Hours (ALL Fieldwork to date).......................................... Pass   NR
12. Met Credential Requirements (Intern-year only) ........................................... Pass  NR  N/A
13. Passed PRAXIS Examination (Intern-year only) ........................................... Pass  NR  N/A
14. Received a peer review and responded to feedback ....................................... Pass  NR

**Evaluation Forms**

1. Basic Practicum Evaluation ............................................................................ Pass  NR
2. Second Year Quarterly Evaluations ............................................................... Pass  NR
3. Internship Year Biennial Evaluations (intern year only) ................................ Pass  NR  N/A
4. All past Portfolio Review forms – faculty and peer ....................................... Pass  NR
5. Site and Supervisor Evaluations ...................................................................... Pass NR

**Training Standards: Ratings and Comments**

1. Data-Based Decision-Making ......................................................................... Pass  NR
2. Consultation and Collaboration ...................................................................... Pass  NR
3. Academic Interventions and Supports ............................................................ Pass  NR
4. Mental and Behavioral Health Services.......................................................... Pass  NR
5. School-Wide Practices to Promote Learning.................................................. Pass  NR
6. Services to Promote Safe and Supportive Schools ......................................... Pass  NR
7. Family, School, and Community Collaboration ............................................. Pass  NR
8. Equitable Practices for Diverse Populations.................................................... Pass  NR
9. Research and Evidence-Based Practice .......................................................... Pass  NR
10. Legal, Ethical, and Professional Practice ....................................................... Pass  NR
Year Two Signature Assignments

Signature Assignment Rating Rubric
0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
3 - Excellent: Demonstrates commendable ability (pass).

#1 Psychoeducational Assessment

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational History</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Family, Health, Development</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Language History</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Observations</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Results</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Parent IEP Feedback</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

#2 Consultation

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A model was specified and followed step by step</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A contract (informal or formal) was developed</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The problem was defined</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interventions were generated and one selected</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Data were collected and charted to evaluate and inform strategy</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Follow-up sessions guided further implementation</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Quality of reflections</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Effect Size</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

#3 Ethics

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>An ethical dilemma in school psychology was effectively presented (strong rationale)</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NASP and APA ethical standards were reviewed within the context of this dilemma</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>An ethical decision making model was applied</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The law was referenced and applied</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Conclusions were based on an integrated analysis of law and ethics</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Implications for research and practice are discussed</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:
APPENDIX D
UCSB Fieldwork Plan

Student:

District Supervisor:

Supervisor Degree (select all that apply):

_____ Ed.S.
_____ M.Ed.
_____ Ph.D.
_____ Psy.D.
_____ Ed.D.
_____ Other (list: ____________________ )

Supervisor Year of Degree: _____________

Supervisor credentials (select all that apply):

_____ PPS Credential
_____ other school psychology credential (list: __________________ )
_____ NCSP
_____ LEP
_____ LCSW
_____ Licensed Psychologist
_____ Licensed Psychiatrist
_____ Other (list: _____________________ )

Fieldwork Plan Instructions:
The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the fieldwork. The fieldwork plan should be developed with National Association of School Psychologist's Practice Model 2020, which is similar to the 2020 California Commission on Teacher Credentialing standards. Students can demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be addressed in the plan by writing expected activities outcomes. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. A copy of the plan will be filed with the university field placement coordinator no later than one month after the fieldwork has commenced. Each quarter, the student must gain feedback from the fieldwork supervisor and turn in an updated fieldwork plan (due the last day of UCSB finals each quarter).
Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
  - School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
  - School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
  - School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
  - School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
  - School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
  - School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
  - School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
  - School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
  - School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
  - School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.
- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multiltiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multtiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 7: Family, School, and Community Collaboration

- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:
  - School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
  - School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
  - School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
  - School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
  - School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
  - School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
  - School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.
Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

• School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
• School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
• School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
• School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
• School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
• School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
• School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Professional Work Characteristics

Goals:

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Signature and Summary Pages of Fieldwork Plan:

Student:

Field Site Supervisor: Date

Placement Site:

Schedule:

University Supervisor/Coordinator Jill Sharkey Date

Final Evaluation:

This student is now ready to work as a fully credentialed school psychologist

Circle One: YES NO

Date ________/__________/___________

Supervisor Signature

____________________________________________________________

Final Summary Evaluation

Student ____________________________________________ Date ____/_____/_____

Field Site Supervisor ____________________________________ Date ____/_____/____

University Supervisor/Coordinator _______________________ Date ____/_____/____
Signature Assignments

Attached are descriptions for five assignments you must complete in your fieldwork training to demonstrate competency as a school psychologist. These are intensive opportunities to implement best practices and receive feedback on your implementation from both the University Supervisor and another School Psychology faculty member.

One goal of these assignments is to reflect the breadth and diversity of your skills. Thus, you may not use the same case/student/family for multiple signature assignments. For example, if you select a student for signature assignment #1, this same student may not be included in any other signature assignment (e.g., consultation, FBA).

Given as assignments in second-year fieldwork and Internship, these five products will be the core of your final portfolio, supplemented by individualized experiences designed to meet your goals and enhance the NASP standards. To reduce redundancy, select different, diverse students to work with on each assignment.

By the end of the Internship experience, you must complete and receive passing scores on all five Signature Assignments. Thus, you may submit each of your assignments earlier in the year for a review and feedback from the University supervisor. To receive this benefit, you must turn in your assignments by finals week of Winter Quarter.

Note: For many assignments, you now must calculate an effect size for your intervention. These are helpful websites to assist you in the calculation.
http://www.cognitiveflexibility.org/effectsize/
**Signature Assignment #1**

**Psychoeducational Assessment**

- Review cumulative file and document important background information
- Observe student in all relevant settings.
- Administer and score assessments. Use scoring software.
- Review and interpret attendance, grades, and discipline history. Use district database to look up educational records.
- Gather teacher comments, reports
- Use a parent interview or questionnaire including a health and development
- Write up results, interpretations, and recommendations and include all mandatory statements
- Develop goals for the student – both academic and social emotional. Use the IEP software and link goals to CA state standards. Goals must reflect knowledge of effective instruction and development of cognitive/academic skills.
- Present your findings at an IEP meeting

**Final Products:**
- Psychoeducational Report,
- Copy of IEP Goals,
- IEP presentation feedback form

**Required Report Elements:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Independent classroom (or appropriate setting) observation by a psychoeducational team member</td>
</tr>
<tr>
<td>2.</td>
<td>Educationally relevant health and development</td>
</tr>
<tr>
<td>3.</td>
<td>Statement regarding the effects of environmental, cultural, or economic disadvantage</td>
</tr>
<tr>
<td>4.</td>
<td>Statement regarding if academic progress is impacted by lack of appropriate education or poor school attendance</td>
</tr>
<tr>
<td>5.</td>
<td>Tests selected are considered valid and appropriate for this student</td>
</tr>
<tr>
<td>6.</td>
<td>Scores are valid measures of present levels of cognitive and academic functioning</td>
</tr>
<tr>
<td>7.</td>
<td>Basis for determination of special education services</td>
</tr>
<tr>
<td>8.</td>
<td>Relationship of behavior to pupil’s academic/social functioning</td>
</tr>
<tr>
<td>9.</td>
<td>Statement regarding whether the student needs special education and related services: (1) Does the student meet eligibility requirements AND (2) Does student need special education to benefit from regular education services</td>
</tr>
<tr>
<td>10.</td>
<td>Need for specialized services, materials, and equipment for low incidence disabilities</td>
</tr>
</tbody>
</table>
### IEP Feedback Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Especially True</th>
<th>True</th>
<th>False</th>
<th>Especially False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school psychology trainee treated me with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The school psychology trainee helped make me feel like an equal part of the IEP team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The school psychology trainee presented assessment results in a clear manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The school psychology trainee answered my questions about the assessment results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The school psychology trainee report addressed the referral concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Rating Rubric

Faculty will rate the overall assignment for quality.
- University supervisor will rate the assignment immediately and provide feedback for improvement.
- One additional faculty member will rate the assignment as part of the portfolio review process.

**Signature Assignment Rating Rubric**

| 0 - Unsatisfactory: Demonstrates substantial lack of competency (redo). |
| 1 - Fair: Demonstrates minimal competency but lacks some important components (redo). |
| 2 - Good: Demonstrates ability consistent with competent school psychology practice (pass). |
| 3 - Excellent: Demonstrates commendable ability (pass). |

**Educational History**

<table>
<thead>
<tr>
<th>Educational History</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, Health, Development</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Language History</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Observations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interpretation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Goals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Standards Addressed**

- Data-based Decision-Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Legal, Ethical, and Professional Practice
Signature Assignment #2
Consultation

Complete a consultation experience in the school setting. Start early because this will take time. For example, you may decide to address a problem identified by a teacher through a school’s pre-referral intervention process (Student Success Team). Select a consultation model to follow. You will need to take the necessary steps to identify the problem and develop an intervention plan. Involve the client’s parents in the process. Chart the student’s progress to provide feedback to consultee and parent. You must calculate the effect size of your impact based on your data. Upon completion of the consultation experience, write a paper describing:

- The setting
- The model you selected
- The steps you followed
- Examples of how you met each step in the consultation process
- Challenges you faced in maintaining the consultation process
- How well the model you selected worked in the selected setting
- Alternative models you would try, if any
- Future challenges for you to apply consultation in the applied setting
- Goals for further training and how you will meet these goals
- How you will further develop your consultation skills

Example consultation process (over several meetings)
1. Introductions
   a. Greeting
   b. Purpose of the meeting (provide context)
   c. Definition of the consultant/consultee roles (how do you see consultation/what do you see as role of each participant)
2. Problem Definition
   a. Define problem in behavioral terms
   b. Identify antecedent determinants
   c. Identify consequences that may maintain the behavior
   d. Assess other relevant environmental factors
3. Intervention Development and Selection
   a. Identify goals
   b. Brainstorm range of possible interventions
   c. Evaluate pros and cons of each intervention
   d. Select intervention from the alternatives generated (it may be that your intervention is to further assess the problem)
   e. Identify all available resources
4. Closure
   a. Summarize what transpired
   b. Clarify responsibilities of each party
   c. Decide on next meeting date
Signature Assignment Rating Rubric
0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
3 - Excellent: Demonstrates commendable ability (pass).

<table>
<thead>
<tr>
<th>Task Description</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A model was specified and followed step by step</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A contract (informal or formal) was developed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The problem was defined</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interventions were generated and one selected</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Data were collected and charted to evaluate and inform strategy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Follow-up sessions guided further implementation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Quality of reflections</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Effect Size</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Standards Addressed
- Data-based Decision Making
- Consultation and Collaboration
- Pick One
  - Academic Interventions and Instructional Supports
  - Mental and Behavioral Health Services and Interventions
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice
**Signature Assignment #3**

**Law and Ethics**

In consultation with your advisor and second-year practicum instructor, select a topic of interest and relevance to the research and practice of school psychology. The paper should be written in careful APA-format in a format to be submitted for peer-review by a journal. You will need to present a strong rationale for the importance of your ethical dilemma within current school psychology scholarship. You must analyze the dilemma with reference to both NASP and APA codes of ethics as well as relevant law. Your conclusions must be based on an integrated analysis of the law and ethics using an ethical-decision making model. Finally, you must discuss implications for research and practice that are revealed by your analysis.

**Signature Assignment Rating Rubric**

0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
3 - Excellent: Demonstrates commendable ability (pass).

| An ethical dilemma in school psychology was effectively presented (strong rationale) | 0 | 1 | 2 | 3 |
|NASP and APA ethical standards were reviewed within the context of this dilemma | 0 | 1 | 2 | 3 |
|An ethical decision-making model was applied | 0 | 1 | 2 | 3 |
|The law was referenced and applied | 0 | 1 | 2 | 3 |
|Conclusions were based on an integrated analysis of law and ethics | 0 | 1 | 2 | 3 |
|Implications for research and practice are discussed | 0 | 1 | 2 | 3 |

**Standards Addressed**

- Legal, Ethical, and Professional Practice
<table>
<thead>
<tr>
<th>2020 NASP Standards</th>
<th>2020 CTC Standards</th>
<th>APA BASES</th>
<th>WASC SP Credential</th>
<th>WASC CCSP PhD</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Data-Based Decision-Making</td>
<td>SPPE 1: Data-Based Decision-Making and Accountability</td>
<td>5: Psychological Measurement 6: Research Methodology 7: Techniques of Data Analysis 12: Theories and methods of assessment and diagnosis 15: Evaluating the efficacy of interventions</td>
<td>Goal #1: Data-Based Decision Making and Accountability</td>
<td>2E: Students can evaluate treatment outcome through assessment and evaluation.</td>
<td>CNCSP 200 Research Design and Methods Ed 214B Inferential Statistics Ed 214C Linear Models for Data Analysis CNCSP 274D Assessment and Data-Based Decision Making in the Schools CNCSP 209A Research Practica CNCSP 250 Cognitive Assessment CNCSP 256 Behavioral Assessment and Intervention CNCSP 257B Psychoeducational Assess CNCSP 270A Advanced Fieldwork CNCSP 279ABC Internship + 2 additional advanced data analysis courses</td>
</tr>
<tr>
<td>2: Consultation and Collaboration</td>
<td>SPPE 2: Consultation and Collaboration</td>
<td>14: Consultation and supervision 17: Attitudes essential for lifelong learning and professional problem-solving</td>
<td>Goal #2: Consultation and Collaboration</td>
<td>2J: Students are capable of performing consultations in applied situations.</td>
<td>CNCSP 274F The School Psychologist as the Intervention Consultant CNCSP 256 Behavioral Assessment and Int CNCSP 270A Advanced Fieldwork: General CNCSP 279ABC Internship</td>
</tr>
</tbody>
</table>
| 3: Academic Interventions and Instructional Support | SPPE 3: Interventions and Instructional Support to Develop Academic Skills | Goal #3: Interventions and Instructional Support to Develop Academic Skills | ED 210A or ED 210B Children’s Thinking  
CNCSP 250 Cognitive Assessment  
CNCSP 257B Psychoeducational Assessment  
CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship |
|--------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|
| 2: Cognitive and affective aspects  
13: Effective intervention | | | |
| 4 Mental and Behavioral Health Services and Interventions | SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills. | Goal #4: Interventions and Mental Health Services to Develop Social and Life Skills | ED 210A or ED 210B Children’s Thinking  
CNCSP 214 Social Bases of Behavior  
CNCSP 220 Human Development  
CNCSP 223B Developmental Psychopathology  
CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 262C Counseling Children and Families  
CNCSP 292 Resiliency, Strengths, & Youth Development  
CNCSP 256 Behavioral Assessment and Intervention  
CNCSP 227 Social and Cultural Bases of Diversity  
CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention  
CNCSP 260B Basic Practicum I  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship |
| 3: Social aspects  
9: Human development  
10: Dysfunctional behavior/psychopathology  
13: Effective intervention | | | |
| 2C. Students can perform psychological interventions in applied settings.  
2D: Students can conduct basic interviewing, helping, and clinical process skills.  
2F: Students demonstrate their ability to use current diagnostic nomenclature and write case notes.  
2G: Students are capable of identifying and selecting from a variety of empirically-based treatments.  
2H: Students demonstrate initial competence with measures of behavior, personality, career, and/or cognitive functioning depending on specialization area.  
2I: Students demonstrate an ability to discuss and appreciate ethical issues in supervision.  
2K: Students demonstrate competence in clinical | | |
<p>| | | | |
| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Goal #5: Direct and Indirect Services – Schoolwide Practices to Promote Learning</th>
<th>Goal #3: School-Wide Practices to Promote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #3: To produce graduates who have a professional identity within one specialty area (i.e. counseling, clinical, or school) and an understanding of the broad context of applied professional psychology.</td>
<td></td>
</tr>
<tr>
<td>3A: able to identify and discuss foundational areas of psychology.</td>
<td></td>
</tr>
<tr>
<td>3B: conversant in the history, systems, and theories of psychology.</td>
<td></td>
</tr>
<tr>
<td>3C: able to demonstrate skills, knowledge, and skills that are unique to counseling, clinical, or school psychology.</td>
<td></td>
</tr>
<tr>
<td>3D: familiar with local, regional, and/or national psychological groups and organizations.</td>
<td></td>
</tr>
<tr>
<td>3E: Students also demonstrate knowledge by designing and implementing independent research.</td>
<td></td>
</tr>
</tbody>
</table>

