

Nationally Certified School Psychologist

Application and Information for Graduates of Non-NASP-Approved Programs

Application Deadlines

Fall review	August 15
Spring review	March 1

(Please note that applications must be received by these dates.)

Revised January 2008

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National School Psychology Certification System
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
cert@naspsweb.org
www.nasponline.org/certification



GENERAL INFORMATION

The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to non-members. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB).

What is a Nationally Certified School Psychologist (NCSP)?

Individuals who successfully meet the credentialing standards established by the NSPCS are entitled to use the designation Nationally Certified School Psychologist or NCSP (NASP Policy adopted by the Delegate Assembly July, 2000). Any individual who uses this designation or represents himself or herself as a Nationally Certified School Psychologist without having fulfilled the requirements of this certification process is deemed to be in violation of the NASP Principles for Professional Ethics and may be denied the right to future certification or may be subject to legal action.

Specific goals of the National School Psychology Certification System include the following:

- * To promote uniform credentialing standards across states, agencies and training institutions.
- * To monitor the implementation of NASP credentialing standards at the national level.
- * To promote continuing professional development (CPD) for school psychologists.
- * To facilitate credentialing of school psychologists across states through the use of reciprocity.
- * To ensure a consistent level of training and experience in service providers who are nationally certified.
- * To promote the utilization of NASP *Standards for Training and Field Placement Programs in School Psychology* by training institutions.
- * To encourage individual members to seek national certification.

Qualification Standards

To qualify for national certification, a school psychologist must meet established standards of the National Association of School Psychologist (NASP): *Standards for Training and Field Placement Programs in School Psychology, 2000*; *Standards for the Credentialing of School Psychologists*; *Standards for the Provision of School Psychological Services, 2000*; and *Principles for Professional Ethics, 2000*.

These documents may be viewed on the NASP website at www.nasponline.org/certification/standards.

REQUIREMENTS FOR NATIONAL CERTIFICATION



Note: Your NCSP application cannot be reviewed unless clear evidence is provided that the following requirements are met.

Program Requirements:

- Completion of an organized program of study that is officially titled “School Psychology.”
- Completion of 60 graduate semester/90 quarter hours of study in school psychology. At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.

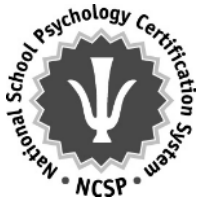
Practica: Completion of a sequence of supervised experiences that occurred prior to the internship. These experiences were conducted in laboratory or field-based settings and provided for the application of knowledge and specific skills.

Internship: Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation. Individuals who graduated prior to December 31, 1994 from a training program that did not offer a 1200-hour internship may complete a Field-Based Internship. Contact cert@naspweb.org for additional information on documentation for graduation or internship served prior to December 31, 1994.

Examination: Applicants must achieve a passing score (165) on the School Psychologist Praxis II Examination administered by the Educational Testing Service. Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service. ETS’ *Tests at a Glance* contains content outlines, sample questions with rationale for the best answers, and test-taking strategies. It is located at <ftp://ftp.ets.org/pub/tandl/0400.pdf>.

Continuing Professional Development Required to Maintain Certification

All School Psychologists who hold the NCSP must actively engage in activities designed to maintain, expand and extend their professional training and skills. In order to meet this requirement, the NCSP must complete at least 75 contact hours of continuing professional development within a 36-month period. Continuing professional development hours can be earned through a variety of activities. At the end of each three year period, the NCSP credential must be renewed by verifying that the minimum CPD requirements have been met. The renewal fee covers application processing, directory maintenance and other administrative costs.



APPLICATION PROCESS

The application process for national certification requires submission of the application and supporting documentation, including the score obtained on the ETS-School Psychologist Examination (Praxis II). The application process is conducted by volunteer reviewers and is processed through the NASP office. Reviews are completed twice per year; we appreciate the patience of all applicants as the Board works to process applications in a timely manner. Please note the following deadlines (applications must be received by these dates):

Fall review **August 15**
Spring review **March 1**

Once a decision has been made regarding your application, you will receive a written letter from the NASP office that includes the feedback from reviewers.

NCSP Application Fee

This non-refundable fee is payable to NASP. If a non-member of NASP becomes a member of NASP when submitting the application, then the NASP member fee will apply. This fee covers the cost of application materials, credential review, record updates, maintenance of the online Directory, and other mailings. The rates are as follows:

Student transition application (1 st year in the profession)	\$150
Member new application	\$250
Non-member new application	\$350

ETS-School Psychologist Examination

The examination required by the National School Psychology Certification System is the School Psychologist Praxis II Examination, Test #10400, owned and administered by the Educational Testing Service (ETS) as part of the Praxis II Series. This examination was developed jointly by NASP and ETS in 1987 and is reviewed annually. NASP participated in the process in a technical and professional consulting role.

