**NASP Program Accreditation Board**

**Standard 2 Rubric**

**Note: The rubric for each domain contains a knowledge component and skills component. Evidence for the knowledge component is expected to come from assessments 1 and 2. Evidence for the skills component is expected to come from assessments 3-6.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **Domain 1: Data-Based Decision-****Making****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.  | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 1 (KNOWLEDGE):**  |
| **Domain 1: Data-Based Decision-Making****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_There is little or very inconsistent evidence, that candidates ***are able to*** a) use a problem-solving framework as the basis for all professional activities; b) systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels; and c) consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***are able to*** a) use a problem-solving framework as the basis for all professional activities; b) systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels; and c) consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. | \_\_\_ There is strong, consistent evidence that candidates ***are able to*** a) use a problem-solving framework as the basis for all professional activities; b) systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels; and c) consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 1 (SKILLS):**  |
| **Domain 2** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **Domain 2: Consultation and Collaboration****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of varied methods of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of varied methods of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of varied methods of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 2 (KNOWLEDGE):**  |
| **Domain 2: Consultation and Collaboration****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates ***are able to*** to consult, collaborate, and communicate effectively with others.  | \_\_\_ There is some or slightly inconsistent evidence that candidates ***are able to*** consult, collaborate, and communicate effectively with others.  | \_\_\_ There is strong, consistent evidence that candidates ***are able to*** consult, collaborate, and communicate effectively with others.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 2 (SKILLS):**  |
| **Domain 3** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **Domain 3: Academic Interventions and Instructional Supports****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 3 (KNOWLEDGE):**  |
| **Domain 3: Academic Interventions and Instructional Supports****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates, in collaboration with others, ***are able to*** use assessment and data-collection methods and to implement and evaluate services that support academic skills development in children. | \_\_\_ There is some or slightly inconsistent evidence that candidates, in collaboration with others, ***are able to*** use assessment and data-collection methods and to implement and evaluate services that support academic skills development in children. | \_\_\_There is strong, consistent evidence that candidates, in collaboration with others, ***are able to*** use assessment and data-collection methods and to implement and evaluate services that support academic skills development in children. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 3 (SKILLS):**  |
| **Domain 4** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 4: Mental and Behavioral Health Services and Interventions****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of 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. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of thebiological, 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 and mental health | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of 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 and mental health |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 4 (KNOWLEDGE):**  |
| **Domain 4: Mental and Behavioral Health Services and Interventions****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates, in collaboration with others, ***are able to*** design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. | \_\_\_ There is some or slightly inconsistent evidence that candidates, in collaboration with others, ***are able to*** design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. | \_\_\_ There is strong, consistent evidence that candidates, in collaboration with others, ***are able to*** design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 4 (SKILLS):**  |
| **Domain 5** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 5: School-Wide Practices to Promote Learning** **KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of systems structure, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of systems structure, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of systems structure, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 5 (KNOWLEDGE):**  |
| **Domain 5: School-Wide Practices to Promote Learning** **SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates, in collaboration with others, ***are able to*** develop and implement practices and strategies to create and maintain safe, effective and supportive learning environments for students and school staff. | \_\_\_ There is some or slightly inconsistent evidence that candidates, in collaboration with others, ***are able to*** develop and implement practices and strategies to create and maintain safe, effective and supportive learning environments for students and school staff. | \_\_\_ There is strong, consistent evidence that candidates, in collaboration with others, ***are able to*** develop and implement practices and strategies to create and maintain safe, effective and supportive learning environments for students and school staff. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 5 (SKILLS):**  |
| **Domain 6** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 6: Services to Promote Safe & Supportive Schools****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of 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. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of 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. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of 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. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 6 (KNOWLEDGE):**  |
| **Domain 6: Services to Promote Safe & Supportive Schools****SKILLS**Check for evidence of skills in assessments 3-6. | There is little or very inconsistent evidence that candidates, in collaboration with others, ***are able to*** 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. | There is some or slightly inconsistent evidence that candidates, in collaboration with others, ***are able to*** 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. | \_\_\_ There is strong, consistent evidence that candidates, in collaboration with others, ***are able to*** 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. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 6 (SKILLS):**  |
