NASP Model for Comprehensive & Integrated School Psychological Services

National Association of School Psychologists

www.nasponline.org
Topics

• Benefits of Adopting the NASP Practice Model
• Overview of the NASP Standards and the NASP Practice Model
• How does the NASP Practice Model connect to school improvement efforts?
• How can SP be better utilized in schools?
• Dialogue & Questions/Answers
• Resources
The Benefits of NASP Practice Model Adoption
Key Messages Of This Presentation

• School psychologists are well trained to provide a broad array of services and may be an underutilized resource in your state or school district.

• School psychologists can positively contribute to current school reform and accountability efforts.

• Supporting the adoption of the NASP Practice Model can help transform the practice of school psychologists at the state and local level.
Why should a state or district adopt the NASP Practice Model?

- Promotes a comprehensive role and services
- Promotes consistency of practice across districts
- Better utilizes SP skills related to behavior, problem solving, progress monitoring, assessment, intervention, and school safety (RTI, PBIS, climate)
- Engages SP in prevention & problem solving
- Promotes collaboration
- Emphasizes the importance of data based decision making and the contributions that SP can make
- Provides a foundation for personnel evaluation
- Provides recommendations for the delivery of SP services
Improving Student Outcomes

• School psychologists help improve instruction and learning

  » School psychologists work with teachers to motivate all students to engage in learning, and interventions that foster students’ engagement in school have been shown to:

• Reduce high school dropout (Reschly & Christenson, 2006; Sinclair, Christenson, Evelo, & Hurley, 1998)

• Improve academic performance (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Battistich, Schaps, & Wilson, 2004).
Improving Student Outcomes

• School psychologists support healthy successful students
  » School psychologists work with students and their families to support students’ social, emotional, and behavioral health, and research has shown that students who receive this type of support achieve better academically in school (Fleming et al., 2005; Greenberg et al., 2003; Welsh, Parke, Widaman, & O'Neil, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004).
Improving Student Outcomes

- School psychologists help create safe, positive school climates
  - School psychologists work with teachers and administrators to create classroom environments and school climates that are conducive to learning, and research has shown that improving school climate is associated with increases in student performance in reading, writing, and mathematics, both in low- and high-performing schools (Hanson, Austin, & Lee-Bayha, 2004; Spier, Cai, & Osher, 2007; Spier, Cai, Osher, & Kendziora, 2007)
Improving Student Outcomes

• School psychologists work to strengthen family-school partnerships
  » School psychologists work with students and their families to identify and address learning and behavior problems that interfere with school success, and school-based behavioral consultation has been shown to yield positive results such as remediating academic and behavior problems for children and reducing referrals for psycho-educational assessments (MacLeod, Jones, Somer, & Havey, 2001)
• School psychologists work to improve assessment and accountability
  » School psychologists work with teachers to design and implement student progress monitoring systems, and school staff rate as very important the assessment, consultation, counseling, and behavior management services provided by school psychologists (Watkins, Crosby, & Pearson, 2007)
Overall, SPs Practicing In A Broad Based Role Can Help....

- Reduce unnecessary and inappropriate referrals to special education
- Reduce drop out rates and improve graduation rates
- Reduce discipline referrals and out of school suspension and expulsion rates
- Improve individual student behavior
- Improve overall school climate
- Improve academic achievement for both general and special education students
The 2010 NASP Standards
What do national standards do for a profession?

- Provide a **unified set of national principles** that guide graduate education, credentialing, professional practice and services, and ethical behavior.
Standards For School Psychology Revised And Adopted - 2010

- Standards for Graduate Preparation of School Psychologists
- Standards for the Credentialing of School Psychologists
- Principles for Professional Ethics
- Model for Comprehensive and Integrated School Psychological Services (known as the NASP Practice Model)

What does the NASP Practice Model do for SP?

• It promotes consistency of practice by delineating what services might reasonably be expected to be available from school psychologists.