| CNSP 274F The School Psychologist as the Intervention Consultant |
| CNSP 292 Resiliency, Strengths, & Youth Development |
| CNSP 270A Advanced Fieldwork: General |
| CNSP 279ABC Internship |
| 6 Services to Promote Safe and Supportive Schools | SPPE 6: School-wide Practices to Promote Behavioral and Mental Health | 13: Effective interventions | Goal #6: Preventive and Responsive Services | CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 291C Family and School Violence  
CNCSP 274F The School Psychologist as the Intervention Consultant  
CNCSP 292 Resiliency, Strengths, & Youth Development  
CNCSP 260B Basic Practicum I  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship |
| 2.7 Family, School, and Community Collaboration | SPPE 7: Family-School Collaboration | 3: Social aspects | Goal #7: Family–School Collaboration Services | CNCSP 262C Counseling Children and Families  
CNCSP 274F The School Psychologist as the Intervention Consultant  
CNCSP 291C Family and School Violence  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship |
| 8 Equitable Practices for Diverse Student Populations | SPPE 8: Human Diversity | 1: Biological aspects  
2: Cognitive and affective aspects  
8: Individual differences  
16: Issues of cultural and individual diversity relevant to all standards | Goal #8: Diversity in Development and Learning | Goal #4: Prepare applied psychologists who are knowledgeable about cultural and individual diversity.  
4A: knowledge and respect for individual differences.  
4B: an ability to practice in a multicultural professional environment.  
4C: ethical practice and procedures with underrepresented groups. | ED 210A or ED 210B Children’s Thinking  
CNCSP 210 Neuroanatomy and Psychopharmacology  
CNCSP 220 Human Development  
CNCSP 227 Social and Cultural Bases of Diversity  
CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship |
| 9 Research and Evidence-Based Practices | SPPE 9: Research and Program Evaluation | 5: Psychological Measurement  
6: Research Methodology  
7: Techniques of Data Analysis  
15: Evaluating the efficacy of interventions | Goal #9: Research and Program Evaluation | Goal #1: Research knowledge and skills  
Objectives for Goal #1: Students are able to:  
1A. critically analyze research in the discipline.  
1B. design and implement independent research.  
1C. locate, review and synthesize relevant literature.  
1D. develop testable hypotheses.  
1E. identify and select the most appropriate among various research methods used in the discipline.  
1F. communicate and defend their findings and conclusions in written and oral formats. | CNCSP 200 Research Design and Methods  
Ed 214B Inferential Statistics  
Ed 214C Linear Models for Data Analysis  
CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 209A Research Practica  
CNCSP 270A Advanced Fieldwork: General  
CNCSP 279ABC Internship  
CNCSP 599 Dissertation Research  
+ 2 additional advanced data analysis courses |
| Goal #10: Legal, Ethical, and Professional Practice |
|-------------------------------|-----------------|-----------------|-----------------------------|
| Goal #2: Ethical psychological service providers |
| Goal #3: To produce graduates who have a professional identity within one specialty area (i.e. counseling, clinical, or school) and an understanding of the broad context of applied professional psychology. |

### Additional courses required to complete the PhD program, focused on preparing scholars:
- CNCSP 293  Pedagogy in Applied Psychology
- CNCSP 597  Individual Study for Qualifying Examinations (2 quarters minimum)
THE PROFESSIONAL STANDARDS
of the National Association of School Psychologists

2020

Model for Comprehensive and Integrated School Psychological Services
Standards for Graduate Preparation of School Psychologists
Standards for the Credentialing of School Psychologists
Principles for Professional Ethics
THE PROFESSIONAL STANDARDS
of the National Association of School Psychologists

2020

Model for Comprehensive and Integrated School Psychological Services
Standards for Graduate Preparation of School Psychologists
Standards for the Credentialing of School Psychologists
Principles for Professional Ethics
# Table of Contents

Preface .................................................................................................................................................... ix

Introduction ........................................................................................................................................ xi

Model for Comprehensive and Integrated School Psychological Services
The NASP Practice Model 2020 ............................................................................................................. 1

  Purpose................................................................................................................................................ 1
  Using the NASP Practice Model ........................................................................................................... 1
  Comprehensive and Integrated Services: Domains of School Psychology Practice ........................... 2

Part I: Professional Practices .................................................................................................................. 3

  Practices That Permeate All Aspects of Service Delivery ................................................................. 3
    Domain 1: Data-Based Decision Making ......................................................................................... 3
    Domain 2: Consultation and Collaboration ....................................................................................... 4
  Direct and Indirect Services for Students, Families, and Schools ................................................... 5
    Domain 3: Academic Interventions and Instructional Supports ...................................................... 5
    Domain 4: Mental and Behavioral Health Services and Interventions ........................................... 5
    Domain 5: School-Wide Practices to Promote Learning ................................................................. 6
    Domain 6: Services to Promote Safe and Supportive Schools ....................................................... 7
    Domain 7: Family, School, and Community Collaboration ............................................................. 8
  Foundations of School Psychological Service Delivery ....................................................................... 8
    Domain 8: Equitable Practices for Diverse Student Populations ..................................................... 8
    Domain 9: Research and Evidence-Based Practice .......................................................................... 9
    Domain 10: Legal, Ethical, and Professional Practice .................................................................. 10

Part II: Organizational Principles .......................................................................................................... 10

  Organizational Principle 1: Organization and Evaluation of Service Delivery ............................... 10
  Organizational Principle 2: Climate ..................................................................................................... 11
  Organizational Principle 4: Professional Communication ................................................................. 12
  Organizational Principle 5: Supervision, Peer Consultation, and Mentoring ................................. 13
  Organizational Principle 6: Professional Development and Recognition Systems ........................ 13

Standards for Graduate Preparation of School Psychologists ............................................................. 15

  Purpose.............................................................................................................................................. 15
  Using The Standards for Graduate Preparation of School Psychologists ........................................ 15
Table of Contents

Program Standard 1: School Psychology Program Context and Structure ....................................... 15
Program Standard 2: Domains of School Psychology Graduate Education and Practice .................. 18
Program Standard 3: Supervised Field Experiences in School Psychology .................................. 21
Program Standard 4: Performance-Based Program Assessment and Accountability .................... 22
Program Standard 5: School Psychology Program Support and Resources .................................. 22

Standards for the Credentialing of School Psychologists ................................................................. 25
Purpose ................................................................................................................................................. 25
Using the NASP Credentialing Standards ......................................................................................... 25
Nationally Certified School Psychologists ......................................................................................... 26

The Structure of the School Psychologist Credential ...................................................................... 26
1.0 State Credentialing Authority ...................................................................................................... 26
   1.1 Credentialing Process .............................................................................................................. 26
   1.2 State Use of NASP Standards .............................................................................................. 26
2.0 Recommendations for State Credentialing of School Psychologists ...................................... 26
   2.1 Title of School Psychologist ............................................................................................... 26
   2.2 Minimum Period of Credential .......................................................................................... 26
   2.3 Minimum Requirements for School Psychologists .............................................................. 27
   2.4 Professional Support and Mentoring Requirements ............................................................ 27
   2.5 Professional Autonomy ....................................................................................................... 27
   2.6 Performance Evaluations ................................................................................................... 27

State Credentialing Requirements .................................................................................................... 27
3.0 Criteria for Specialist-Level Credentialing in School Psychology ............................................. 27
   3.1 Minimum Credentialing Requirements ................................................................................. 27
   3.2 Programs of Study in the Domains of School Psychology .................................................... 27
   3.3 Practicum Experiences ........................................................................................................ 30
   3.4 Internship Experiences ....................................................................................................... 30
   3.5 Documentation of Knowledge and Skills ........................................................................... 31
   3.6 School Psychologist Examination Requirement ................................................................. 31
4.0 Criteria for Optional Doctoral Credential in School Psychology ................................................ 31
   4.1 Length of Study .................................................................................................................... 31
   4.2 Program of Study ................................................................................................................ 31
   4.3 Practicum Experiences ........................................................................................................ 32
   4.4 Internship Experiences ....................................................................................................... 32
   4.5 Demonstration of Knowledge and Skills ............................................................................ 33
   4.6 School Psychologist Examination Requirement .................................................................. 33

State Credentialing Procedures ....................................................................................................... 33
5.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists .................. 33
   5.1 Eligibility for School Psychology Credentialing ................................................................. 33
   5.2 Pathways to Credentialing for School Psychologists ........................................................... 33
   5.3 Provisional Credentialing in School Psychology ................................................................. 34
   5.4 Alternative Credentialing in School Psychology ................................................................. 34
   5.5 Recommendation for Professional Support, Continuing Professional Development,
       Mentoring, and Supervision of School Psychologists ........................................................... 36
   5.6 Criteria for Renewal of School Psychologist Credential ..................................................... 36
6.0 Nationally Certified School Psychologist ..................................................................................... 36
<table>
<thead>
<tr>
<th>Principles for Professional Ethics</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>39</td>
</tr>
<tr>
<td>Using the NASP Ethical Principles</td>
<td>40</td>
</tr>
</tbody>
</table>

**Definition of Terms as Used in the Principles for Professional Ethics** | 41

**Broad Theme I. Respecting the Dignity and Rights of All Persons** | 42

- Guiding Principle I.1 Autonomy And Self-Determination | 42
- Guiding Principle I.2 Privacy and Confidentiality | 43
- Guiding Principle I.3 Fairness, Equity, and Justice | 44
- Guiding Principle I.4 Assent | 43
- Guiding Principle I.5 Right to Refuse or Withdraw Consent | 43
- Standard I.1.1 When Consent Is/Is Not Required | 42
- Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship | 42
- Standard I.1.3 Seeking Informed Consent | 42
- Standard I.1.4 Assent | 43
- Standard I.1.5 Right to Refuse or Withdraw Consent | 43
- Standard I.2.1 Sensitive Information | 43
- Standard I.2.2 Boundaries of Confidentiality | 43
- Standard I.2.3 Consent for Disclosure of Information | 44
- Standard I.2.4 Need to Know | 44
- Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression | 44
- Standard I.2.6 Privacy of Health Information | 44
- Standard I.3.1 Discrimination | 44
- Standard I.3.2 Correcting Discriminatory Practices | 44

**Broad Theme II. Professional Competence and Responsibility** | 45

- Guiding Principle II.1 Competence | 45
- Guiding Principle II.2 Accepting Responsibility for Actions | 45
- Guiding Principle II.3 Responsible assessment and intervention practices | 46
- Standard II.1.1 Practice in Area of Competence | 45
- Standard II.1.2 Personal Problems | 45
- Standard II.1.3 Continuing Professional Development | 45
- Standard II.2.1 Accuracy of Documents | 45
- Standard II.2.2 Progress Monitoring | 45
- Standard II.2.3 Appropriateness of Recommendations | 46
- Standard II.2.4 Responsibility for Graduate Students’ Work | 46
- Standard II.3.1 Considerations Prior to Disability Determination | 46
- Standard II.3.2 Assessment Techniques | 46
- Standard II.3.3 Instrument Selection | 46
- Standard II.3.4 Normative Data | 46
- Standard II.3.5 Digital Administration and Scoring | 46
- Standard II.3.6 Variety of Sources of Data | 47
- Standard II.3.7 Comprehensive Assessment | 47

**6.0 Rights of Clients** | 37

**6.1 Requirements for the Nationally Certified School Psychologist Credential** | 36

**6.2 Value of the Nationally Certified School Psychologist (NCSP) Credential** | 36

**6.3 Importance of the Nationally Certified School Psychologist (NCSP) Credential for States** | 36

**6.4 Renewal of the Nationally Certified School Psychologist Credential** | 37

**7.0 Ethical Misconduct by School Psychologists** | 37

**Table of Contents** | 46
Table of Contents

Standard II.3.8 Validity and Fairness .............................................................................47
Standard II.3.9 Interpreters ........................................................................................47
Standard II.3.10 Recommendations Based on Existing Records ................................47
Standard II.3.11 Interpretation of Results ....................................................................47
Standard II.3.12 Intervention Selection ......................................................................47
Standard II.3.13 Parental Involvement in Intervention Planning .................................47
Standard II.3.14 Student Assent for Assistance ..........................................................47
Guiding Principle II.4 Responsible School-Based Record Keeping ............................48
Standard II.4.1 Notification of Rights and Responsibilities Regarding Records ..........48
Standard II.4.2 Comprehensive Records ....................................................................48
Standard II.4.3 Content of School Psychological Education Records ........................48
Standard II.4.4 Right to Inspect Records ....................................................................48
Standard II.4.5 Test Protocols ....................................................................................48
Standard II.4.6 Access to Records by School Personnel ..............................................48
Standard II.4.7 Electronic Record Keeping ..................................................................48
Standard II.4.8 Sole Possession Records ....................................................................48
Standard II.4.9 Retention of Records ........................................................................49
Guiding Principle II.5 Responsible Use of Materials ....................................................49
Standard II.5.1 Test Security ........................................................................................49
Standard II.5.2 Use of Restricted Materials ...............................................................49
Standard II.5.3 Intellectual Property ..........................................................................49

