



# NASP Program Review and Approval

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# Agenda

- Welcome – Introductions
- Processes for completing online submissions for NASP approval
- Methods for providing evidence that meets NASP standards.
- NASP Criteria for Program Review and Approval
- Documenting required assessments and report assessment data
- Rubrics
- Discussion and Questions

## First Things First

- Determine submission date – current goal is to align programs to three years prior to site visit
- Request shell
  - Notify your provider's CAEP coordinator, a month in advance of deadline to request shell; CAEP has an instruction sheet and make sure to specify the right set of standards (2010)
- Identify materials needed
- Prepare materials
- Submit

## Submission Options

- **Option A** is the current SPA review process. Programs submit 6 required assessments (two optional). *This continues to be the most widely used option.*
- **Option B** allows programs more freedom in selecting their assessments. Programs are required to use the state test (if the state has a test in the discipline), include an assessment of candidate impact on student learning as appropriate for the discipline, and insure that all SPA standards are appropriately addressed in their assessments. They are limited to 8 assessments in total.

## Submission Options

- **Option C** –No longer an option
- **Option D** allows programs, in lieu of traditional program review, to perform validity and reliability studies of its key assessments. *No program in any SPA has selected this option.*

# CAEP Program Review System

- Use the NASP online report form and template, located on our website.

## The 5-Step NASP Program Review Process

- 1. Each program is assigned for review to 2-3 trained NASP program reviewers. Any potential conflicts of interests are evaluated and avoided.
- 2. Each program reviewer independently evaluates the program's submission and determines if each NASP standard is rated as Met or Not Met. Comments are written for standards rated as Not Met.
  - Although reviewers for a program are encouraged to confer with each other, each individual reviewer prepares his or her own individual review report and submits it online to the NASP Program Approval Board.

## The 5-Step NASP Program Review Process

- 3. The Program Approval Board (PAB) meets twice a year (December and June) and PAB members use individual reviewer reports to
  - A) conduct a review of the program, and
  - B) prepare an integrated and final National Recognition Report for the program
- 4. The PAB members discuss each program and group consensus is established to determine an approval decision (full approval, conditional approval, or non-approval)
- 5. The program is notified, by the Chair of PAB, about the approval decision and is sent a copy of the National Recognition Report.



## Focus of Review

- NASP Conditional Standard I
- NASP Standards II through IX
  - \*Standard X for programs not in CAEP Units

# Condition Standard I

- **Basic Structure of Program**
- Comprehensive Program Framework
  - Clear goals and objectives?
  - Organized course sequence?
  - Delivered by qualified faculty?
- 3 years in length
- At least 58 hours prior to internship
- Internship a culminating component of program

# Condition Standard I

- Each of 5 elements will be evaluated on the rubric
  - Not Acceptable
  - Marginally Acceptable
  - Fully Acceptable
- ***If the standard is not judged as Met, the program will not be considered for further approval\*.***
- \*Reviewers and the Board will still evaluate all standards in an effort to provide programs feedback on program quality and strength of assessments.