• The NASP Model:
  » defines contemporary school psychology
  » promotes the delivery of broad based school psychological services to children, families and schools
  » provides a foundation for the future of school psychology
Impact of NASP Standards

• NASP has promoted national standards for nearly 40 years; every 10 years these standards are reviewed and updated
• Standards transform and modernize the profession
• Almost all of the states use these standards for credentialing/licensure & performance evaluations
• 2010 marked the beginning of the official NASP Practice Model standards
NASP Approved Programs

• Since 1988, NASP has provided a national review and approval service for graduate programs in school psychology.
• As of January 2012, there were 220 NASP Approved Programs in the United States out of 306 total programs.
• All approved programs must demonstrate adherence to the national standards.
National Certification

• Since 1989 NASP has had a Nationally Certified School Psychologist credential (NCSP).

• This program requires completion of specific training standards, one year internship, adherence to professional ethics, and ongoing professional development.

• Presently, 31 states officially accept the Nationally Certified School Psychologist (NCSP) as a route to the school-based credential within their credentialing standards.

  » over 12,500 school psychologists hold the NCSP
The Practice Model is designed to promote the connection between our research, training, standards... and our actual practice.
Model for Comprehensive and Integrated SP Services: Key Components

Professional Practices: Includes 10 domains of practice

» Foundations of Service Delivery

» Practices that permeate all aspects of service delivery

» Direct/Indirect Services to Kids and Families
Organizational Principles:
- Intended to be utilized by organizations that employ school psychologists
- Provides recommended guidelines for supervision, staffing, working conditions, etc.
# Model for Services by School Psychologists

## Practices That Permeate All Aspects of Service Delivery
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

## Direct and Indirect Services for Children, Families, and Schools

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## Foundations of Service Delivery
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

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*Helping Students and Schools Achieve Their Best*
Domain 1: Data-based Decision Making and Accountability

- Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Examples:
- Analyze school improvement data
- Evaluate treatment fidelity
- Valid & Reliable Assessments
Professional Practices That Permeate All Aspects of Service Delivery

Domain 2: Consultation and Collaboration

• Knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.

Examples:

• Consult & collaborate with families, teachers, principals, etc.

• Coordinate services w/ community providers
Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

- knowledge of biological, cultural, and social influences on academic skills; learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies

Examples:
- Implement evidenced based interventions
- Use data to assess student gains (progress monitor)
Direct and Indirect Services for Children, Families and Schools

Student-Level Services

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- knowledge of biological, cultural, and social influences on behavior & MH; behavioral and emotional impacts on learning and life skills; & evidence-based strategies to promote social-emotional functioning & MH

Examples:
- Implement evidenced based interventions (PBIS, SEL)
- Monitor fidelity of implementation
- Screen for & identify warning signs

Model for Services by School Psychologists

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST
Direct And Indirect Services For Children, Families And Schools

Systems-Level Services

Domain 5: School-wide Practices to Promote Learning

- knowledge of school & systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning & MH

Examples:
- Implement school-wide prevention & promotion programs (e.g. bully proofing)
- Advocate for positive school climates
Direct And Indirect Services For Children, Families And Schools

Systems-Level Services

Domain 6: Preventive and Responsive Services

• knowledge of principles & research related to resilience & risk factors in learning and MH; services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response

Examples:

• Participate in school crisis prevention & response teams
• Evaluate & engage in activities that alleviate risk and promote resilience
Direct And Indirect Services For Children, Families And Schools

System Level Services

Domain 7: Family-School Collaboration Services

- knowledge of principles & research related to family systems, strengths, needs, and culture; strategies to support family influences on children’s learning and MH; & strategies to develop collaboration between families & schools

**Examples:**

- Engage parents & advocate for kids
- Promote respect and appropriate cultural & linguistic services
Domain 8: Diversity in Development and Learning

- knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools; & evidence-based strategies to enhance services & address potential influences related to diversity

Examples:

- Provide developmentally appropriate & culturally competent services
- Promote fairness and equity
Domain 9: Research and Program Evaluation

- knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings

Examples:

- Gather data about the impact of services on student performance
- Assist in program evaluation
- Assist teachers in collecting meaningful student data
Foundations Of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice

- knowledge of the history and foundations of SP; multiple service models and methods; ethical, legal, and professional standards; & other factors related to professional identity and effective practice as SP

Examples:

- Knowledgeable about legal issues
- Comply with regulatory expectations
- Engage in professional development, supervision & mentoring
Scope of Practice

• The NASP Practice Model delineates the breadth of services that can be expected for comprehensive school psychological service programs.