Broad Theme III. Honesty and Integrity in Professional Relationships .....................49
Guiding Principle III.1 Accurate Representation ........................................................49
Standard III.1.1 Accurate Presentation of Professional Qualifications .........................50
Standard III.1.2 Correcting Misperceptions ................................................................50
Standard III.1.3 Affiliation and Experience ................................................................50
Standard III.1.4 Graduate Programs ..........................................................................50
Standard III.1.5 Accuracy of Marketing Information ..................................................50
Guiding Principle III.2 Forthright Explanation of Professional Services, Roles, and Priorities ..................................................................................................................50
Standard III.2.1 Explanation of Services to Clients .....................................................50
Standard III.2.2 Role Definition in Collaborative Work ...............................................50
Standard III.2.3 Priority of Child Welfare ..................................................................50
Standard III.2.4 Conflicts of Loyalties .......................................................................51
Guiding Principle III.3 Respecting Other Professionals ................................................51
Standard III.3.1 Cooperation With Other Professionals ..............................................51
Standard III.3.2 Referrals to Other Professionals ......................................................51
Standard III.3.3 Altering Reports ...............................................................................51
Guiding Principle III.4 Integrity in Relationships ........................................................51
Standard III.4.1 Multiple Relationships and Professional Effectiveness ......................51
Standard III.4.2 Multiple Relationships and Limited Alternative Services ..................51
Standard III.4.3 Harassment and Exploitation ............................................................52
Standard III.4.4 Sexual Relationships ........................................................................52
Guiding Principle III.5 Conflicts of Interest ................................................................52
Standard III.5.1 Private Versus Professional Conduct ...............................................52
Standard III.5.2 Separation of Personal Beliefs ..........................................................52
Standard III.5.3 Personal Beliefs and Experiences ......................................................52

NASP 2020 Professional Standards
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard III.5.4 NASP Leadership ................................................................. 52</td>
</tr>
<tr>
<td>Standard III.5.5 Disclosure of Financial Interests ................................................ 52</td>
</tr>
<tr>
<td>Standard III.5.6 Referrals and Remuneration ........................................................... 53</td>
</tr>
<tr>
<td>Standard III.5.7 Remuneration for Data Sharing ....................................................... 53</td>
</tr>
<tr>
<td>Standard III.5.8 Practice in Both Public School and Private Settings .......................... 53</td>
</tr>
<tr>
<td>Broad Theme IV. Responsibility to Schools, Families, Communities,</td>
</tr>
<tr>
<td>the Profession, and Society ................................................................. 53</td>
</tr>
<tr>
<td>Guiding Principle IV.1 Promoting Healthy School, Family, and Community Environments  53</td>
</tr>
<tr>
<td>Standard IV.1.1 Effective Participation in Systems ................................................... 54</td>
</tr>
<tr>
<td>Standard IV.1.2 Promoting Systems Change ............................................................ 54</td>
</tr>
<tr>
<td>Guiding Principle IV.2 Respect for Law and the Relationship of Law and Ethics .......................... 54</td>
</tr>
<tr>
<td>Standard IV.2.1 Understanding Workplace Systems ................................................ 54</td>
</tr>
<tr>
<td>Standard IV.2.2 Intersection of Law and Ethics ......................................................... 54</td>
</tr>
<tr>
<td>Standard IV.2.3 Conflicts Between Law and Ethical Principles ................................... 54</td>
</tr>
<tr>
<td>Standard IV.2.4 Participation in Public Discourse ..................................................... 54</td>
</tr>
<tr>
<td>Guiding Principle IV.3 Maintaining Public Trust by Self-Monitoring and Peer Monitoring .................................................. 54</td>
</tr>
<tr>
<td>Standard IV.3.1 Application of Principles ................................................................... 54</td>
</tr>
<tr>
<td>Standard IV.3.2 Resolution of Concerns With Colleagues ......................................... 55</td>
</tr>
<tr>
<td>Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board .............. 55</td>
</tr>
<tr>
<td>Guiding Principle IV.4 Contributing to the Profession by Mentoring, Teaching, and Supervision ............................................. 55</td>
</tr>
<tr>
<td>Standard IV.4.1 Graduate Program Directors ......................................................... 55</td>
</tr>
<tr>
<td>Standard IV.4.2 Graduate Student Supervisors ....................................................... 55</td>
</tr>
<tr>
<td>Standard IV.4.3 Supervisor Responsibility .............................................................. 55</td>
</tr>
<tr>
<td>Guiding Principle IV.5 Contributing to the School Psychology Knowledge Base ............. 55</td>
</tr>
<tr>
<td>Standard IV.5.1 Conducting Research ...................................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.2 Protecting the Rights of Research Participants .................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.3 Anonymity of Data ......................................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.4 Accuracy of Data ........................................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.5 Replicability of Data ..................................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.6 Correction of Errors ..................................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.7 Integrity of Publications ............................................................... 56</td>
</tr>
<tr>
<td>Standard IV.5.8 Plagiarism ..................................................................................... 57</td>
</tr>
<tr>
<td>Standard IV.5.9 Acknowledging Contributors ........................................................ 57</td>
</tr>
<tr>
<td>Standard IV.5.10 Review of Manuscripts and Proposals ............................................. 57</td>
</tr>
<tr>
<td>Topic Index for the Ethical Principles ................................................................. 59</td>
</tr>
<tr>
<td>Appendix. The NASP Practice Model ................................................................. 67</td>
</tr>
</tbody>
</table>
Preface

In May 2020, the NASP Leadership Assembly, composed of more than 80 leaders from across the United States, approved the NASP 2020 Professional Standards. The NASP standards consist of four separate yet integrated documents: (a) *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model), (b) *Standards for Graduate Preparation of School Psychologists*, (c) *Standards for the Credentialing of School Psychologists*, and (d) *Principles for Professional Ethics*.

The 2020 Professional Standards were developed within the context of current issues relevant to education and psychology, in consideration of NASP’s strategic goals for the profession, and with a visionary look at future developments in our field at the national, state, and local levels. Over more than 3 years, the standards writing team and other NASP leaders have worked to ensure that the process of revising the four documents of the standards was completed with integrity and with input from NASP membership, elected and appointed NASP leaders, other leaders in the field of school psychology, and external stakeholders. It was those participants’ strong commitment that ensured that the NASP 2020 Professional Standards accurately reflect the vision for the field for the coming decade.

The planning process to revise the NASP Professional Standards formally began in 2016. The revision process was spearheaded by writing teams for each of the four standards, who developed the drafts and reviewed all comments and suggestions resulting from multiple surveys and focus groups. The comprehensive revision process integrated an analysis of key issues for school psychology and the needs of school psychologists, with multistage development and review by many participants, including NASP leaders, NASP members, and representatives of other school psychology and related organizations.

Input solicited by web-based surveys, in open forums held at NASP conventions, and through other communications was used throughout the process to identify needed revisions and to obtain feedback. All drafts were independently reviewed by NASP leaders who volunteered to serve on review teams for each standard. Additionally, lengthy discussions were held at the annual Fall Leadership Meetings of the Leadership Assembly from 2016–2019. The final versions that were adopted by the Leadership Assembly in May 2020 represent an integration of the expertise and experience of numerous leaders in school psychology.

The NASP 2020 Professional Standards will strengthen NASP’s many efforts to support school psychologists and promote effective and comprehensive school psychological services. Through these major policy documents, NASP will communicate its positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. As a unified set of national principles, these policy documents guide professional practices, graduate education, credentialing, and ethical behavior of school psychologists. Additionally, they define contemporary school psychology practice; promote comprehensive and integrated services for children, families, and schools; and provide the foundation for the future of school psychology for the next 10 years.
Acknowledgment of NASP Standards Writing Team Members

The members of the Writing Teams who contributed to the revision process include the following:

Standards Revision Leader

Lori Unruh

Model for Comprehensive and Integrated School Psychological Services

Andrea Clyne (team lead)
Lisa Lipscomb
Brian McKeveit
Kari Oyen
Melissa Pearrow
Shawna Rader Kelly
David Wheeler

Standards for Graduate Preparation of School Psychologists

Natalie Politikos (team lead)
Leah Nellis (team lead)
Pamela Fenning
Susan Ruby
Katherine Wickstrom
Joseph Prus (consultant)

Standards for the Credentialing of School Psychologists

Nikki Sutton (team lead)
Rhonda Armistead
Alisa York

Principles for Professional Ethics

Laurie Klose (team lead)
Dana Boccio
Barbara Bole-Williams
John Garruto
Susan Jacob

Other support provided by:

Eric Rossen, NASP Director of Professional Development and Standards
Stacy Kalamaros Skalski, NASP Director of Professional Policy and Practice
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.

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 field 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 between home, school, and the community. School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based educational 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.

NASP’s professional standards—including the Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model), the Standards for Graduate Preparation of School Psychologists, the Standards for the Credentialing of School Psychologists, 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, policy makers, 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 multiyear process that includes input from internal and external stakeholders and eventual review and approval by NASP’s leadership.
Model for Comprehensive and Integrated School Psychological Services

The NASP Practice Model 2020

PURPOSE

The Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model) represents the official policy of the National Association of School Psychologists (NASP) regarding the delivery of comprehensive school psychological services. First written in 1978 as the Guidelines for the Provision of School Psychological Services, and revised in 1984, 1992, 1997, 2000, 2010, and 2020, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students and faculty in school psychology graduate programs, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from school psychologists and, thus, further defines the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and to stimulate the continued development of the profession.

USING THE NASP PRACTICE MODEL

The Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model) addresses the delivery of school psychological services within the context of educational programs and educational settings. This revision of the Practice Model, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to children, youth, and families. School psychologists who provide services directly to students, parents or guardians, and other clients as private practitioners, and those who work in other mental and behavioral health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the NASP 2020 Principles for Professional Ethics and the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct (2017) for guidance on issues not addressed in the model.

The model includes two major sections that describe the responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. Part I: Professional Practices describes each of the 10 domains of practice that are the core components of this model of school psychological services. Part II: Organizational Principles describes supports and responsibilities of organizations...
that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, youth, families, and schools.

The degree to which school psychologists engage in the activities described within this document may be predicated on the degree to which local education agencies (LEA) adhere to the organizational principles. Nevertheless, it is anticipated that these guidelines will serve as the model for effective program development and professional practice at the federal, state, and local levels. The 10 domains provide a general framework of basic competencies that all school psychologists possess. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets expectations for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, allowing agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional’s desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

**COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE**

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology practice, as illustrated in Figure 1 of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both knowledge and skills, in the 10 domains, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology. The following core beliefs form the foundation for the NASP Practice Model:

- 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, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or other consumers.

The practice domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but they are not intended to reflect the full range of possible competencies of school psychologists. Figure 1 represents the 10 domains within a model of comprehensive and integrated services provided by school psychologists.
The Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.

PART I: PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for
decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students’ need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students’ needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

**Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.
STUDENT-LEVEL SERVICES

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
- School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as
self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.

- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.

- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.

- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

### SYSTEMS-LEVEL SERVICES

#### Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.

- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.

- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.

- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
Model for Comprehensive and Integrated School Psychological Services

- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
Model for Comprehensive and Integrated School Psychological Services

- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:

- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special
educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists identify equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.
Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

PART II: ORGANIZATIONAL PRINCIPLES

ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION AND EVALUATION OF SERVICE DELIVERY

Comprehensive school psychological services are provided by appropriately licensed or credentialed school psychologists who have received graduate preparation consistent with NASP professional standards.

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of all stakeholders and uses an evidence-based program evaluation model.
1.1. School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by school psychologists.

1.2. School psychological services are available to all students on an equal basis. Differentiated services are provided to students based on their need, rather than on specific funding sources, disability status, or special education eligibility.

1.3. School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and other mental and behavioral health services are provided through a “seamless” system of care.

1.4. Contractual school psychological services are provided in a manner consistent with this model, NASP’s Principles for Professional Ethics, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by the employing agency. They may be used to augment and enhance programs. When external professionals, with appropriate school psychology credentials, provide school psychological services, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.

1.5. School systems conduct regular evaluations of the collective delivery of student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes). Evaluation of services from external professionals who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.

1.6. School systems ensure that school psychologists are evaluated with methods and metrics that reflect their unique training and practice. Evaluation of school psychologists is linked to the NASP Practice Model and reflects the domains of practice outlined therein.

1.7. The school system provides a range of services to meet the academic and mental and behavioral health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include students, teachers, school counselors, school social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.

1.8. School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

ORGANIZATIONAL PRINCIPLE 2: CLIMATE

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

2.1. School systems promote cooperative and collaborative relationships among staff members in a manner that best meets the mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.

2.2. School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.
2.3. School systems promote work environments that maximize job satisfaction of employees in order to maintain the high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.

2.4. School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to help resolve problems when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

ORGANIZATIONAL PRINCIPLE 3: PHYSICAL, PERSONNEL, AND FISCAL SUPPORT SYSTEMS

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, resources, and work space; and (d) employees have adequate personnel benefits necessary to support their work, including discipline-specific professional development.

3.1. School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.

3.2. School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychologists to students. The ratio of school psychologists to students is a critical aspect of providing high-quality, comprehensive services and should not exceed one school psychologist for every 500 students. In some situations, the school psychologist-to-student ratio may need to be lower. These include, but are not limited to, situations in which school psychologists are assigned to work primarily with student populations that have intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with developmental disorders) or within communities that are disproportionately affected by poverty, trauma, and environmental stressors. Lower ratios may also be required when school psychologists are itinerant, recognizing the demands inherent in traveling from school to school and in developing and maintaining collaborative relationships in multiple sites.

3.3. School systems provide advanced technological resources to facilitate effective time management, communication systems, data management systems, and service delivery.

3.4. School systems provide school psychologists with access to appropriate professional work materials, sufficient office and work space, adequate technology and clerical support, and general working conditions that enhance the delivery of effective services and ensure confidentiality. Included are assessment and intervention materials, access to private telephone and office, therapeutic aids, and access to professional literature.

ORGANIZATIONAL PRINCIPLE 4: PROFESSIONAL COMMUNICATION

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

4.1. School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.

4.2. School systems support and promote collaborative problem-solving approaches to the planning and delivery of school psychological services. Decision making and strategic planning regarding school psychological services are done in collaboration with other departments and outside agencies to ensure optimal services for students.

4.3. School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.
4.4. The school system’s policy on student records is consistent with state and federal laws and regulations and ensures the protection of the confidentiality of students and their families. The policy specifies the types of data developed by the school psychologist that are classified as school or student records. The policy gives clear guidance (consistent with the Family Educational Rights and Privacy Act or similar state law and regulations) regarding which documents belong to the school and the student/guardian and which documents belong to the school psychologist. Although test protocols are part of the student’s record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The NASP Principles for Professional Ethics provides additional guidance for schools with regard to responsible school-based record keeping.

ORGANIZATIONAL PRINCIPLE 5: SUPERVISION, PEER CONSULTATION, AND MENTORING

The school system ensures that all personnel have opportunities for supervision, peer consultation, and mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, career-long, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance among all participants, including the school psychologist, supervisor, students, and entire school community.