**NASP Program Approval Board  
Condition Standard I Rubric**

Element	Not Acceptable	Marginally Acceptable	Fully Acceptable
<p><b>C.1.</b></p>	<p>___ A primary focus on or affiliation with school psychology is not evident in the program's title, degree, or documents.</p>	<p>___ Although "school psychology" may be in the program's title it is unclear if the primary focus or affiliation is school psychology.</p>	<p>___ The program is clearly identified by title, degree, and program documents as being a "school psychology program."</p>
	<p>___The program has no framework/objectives, or ones that are very broad or vague, doesn't articulate candidate outcomes, or articulates outcomes not consistent with the field of school psychology</p>	<p>___ The program has a framework/objectives, but it is unclear if they articulate candidate outcomes consistent with the field of school psychology.</p>	<p>___ The program has a clear framework and set of goals or objectives for candidate outcomes consistent with the field of school psychology</p>
	<p>___ Little or no emphasis on human diversity is evidenced in program objectives, development of candidate knowledge and skills, and other aspects of the program, or is represented much less than expected given the program's focus/location.</p>	<p>___ Human diversity is minimally represented in program objectives, development of candidate knowledge and skills, and other aspects of the program, or is represented somewhat less than expected given the program's focus/location and NASP Standards.</p>	<p>___ Human diversity is infused throughout program objectives, development of candidate knowledge and skills, and other aspects of the program to an extent consistent with the program's focus/location and NASP Standards.</p>
	<p>___ There is little or no evidence of an integrated, sequential program of study and field experiences or, if one is required, candidates don't appear to</p>	<p>___ There is some evidence of an integrated, sequential program of study and field experiences, but evidence of practice (e.g., transcripts) is not entirely consistent</p>	<p>___ The program has an integrated, sequential program of study and field experiences based on the program's philosophy/mission;</p>

# NASP Criteria for Program Review and Approval

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

## Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY NCATE PRINCIPLE 1		DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS NCATE PRINCIPLE 2		NCATE PRINCIPLE 3	
		Student-Level Services	Systems-Level Services		
Standard II Data-Based Decision Making and Accountability		Standard IV 4.1 Interventions and Instructional Support to Develop Academic Skills	Standard V 5.1 School-Wide Practices to Promote Learning		
Standard III Consultation and Collaboration		Standard IV 4.2 Interventions and Mental Health Services to Develop Social and Life Skills	Standard V 5.2 Preventive and Responsive Services		
<b>FOUNDATIONS OF SERVICE DELIVERY</b> NCATE PRINCIPLE 4					
Standard VII Diversity in Development and Learning	Standard VIII 8.1 Research and Program Evaluation	Standard VIII 8.2	Standard VIII Legal, Ethical, and Professional Practice		

**HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST**

## NASP Criteria for Program Review and Approval

- **Standard II:** Practices that Permeate all Aspects of Service Delivery: **Data Based Decision Making and Accountability**
- **Standard III:** Practices that Permeate all Aspects of Service Delivery: **Consultation and Collaboration**
- **Standard IV:** Direct and Indirect Services: Student Level Services
  - Element 4.1 – **Interventions and Instructional Support to Develop Academic Skills**
  - Element 4.2 – **Interventions and Mental Health Services to Develop Social and Life Skills**

## NASP Criteria for Program Review and Approval

- **Standard V: Direct and Indirect Services-Systems Level Services-Schools**
  - Element 5.1 – **School-Wide Practices to Promote Learning**
  - Element 5.2 – **Preventive and Responsive Services**
- **Standard VI: Direct and Indirect Services-Systems Level Services-Family-School Collaboration**
- **Standard VII: Foundations of School Psychologists' Service Delivery: Diversity of Development and Learning**

# NASP Criteria for Program Review and Approval

**Standard VIII:** Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice

Element 8.1 – Research and Program Evaluation

Element 8.2 – Legal, Ethical, and Professional Practice

**Standard IX:** Practica and Internships in School Psychology

Element 9.1 Practica

Element 9.2 Internship

Element 9.3 Internship Hours

Element 9.4 Internship Supervision

Element 9.5 Internship Site Agreements

Element 9.6 Culminating Internship Experience and Measurable Positive Impact



## Evaluating NASP Standards II through VIII

- **1. Assessed**
- **2. Attained**

A standard is not met unless there is strong evidence for both

Assessed: NASP requires 6 program assessments to determine whether Standards II through VIII are met

Attained: For each assessment, aggregated candidate assessment data should be collected and reported to specifically align with each domain(s) for which the assessment is intended.