• The scope of practice of individual practitioners will be dependent on the presence of many system issues such as workload, practitioner to student ratios, intensity of student needs, culture & traditions surrounding practice in a school or district, etc.

• Some school psychologists may specialize in specific services aligned with specific domains based on the needs of the district.
Organizational Principles

• Outlines the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.
Organizational Principles

1. Services are based upon a strategic assessment of needs and are coordinated, organized, and delivered in a manner that ensures a comprehensive and seamless continuum of services.
2. Services are delivered within a climate of mutual respect.
3. Physical, personnel, and fiscal support systems are provided.
4. Positive, proactive professional communication is ensured.
5. Supervision and mentoring are provided.
6. Professional development and recognition systems are available.
Key Considerations

• Supervision & Mentoring
  » Credentialed school psychologist
  » Promote professional growth

• Professional Development
  » Provide access to professional development opportunities enabling the SP to remain current

• Practitioner to Student Ratios
  » When a school psychologist is practicing a broad based role as delineated in the NASP Practice Model, the recommended ratio is 1 school psychologist to every 500-700 general education students.
How does the NASP Practice Model connect to school improvement?
Examples Of School Improvement Efforts Connected To NASP Model

• Multi-Tiered Systems of Support
• Personnel Evaluation
Multi-Tiered Systems of Support

Intensive

Targeted

Universal
What are Multi-Tiered Systems of Supports (MTSS)?

- Evolving definition
  - Growing out of RTI/PBIS
  - Similar to 3-component learning supports model (UCLA) and Integrated Systems Framework
- Emerged out of state work and national initiatives
- Advanced by key national leaders
- Aligns with comprehensive and coordinated school services models
MTSS Are Fueled By...

Data Driven Decision Making
Improved Student Outcomes for ALL Students
Accountability
Cradle to College & Career Focus
Coordination and Collaboration
Evidenced Based Practice

Do these sound familiar and important to you and your work?
MTSS Are The Artful Combination Of Quality Ingredients...

- Attention to the individual progress of every student
- Academic, Behavior, Cognitive, & Social Emotional
- Data-based Decision Making: Data collection and analysis
- Research-based tools, instruction, and interventions
- Collaborative & Comprehensive student supports
- **GOAL:** All students progress, perform, & succeed
MTSS Are ALL-Education Focused

- Early Intervention Services
- Response to Intervention—Problem focused; Solution focused
- Academic & Social Emotional Learning Supports
- Positive Behavior Supports
- Individualized Comprehensive Assessments
- Special education services
- Family Engagement and Involvement
- Comprehensive “Wrap-Around” services
- School-Community Partnerships
- Transition
- School Accountability
- School Safety and Climate
- Drop out Prevention
Look at where MTSS are popping up in the United States....
MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.
Colorado Multi-Tiered Systems Of Supports: CDE Office Of Learning Supports

• **The Vision:** Every Colorado school and district will successfully implement and sustain a multi-tiered system of supports to improve the academic and social emotional outcomes of every student.

• **MTSS:** A whole-school, data driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.
Florida MTSS Vision

• Enhance the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;

• Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system;

• Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society
HR 2272 Literacy Education for All, Results for the Nation Act (LEARN Act) (Sponsor: Rep. Yarmuth)

(15) MULTITIER SYSTEM OF SUPPORTS- The term `multitier system of supports' means a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessment, and research-based interventions matched to student needs, and educational decision making using student outcome data.
Linking MTSS And The NASP Practice Model

• Core components:
  » Data Based Decision Making
  » Evidenced Based Practices
  » Culturally Responsive