Test registration materials for the School Psychologist Examination are available through the Educational Testing Service or through most college and university testing centers. Registration materials are contained in the document entitled *Bulletin of Information*. ETS may be reached at 800-772-9476. The ETS mailing address is P.O. Box 6051, Princeton, NJ 08541-6051. Schedules of test administration are contained in the ETS registration materials. Special administration(s) of the examination are possible, upon request. You may also receive this information and register online at: www.ets.org/praxis/prxreg.html.

Both the application for the examination and the fee are sent directly to ETS. When applying to take the examination, you must include the **R1549** on your national examination "Critical Information Form" and answer sheet so that NASP will receive your test results. This code is also listed in the ETS *Bulletin of Information*. Upon request of the test applicant, ETS will mail an official score report of a prior examination directly to NASP. **NASP must receive an official score report directly from ETS. Copies of a score report will not be accepted.** For individuals seeking national certification, the examination must be passed within nine (9) years of the initial Board review date. Score reports will be maintained by NASP as confidential information.

Note: A passing score is set by the National School Psychology Certification Board (NSPCB) upon recommendation of the NASP examination validation panel. The passing score utilized by the NSPCB may differ from passing scores selected by individual state certification boards for use with state certification. The passing score is reviewed annually by the NSPCB and modified as warranted.

APPLICATION PROCESS (CONTINUED)



Resubmission of an Application

Applicants who are not approved after the second submission of documentation will be required to resubmit a complete portfolio with deficiencies addressed and payment of the non-refundable fee. Partial submissions will not be reviewed. Applications expire three years from the date of initial review. After the second review if there are still deficiencies the candidate will have to reapply by resubmitting the non-refundable fee along with submission of those portions deemed deficient.

Appeal of an NCSP Board Decision

Applicants who are denied certification may file an appeal if they believe the NSPCB erred in its decision. The appeal must be received in writing by the Board within 90 calendar days of the date of the Board's denial letter.

The Board shall forward the appeal to the Certification Appeal Panel. An appeal must be based on the contention that the Board erred in making its decision about the applicant based on the information that was submitted in the application and supporting documentation as of the last Board review.

Changes/additions to the original documentation will not be considered as an appeal, but will be reviewed by the NSPCB through the regular review process (see above). An appeal may include arguments concerning the misapplication of standards or the misinterpretation of information or documentation by the NSPCB. The decision of the Appeal Panel will be considered final.

NCSP Applicants From Programs Receiving NASP Approval Subsequent to Graduation

The following guideline applies to applicants for the NCSP who graduated from/completed a school psychology program *no more than one calendar year* prior to the effective date of NASP approval for the program.

Individuals completing a school psychology program which received NASP approval subsequent to graduation/program completion must submit a letter from the Program Coordinator/Director that attests to the equivalency between the program from which the applicant graduated and the program subsequently approved by NASP. This letter must specifically address (1) changes implemented in the program between the date the applicant completed the program and the date of NASP approval, (2) whether the applicant completed additional studies to address those changes, and (3) the equivalency of the individual's course work, practica, internship and evaluation with those of students completing the approval program.

Submission of a letter, as described above, does not assure approval of the application for the NCSP. It will, however, be given serious consideration within the review and decision-making process.

Please follow the Application Checklist for Graduates of NASP-Approved Programs. If it is determined that the applicant has not met the requirements for a NASP-Approved program, the

applicant will be asked to submit documentation specified in the Application Checklist for Graduates of Non-NASP-Approved programs.



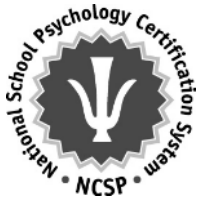
APPLICATION CHECKLIST FOR GRADUATES OF NON-APPROVED PROGRAMS

All of the information listed below must be included with the application. Incomplete applications will not be reviewed.

Please check off each item to ensure that you have included the necessary information with your application packet.