| **Domain 7** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 7: Family, School, & Community Collaboration****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of 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 | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children’s learning, socialization, and mental health; and strategies to develop collaboration between families and schools |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 7 (KNOWLEDGE) :**  |
| **Domain 7: Family, School, & Community Collaboration****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates, in collaboration with others, ***are able to*** 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 | \_\_\_ There is some or slightly inconsistent evidence that candidates, in collaboration with others, ***are able 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  | \_\_\_ There is strong, consistent evidence that candidates, in collaboration with others, ***are able******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  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 7 (SKILLS):**  |
| **Domain 8** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 8: Equitable Practices for Diverse Student Populations****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire knowledge*** of a) individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and leaning; b) 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 c) evidence-based strategies to enhance services and address potential influences related to diversity. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire knowledge*** of a) individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning; b) 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; and c) evidence-based strategies to enhance services and address potential influences related to diversity. | \_\_\_ There is strong, consistent evidence that candidates ***acquire knowledge*** of a)individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and leaning; b) 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, and c) evidence-based strategies to enhance services and address potential influences related to diversity. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 8 (KNOWLEDGE):**  |
| **Domain 8: Equitable Practices for Diverse Student Populations****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates a) ***are able 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; and b) recognize that an understanding and respect for diversity in development and learning and advocacy for social justice are foundational to effective service delivery. | \_\_\_ There is some or slightly inconsistent evidence that candidates a) ***are able******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; and b) recognize that an understanding and respect for diversity in development and learning and advocacy for social justice are foundational to effective service delivery. | \_\_\_ There is strong, consistent evidence that candidates a) ***are able******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 and b) recognize that an understanding and respect for diversity in development and learning and advocacy for social justice are foundational to effective service delivery. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 8 (SKILLS):**  |
| **Domain 9** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 9: Research and Evidence-****Based Practice****KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire 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. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire 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. | \_\_\_ There is strong, consistent evidence that candidates ***acquire 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. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 9 (KNOWLEDGE):**  |
| **Domain 9: Research and Evidence-****Based Practice****SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates ***are able 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, and analysis to support effective practices at the individual, group, and/or systems levels. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***are able******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, and analysis to support effective practices at the individual, group, and/or systems levels. | \_\_\_ There is strong, consistent evidence that candidates ***are able******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, and analysis to support effective practices at the individual, group, and/or systems levels. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 9 (SKILLS):**  |
| **Domain 10** | **\_\_\_ Not Acceptable** | **\_\_\_ Marginal** | **\_\_\_ Acceptable** |
| **Domain 10: Legal, Ethical, and Professional Practice** **KNOWLEDGE**Check for evidence of knowledge in assessments 1, 2, and Table E. | \_\_\_ There is little or very inconsistent evidence that candidates ***acquire 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. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***acquire 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. | \_\_\_ There is strong, consistent evidence that candidates ***acquire 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. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 10 (KNOWLEDGE):**  |
| **Domain 10: Legal, Ethical, and Professional Practice** **SKILLS**Check for evidence of skills in assessments 3-6. | \_\_\_ There is little or very inconsistent evidence that candidates ***are able to*** provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; and collaborate with other professionals. | \_\_\_ There is some or slightly inconsistent evidence that candidates ***are able******to*** provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; and collaborate with other professionals. | \_\_\_ There is strong, consistent evidence that candidates ***are able******to***provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; and collaborate with other professionals. |
| \_\_\_ There is little or very inconsistent evidence that candidates apply *professional work characteristics* needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity. | \_\_\_ There is some or slightly inconsistent evidence that candidates apply *professional work characteristics* needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity. | \_\_\_ There is strong, consistent evidence that candidates apply *professional work characteristics* needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement and explain any ratings of less than Acceptable for Domain 10 (SKILLS):**  |
| **STANDARD 2** | **\_\_\_ Not Met** |  | **\_\_\_ Met** |