• Screening
• Progress Monitoring
• Comprehensive and Coordinated Prevention and Intervention
Data Based Decision Making

**Focus: Domains 1, 2, and 9**

- Consultative Problem solving framework
- Collect student performance data
- Monitor and evaluate data
- Conduct assessments and determine eligibility for special programs
- Evaluate fidelity of implementation and program effectiveness
- Communicate and consult with stakeholders and school leaders findings
- Collaborate for effective service delivery
- Keep abreast of best practices in data collection and analysis
Evidenced Based Practices

Domains 1, 2, 3, 4, 5, 6, and 9

- Systemic decision making and comprehensive systems
- Implementation and evaluation of evidenced based academic, social-emotional, and behavioral programs and services
- Intervention acceptability and fidelity
- Design universal screening to identify student needs
- Identify risk and protective factors
- Study scholarly research addressing “best practices”
Culturally Responsive

Domains 1, 2, 7 and 8

• Identify cultural issues impacting family engagement and participation
• Consider the unique development of children
• Advocate for family participation and involvement
• Create linkages between schools, families, and communities
• Address individual strengths and weaknesses
• Recognize any personal bias and respond by promoting justice and fairness
• Assess effectiveness of these engagement strategies
Universal Screening

Domains 1, 2, 3, 4, 5, and 6

- Develop or utilize previously developed universal screening tools
- Identify, select, and implement “best practice” screening tools and procedures
- Analyze collected screening data and determine students at risk
- Progress monitor all students on indicators of academic, soc-emot, & behavioral progress
- Establish systems, policies, and practices that involve ongoing review of data
- Communicate and consult with stakeholders about the screening data and engage support for prevention programming for at risk youth.
**Progress Monitoring**

**Domains 1, 2, 3, 4, 5, and 6**

- Utilize formative assessment processes to collect and analyze data.
- Adjust instruction and interventions in response to data and student performance growth over time.
- Perform periodic checks of student progress on specific indicators
- Assist in interpreting the value of summative assessment data and the implications for curriculum and practice.
Comprehensive And Coordinated Prevention & Intervention

All 10 NASP Practice Model Domains

• Universal Screening
• Assessment and diagnosis
• Promotion and prevention
• Universal, targeted and intensive evidenced based interventions (PBIS, SEL, RTI, skill instruction, counseling, etc.)
• Data collection (progress monitoring) and data based decision making
• Community-School collaboration (beyond co-location) for comprehensive services Consultation with families, teachers, and administrators
School Psychologists Can Help Through Expanded Roles

- MTSS problem solving team coordinator
- Student intervention specialist
- Assessment & evaluation specialist
- Data director, coordinator, and/or analyst
- Universal screening coordinator
- Progress monitoring specialist
Additional Roles In MTSS

• Professional development provider
• Peer mentor, coach, or consultant
• Liaison to families and community members
• Solicitation and coordination of community services for comprehensive supports
Personnel Evaluation
What is driving reforms to personnel evaluation?

- No Child Left Behind and the Race to the Top grants have brought the practice of personnel evaluation to the forefront
- Requirement to tie student achievement to personnel evaluation
- Highlighted need for appropriate evaluation tools for “instructional personnel” who are not teachers
NASP’s Response To Personnel Evaluation Issues

- NASP embraces accurate, productive evaluation of school psychologists
- *A Framework for the Personnel Evaluation of School Psychologists Utilizing the NASP Practice Model* was endorsed by the Executive Council July 2012 (handout provided)
- Currently collecting examples of policies and tools that can address the personnel evaluation reforms
Guiding Principles For Evaluation

**Principle 1:** Use the *NASP Practice Model* as the overarching framework for personnel evaluations.

- Foundation for job descriptions, professional expectations and personnel evaluations.
- Based in research. Meant to provide support for students to improve achievement.
- Use domain activities as measurable outcomes.
- Promote a more comprehensive model of service delivery.
Guiding Principles For Evaluation

**Principle 2:** Recognize the critical importance of personnel evaluations and the essential involvement of affected professionals in creating a relevant, supportive and instructive feedback system.