Candidate assessment data should be comprehensive and yield specific information; avoid overly-broad, global indicators or ratings

## Six Required Assessments

**Assessment #1 (Required)-Content Knowledge:** Data from state or national school psychology credentialing exam.

**Assessment #2 (Required)-Content Knowledge:** Grades (are required) for courses in which content knowledge on Standards II-VIII is addressed

**Assessment #3 (Required)-Professional Knowledge, Skills, and Dispositions:** Assessment during practica

## Six Required Assessments

**Assessment #4 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluations by Field Supervisors**

**Assessment #5 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive, Performance-based Assessment of Candidate Abilities Evaluated by Faculty During Internship**

**Assessment #6 (Required)-Effects on Student Learning Environments and/or Learning:**

## All Six NASP Assessments

- Are required and used for all candidates
- Must be part of an integrated program assessment system
- Must evaluate candidates' knowledge and skills for each component of the domain(s) they are intended to assess
- Must be comprehensive and yield specific information versus overly-broad, global ratings

## Description of each assessment should include

- Assessment tool or description of the assignment and instructions given to candidates;
- The scoring guide/rubric
- Program criteria for candidate performance
- Method for communicating the above to candidates
- Systematic methods for collecting and aggregating candidate attainment data on the assessments

## Assessment #1 (Required)-Content Knowledge: Data from state or national school psychology credentialing exam.

### Two-page narrative

- Name of exam used
  - Praxis II?
  - State Exam?
- Criterion score for passing the exam set by your program
- Whether or not the exam is required for the state school psychology credential
- The criterion score for passing the exam set by your state credentialing agency, if applicable
- Total scores, as well as sub-area scores by individual intern

## Assessment #2 (Required)-Content Knowledge: Grades (are required) for courses in which content knowledge on Standards II-VIII is addressed

- Disaggregated/Aggregated grades for required courses must be submitted
- Grades are from courses required for all candidates
- Evidence is provided that candidates are being assessed in content and/or skills relevant to the respective standards/elements
- Grades are aggregated to demonstrate competencies in Standards II- VIII (instead of, for example, overall GPAs)
- ***Programs must provide course-embedded content assessments in Table E, based on courses listed for Assessment 2***

**Table E**  
**Response to NASP Standards II-VIII**

**Directions:** Programs submit the table below to show how the program assesses each element in Standards II-VIII. **Choose no more than 3 courses for each of the NASP standards/elements.** The table will also help the program provide attainment data for each NASP standard/element for Assessment 2 (required of all programs).

- ✓ Courses must be required for all candidates in the program; elective courses may not be used as evidence.
- ✓ Faculty may choose which courses will be used in this assessment. However, programs are limited to 2-3 primary courses that assess each standard/element. For standards that include individual elements, programs may include 2-3 courses per element.
- ✓ For each course, include the following: a) title, b) number, c) description, and d) objectives that are relevant to the standard. In addition, include a brief description of 2-3 assignment(s)/assessment(s) relevant to each standard/element.
- ✓ Please note that this table complements the grade table for Assessment 2.

**STANDARDS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE**

School psychologists provide comprehensive and integrated services across the seven general standards/elements of school psychology. The school psychology program ensures that all candidates demonstrate basic professional competencies, including both knowledge and skills, in NASP Standards/elements II-VIII of school psychology as a result of their graduate preparation in the program.

**STANDARD II – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and**

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

1. Course # and Title	
Course Description	
Course Objectives Relevant to Standard	
Brief Description of assignment(s)/assessment(s) relevant to standard (no more than 3 total per standard/element)	
2. Course # and Title	



## Assessment #3 (Required)-Professional Knowledge, Skills, and Dispositions: Assessment during practica

- Demonstrates effective planning and delivery of school psychological services
  - Examples include data-based decision-making, consultation, assessment and intervention
- NOTE: This may consist of an assessment embedded in one or more courses requiring a practicum component or consist of a required component in a more general practicum course.