5.1. Individuals engaging in professional or administrative supervision of school psychologists have a valid state school psychology credential for the setting in which they are employed, and they have a minimum of 3 years of experience as practicing school psychologists. Professional training and/or experience in the supervision of school personnel is preferred.

5.2. Supervision methods should match the experience, competencies, and needs of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring, and/or peer consultation, can be used with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.

5.3. School systems allow time for school psychologists to participate in supervision, peer consultation, and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision, mentorship, and/or peer consultation outside the district (e.g., through regional, state, or national school psychology networks).

5.4. The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.

5.5. Supervisors ensure that practicum and internship experiences occur under conditions of appropriate supervision, including (a) access to professional school psychologists who will serve as appropriate role models, (b) supervision by an appropriately credentialed school psychologist, and (c) supervision within the guidelines of the graduate preparation program and NASP’s Standards for Graduate Preparation of School Psychologists.

5.6. Supervisors provide professional leadership through their participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that the continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of discipline-
specific professional development activities. Such activities could include those provided by the school system, NASP-approved providers, or other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

6.1. The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, schools, and communities. The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities. The school system supports the professional and leadership development of school psychologists interested in local, state, or national leadership opportunities by providing release time or other forms of support.

6.2. The school system provides the opportunity for school psychologists to create and follow personal plans for professional development that guide their acquisition of new knowledge, skills, and abilities. Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.

6.3. The school system provides levels of recognition (e.g., salary, leadership opportunities) that reflect the professional growth of individual school psychologists. School psychologists are provided with opportunities to use new skills consistent with professional growth.
Standards for Graduate Preparation of School Psychologists

PURPOSE

The NASP Standards for Graduate Preparation of School Psychologists contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist-level or doctoral-level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies in establishing standards for school psychologists’ graduate education and practice. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP’s expectations for high-quality preparation in all graduate programs in school psychology.

USING THE STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

The NASP Standards for Graduate Preparation of School Psychologists will serve as a foundation for NASP’s program review and approval, accreditation, and/or national recognition procedures for specialist and doctoral-level programs in school psychology. Programs planning to pursue program review, or newly established programs, can also use these standards when designing the program’s curriculum and infrastructure. The Standards for Graduate Preparation of School Psychologists cover five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources. More information about the process for formal program review can be found at www.nasponline.org.

Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates’ strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.
Standards for Graduate Preparation of School Psychologists

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates’ professional identity as school psychologists, as reflected in the following:

- Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.
- An integrated, sequential program of study and supervised field experiences that are based on the program’s philosophy/mission, goals, and objectives and are consistent across candidates.1,2
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.3
- While multiple instructional delivery methods (e.g., online, face to face4, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.
- 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 school psychology practice outlined in Program Standard 2; and direct, measurable effects on children and youth, families, schools, and other consumers.
- Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.5 Program faculty requirements include:

- Faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching

---

1 If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

2 An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program’s philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, and sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

3 Examples of program activities include candidates’ attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates’ professional identity as school psychologists and affiliation with colleagues and faculty.

4 Face-to-face for field-based supervision means in the physical presence of or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other’s physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone calls.

5 School psychology program faculty members are those designated for primary teaching, research, service, advising, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching courses or by participating in other limited activities (e.g., on a limited adjunct, affiliated, or related basis).
load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).

- Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.

- Faculty-to-student ratio of no greater than 1 to 12 in the overall program and instructionally intensive courses containing a significant supervision component. This ratio applies to all candidates in school psychology programs at the institution (e.g., specialist, doctoral, respecialization or professional retraining). The ratio may be based on a prorated proportion of program faculty and candidates. Part-time candidates, interns, and candidates working exclusively on research, theses, or dissertations may be prorated based on the credit hours enrolled in and the amount of supervision provided by program faculty.

1.3. School Psychology Specialist-Level Programs Only: The specialist-level program of study in school psychology consists of the following:

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

- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.\(^6\)

- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 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.

- Institutional documentation of completion of school psychology specialist-level program.\(^7\)

1.4. School Psychology Doctoral-Level Programs Only: The doctoral-level program of study in school psychology\(^8\) consists of the following:

- Greater depth in one or more school psychology competencies described in NASP domains of school psychology practice (see Program Standard 2), consistent with the philosophy/mission of doctoral-level preparation\(^9\) and reflected in program aims, sequential program of study, and supervised practice.

---

\(^6\) 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 use other credit systems (e.g., trimester credits, unit credits) provide candidates with documentation of institutional policy regarding their equivalency to a semester hour system.

\(^7\) 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 course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

\(^8\) Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

\(^9\) 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 NASP Domains of School Psychology Practice, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).
• A minimum of 4 years of full-time study, including an internship at the graduate level, or the equivalent if part-time.
• At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and a terminal doctoral project (e.g., dissertation or capstone).
• A supervised internship, taken for academic credit with a minimum of 1,500 clock hours, at least 600 hours of which are completed in a school setting, unless a prior specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting had been completed prior to internship that provided a comparable experience to a formal specialist-level internship.
• Institutional documentation of school psychology doctoral-level program completion provided to graduates.

1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:
• Philosophy/mission, goals, and objectives for candidates’ competencies.
• Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners, schools, and communities.
• Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for all children and youth, families, and schools.

1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:
• Systematic evaluation procedures and criteria to grant recognition of candidates’ prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.
• An individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, that foster the development of professional competencies, work characteristics, and a professional identity as a school psychologist.
• A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
• Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and show direct, measurable impact on children, families, schools, and other consumers.
• Clear distinction between the school psychology degree program and the nondegree preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.

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

The school psychology program should be based on 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 school psychology practice. School psychologists provide comprehensive and integrated services across
10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- 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, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all 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 consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP 2020 Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

**Domain 1: Data-Based Decision Making**
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration**
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Domain 3: Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4: Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,
implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10: Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility,
adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2. Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:

- Settings relevant to program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with 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 NASP domains of school psychology practice (see Program Standards 2).
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

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

- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program’s course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.
• A written agreement that specifies the period of appointment and any terms of compensation for the intern.
• Similar support services for the intern as provided to the agency school psychologist(s).
• Provision for the intern’s participation in continuing professional development activities.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

• Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
• At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern’s attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

Program Standard 4: Performance-Based Program Assessment and Accountability

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.

4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.

4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates’ products.

4.5. Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.

Program Standard 5: School Psychology Program Support and Resources

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates’ attainment of
competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

The following elements are apparent in the school psychology program.

5.1. The school psychology program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

5.2. The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:

• Faculty loads that take into account instruction, program administration, supervision, research/scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.
• Faculty teaching and supervision loads that usually are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.
• At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.

5.3. The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:

• Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
• Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
• A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.

5.4. The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:

• Involvement in school psychology, including access to professional organizations, research/scholarship, and/or professional service activities.
• Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.

5.5. Arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology.

5.6. The institution provides adequate access to library and technology resources.
Standards for the Credentialing of School Psychologists

PURPOSE

The purpose of this document is to provide guidance to state education agencies (SEAs) 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 its National 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.

Credentialing is a process by which SEAs authorize—and reauthorize—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 the National Association of School Psychologists’ (NASP) Model for Comprehensive and Integrated School Psychological Services (2020).

USING THE NASP CREDENTIALING STANDARDS

The Standards for the Credentialing of School Psychologists is 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 with 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 (LEAs) 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, and more. Some aspects of credentialing may be embodied in state laws; most are incorporated in regulations. However, these NASP 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 for the Credentialing of School Psychologists* also includes 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 NSPCB was created by NASP in 1988 to establish a nationally recognized standard for credentialing school psychologists. The NCSP is a national certification system for school psychologists based on 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 *Standards for the Credentialing of School Psychologists* are used by the NSPCB, and the NCSP is bestowed upon individuals in recognition of meeting NASP's professional standards. Persons who hold the NCSP are considered to have met rigorous standards of graduate preparation and competency based on the assessment and demonstration of effective services and of positive effects 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 NASP's 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 graduate education programs, 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 a 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 should 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 NASP 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.” Use of the terms “school psychology” or “school psychologist” within a title should be limited to those persons who meet the NASP *Standards for Credentialing of School Psychologists*.

**2.2 Minimum Period of Credential**

The professional school psychologist credential should be issued for a period of 3 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 program of study in school psychology (see criteria in Credentialing Standard 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 Credentialing Standard 4.5, Demonstration of Knowledge and Skills).

2.5 Professional Autonomy

After successfully completing a minimum of one academic year of professional support and/or mentoring, the credential should allow school psychologists to have professional autonomy 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) into 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 being credentialed as a school psychologist shall be a specialist-level program of study in school psychology (e.g., EdS, SSP, CAS, CAGS, PsyS), consisting of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.
- A supervised internship experience taken for academic credit, with a minimum of 1,200 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 the NASP 2020 Standards for Graduate Preparation of School Psychologists.

3.2 Programs of Study in the Domains of School Psychology

The credential should be based on 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 school psychology practice. School psychologists provide comprehensive and integrated services across 10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- 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, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
Standards for the Credentialing of School Psychologists

- 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.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that results in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain; they are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

**Domain 1: Data-Based Decision Making**
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration**
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Domain 3: Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4: Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop
and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6: Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7: Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8: Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9: Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10: Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.
Standards for the Credentialing of School Psychologists

3.3 Practicum Experiences

Applicants for a school psychology credential will have completed supervised practicum experiences¹ 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.
- Structured, specific activities that are consistent with the goals and objectives of the school psychology program and foster the development of competence in advocating for understanding of human diversity and social justice. Practica experiences are completed in settings relevant to program objectives for development of candidates’ competencies (see Credentialing Standard 3.2)
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidates’ performance.

3.4 Internship Experiences

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

- A minimum of 1,200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a school setting.³
- A minimum of one academic year, completed on a full-time basis, or on a half-time basis over two consecutive years.
- Completion in settings relevant to program objectives for candidates’ competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology graduate education and practice (see Credentialing Standard 3.2)

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. Practicum 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. A candidate’s 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 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 prekindergarten through Grade 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.
• 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 effects on children, families, schools, and/or other consumers.

• Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.

• 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, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).

• An average of at least 2 hours of field-based supervision per full-time week or the equivalent for half-time placements.

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

3.5 Documentation of Knowledge and Skills

Documentation is provided showing 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 effects on children, youth, families, and other consumers.

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) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

4.0 Criteria for Optional Doctoral Credential in School Psychology

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.

4.1 Length of Study

A doctoral-level credential in school psychology should be based on a minimum of 4 years of full-time study at the graduate level or the equivalent—or, if part-time, at least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation)—and 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.

4.2 Program of Study

The credential should reflect the completion of a broader and more in depth integrated and sequential program of study in school psychology based upon the Model for Comprehensive and Integrated School Psychological Services

---

4 Face-to-face for field-based supervision means being in the physical or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other’s physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone.

5 Greater depth in one or more school psychology competencies should be identified by the program in its philosophy/mission of doctoral-level preparation and reflected in the 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, such as greater depth in one or more of the domains described in Credentialing Standard 3.2, a practice specialization, supervision or leadership competency, or preparation for specialized roles or settings such as research or graduate instruction.)
which is explicitly designed to develop knowledge and practice competencies in each of the following domains of professional practice (see Credentialing Standard 3.2):

- Data-Based Decision Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

4.3 Practicum Experiences

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

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program and in settings relevant to program objectives for development of candidate skills (see NASP Standards for Graduate Preparation of School Psychologists Program Standard 2).
- 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 and inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies.

4.4 Internship Experiences

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 doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting.\(^6\)
- A minimum of one academic year for internship, completed on a full-time basis over 1 year or at least a half-time basis over 2 consecutive years.
- Completion in settings relevant to the program objectives for candidates’ competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology

---

\(^6\) Programs may allow up to half of the required 1,500 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 Credentialing 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.
graduate education and practice (see NASP Standards for Graduate Preparation of School Psychologists Program Standard 2).

- 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 effects on children, families, schools, and/or other consumers.
- 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.
- 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 Credentialing Standard 3.4, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- An average of at least 2 hours of field-based supervision per full-time week or the equivalent for part-time placements.
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies.

4.5 Demonstration of Knowledge and Skills

Documentation is provided showing 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 effects on children, youth, families, and other consumers.

4.6 School Psychologist Examination Requirement

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) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

STATE CREDENTIALING PROCEDURES

5.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists

5.1 Eligibility for School Psychology Credentialing

The school psychology state credential should be granted to individuals who meet the requirements described in Credentialing Standard 3.0, including completion of a specialist-level school psychology program or completion of a nondegree graduate program (see Credentialing Standard 5.4) 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 school psychology practice.

5.2 Pathways to Credentialing for School Psychologists

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

b. Nationally Certified School Psychologist Credential: Applicants who hold a valid credential as Nationally Certified School Psychologists (NCSPs) have been judged by the National 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 completing respecialization or professional retraining, the state should ensure that its requirements for a school psychology credential are consistent with Credentialing Standard 5.4. 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 Graduate Preparation Standard 1.6.

d. APA Accredited Doctoral-level School Psychology Program Completion: Applicants who are graduates of school psychology programs that at the time of the applicant’s graduation were accredited by the American Psychological Association, were approved by the U.S. Department of Education, and had met the internship requirement specified in NASP Standards for Graduate Preparation of School Psychologists Program Standard 1.4, are eligible for credentialing as school psychologists.

5.3 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, provided that those interns meet the requirements for internship as referenced in the NASP Standards for Graduate Preparation of School Psychologists.

A provisional credential shall be time-limited to 2 years and may not be eligible for renewal. 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:

a. 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. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP Standards for Graduate Preparation of School Psychologists Program Standard 3: Supervised Field Experiences in School Psychology.

b. Persons who are currently enrolled in an approved respecialization or professional retraining plan of study, as detailed in Credentialing Standard 5.4 and who have completed all core coursework and practicum experiences as a minimum. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP Graduate Preparation Program Standard 3.

c. Persons who are retired, have credentials that have expired within the past 2 years, or are certified in other states. Persons employed on a provisional credential under these circumstances should adhere to the Credentialing Standard 5.5: Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists.

d. Persons who hold the Nationally Certified School Psychologist (NCSP) credential should be considered as possessing an appropriate credential for school psychologists. Persons who hold an NCSP should adhere to the Credentialing Standard 5.5.

5.4 Alternative Credentialing in School Psychology

The NASP Standards for Graduate Preparation of School Psychologists are the recognized entry level preparation criteria for school psychologists. NASP also recognizes that persons who have completed graduate programs in related fields/disciplines (e.g., school counseling, special education, social work) or who have degrees in other specialty areas of psychology (e.g., clinical, counseling) may at some point in their career decide to seek credentialing in school psychology. For these candidates, the school psychology program would support state credentialing requirements through a respecialization or professional retraining plan of study and the institution would not award a school psychology degree.
Alternative credentialing refers to a process in which candidates may achieve state credentialing as a school psychologist through an individualized program of study that does not result in a degree in school psychology. Graduate preparation in school psychology may include two nondegree options: respecialization and professional retraining. These options would require approval by the state education agency through a collaborative partnership with a NASP-approved or accredited school psychology program.