- School Psychologist Praxis II Examination score report, which must be sent to us directly from ETS
- Certification application fee and payment form payable to the National Association of School Psychologists
- Personal data sections
- Program verification form - **MUST BE SIGNED BY PROGRAM DIRECTOR**
- Practica verification form-**MUST BE SIGNED BY UNIVERSITY-BASED SUPERVISOR.**
- Internship verification form - **MUST BE SIGNED BY UNIVERSITY-BASED SUPERVISOR.**
- One official transcript of all graduate study. May be issued to student but should remain in sealed envelope. If the transcript does not specifically identify your graduate degree major/program as “School Psychology,” then you must submit institutional documentation that defines it as a school psychology program (e.g., a program description from the university course catalog).
- If applicable, include a copy of your current valid state or other professional school psychology certification/license
- Four complete copies** of the Portfolio (the Portfolio will only be reviewed when all aspects of the application are complete). Each copy of the Portfolio *must* include:
 - Table of Contents (also provide section tabs)
 - All application forms
 - Demonstration of knowledge and professional competency in each of the 11 domains of professional practice
 - A matrix across the 11 domains which documents formal graduate-level training experiences for each domain
 - Copies of transcript(s)
 - Syllabi for all courses at time of course completion, or if syllabi not available, content verification form
 - NCSP Case Study

Please keep a copy of all paperwork submitted and send the originals to NASP. Applicants are encouraged to use tracking or return receipt mail if you would like confirmation that the application was received by NASP. We cannot be held responsible for lost or misdirected mail.



NCSP APPLICATION

PERSONAL DATA FORM

I. DEMOGRAPHIC DATA

(Please type or print as you wish it to appear in the Directory)

Name: _____
 First Middle Last (Maiden/Previous Name Used)

Mailing Address: _____
 Street

City State Zip

Telephone (Work): _____ (Home): _____

E-Mail Address: _____

Check here if you do not give permission for the information above to appear in the NCSP Directory, which can be accessed through the NASP User Services secure web site.

II. WORK EXPERIENCE

Primary Place of Employment: _____

Job Title: _____

Languages Other Than English You Speak Fluently: _____

Will you be awarded a stipend or salary increase for holding the NCSP Credential? Yes _____ No _____

If Yes, What is the amount or percentage of the stipend? _____

What is the name of the school district or employer providing that stipend increase? _____

If this amount will change in future years, please describe that change (i.e. graduated increase, one-time only)

Describe any other benefits provided by the school district/state awarded to school psychologists with the NCSP credential. _____



III. PRAXIS II SCHOOL PSYCHOLOGIST EXAMINATION

Please indicate the date you took or will take the ETS Praxis II School Psychologist Exam:

Month _____ Date _____ Year _____

Name the test was taken under if different from name on application _____

Please note that NASP must receive an official score report from ETS. Please contact ETS at 800-772-9476 to have an official score report sent to NASP (Recipient code: R1549).

OPTIONAL-FOR RESEARCH PURPOSES ONLY

Sex: female male

Ethnicity: African American Hispanic Asian Caucasian American Indian

Other (Specify): _____

IV. EDUCATION AND TRAINING

Please complete in order of highest degree first, followed by other degrees and/or training. Attach official transcripts of all graduate work **List graduate hours (semester or quarter) and degrees only.**

DEGREE (Example) <i>Ed.S.</i>	TITLE/AREA <i>School Psychology</i>	INSTITUTION <i>Hometown U</i>	DATE <i>5/30/07</i>	GRADUATE HOURS	
				Semester	Quarter
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Hours in School Psychology (Excluding Internship) _____

Total Internship Credit Hours: _____

Total Other Graduate Hours: _____

Total: _____

V. CERTIFICATION AND LICENSURE - please list all valid and current certificates/licenses that you would like listed in the NCSP Directory. Please attach a copy of each certificate/license.

Certification

Exact Title of Certificate: _____

Issuing Agency: _____

Date Issued: _____ Certificate Number: _____



Licensure

Exact Title of License: _____

Issuing Agency: _____

Date Issued: _____ License Number: _____

(Attach additional sheet if necessary)

VI. VALIDATION

1. Have you ever been found in violation of ethical principles by an ethics or professional practices board?

YES NO

2. Have you ever voluntarily surrendered a professional credential in response to an ethics charge?

YES NO

3. Have you ever received disciplinary action from an ethics or professional practices board?

YES NO

4. Have you ever had a professional credential revoked, suspended or limited by an ethics or professional practices board?

YES NO

5. Have you ever been convicted of, or pleaded guilty or nolo contendere to a felony, misdemeanor or other offense, other than a minor traffic offense, in a federal, state or municipal court?

YES NO

6. Have you ever received formal disciplinary action by an employer or supervisor based wholly or in part on ethical issues?

YES NO

If the answer to any of the above questions is “yes,” please provide a complete explanation on a separate page(s). The matter will be referred to NASP’s Ethics and Professional Practices Committee prior to review of your materials.

I verify that the information herein is true and accurate. I further affirm that I will abide by NASP Principles for Professional Ethics and agree to submit to NASP procedures for adjudication of alleged violations of same.