## Assessment #4 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluations by Field Supervisors

- Demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship
- Each NASP domain, Standards II-VIII, must be assessed comprehensively, and aggregated attainment data specific to each domain must be reported

## **Assessment #5 (Required)- Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive, Performance-based Assessment of Candidate Abilities Evaluated by Faculty During Internship**

- Demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice
- Is “performance-based” and consists of faculty evaluation of candidate performance during internship.

## Assessment #6 (Required)-Effects on Student Learning Environments and/or Learning:

- Assessment 6 should directly and specifically evaluate candidates' measurable positive impact on clients (NASP Standard 9.6)
- Both an academic and behavioral intervention case study are required
- **Interns/Candidates** provide data showing positive impact on clients
  - Examples: Percent Non-Overlapping Data; Effect size

## Assessment 6

- The following is a *non-exhaustive* list of EXAMPLES of techniques that may be useful for program improvement or candidate growth and development, *but are **not sufficient*** to demonstrate evidence of measurable positive impact.
  - 1. Consumer satisfaction ratings
  - 2. Candidate self-reflections or self-evaluation of p-12 student progress
  - 3. Items on field supervisor evaluation forms
  - 4. Data collected prior to internship
  - 5. Faculty global ratings of candidate positive impact
  - 6. Case studies with no P-12 outcome data
  - 7. Assessment of positive impact that is not required of all candidates

## Assessment #7 and #8 (Optional): Additional assessment that addresses NASP Standards/Elements

- Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

# Standards Rubrics

## NASP Program Approval Board Standards II - VIII Rubric

Standard	Not Acceptable	Marginally Acceptable	Fully Acceptable
<b>Standard II: Practices that Permeate all Aspects of Service Delivery: Data-Based Decision-Making and Accountability</b>	___ There is little or no evidence that candidates <b>acquire knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	___ There is some or inconsistent evidence that candidates <b>acquire knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	___ There is strong evidence that candidates <b>acquire knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
	___ There is little or no evidence that candidates <b>demonstrate the skills</b> to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs	___ There is some or inconsistent evidence that candidates <b>demonstrate the skills</b> to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs	___ There is strong evidence that candidates <b>demonstrate the skills</b> to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs
Standard	Not Acceptable	Marginally Acceptable	Fully Acceptable
<b>Standard III: Practices that Permeate all Aspects of Service Delivery: Consultation and Collaboration</b>	___ There is little or no evidence that candidates <b>acquire knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	___ There is some or inconsistent evidence that candidates <b>acquire knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	___ There is strong evidence that candidates <b>acquire knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services
	___ There is little or no evidence that candidates <b>demonstrate the skills</b> to consult, collaborate, and	___ There is some or inconsistent evidence that candidates <b>demonstrate the skills</b> to consult,	___ There is strong evidence that candidates <b>demonstrate the skills</b> to consult, collaborate, and

# Standard IX: Practica & Internships in School Psychology

- Element 9.1 **Practica**
- Element 9.2 **Internship**
- Element 9.3 **Internship Hours**
- Element 9.4 **Internship Supervision**
- Element 9.5 **Internship Site Agreements**
- Element 9.6 **Culminating Internship Experience and Measurable Positive Impact**



# Standard IX: Practica & Internships in School Psychology

- Reviewers are looking for evidence of
  - 1200+ internship hours for each most recent graduate
  - Average of 2 hours per week of supervision
- Example(s) of Internship Site Agreements
  
- **Element 9.6 Culminating Internship Experience and Measurable Positive Impact**
  - Aligns with Assessment 6 (intern's ability to evaluate candidates' measurable positive impact on client)

## Questions and Discussion

- THANK YOU FOR ATTENDING!
- IF WE MAY ASSIST YOU WITH NASP PROGRAM APPROVAL, FEEL FREE TO CONTACT US AT THE FOLLOWING ADDRESS.
  - [nasppab@nmsu.edu](mailto:nasppab@nmsu.edu)



NATIONAL ASSOCIATION OF  
School Psychologists

*Helping Children Thrive • In School • At Home • In Life*



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