Respecialization in school psychology refers to candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining refers to candidates who hold graduate degrees in related fields (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 through respecialization or professional retraining. 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. This collaboration may also include the state school psychology professional association and LEAs to provide information and feedback regarding school psychology workforce needs.

Use of the terms “school psychology” or “school psychologist” within a job role or title should be limited to those who meet the required training and experiences as described in the NASP Standards for Graduate Preparation of School Psychologists. Any other alternative certificates or licenses that do not align with NASP Standards for Credentialing of School Psychologists should not be permitted to use the title of “school psychologist” and should not be eligible for credentialing as a school psychologist.

The following are recommended for respecialization and professional retraining candidates:

a. A review of candidates’ transcripts and syllabi, supervised field experiences, professional experiences, and professional development should be conducted by the collaborative partnership described above and/or by an approved or accredited school psychology graduate preparation program to determine competencies and deficiencies as compared with NASP Graduate Preparation Standard 1.6. A unique plan of study consistent with this content should be determined for each candidate.

b. Candidates must show evidence of a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement. Additional internship experience must be supervised by a school psychologist holding the appropriate state school psychology credential for practice in the internship setting.

c. 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).

d. Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Credentialing Standard 3.2; and show direct, measurable positive effects on children, families, schools, and other consumers.

e. Successful completion of a respecialization or professional retraining plan of study should result in a candidate’s endorsement by an approved or accredited school psychology graduate preparation program as having successfully met requirements for state certification/licensure in school psychology.

7 Alternative credentialing programs for respecialization and professional retraining should have (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 and work characteristics and a professional identity as a school psychologist; (b) a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
5.5 Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists

The following experiences are recommended:

a. Adequate professional support and continuing professional development 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. 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, Peer Consultation, and Mentoring.)

c. 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.

d. Supervision, when provided, should be provided by a staff person holding 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.

5.6 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.

Renewal of the initial state school psychology credential should also require evidence of having successfully completed a minimum of one academic year of professional support and mentorship, as described in Credentialing Standard 5.5 above. 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.

6.0 Nationally Certified School Psychologist

6.1 Requirements for the Nationally Certified School Psychologist Credential

The Nationally Certified School Psychologist (NCSP) credential is granted by the National School Psychology Certification Board to persons who have successfully met Credentialing Standard 3.0.

6.2 Value of the Nationally Certified School Psychologist (NCSP) Credential

The Nationally Certified School Psychologist credential is the most recognized professional credential in the field of school psychology. It is a standards-based credential. It is based upon rigorous national peer-reviewed standards that include 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.

6.3 Importance 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 as follows:

a. To readily identify to consumers the school psychologists who have met rigorous standards for preparation per the NASP Standards for Graduate Preparation of School Psychologists (2020).
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 obtain the NCSP.

e. To promote continuing professional development for school psychologists.

6.4 Renewal of the Nationally Certified School Psychologist Credential

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.

For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of one academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of 3 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.

7.0 Ethical Misconduct by School Psychologists

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

PURPOSE

The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics* (Principles), and revisions were made in 1984, 1992, 1997, 2000, and 2010. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct. NASP members and school psychologists who are certified by the National School Psychology Certification System (i.e., those who hold the Nationally Certified School Psychologist credential, NCSP) are bound to abide by NASP's code of ethics.

The NASP *Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and youth and the legal authority to do so rest with state governments. When school psychologists employed by school boards make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and with the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention. For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists speak up for the needs and rights of students even when it may be difficult to do so.

---

1 The National Association of School Psychologists wishes to acknowledge prior work by the American Psychological Association and the Canadian Psychological Association as sources for some of these themes, principles, and standards.
USING THE NASP ETHICAL PRINCIPLES

The Principles for Professional Ethics, like all codes of ethics, provides only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles as employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation. Such situations are often complicated and may require a nuanced application of these Principles to affect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.

The NASP Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the Principles. For example, federal special education law generally requires parental notice of their legal rights in the school setting, a signed consent form for an evaluation by a school psychologist, and an invitation to parents to participate in meetings when important school decisions are being made about their child. In contrast, school psychologists have more comprehensive ethical requirements when working with parents. School psychologists are ethically obligated to ensure that parents understand their legal rights; understand what it is they are consenting, or refusing to consent, to; and understand the implications of that decision. In addition, school psychologists are ethically required to ensure that parents are afforded the opportunity to meaningfully participate in important decisions affecting their own child.

When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts in a problem-solving process with others and through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights. If law or district policy poses a barrier to ethical practice, school psychologists must advocate for changes in those laws or policies and practices to better align them with ethical standards.

The Principles for Professional Ethics provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness. The boundary between professional and personal behaviors is not clear-cut, however, particularly in venues such as social media. Furthermore, school professionals are held to a higher standard of good character and conduct than others because they serve as role models for children. For these reasons, school psychologists are encouraged to avoid actions that are disrespectful of the dignity of others and that could negatively affect their credibility and diminish trust in the profession.

School psychologists practice in a variety of settings, including public and private schools, juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. In addition, school psychologists may be employed as practitioners or in a variety of roles, including administration and supervision. The principles in this code should be considered by school psychologists in their ethical decision making regardless of their role and employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services within schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the American Psychological Association’s (2017) Ethical Principles of Psychologists and Code of Conduct for guidance on issues not directly addressed in this code.

Four broad ethical themes provide the organizational framework for the 2020 Principles for Professional Ethics. Each of the four broad themes are aspirational and identify fundamental principles that underlie the ethical practice of school psychology. Each ethical theme subsumes guiding principles that help explain ways in which broad ethical principles apply to professional practice. Guiding principles are to be considered in ethical decision making. However, because their purpose is to identify ethical considerations associated with practice...
situations, the guiding principles are aspirational rather than enforceable. The guiding principles are further articulated by multiple specific enforceable standards of conduct. As much as feasible, the enforceable standards identify actions (or failures to act) that the profession considers ethical or unethical conduct. NASP will seek to enforce the ethical standards for specific professional conduct in accordance with NASP’s Ethics and Professional Practices Board Procedures. Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine their application to individual situations.

School psychologists are helping professionals. Their decisions, including to act or the failure to act, affect the welfare of children and families. In their professional roles, school psychologists have a duty not only to avoid ethics code violations but also to take affirmative steps to benefit clients, schools, families, and the community. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the Principles for Professional Ethics, and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

**DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS**

*Client:* The client is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist’s ethical and other duties to each party. While not clients per se, classrooms, schools, school systems, families, and communities also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

*Child:* In law, the term child generally refers to a minor, a person younger than the age of majority. Child is used in this document to indicate minor status or the parent–child relationship. The term student refers to a child, youth, or adult enrolled in an educational setting.

*Informed consent:* Informed consent means that the person giving consent has the legal authority to make a consent decision and a clear understanding of what it is they are consenting to, and that their consent is freely given and may be withdrawn without prejudice.

*Assent:* The term assent refers to a minor’s affirmative agreement to participate in psychological services or research.

*Parent:* The term parent may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child’s welfare.

*Advocacy:* School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (defined as the willful disregard of an employer’s lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

*School-based versus private practice:* For the purposes of this document, school-based practice refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or is contracted by the schools on a case or consultative basis. Private practice occurs when a school psychologist enters into an agreement with a client rather than an educational agency to provide school psychological services and when the school psychologist’s fee for services is the responsibility of the client or their representative.
BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

GUIDING PRINCIPLE I.1 AUTONOMY AND SELF-DETERMINATION

School psychologists respect the right of persons to participate in decisions affecting their own welfare. (See informed consent in the Definition of Terms.) They recognize that informed consent is an ongoing process, and they reopen discussion of consent when appropriate, such as when there is a significant change in previously agreed upon goals and services, or when decisions must be made regarding the sharing of sensitive information with others.

Standard I.1.1 When Consent Is/Is Not Required

School psychologists encourage and promote parental participation in school decisions affecting their children. However, where school psychologists are members of the school’s educational support staff, not all of their services require informed parental consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parental consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions. Parental consent is not ethically required for a school-based school psychologist to review a student's education records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or participate in educational screenings conducted as part of a regular program of instruction. Parental consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. Parents must be notified when the school or school psychologist intends to administer to students a survey that screens for mental health problems, and those parents must be given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship

Except for urgent situations or self-referrals by a minor student, school psychologists seek parental consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling, or other therapeutic intervention outside the classroom. (See informed consent in the Definition of Terms.)

I.1.2a It is ethically permissible to provide psychological assistance without parental notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.

I.1.2b When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parental notice or consent for one or several meetings to establish the nature and degree of the need for services and to ensure that the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parental consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parental consent, the school psychologist obtains parental consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parental notice or consent.

Standard I.1.3 Seeking Informed Consent

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any...
foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation of informed consent takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

**Standard I.1.4 Assent**

School psychologists encourage a minor student’s voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student’s assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.

**I.1.4a** If a student’s assent for services is not solicited, school psychologists nevertheless honor the student’s right to be informed about the services provided.

**I.1.4b** When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures that the student understands what is being offered, honors the student’s stated choice, and guards against overwhelming the student with choices that the student does not wish to make or is not able to make.

**Standard I.1.5 Right to Refuse or Withdraw Consent**

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources. School psychologists allow parents to withdraw consent at any time without negative repercussions.

**GUIDING PRINCIPLE I.2 PRIVACY AND CONFIDENTIALITY**

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

**Standard I.2.1 Sensitive Information**

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications intended only for the school psychologist are privileged in most jurisdictions. They do not disclose or store in education records any privileged information except as permitted by the mental health provider–client privilege laws in their state. School psychologists use a problem-solving model to consider carefully whether to share with third parties information that could put the student, family, or others at legal, social, or other risk. When school psychologists receive a report from a professional outside the school system that includes information that is intrusive of family privacy and not necessary for school decision making, the school psychologist considers whether returning the report to the maker with a request for redaction of the problematic information is the best course of action.

**Standard I.2.2 Boundaries of Confidentiality**

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved.
School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure the client's understanding and agreement regarding how sensitive disclosures will be handled.

**Standard I.2.3 Consent for Disclosure of Information**

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child’s parent, legal guardian, or of an adult student, except in those situations in which failure to release information could result in danger to the student or others, or where otherwise required by law. Whenever feasible, the student’s assent is obtained prior to disclosure of their confidences to third parties, including disclosures to the student’s parents. When seeking consultation about a student or other client in a nonprivate forum (e.g., online discussion group), school psychologists ensure that the information they disclose is not sufficient to result in discovery of the client’s identity.

**Standard I.2.4 Need to Know**

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

**Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression**

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual’s permission.

**Standard I.2.6 Privacy of Health Information**

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual’s permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.

**GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE**

In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

**Standard I.3.1 Discrimination**

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics.

**Standard I.3.2 Correcting Discriminatory Practices**

School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.
BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

GUIDING PRINCIPLE II.1 COMPETENCE

To benefit clients, school psychologists engage only in practices for which they are qualified and competent. To maintain competence, they engage in continuing education. They understand that professional skill development beyond that of the novice practitioner requires a well-planned program of continuing professional development and professional supervision. In addition, within their work setting, they advocate for the resources and support necessary to maintain professional effectiveness and personal wellness.

Standard II.1.1 Practice in Area of Competence

School psychologists recognize the strengths and limitations of their graduate preparation and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services. When no appropriate provider is available, school psychologists explain the limitations of their experience to parents and seek consultation, continuing professional development, and supervision as appropriate and necessary to ensure that students do not go without assistance.

Standard II.1.2 Personal Problems

School psychologists refrain from any work-related activity in which their personal problems may interfere with professional effectiveness. They seek consultation or other assistance when personal problems arise that threaten to compromise their professional effectiveness.

Standard II.1.3 Continuing Professional Development

School psychologists engage in continuing professional development. They remain current regarding developments in research, continuing professional development, and professional practices that benefit children and youth, families, and schools.

GUIDING PRINCIPLE II.2 ACCEPTING RESPONSIBILITY FOR ACTIONS

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1 Accuracy of Documents

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted document if information is found to be inaccurate or incomplete. In multidisciplinary reports or documents, school psychologists are ethically responsible only for the accuracy of their own contributions.

Standard II.2.2 Progress Monitoring

School psychologists ensure that the effects of their recommendations and intervention plans are monitored, either personally or by others. They revise a recommendation, or modify or terminate an intervention plan, when data
indicate that the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

**Standard II.2.3 Appropriateness of Recommendations**

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

**Standard II.2.4 Responsibility for Graduate Students’ Work**

When supervising graduate students’ field experiences or internships, school psychologists maintain professional responsibility for their supervisees’ work.

**GUIDING PRINCIPLE II.3 RESPONSIBLE ASSESSMENT AND INTERVENTION PRACTICES**

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions. This guiding principle and its subsumed enforceable standards apply to school psychology assessment and intervention practices, including those that use technology such as computer-assisted and digital formats for assessment and interpretation, virtual reality assessment and intervention, distance assessment and telehealth intervention, or any other assessment or intervention modality.

**Standard II.3.1 Considerations Prior to Disability Determination**

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student’s school performance are considered.

**Standard II.3.2 Assessment Techniques**

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

**Standard II.3.3 Instrument Selection**

School psychologists select assessment instruments and strategies that are reliable and valid for the examinee and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher of the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.

**Standard II.3.4 Normative Data**

If using norm-referenced measures, school psychologists choose instruments with norms that are representative, recent, and appropriate for the person being evaluated. School psychologists ensure that their supervisors are informed about the importance of using the most current version of published instruments.

**Standard II.3.5 Digital Administration and Scoring**

When using digitally administered assessments (e.g., computers, tablets, virtual reality) and/or computer-assisted scoring or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of digitally assisted assessment findings for the examinee.
Standard II.3.6 Variety of Sources of Data

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources. No single test or measure is used to make broad determinations regarding disability identification or services needed.

Standard II.3.7 Comprehensive Assessment

Consistent with education law and sound professional practice, school psychologists ensure that students with suspected disabilities are assessed in all areas related to the suspected disability.

Standard II.3.8 Validity and Fairness

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student’s disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics. School psychologists ensure that assessment results are used to enhance learning opportunities for students.

Standard II.3.9 Interpreters

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists request the assignment of interpreters who are qualified and are acceptable to clients.

Standard II.3.10 Recommendations Based on Existing Records

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should use a representative sample of records and explain the basis for, and the limitations of, their recommendations.

Standard II.3.11 Interpretation of Results

School psychologists adequately interpret findings and present results in clear terms. They ensure that recipients understand assessment results so they can make informed choices.

