**NASP Program Accreditation Board**

**Standard 3 – Supervised Field Experiences in School Psychology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element 3.1** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **3.1** | \_\_\_There is little or very inconsistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts little or no control over selection of placements.  | \_\_\_There is some or slightly inconsistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts some control over selection of placements. | \_\_\_There is strong, consistent evidence that clinical field experiences are completed in settings relevant to program objectives and the development of candidate skills. The program exerts substantial control over selection of placements. |
| \_\_\_There is little or very inconsistent evidence that the program provides direct oversight of clinical field experiences. | \_\_\_There is some or slightly inconsistent evidence that the program provides direct oversight of clinical field experiences. | \_\_\_There is strong, consistent evidence that the program provides direct oversight of clinical field experiences. |
| \_\_\_ There is little or very inconsistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assures the development of professional competencies. | \_\_\_ There is some or slightly inconsistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assures the development of professional competencies. | \_\_\_ There is strong, consistent evidence of collaboration between the program and clinical field sites that demonstrates a commitment to candidate learning and assures the development of professional competencies. |
| \_\_\_There is little or very inconsistent evidence that field experiences foster the development of competency in advocating for understanding of human diversity and social justice.  | \_\_\_There is some or slightly inconsistent evidence that field experiences foster the development of competency in advocating for understanding of human diversity and social justice.  | \_\_\_There is strong, consistent evidence that field experiences foster the development of competency in advocating for understanding of human diversity and social justice.  |
| \_\_\_ There is little or very inconsistent evidence that the internship is a comprehensive experience with an emphasis on attaining comprehensive school psychology competencies consistent with NASP Domains of School Psychology Practice. | \_\_\_ There is some or slightly inconsistent evidence that the internship is a comprehensive experience with an emphasis on attaining comprehensive school psychology competencies consistent with NASP Domains of School Psychology Practice. | \_\_\_ There is strong, consistent evidence that the internship is a comprehensive experience with an emphasis on attaining comprehensive school psychology competencies consistent with NASP Domains of School Psychology Practice. |
| \_\_\_ There is little or very inconsistent evidence that the program requires practica and internship experiences for academic credit, with practica preceding internship. | \_\_\_ There is some or slightly inconsistent evidence that the program requires practica and internship experiences for academic credit, with practica preceding internship.  | \_\_\_ There is strong, consistent evidence that the program requires practica and internship experiences for academic credit, with practica preceding internship. |
| \_\_\_ There is little or very inconsistent evidence that systematic, performance-based evaluations are used to ensure that candidates demonstrate professional work characteristics and attain competencies, with clearly articulated methods to identify and address concerns regarding candidate performance. | \_\_\_ There is some or slightly inconsistent evidence that systematic, performance-based evaluations are used to ensure that candidates demonstrate professional work characteristics and attain competencies, with clearly articulated methods to identify and address concerns regarding candidate performance. | \_\_\_ There is strong, consistent evidence that systematic, performance-based evaluations are used to ensure that candidates demonstrate professional work characteristics and attain competencies, with clearly articulated methods to identify and address concerns regarding candidate performance. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 3.1:** |
| **Element 3.2** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **3.2** | \_\_\_ There is little or very inconsistent evidence that the school psychology program requires practica that includes, at a minimum, sufficient 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). | \_\_\_ There is some or slightly inconsistent evidence that the school psychology program requires practica that includes, at a minimum, sufficient 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). | \_\_\_ There is strong, consistent evidence that the school psychology program requires practica that includes, at a minimum, sufficient 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). |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 3.2:** |
| **Element 3.3** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **3.3** | \_\_\_ There is little or very inconsistent evidence that the school psychology program requires an internship that consists of a diversified learning experience and a variety of professional roles and functions that address all NASP Domains.Evidence suggests that the experience is very limited in addressing NASP Domains.  | \_\_\_ There is some or slightly inconsistent evidence that the school psychology program requires an internship that consists of a diversified learning experience and a variety of professional roles and functions that address all NASP Domains. Some evidence suggests that the experience is somewhat limited in addressing NASP Domains. | \_\_\_ There is strong, consistent evidence that the school psychology program requires an internship that consists of a diversified learning experience and a variety of professional roles and functions that address all or almost all NASP Domains. |
|  | \_\_\_ There is little or very inconsistent evidence that a required internship is the culminating experience in the school psychology program, with some foundation courses and/or practica completed during internship.  | \_\_\_ There is some or slightly inconsistent evidence that a required internship is the culminating experience in the school psychology program, with all foundation courses and practica completed prior to internship and no more than one or two advanced seminar classes taken during internship.  | \_\_\_ There is strong, consistent evidence that a required internship is the culminating experience in the school psychology program, with all foundation courses and practica completed prior to internship and no more than one or two advanced seminar classes taken during internship.  |
|  | \_\_\_ There is little or very inconsistent evidence that a written agreement between the program and internship sites specifies the period of appointment and any terms of compensation for the intern. | \_\_\_ There is some or slightly inconsistent evidence that a written agreement between the program and internship sites specifies the period of appointment and any terms of compensation for the intern. | \_\_\_ It is clear that a written agreement between the program and internship sites specifies the period of appointment and any terms of compensation for the intern. |
|  | \_\_\_ There is little or very inconsistent evidence that similar support services are provided to the intern as those provided to the agency school psychologist(s). | There is some or slightly inconsistent evidence that similar support services are provided to the intern as those provided to the agency school psychologist(s). | There is strong, consistent evidence that similar support services are provided to the intern as those provided to the agency school psychologist(s). |
|  | \_\_\_ There is little or very inconsistent evidence that the internship includes provision for the intern’s participation in continuing professional development.  | \_\_\_ There is some or slightly inconsistent evidence that the internship includes provision for the intern’s participation in continuing professional development.  | \_\_\_ There is strong, consistent evidence that the internship includes provision for the intern’s participation in continuing professional development.  |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 3.3:** |
| **Element 3.4** | \_\_\_ **Not Acceptable** | \_\_\_ **Marginal** | \_\_\_ **Acceptable** |
| **3.4** | \_\_ There is little or very inconsistent evidence that each intern receives field-based supervision from a school psychologist holding the appropriate state credential or (for non-school settings) a psychologist holding a credential for that setting. | \_\_ There is some or slightly inconsistent evidence of policy and practice that each intern receives field-based supervision from a school psychologist holding the appropriate state credential or (for non-school settings) a psychologist holding a credential for that setting. | \_\_\_There is strong, consistent evidence of policy and practice that each intern receives field-based supervision from a school psychologist holding the appropriate state credential or (for non-school settings) a psychologist holding a credential for that setting.  |
|  | \_\_ There is little or very inconsistent evidence that each intern receives field-based supervision an average of at least two hours per full-time week (or the equivalent for part-time placement), primarily on an individual, face-to-face basis. | \_\_ There is some or slightly inconsistent evidence of policy and practice that each intern receives field-based supervision an average of at least two hours per full-time week (or the equivalent for part-time placement), primarily on an individual, face-to-face basis. | \_\_\_There is strong, consistent evidence of policy and practice that each intern receives field-based supervision an average of at least two hours per full-time week (or the equivalent for part-time placement), primarily on an individual, face-to-face basis. |
| **Comments on exemplary practices, areas of concern, and/or recommendations for improvement on Element 3.4:** |
| **STANDARD 3** | \_\_\_**Not Met** |  | \_\_\_**Met** |
| **Additional comments (if applicable):** |