Signature

Date

VERIFICATION OF COMPLETION OF SCHOOL PSYCHOLOGY PROGRAM



Applicant's Name: _____

Date All Program Requirements Completed: _____

I verify that:

- 1) The applicant identified above completed an integrated program of graduate study. The program was officially titled "school psychology" and was clearly identifiable as an organizational unit:

YES NO
- 2) The applicant completed sufficient coursework and field experience within the context of this program in order to allow for evaluation of his or her knowledge and professional competency:

YES NO
- 3) The applicant's preparation in school psychology included at least 60 graduate semester hours (90 graduate quarter hours) of study in school psychology with at least 54 graduate semester hours (81 graduate quarter hours) of credit exclusive of credit for the internship:

YES NO
- 4) The candidate has completed a sequence of supervised on-campus or field-based practicum experiences that were distinct from and occurred prior to the internship and that were designed to develop and evaluate mastery of distinct professional skills:

YES NO
- 5) The applicant completed at least 1200 hours of supervised internship with at least 600 hours in a school setting:

YES NO
- 6) The applicant has demonstrated professional work characteristics that include:

communication skills	adaptability	
effective interpersonal skills	initiative and dependability	
ethical responsibility	respect for human diversity	

YES NO
- 7) What is the title of the degree posted on the student's transcript _____

_____ and was this course of study, *at the time of the student's graduation* NASP-Approved? YES NO

I verify that the above information is true and accurate. I understand that misrepresentation may result in action by the NASP Ethics Committee and reported to the NASP Program Approval Board.

Program Director (Please print)	Director's Signature	Date
------------------------------------	----------------------	------

Official Title of Program (Please print)	Name of Institution
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Mailing Address _____

Telephone # _____ E-mail Address _____



PRACTICA VERIFICATION FORM

DEMOGRAPHIC INFORMATION

Name _____
Last First Middle (Maiden/Previous)

Mailing Address _____
Street City State Zip Code

Telephone (Work) _____ (Home) _____
Area Code/Number Area Code/Number

E-Mail Address _____

PRACTICA INFORMATION

(This section must be completed and signed by The University Supervisor of Practica experiences)

The applicant has completed a sequence of supervised experiences that occurred prior to the internship. These experiences were conducted in laboratory or field-based settings, and provided for application of knowledge and mastery of skills in the following areas:

- Orientation to the education process YES NO
- Assessment for intervention YES NO
- Direct intervention (including counseling, and behavior management) YES NO
- Indirect intervention (including consultation) YES NO
- Dates of Practica from _____ to _____
- Clock Hours _____

University-Based Supervisor _____
Signature Date Area Code/Number

THIS FORM MUST BE INCLUDED WITH ALL NCSP APPLICATIONS

January 2007 Revision



INTERNSHIP VERIFICATION FORM

DEMOGRAPHIC INFORMATION

Name: _____
 First Middle Last (Maiden/Previous Name Used)

INTERNSHIP INFORMATION
(Use a separate sheet for each setting.)

School District/Site Name: _____

Address: _____

Name of Field-Based Supervisor: _____

Name of University-Based Supervisor: _____

Date of Internship Start: _____ Finish: _____

Total Clock Hours: _____ Total Clock Hours in a School Setting* (if different from total): _____

Did the intern receive on average at least two hours per week of direct (i.e., face-to-face, individualized) supervision:
 YES NO Did the intern successfully complete the internship: YES NO

THIS SECTION MUST BE COMPETED AND SIGNED BY UNIVERSITY INTERNSHIP AND FIELD-BASED SUPERVISORS:

Field-Based Supervisor Information: (Supervisor for school-based setting must be credentialed as a school psychologist in the state in which you completed your internship)

Are you a credentialed school psychologist? YES NO

Are you an NCSP (Nationally Certified School Psychologist)? YES NO

License/Certificate Affiliation and Number _____

If a portion of the internship took place in a non-school setting:
Are you a licensed psychologist? YES NO

License/Affiliation and Number _____

I certify that all of the above information on this verification form is accurate.

Internship Field-Based Supervisor Signature Date Area Code/Number

University-Based Supervisor Signature Date Area Code/Number

**A school setting is defined by the NASP standards as: A setting in which the primary goal is the education of P-12 students of diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of services.*

PORTFOLIO INSTRUCTIONS



INTRODUCTION

NASP Standards require that school psychology candidates demonstrate competency in each of the following domains of professional practice. Competency requires evidence of both knowledge and skills.