Standard II.3.12 Intervention Selection

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, evidence-based practice. They do so by using a problem-solving process to develop interventions that are appropriate to the presenting problems and consistent with data collected. Furthermore, preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.13 Parental Involvement in Intervention Planning

School psychologists encourage and promote parental participation in designing interventions, including discussing with parents the recommendations and plans for assisting their children. When appropriate, this involvement includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, taking into account the ethnic/cultural values of the family, and helping parents gain the skills needed to help their children. Parents are informed of alternative sources of support available at school and in the community.

Standard II.3.14 Student Assent for Assistance

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.
GUIDING PRINCIPLE II.4 RESPONSIBLE SCHOOL-BASED RECORD KEEPING

School psychologists safeguard the privacy of school psychological records, ensure parents’ access to the records of their own child, and ensure the access rights of adult students or otherwise eligible students to their own records.

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

School psychologists ensure that parents and adult students are notified of their rights regarding creation, modification, storage, and disposal of psychological and education records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

Standard II.4.2 Comprehensive Records

School psychologists create and/or maintain school-based psychological and education records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.

Standard II.4.3 Content of School Psychological Education Records

School psychologists include only documented information from reliable sources in a student’s education records. School psychologists do not store in student education records any private information about students or their families that is not needed for the provision of school services. (See Ethics Standard II.4.8 Sole Possession Records.)

Standard II.4.4 Right to Inspect Records

School psychologists ensure that parents have appropriate access to the psychological and education records of their children, and that eligible students have access to their own records. Parents have a right to access any and all information that is used to make educational decisions about their children; eligible students have a right to access any and all information used to make educational decisions about them.

Standard II.4.5 Test Protocols

School psychologists respect the right of parents (and eligible students) to inspect, but not necessarily to copy, their child’s (or their own) answers to school psychological test questions, even if those answers are recorded on a test protocol. School psychologists understand that the right of parents (and eligible students) to examine their child’s (or their own) test answers may supersede the interests of test publishers.

Standard II.4.6 Access to Records by School Personnel

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to that student’s school psychological records without prior parental permission or the permission of an adult student. This standard applies to access to physical and electronic records.

Standard II.4.7 Electronic Record Keeping

To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8 Sole Possession Records

It is ethically permissible for school psychologists to keep notes that are not accessible to others (i.e., sole possession records) to use as a memory aid. However, any and all information that is used to make educational decisions about a student is part of the student’s education record and must be accessible to parents and adult students.
Standard II.4.9 Retention of Records

School psychologists, in collaboration with administrators and other school staff, work to establish district policies that are consistent with law and sound professional practice regarding the storage and disposal of school psychological records. They advocate for school district policies and practices that (a) safeguard the security of school psychological records while facilitating appropriate access to those records by parents and eligible students, (b) identify timelines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice, (c) seek parental or other appropriate permission prior to the destruction or deletion of obsolete school psychological records of current students, and (d) ensure that obsolete school psychology records are destroyed or deleted in a way that the information cannot be recovered. In addition, school psychologists advocate for a school service delivery system in which working (not final) drafts of documents are not stored as student education records.

GUIDING PRINCIPLE II.5 RESPONSIBLE USE OF MATERIALS

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials. They do not condone the use of restricted materials by unqualified persons.

Standard II.5.1 Test Security

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. School psychologists provide parents (and eligible students) with the opportunity to inspect and review their child’s (or their own) test answers. When required by law or district policy, school psychologists may ethically provide parents (or eligible students) copies of their child’s (or their own) completed test protocol. At the request of a parent (or eligible student), it is also ethically permissible to provide copies of test protocols to a professional who is qualified to interpret them.

Standard II.5.2 Use of Restricted Materials

School psychologists do not promote nor condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3 Intellectual Property

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer.

BROAD THEME III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. School psychologists demonstrate integrity in professional relationships.

GUIDING PRINCIPLE III.1 ACCURATE REPRESENTATION

School psychologists are forthright about their qualifications, competencies, and roles.
Principles for Professional Ethics

**Standard III.1.1 Accurate Presentation of Professional Qualifications**

School psychologists accurately identify their professional qualifications to others. Competency levels, education, graduate preparation, experience, and certification and licensing credentials are accurately presented to clients, other recipients of services, potential and current employers, credentialing bodies, and public forums (e.g., on websites).

**Standard III.1.2 Correcting Misperceptions**

School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable graduate preparation and supervised experience in the specialty.

**Standard III.1.3 Affiliation and Experience**

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence exceeding that which they have actually achieved. When submitting application to credentialing, licensing, or certification boards (e.g., National School Psychology Certification Board), school psychologists accurately report their graduate preparation and experience.

**Standard III.1.4 Graduate Programs**

Graduate program directors are responsible for ensuring that the descriptions of their programs accurately represent the nature of accreditation and/or approval by various bodies. If a program has not been awarded NASP approval, directors ensure that descriptions of the program do not imply that it meets NASP's *Standards for Graduate Preparation of School Psychologists*.

**Standard III.1.5 Accuracy of Marketing Information**

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional.

**GUIDING PRINCIPLE III.2 FORTHRIGHT EXPLANATION OF PROFESSIONAL SERVICES, ROLES, AND PRIORITIES**

School psychologists are candid about the nature and scope of their services.

**Standard III.2.1 Explanation of Services to Clients**

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner.

**Standard III.2.2 Role Definition in Collaborative Work**

School psychologists make reasonable efforts to become integral members of the client service systems (e.g., school-based teams) to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

**Standard III.2.3 Priority of Child Welfare**

The school psychologist’s commitment to protecting the rights and welfare of children and youth is communicated to the school administration, staff, and others as their highest priority in providing services. School psychologists are ethically obligated to speak up for the interests and rights of students and families even when it may be difficult to do so.
Standard III.2.4 Conflicts of Loyalties

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings. This is particularly important when the school psychologist is functioning in a nonclinical role, such as administrator, supervisor, or director.

GUIDING PRINCIPLE III.3 RESPECTING OTHER PROFESSIONALS

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Standard III.3.1 Cooperation With Other Professionals

To meet the needs of children and youth and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They genuinely consider input from nonschool professionals regarding student classification, diagnosis, and appropriate school-based interventions. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote the coordination of services.

Standard III.3.2 Referrals to Other Professionals

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to community-based professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3 Altering Reports

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without their permission to do so.

GUIDING PRINCIPLE III.4 INTEGRITY IN RELATIONSHIPS

School psychologists avoid multiple relationships that diminish their professional effectiveness.

Standard III.4.1 Multiple Relationships and Professional Effectiveness

School psychologists refrain from any activity in which multiple relationships with a client or a client’s family could reasonably be expected to interfere with professional effectiveness. School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and decision making or potentially result in exploitation of a client. When multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.

Standard III.4.2 Multiple Relationships and Limited Alternative Services

In situations in which multiple relationships are unavoidable, such as when there is a lack of alternative service providers, school psychologists take the necessary steps to anticipate and prevent conditions that might compromise their objectivity, professionalism, or ability to render services. They establish and maintain clear professional boundaries, clarify role expectations, and rectify any misunderstandings that might adversely affect the well-being of a client or a client’s family. In all cases, school psychologists prioritize the needs of the client and attempt to resolve any conflicts that emerge in a manner that provides the greatest benefit to the client.
Standard III.4.3 Harassment and Exploitation

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants.

Standard III.4.4 Sexual Relationships

School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees. Because they have an obligation to consider the well-being of all family members and to safeguard trust in psychologists, school psychologists are cautious about entering into sexual relationships with parents, siblings, or other close family members of the former client after the conclusion of the professional relationship.

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

School psychologists are forthright in describing any potential conflicts of interest that may interfere with professional effectiveness, whether these conflicts are financial or personal belief systems.

Standard III.5.1 Private Versus Professional Conduct

The Principles for Professional Ethics provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness.

Standard III.5.2 Separation of Personal Beliefs

School psychologists are aware of their own values, attitudes, and beliefs and how these affect their work with clients, families, school administration, staff, and the community. School psychologists’ professional decisions, recommendations, and activities are guided by the evidence base and by best practices.

Standard III.5.3 Personal Beliefs and Experiences

School psychologists recognize when their own beliefs, attitudes, or experiences pose a barrier to providing competent services to a particular client or family. In such situations, the school psychologist obtains supervision that would allow them to provide quality services, if feasible. If not feasible, they ask for reassignment of the case to a different school psychologist, or they direct the client to alternative services and facilitate the transition to those services.

Standard III.5.4 NASP Leadership

NASP requires that any action taken by its officers, members of the Board of Directors or Leadership Assembly, or other committee or board members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.5.5 Disclosure of Financial Interests

School psychologists’ financial interests in products (e.g., tests, computer software, professional materials) or services can influence their objectivity or the perception of their objectivity regarding those products or services. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings, if that interest is not obvious in the authorship/ownership citations provided.
**Standard III.5.6 Referrals and Remuneration**

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

**Standard III.5.7 Remuneration for Data Sharing**

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

**Standard III.5.8 Practice in Both Public School and Private Settings**

School psychologists who provide school-based services and who also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interest between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- **III.5.8a** are obligated to inform parents or other potential clients of any psychological and educational services that are available to them at no cost from the schools prior to offering such services for remuneration;

- **III.5.8b** may not offer or provide private practice services to a student (or their parents or family members) of a school or special school program where the practitioner is currently assigned unless these services are not available in the school setting;

- **III.5.8c** may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed;

- **III.5.8d** do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer for private practice purposes unless approved in advance by the employer;

- **III.5.8e** conduct all private practice outside of the hours of contracted public employment;

- **III.5.8f** hold appropriate credentials for practice in both the public and private sectors.

**BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY**

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and youth and schools, and they strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and by electronic means, adhere to ethical responsibilities regarding respecting the dignity of all persons and maintaining public trust in the profession. School psychologists also maintain the public trust by respecting laws and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

**GUIDING PRINCIPLE IV.1 PROMOTING HEALTHY SCHOOL, FAMILY, AND COMMUNITY ENVIRONMENTS**

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children and youth.
**Standard IV.1.1 Effective Participation in Systems**

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and youth and families.

**Standard IV.1.2 Promoting Systems Change**

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and youth and other clients. They advocate for school policies and practices that are in the best interests of children and respect and protect the legal rights of students and parents.

**GUIDING PRINCIPLE IV.2 RESPECT FOR LAW AND THE RELATIONSHIP OF LAW AND ETHICS**

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

**Standard IV.2.1 Understanding Workplace Systems**

School psychologists recognize that awareness of the policies, procedures, and legal requirements of their particular workplace is essential for effective functioning within those settings.

**Standard IV.2.2 Intersection of Law and Ethics**

School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

**Standard IV.2.3 Conflicts Between Law and Ethical Principles**

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

**Standard IV.2.4 Participation in Public Discourse**

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees and when they are speaking as individual professionals rather than as representatives of a professional association. They also identify statements that are personal beliefs rather than evidence-based professional opinions.

**GUIDING PRINCIPLE IV.3 MAINTAINING PUBLIC TRUST BY SELF-MONITORING AND PEER MONITORING**

School psychologists accept responsibility for monitoring their own conduct and the conduct of other school psychologists to ensure that it conforms to ethical standards.

**Standard IV.3.1 Application of Principles**

School psychologists consult the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment role and context. In difficult situations, school psychologists use a systematic, problem-solving approach to decision making, including consulting experienced school psychologists, state associations, or NASP.
Principles for Professional Ethics

Standard IV.3.2 Resolution of Concerns With Colleagues

When a school psychologist suspects that another school psychologist has engaged in unethical practices, they attempt to resolve the suspected problem through a collegial problem-solving process, if feasible. If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Board in accordance with their procedures.

Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

NASP members and NCSP credential holders cooperate with formal investigations of their conduct by NASP’s Ethics and Professional Practices Board (EPPB). Consistent with the ethical guiding principle of accepting responsibility for their actions, school psychologists respond to ethical complaints personally (not through legal counsel or another third party) during the investigation phase unless the EPPB chair waives this requirement. School psychologists comply with the final disposition requirements imposed by the EPPB, if any.

GUIDING PRINCIPLE IV.4 CONTRIBUTING TO THE PROFESSION BY MENTORING, TEACHING, AND SUPERVISION

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to ensure high-quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1 Graduate Program Directors

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2 Graduate Student Supervisors

School psychologists who provide direct supervision to practicum students and interns during field experiences are responsible for all professional practices of the supervisees. The field-based supervisor ensures that practicum students and interns are adequately supervised as outlined in NASP’s Standards for Graduate Preparation of School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3 Supervisor Responsibility

School psychologists who are faculty members at universities, those who supervise field experiences, and those who oversee the work of school psychology employees apply these ethical principles in their work with students and supervisees. They promote the ethical practice of graduate students and other supervisees by providing specific and comprehensive instruction, feedback, and mentoring. In addition, they advocate for optimal working conditions and continuing professional development opportunities for their supervisees.

GUIDING PRINCIPLE IV.5 CONTRIBUTING TO THE SCHOOL PSYCHOLOGY KNOWLEDGE BASE

To improve services to children and youth, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.
Principles for Professional Ethics

**Standard IV.5.1 Conducting Research**

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of graduate preparation and graduate degree to potential research participants.

**Standard IV.5.2 Protecting the Rights of Research Participants**

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

**IV.5.2a** Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.

**IV.5.2b** In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

**Standard IV.5.3 Anonymity of Data**

School psychologists may only use identifying case information in lectures, presentations, or publications when written consent to do so has been obtained from the client. Otherwise, they remove and disguise identifying case information when discussing assessment, consultation, or intervention cases.

**Standard IV.5.4 Accuracy of Data**

School psychologists do not publish or present fabricated or falsified data or results in their publications, presentations, and professional reports.

**Standard IV.5.5 Replicability of Data**

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

**Standard IV.5.6 Correction of Errors**

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

**Standard IV.5.7 Integrity of Publications**

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication.
of the same data. They do not duplicate significant portions of their own or others’ previous publications without permission of copyright holders.