1. Data-based Decision-Making and Accountability
2. Consultation and Collaboration
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Skills
5. Student Diversity in Development and Learning
6. School and Systems Organization, Policy Development, and Climate
7. Prevention, Crisis Intervention, and Mental Health
8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. School Psychology Practice and Development
11. Information Technology

The portfolio that you are submitting provides evidence of knowledge and professional competency in each of the 11 domains. The portfolio includes both documentation of formal preparation and work samples/products that demonstrate professional competency in school psychology.

FORMAT

Portfolios must be submitted as follows in order to be reviewed.

Submit **four** copies of the Portfolio. Each copy must include:

- o Format is 8 ½ x 11 inch, 3-ring binder with section tabs
- o Table of Contents should include a listing of each section of the portfolio (e.g., matrix, syllabi, etc., with appropriate page numbers)
- o A matrix across the 11 domains, which documents formal graduate-level training experiences for each domain (see the sample and blank forms on pages 14-25)
- o Copies of transcript(s)
- o NCSP Case Study (see pages 26-30)
- o Syllabi for all courses at time of course completion, or if syllabi are not available, Content Verification Form (page 31)



DOMAIN MATRIX

Documentation: Complete the Domain Matrix to explain how during your preparation as a school psychologist you demonstrated knowledge and professional competency in each of the 11 domains. For each domain include: (1) the NASP domain definition, (2) demonstration and evidence of knowledge, and (3) demonstration and evidence of professional competency. See the **Example** of Domain 1 below and use this as a guideline to complete the forms on pages 15-25.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Demonstration and evidence of knowledge: I received training in this domain through the following courses: SP 502, SP 503, and SP 505. The SP 502 (Consultation) course provided training in using data-based decision-making through the problem-solving process in working with classroom teachers and teams. (See Section R for the SP 502 syllabus.) In SP 503 (Research) we learned how to identify empirically-based intervention strategies, in addition to using the research to guide data-based decision making. (Refer to Section S for the syllabus.) In SP 505 (Assessment) the course provided training in the use of assessment instruments, curriculum-based measurement, and other methodologies for gathering data and documenting various aspects of a student's functioning. (See Section U for the syllabus.) I have also included student evaluations and blinded work samples from a course that I taught as evidence that the students learned to develop graphs to help them to analyze data for decision-making.

Demonstration and evidence of professional competency: As evidence of my professional competency, I have included three examples of student progress monitoring charts of interventions that I have implemented with elementary students. As one of the requirements of SP 502 I have included a portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention and to evaluate data relating to outcomes of the intervention. I have included a copy of my final internship evaluation which provides evidence of satisfactory performance in the area of data-based decision making.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 2: Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 3: Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 4: Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 5: Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 6: School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 7: Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 8: Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 9: Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 10: School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

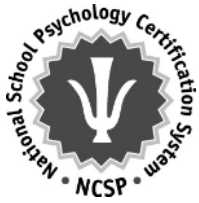
Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:

Domain 11: Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Demonstration and evidence of knowledge:

Demonstration and evidence of professional competency:



NCSP CASE STUDY

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study. Therefore, the applicant should submit the NCSP Case Study in a format that addresses Sections 1-4 as reflected in the evaluation rubric below.

The NCSP Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs. *(Case Studies that do not meet these specifications will not be reviewed.)*

Section 1: Problem Identification

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified but not operationally defined
1.2		<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data

1.5		<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance deficit
1.6		<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses

2.3		<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)
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Section 3: Intervention

	Very Effective	Effective	Needs Development
3.1		<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)
3.2		<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing
3.3		<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
3.4		<input type="checkbox"/> Intervention(s) is developed collaboratively	<input type="checkbox"/> Intervention(s) is not developed collaboratively
3.5		<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified

3.6		<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7		<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitations
3.8		<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Treatment integrity is not monitored

Section 4: Evaluation

	Very Effective	Effective	Needs Development
4.1	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison

4.3	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed
4.5	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.6	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow-up are not developed

CONTENT VERIFICATION FORM
PHOTOCOPY AS NEEDED

Name: _____
 First Middle Last (Maiden/Previous Name Used)

Mailing Address: _____
 Street

City State Zip

This form verifies graduate level preparation in the area of: _____

Use a separate sheet for each content area. Copy this form as necessary.

This content area was covered in the following course(s): (Add additional sheets if necessary)

Course #	Course Title	Semester/Quarter Completed
1.	_____	_____
2.	_____	_____
3.	_____	_____

Topics covered relating to this Domain: _____

Text/chapter titles and/or readings relating to this Domain: _____

Activities/special projects relating to this Domain: _____

I attest that the information on this form is accurate and true.

Instructor/Program Director Title Name of University

Signature Date