**Standard IV.5.8 Plagiarism**

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

**Standard IV.5.9 Acknowledging Contributors**

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

**Standard IV.5.10 Review of Manuscripts and Proposals**

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author’s permission.
## TOPIC INDEX FOR THE ETHICAL PRINCIPLES

### Accreditation/approval
- Standard III.1.4 Graduate Programs
- Standard IV.4.1 Graduate Program Directors

### Advertising
- Standard III.1.4 Graduate Programs
- Standard III.1.5 Accuracy of Marketing Information
- Standard III.5.5 Disclosure of Financial Interests

### Advocacy
- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard II.3.4 Normative Data
- Standard III.2.3 Priority of Child Welfare
- Standard IV.1.1 Effective Participation in Systems
- Standard IV.1.2 Promoting Systems Change
- Standard IV.2.4 Participation in Public Discourse

### Assent
- Standard I.1.4 Assent
- Standard I.2.3 Consent for Disclosure of Information
- Standard II.3.14 Student Assent for Assistance
- Standard IV.5.2 Protecting the Rights of Research Participants

### Assessment
- Standard II.2.1 Accuracy of Documents
- Standard II.3.1 Considerations Prior to Disability Determination
- Standard II.3.2 Assessment Techniques
- Standard II.3.3 Instrument Selection
- Standard II.3.4 Normative Data
- Standard II.3.5 Digital Administration and Scoring
- Standard II.3.6 Variety of Sources of Data
- Standard II.3.7 Comprehensive Assessment
- Standard II.3.8 Validity and Fairness
- Standard II.3.9 Interpreters
- Standard II.3.11 Interpretation of Results
- Standard II.5.2 Use of Restricted Materials
- Standard III.3.3 Altering Reports

### Classification
- Standard II.3.1 Considerations Prior to Disability Determination

### Competence
- Standard II.1.1 Practice in Area of Competence
- Standard II.1.3 Continuing Professional Development
- Standard II.5.2 Use of Restricted Materials
- Standard III.1.1 Accurate Presentation of Professional Qualifications
- Standard III.1.2 Correcting Misperceptions
- Standard III.1.3 Affiliation and Experience
- Standard III.2.1 Explanation of Services to Clients

### Confidentiality
- Standard I.1.3 Seeking Informed Consent
- Standard I.2.2 Boundaries of Confidentiality
- Standard I.2.3 Consent for Disclosure of Information
- Standard I.2.4 Need to Know
- Standard II.4.3 Content of School Psychological Education Records
- Standard II.4.6 Access to Records by School Personnel
- Standard II.4.7 Electronic Record Keeping
- Standard II.4.9 Retention of Records
- Standard IV.5.2 Protecting the Rights of Research Participants
- Standard IV.5.3 Anonymity of Data
- Standard IV.5.4 Accuracy of Data
- Standard IV.5.5 Replicability of Data

### Conflicts of interest
- Standard III.4.1 Multiple Relationships and Professional Effectiveness
- Standard III.4.2 Multiple Relationships and Limited Alternative Services
- Standard III.5.1 Private Versus Professional Conduct
- Standard III.5.2 Separation of Personal Beliefs
- Standard III.5.3 Personal Beliefs and Experiences
- Standard III.5.4 NASP Leadership
- Standard III.5.5 Disclosure of Financial Interests
- Standard III.5.6 Referrals and Remuneration
- Standard III.5.7 Remuneration for Data Sharing
- Standard III.5.8 Practice in Both Public School and Private Settings
TOPIC INDEX FOR THE ETHICAL PRINCIPLES

Conflicting loyalties
Standard III.2.4 Conflicts of Loyalties
Standard III.4.2 Multiple Relationships and Limited Alternative Services

Consent
Standard I.1.1 When Consent Is/Is Not Required
Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
Standard I.1.3 Seeking Informed Consent
Standard I.1.5 Right to Refuse or Withdraw Consent
Standard III.5.7 Remuneration for Data Sharing
Standard IV.5.2 Protecting the Rights of Research Participants

Consultation
Standard I.1.1 When Consent Is/Is Not Required
Standard II.3.12 Intervention Selection

Continuing professional development
Standard II.1.3 Continuing Professional Development

Cooperation/coordination
Standard III.2.2 Role Definition in Collaborative Work
Standard III.3.1 Cooperation With Other Professionals
Standard IV.1.1 Effective Participation in Systems

Counseling
Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
Standard II.3.12 Intervention Selection
Standard III.3.1 Cooperation With Other Professionals

Crises
Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
Standard I.2.2 Boundaries of Confidentiality

Cultural and linguistic diversity (CLD)
Standard II.3.8 Validity and Fairness
Standard II.3.9 Interpreters

Discrimination
Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices

Diversity
Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices
Standard II.3.8 Validity and Fairness
Standard II.3.9 Interpreters
Standard II.3.13 Parental Involvement in Intervention Planning

Dual-setting practitioners
Standard III.5.8 Practice in Both Public School and Private Settings

Ethical complaints
Standard IV.3.2 Resolution of Concerns With Colleagues
Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Evidence-based practice
Standard II.1.3 Continuing Professional Development
Standard II.3.2 Assessment Techniques
Standard II.3.12 Intervention Selection
Standard III.5.2 Separation of Personal Beliefs
Standard IV.5.1 Conducting Research

Exploitation
Standard III.4.3 Harassment and Exploitation

Fairness
Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices
Standard II.3.8 Validity and Fairness

FERPA
Standard I.2.1 Sensitive Information
Standard I.2.3 Consent for Disclosure of Information
Standard I.2.4 Need to Know
Standard II.4.2 Comprehensive Records
Standard II.4.3 Content of School Psychological Education Records
Standard II.4.4 Right to Inspect Records
Standard II.4.5 Test Protocols
Standard II.4.6 Access to Records by School Personnel
Standard II.4.8 Sole Possession Records
Standard II.4.9 Retention of Records

Graduate students
Standard I.1.3 Seeking Informed Consent
TOPIC INDEX FOR THE ETHICAL PRINCIPLES

Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.1.3 Affiliation and Experience
Standard III.1.4 Graduate Programs
Standard III.3.3 Altering Reports
Standard III.4.3 Harassment and Exploitation
Standard III.4.4 Sexual Relationships
Standard IV.4.1 Graduate Program Directors
Standard IV.4.2 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility

HIPAA
Standard I.2.6 Privacy of Health Information
Standard II.4.7 Electronic Record Keeping

Informed choices
Standard I.1.3 Seeking Informed Consent
Standard II.3.11 Interpretation of Results
Standard III.2.1 Explanation of Services to Clients
Standard III.4.2 Multiple Relationships and Limited Alternative Services

Instruments/tests
Standard II.3.3 Instrument Selection
Standard II.3.4 Normative Data
Standard II.3.5 Digital Administration and Scoring
Standard II.3.8 Validity and Fairness
Standard II.4.5 Test Protocols
Standard II.5.1 Test Security
Standard II.5.2 Use of Restricted Materials
Standard II.5.3 Intellectual Property

Interpretation of results
Standard II.3.3 Instrument Selection
Standard II.3.5 Digital Administration and Scoring
Standard II.3.6 Variety of Sources of Data
Standard II.3.8 Validity and Fairness
Standard II.3.11 Interpretation of Results

Interpreters
Standard II.3.9 Interpreters

Intervention
Standard I.1.1 When Consent Is/Is Not Required
Standard II.2.2 Progress Monitoring
Standard II.3.12 Intervention Selection
Standard II.3.13 Parental Involvement in Intervention Planning
Standard II.3.14 Student Assent for Assistance
Standard III.3.1 Cooperation With Other Professionals

Laws versus ethical principles
Standard IV.2.2 Intersection of Law and Ethics
Standard IV.2.3 Conflicts Between Law and Ethical Principles

LGBTQ
Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices

MTSS
Standard II.3.1 Considerations Prior to Disability Determination

Multiple relationships
Standard III.4.1 Multiple Relationships and Professional Effectiveness
Standard III.4.2 Multiple Relationships and Limited Alternative Services
Standard III.5.3 Personal Beliefs and Experiences
Standard III.5.8 Practice in Both Public School and Private Settings

Multiple roles
Standard III.2.4 Conflicts of Loyalties
Standard III.4.2 Multiple Relationships and Limited Alternative Services
Standard III.5.8 Practice in Both Public School and Private Settings

NASP 2020 Professional Standards
TOPIC INDEX FOR THE ETHICAL PRINCIPLES

NCSP
Standard III.1.3 Affiliation and Experience

Need to know
Standard I.2.4 Need to Know
Standard II.4.6 Access to Records by School Personnel

Parental involvement
Standard I.1.1 When Consent Is/Is Not Required
Standard I.1.3 Seeking Informed Consent
Standard I.1.5 Right to Refuse or Withdraw Consent
Standard II.3.11 Interpretation of Results
Standard II.3.13 Parental Involvement in Intervention Planning

Parental notification
Standard I.1.1 When Consent Is/Is Not Required
Standard III.4.2 Multiple Relationships and Limited Alternative Services

Peer monitoring
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns With Colleagues

Plagiarism
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Practicum students
Standard I.1.3 Seeking Informed Consent
Standard I.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.4.3 Harassment and Exploitation
Standard III.4.4 Sexual Relationships
Standard IV.4.2 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility

Presentations
Standard III.5.5 Disclosure of Financial Interests
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data
Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Privacy
Standard I.2.1 Sensitive Information
Standard I.1.1 When Consent Is/Is Not Required
Standard I.2.4 Need to Know
Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
Standard I.2.6 Privacy of Health Information
Standard II.4.1 Notification of Rights and Responsibilities Regarding Records
Standard II.4.3 Content of School Psychological Education Records
Standard II.4.6 Access to Records by School Personnel
Standard II.4.8 Sole Possession Records
Standard II.4.9 Retention of Records
Standard IV.5.2 Protecting the Rights of Research Participants
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data

Privileged communications
Standard I.2.1 Sensitive Information

Problem solving
Standard II.3.1 Considerations Prior to Disability Determination
Standard II.3.12 Intervention Selection
Standard III.2.2 Role Definition in Collaborative Work
Standard IV.2.3 Conflicts Between Law and Ethical Principles
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns With Colleagues
Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Products
Standard III.1.5 Accuracy of Marketing Information
Standard III.5.5 Disclosure of Financial Interests
Standard IV.5.9 Acknowledging Contributors

Professional conduct
Standard II.1.2 Personal Problems
TOPIC INDEX FOR THE ETHICAL PRINCIPLES

Standard III.5.1 Private Versus Professional Conduct
Standard III.4.2 Multiple Relationships and Limited Alternative Services
Standard III.5.2 Separation of Personal Beliefs
Standard III.5.3 Personal Beliefs and Experiences
Standard III.4.3 Harassment and Exploitation
Standard III.4.4 Sexual Relationships
Standard IV.2.2 Intersection of Law and Ethics
Standard IV.2.3 Conflicts between Law and Ethical Principles
Standard IV.2.4 Participation in Public Discourse
Standard IV.3.1 Application of Principles

Progress monitoring
Standard I.1.1 When Consent Is/Is Not Required
Standard II.2.2 Progress Monitoring

Protocols
Standard II.4.5 Test Protocols
Standard II.4.9 Retention of Records
Standard II.5.1 Test Security
Standard II.5.3 Intellectual Property
Standard III.5.8 Practice in Both Public School and Private Settings

Psychological reports
Standard II.2.1 Accuracy of Documents
Standard II.2.2 Progress Monitoring
Standard II.2.3 Appropriateness of Recommendations
Standard II.3.3 Instrument Selection
Standard II.3.5 Digital Administration and Scoring
Standard II.3.6 Variety of Sources of Data
Standard II.3.8 Validity and Fairness
Standard II.3.11 Interpretation of Results
Standard II.4.6 Access to Records by School Personnel
Standard II.4.9 Retention of Records
Standard III.3.3 Altering Reports
Standard IV.4.2 Graduate Student Supervisors

Publications
Standard III.1.5 Accuracy of Marketing Information
Standard III.5.5 Disclosure of Financial Interests
Standard IV.5.1 Conducting Research
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data

Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Qualifications
Standard II.5.2 Use of Restricted Materials
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.1.5 Accuracy of Marketing Information
Standard III.2.1 Explanation of Services to Clients

Recommendations
Standard II.2.3 Appropriateness of Recommendations
Standard II.3.8 Validity and Fairness
Standard II.3.10 Recommendations Based on Existing Records
Standard II.3.12 Intervention Selection
Standard II.3.13 Parental Involvement in Intervention Planning
Standard II.3.14 Student Assent for Assistance
Standard III.5.2 Separation of Personal Beliefs

Reevaluations
Standard II.3.10 Recommendations Based on Existing Records

Referrals to outside agencies
Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
Standard I.1.5 Right to Refuse or Withdraw Consent
Standard II.1.1 Practice in Area of Competence
Standard II.2.2 Progress Monitoring
Standard II.3.13 Parental Involvement in Intervention Planning
Standard III.3.2 Referrals to Other Professionals
Standard III.4.1 Multiple Relationships and Professional Effectiveness
Standard III.5.3 Personal Beliefs and Experiences
Standard III.5.6 Referrals and Remuneration
Standard III.5.8 Practice in Both Public School and Private Settings

Release of information
Standard I.2.3 Consent for Disclosure of Information
Research
Standard IV.5.1 Conducting Research
Standard IV.5.2 Protecting the Rights of Research Participants
Standard IV.5.3 Anonymity of Data
Standard IV.5.4 Accuracy of Data
Standard IV.5.5 Replicability of Data
Standard IV.5.6 Correction of Errors
Standard IV.5.7 Integrity of Publications
Standard IV.5.8 Plagiarism
Standard IV.5.9 Acknowledging Contributors
Standard IV.5.10 Review of Manuscripts and Proposals

Responsibility
Standard II.2.1 Accuracy of Documents
Standard II.2.3 Appropriateness of Recommendations
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.5 Accuracy of Marketing Information
Standard III.4.2 Multiple Relationships and Limited Alternative Services
Standard IV.3.1 Application of Principles
Standard IV.3.2 Resolution of Concerns With Colleagues
Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Right to refuse
Standard I.1.4 Assent
Standard I.1.5 Right to Refuse or Withdraw Consent

School climate
Standard I.3.1 Discrimination
Standard IV.1.1 Effective Participation in Systems

Self-care
Standard II.1.2 Personal Problems
Standard III.5.1 Private Versus Professional Conduct

Sensitive health information
Standard I.2.6 Privacy of Health Information
Standard II.4.3 Content of School Psychological Education Records

Sexual harassment
Standard III.4.3 Harassment and Exploitation
Standard III.4.4 Sexual Relationships

Sexual relationships
Standard III.4.3 Harassment and Exploitation
Standard III.4.4 Sexual Relationships

Social justice
Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices
Standard II.3.8 Validity and Fairness

Social media
Standard III.5.1 Private Versus Professional Conduct
Standard III.5.2 Separation of Personal Beliefs
Standard III.5.3 Personal Beliefs and Experiences
Standard III.4.3 Harassment and Exploitation
Standard IV.2.4 Participation in Public Discourse

Sole possession/private notes
Standard II.4.8 Sole Possession Records

Student records, General
Standard I.1.1 When Consent Is/Is Not Required
Standard I.2.1 Sensitive Information
Standard II.2.1 Accuracy of Documents
Standard II.3.10 Recommendations Based on Existing Records
Standard II.4.1 Notification of Rights and Responsibilities Regarding Records
Standard II.4.2 Comprehensive Records
Standard II.4.8 Sole Possession Records
Standard III.3.3 Altering Reports

Student records, Access to
Standard II.4.4 Right to Inspect Records
Standard II.4.5 Test Protocols
Standard II.4.6 Access to Records by School Personnel
Standard II.5.1 Test Security

Student records, Disposal/destruction of
Standard II.4.9 Retention of Records

Student records, Storage of
Standard II.4.3 Content of School Psychological Education Records
Standard II.4.7 Electronic Record Keeping
TOPIC INDEX FOR THE ETHICAL PRINCIPLES

Supervision

Standard I.1.3 Seeking Informed Consent
Standard II.1.1 Practice in Area of Competence
Standard II.2.2 Progress Monitoring
Standard II.2.4 Responsibility for Graduate Students’ Work
Standard III.1.1 Accurate Presentation of Professional Qualifications
Standard III.1.2 Correcting Misperceptions
Standard III.3.3 Altering Reports
Standard III.5.3 Personal Beliefs and Experiences
Standard IV.4.4 Sexual Relationships
Standard IV.4.2 Graduate Student Supervisors
Standard IV.4.3 Supervisor Responsibility

Systems-level reform

Standard I.3.1 Discrimination
Standard I.3.2 Correcting Discriminatory Practices
Standard IV.1.1 Effective Participation in Systems

Technology

Standard II.2.1 Accuracy of Documents
Standard II.3.2 Assessment Techniques
Standard II.3.5 Digital Administration and Scoring
Standard II.4.1 Notification of Rights and Responsibilities Regarding Records
Standard II.4.7 Electronic Record Keeping
Standard II.4.9 Retention of Records
Standard III.5.1 Private Versus Professional Conduct
Standard IV.2.4 Participation in Public Discourse

Test security

Standard II.4.5 Test Protocols
Standard II.5.1 Test Security
Standard II.5.3 Intellectual Property
Appendix. The NASP Practice Model
Pupil Personnel Services: School Psychology Preconditions, Program Standards, and Performance Expectations

Commission on Teacher Credentialing

Published May 2020
This publication by the Commission on Teacher Credentialing is not copyright. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Commission on Teacher Credentialing Program Standards

Preconditions adopted April 2019
Program Standards adopted April 2019
Performance Expectations adopted April 2019
Table of Contents

Pupil Personnel Services: School Psychology Preconditions 1

Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs 2

Pupil Personnel Services: School Psychology Program Standards 4
  Program Standard 1: Program Design, Rationale, Organization and Context 4
  Program Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations 4
  Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements 4
  Program Standard 4: Clinical Practice 5
  Program Standard 5: Determination of Candidate Competence 7

Pupil Personnel Services: School Psychology Performance Expectations 8
  SPPE 1: Data-based Decision Making and Accountability 8
  SPPE 2: Consultation and Collaboration 8
  SPPE 3: Interventions and Instructional Support to Develop Academic Skills 9
  SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills 9
  SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning 10
  SPPE 6: School-wide Practices to Promote Behavioral and Mental Health 10
  SPPE 7: Family-school Collaboration 11
  SPPE 8: Human Diversity 11
  SPPE 9: Research and Program Evaluation 11
  SPPE 10: Legal, Ethical, and Professional Practice & Disposition 12

Pupil Personnel Services Credentials Standards Glossary 13
Pupil Personnel Services: School Psychology Preconditions

1. **Bachelor’s Degree** (Ed Code §44266)
   Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university in a subject other than Education.

2. **Program Curriculum**
   A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows:

   A program of study for the school psychologist specialization shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

3. **For Intern Programs**
   An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.
Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs

The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS specialty areas, and they apply to all PPS credential candidates.

Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students.

PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:

- address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments.
- recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school.
- promote understanding that students need individualized opportunities, services, and supports to address life’s challenges, and gain personal success and achieve academically.

PPS credential programs support candidate’s understandings that:

- establish educational opportunities of equity and culturally responsive practices to promote each student’s academic success and well-being.
- recognize, respect, and utilize each student’s strengths, experiences, and background as assets for teaching and learning.
- confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.
- provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success.
- increase awareness of mental health programs and services to address barriers.
- a positive school culture and climate can enhance the safety and well-being of all students.
PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions. Through the use of a cultural humility framework, PPS programs support candidate’s understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement. PPS Programs support candidate’s growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students.
Pupil Personnel Services: School Psychology Program Standards

Program Standard 1: Program Design, Rationale, Organization and Context
Pupil Personnel Services School Psychology programs must be delivered within a comprehensive framework based on a clearly articulated program philosophy/mission that includes goals, objectives and a sequential, integrated course of study. The program offers candidates a program that is consistent with the Common Principles, Values and Goals of Pupil Personnel Services Programs. Appreciation of human diversity, equity and social justice is emphasized. The School Psychology program develops candidates’ strong affiliation with School Psychology as a profession, is delivered by qualified faculty, and includes coursework and supervised field experiences necessary for the preparation of highly competent school-based mental health professionals whose services positively impact children, families, schools, and other stakeholders. The program uses systematic, performance-based evaluation and accountability procedures for ongoing program improvement.

Program Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations
The School Psychology Performance Expectations (SPPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support all students.

The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and reflect on each School Psychology Performance Expectation (SPPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments address (a) the SPPEs as they apply to the areas to be authorized by this credential, and (b) prepare the candidate for program-based assessments.

Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements
Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering the SPPEs. The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school psychologists. Qualified faculty members have a minimum of three years of professional practice and are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school psychologists. The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.
Program Standard 4: Clinical Practice

A. Practica/Fieldwork in School Psychology

The program provides candidates with field based opportunities and specific experiences aligned with the SPPEs, including, but not limited to the following (a) data-based decision making, (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services-school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family-school collaboration, (h) human diversity, (i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations by candidates.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:
1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.

B. Internship or Culminating Field Experience

The second level of field based experiences is the culminating field experience, or internship which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:
1. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.

2. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.

3. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.

4. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.

5. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district and the program.

Qualifications and Training of Site Supervisors
The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 3 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience.

A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision. This supervisor must have at least the equivalent of three (3) years of full-time experience as a school psychologist. A field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives.

Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA)
As a part of the culminating field experience a candidate may earn a Child Welfare and Attendance (CWA) authorization if they complete a minimum of 150 hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Under the program oversight and administration the direct supervision of the field experience in CWA can be provided through
the field-based supervisor. Program faculty provide indirect supervision for all activities in alternative or school-based CWA settings.

**Program Standard 5: Determination of Candidate Competence**
The School Psychology program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SPPEs), and collects assessment data to determine that candidates attain adequate competence and able to integrate competencies across all areas of training.

Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have demonstrated each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.
Pupil Personnel Services: School Psychology
Performance Expectations

SPPE 1: Data-based Decision Making and Accountability
Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

Candidates have the knowledge, skills and abilities to:
1. Administer and score tests and assessments according to standard procedures, including developmental history, intelligence, cognitive processing, achievement, adaptive behavior, social-emotional, behavioral and other relevant measures.
2. Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students’ cultural, language, and socioeconomic backgrounds.
3. Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.
4. Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners.
5. Monitor and evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.
6. Utilize state and local accountability systems to implement and evaluate service effectiveness.

SPPE 2: Consultation and Collaboration
Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

Candidates have the knowledge, skills and abilities to:
1. Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.
2. Consult, collaborate and communicate effectively with community agencies.
3. Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.

SPPE 3: Interventions and Instructional Support to Develop Academic Skills
Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Candidates have the knowledge, skills and abilities to:
1. Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.
2. Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention.
4. Implement and evaluate services that support cognitive and academic skills development for all children.

SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills
Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

Candidates have the knowledge, skills and abilities to:
1. Work with multidisciplinary teams to design and implement direct evidence based interventions that focus on behavioral and social/emotional wellness appropriate for all children.
2. Interpret behavioral and social/emotional data within the contexts of biological, cultural and social influences, including complex trauma and stress, impacting behavior, socialization, social-emotional learning, and mental health.
3. Understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychopathology, for assessment and intervention.

4. Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions.

**SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning**
Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

Candidates have the knowledge, skills and abilities to:

1. Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.
2. Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective learning, social development, and mental health.

**SPPE 6: School-wide Practices to Promote Behavioral and Mental Health**
Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Candidates have the knowledge, skills and abilities to:

1. Implement evidence-based multi-tiered prevention strategies
2. Identify protective and adaptive factors that promote a healthy school climate and improve school safety
3. Describe resilience and risk-factors affecting student behavior
4. Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations
5. Implement effective crisis preparation, response, and recovery strategies.
6. Design, disseminate, and implement district-wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols (e.g., violence towards others)
SPPE 7: Family-school Collaboration
Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Candidates have the knowledge, skills and abilities to:
1. Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes
2. Apply theory and research on family systems and its implications for children’s learning, socialization, and mental health
3. Communicate children’s learning, development, socialization and mental health in cultural context.

SPPE 8: Human Diversity
Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

Candidates have the knowledge, skills and abilities to:
1. Conduct assessments with attention to culture, language, and all aspects of human diversity.
2. Evaluate the effects of language acquisition and development on all aspects student learning.
3. Implement evidence-based strategies to enhance the quality of learning for all pupils.
4. Advocate for fairness and equity in all aspects of professional practice.

SPPE 9: Research and Program Evaluation
Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Candidates have the knowledge, skills and abilities to:
1. Provide support for multidisciplinary teams in accessing and interpreting evidence-based practices.
2. Select, interpret and apply assessment results as they relate to instructional practices.
3. Demonstrate application of appropriate statistical principles and research designs to interpret assessment data, develop interventions, and evaluate programs to improve student achievement and classroom performance.
4. Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.

**SPPE 10: Legal, Ethical, and Professional Practice & Disposition**

Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Candidates have the knowledge, skills and abilities to:

1. Provide services that reflect best practices in legal, ethical and professional practice.
2. Understand implications of history, service models, and professional standards for professional identity and effective practice.
3. Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self-care.
Pupil Personnel Services Credentials Standards Glossary

**Academic Tiered Systems of Support**: Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Similarly, students who do not respond consistently to whole class and school-wide positive behavior systems are provided with additional supports and behavior interventions until he/she shows adequate progress.

**Accountability Systems**: A set of policies and practices used to measure and hold schools and districts responsible for raising student achievement for all students and to prompt and support improvement where necessary.

**Adequate Competence**: Sufficient skill, knowledge, and experience for the purpose of meeting program requirements.

**A-G Requirements**: The sequence of courses required to be eligible for acceptance to meet minimum academic requirements for potential entry into a California public university.

**A-G Courses**: High school courses used to meet A-G requirements for potential entry to a California public university.

**Andragogical**: Approach, methods, and principles used in adult learning theory that details some of the ways in which adults learn differently than children.

**Career/Transitional Learning**: Major transition point when a student moves from school to career; also focuses on learning about pathways to college and career education.

**Community Agencies**: Private or public nonprofit organization that facilitates and coordinates access to services for youth.

**Culminating Field Experience**: Provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to continue acquiring additional knowledge and skills most appropriately gained through prior supervised professional experience.

**Cultural Competence**: Having an awareness of one's own cultural identity and views about difference, and the ability to learn cultural and community norms of others.

**Cultural Humility**: An understanding and respectful attitude toward individuals of other cultures through reflection, self-awareness and openness to learning.

**Culturally-Responsive Practices**: Recognizing and incorporating the resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.
**Deficit-based Schooling**: System’s tendency to focus on the perceived weaknesses of individuals or groups instead of strengths.

**Evidence-based Assessment Instruments**: The use of research and theory to guide the selection of the tool used for assessment such as inventories, surveys, questionnaires as well other instruments to screen for and identify issues.

**Field Based Opportunities**: Opportunities offered in the field to allow candidates to make observations and apply knowledge from program coursework.

**Implicit Bias**: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

**Mapping School-based Resources**: Making decisions and provide insight into the location, distribution, and availability of resources in schools to assist school communities to identify and align resources, promote collaborative planning and instruction, and enhance options for students at high risk of school failure.

**Models of Supervision**: Three primary models of supervision: developmental, integrated, and orientation-specific based on the idea that individuals are continually growing.

**Multi-tiered Systems of Support (MTSS)**: Multi-tiered system of support is an integrated, comprehensive framework that focuses on the prevention, early identification, early intervention, support and postvention that is necessary for all students to learn, engage and thrive. MTSS encompasses both response to instruction and intervention and PBIS, and systematically addresses support for all students.

**Planning Document for Field Experience**: Document that provides a detailed plan of the expectations, objectives, details, and purpose of each field experience.

**Practicum**: Planned, supervised, and evaluated practical work experience placement to emphasize application of knowledge and counseling skills learned in the program which allows students to demonstrate their counseling skills under close supervision in a realistic setting.

**Positive Behavior Interventions and Supports (PBIS)**: An evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day to create a successful school environment for all students.

**Prevention and Intervention Practices**: Practices designed to meet the social/emotional/behavioral needs of students for prevention and early intervention often part of a Response to Instruction and Intervention model and MTSS Framework.

**Professional Dispositions**: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators and school social workers interact with students, families, colleagues, and communities.
**Pupil Learning Theory**: Theory that describes how students absorb, process, and retain knowledge during learning.

**Qualified Faculty**: Faculty at an Institution of Higher Education who meets the Higher Learning Commission criteria or the Council on Social Work Education criteria or the with appropriate expertise in the subject they teach.

**Restorative Practices**: Promoting inclusiveness, relationship-building, and problem-solving for conflict resolution, improved school climate and stronger social and emotional skills.

**Section 504 Plan**: A plan developed to ensure that a child with a disability identified under Section 504 of the Rehabilitation Act of 1973 receives accommodations and supports that ensure equal access to the learning environment.

**Self-Care Plan**: An intervention tool that helps individuals enhance their health and well-being.

**School Climate**: School climate refers to the quality and character of school life based on patterns of students', parents' and school personnel's experience of school life.

**School Culture**: Refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.

**Site Supervisor/Field Instructor/Site Field Instructor**: Provides candidates with supervision, evaluation, preparation, and mentoring on site of clinical placement. School-based site supervisors hold the appropriate PPS credential. Supervisors in alternative settings have the appropriate credential or license for that setting. All site supervisors have a minimum of 3 years of credentialed or licensed experience. For School Social Work, the minimum requirement is 2 years with a master’s degree in social work, in addition to the pupil personnel services credential in School Social Work. For School Counseling, the minimum requirement is 2 years of experience as a school counselor with a master’s degree in a counseling related field and a credential authorizing school counseling.

**Social Justice**: Full and equal participation of all groups in society that is mutually shaped to meet their needs.

**Student Marginalization**: Treatment of a student as unimportant, insignificant or of lower standing due to cultural differences, knowledge gaps, or socioeconomic status.

**Trauma-Informed Care Practices**: Structured treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma to provide care to individuals exposed to trauma.

**University Supervision Requirements**: Supervision requirements of the university for candidates enrolled in their graduate preparation program.