- **Purpose:** To improve educator performance & related student outcomes.
- **School psychologists are well qualified to contribute to the development of their evaluation system.**
Principle 3: Use measurements that are valid, reliable, and meaningful.

- Based on multiple measures.
- Standards and rubrics should encompass the broad range of services provided by school psychologists.
- Standardized test score gains and value-added models are discouraged as tools to determine school psychologist’s impact on students, schools and/or districts.
Guiding Principles For Evaluation

Principle 4: Evaluation of SP should be embedded within an administrative structure that ensures meaningful feedback and offers resources in support of continuous improvement.

- SP should be evaluated by those credentialed in school psychology
- System should be sensitive to growth and direct professional development needs
- Staffing ratios and current roles need be considered when evaluating with the NASP Practice Model as it is designed
Using The Valuable Skills Of Schools Psychologists More Effectively At The State And Local Levels
What is the most significant contribution that school psychologists have to make today?

• Listen to what one superintendent of a school district has to say.... John Carruth, Asst. Superintendent, Vail Unified School District, Tucson, AZ
• Permission to use the video clip provided by the RTI Action Network, http://www.rtinetwork.org/
• To view the entire WETA/RTI Action Network Forum go to:
  » http://www.rtinetwork.org/images/content/downloads/professional%20development/forums/4-30-09/RTI_Webcast.swf
Steps to Adoption of the Model

Step 1: Assess what policy actions are needed to open a new path for SPs to practice the broad based role. (Board policy, procedural manual, regulatory/statutory language, etc.)

Step 2: Consider where the practice model fits in the context of what you are already doing and prioritizing.

Step 3: Consider and plan for how job descriptions and personnel evaluation practices can be aligned with the Practice Model to facilitate practice changes.

Step 4: Consider and plan for how resources and expectations of SPs need to be redefined/reallocated so that SPs can operate in the highest level of their expertise.

Step 5: Consider and plan for how practice changes and associated student outcomes will inform compliance and accountability measures.
Steps to Adoption of the Model

Step 6: Consider & plan for professional development needs and their importance to practice change.

Step 7: Consider and plan for how supervision and mentoring can support change.

Step 8: Consider who needs to be engaged for these changes to occur. What stakeholders are impacted by a role change and how can we partner with them for a successful transition?

Step 9: Develop a plan for transitioning staff to the new role. Remember: Rome wasn’t built in a day.

Step 10: Establish regular reviews of progress towards the goal of full adoption and implementation.
Local School Districts Can Help...

- Present the NASP Practice Model to the Board of Education, central administrators, parents, and other interested stakeholders
- Conduct a needs assessment about current SP practices and identify discrepancies from the NASP Model in policy and practice
- Assist school psychologists in accessing professional development needed to reduce discrepancies between current practice and the NASP Practice Model
Local School Districts Can Help...

- Infuse the NASP Practice Model standards into district policy including job descriptions and personnel evaluation process
- Provide mentoring and supervision to help improve practice and alignment with the NASP Practice Model standards
- Include school psychologists in school accountability and school reform initiatives
- Set as a goal adoption of the NASP Practice Model standards (professional practice & organizational principles) and align resources as needed to support this practice
Challenges & Opportunities in ID

• Current Practices & Traditions
  » What are SP currently doing?
  » How can role or systems be redefined to better utilize SP?

• Setting Differences: Urban, Suburban, Rural
  » Regional networking supports
  » Communities of Practice

• Professional Development
  » Self assessment
  » Online opportunities
  » Collaborative opportunities

• Alignment of Policy & Practice
  » Setting goals for adoption
  » Job descriptions & Personnel evaluations
  » Coaching & mentoring
School Psychologists....

We support teachers’ ability to teach and students’ ability to learn.

We are a ready resource to help ALL students achieve their best.
Questions/Comments
Online NASP Practice Model Resources

Visit the NASP Website......

http://www.nasponline.org/standards/practice-model/

NASP Practice Model Resource Page

Featured Resources That Could Be Helpful to SEAs and LEAs

- Self Assessment
- NASP Practice Model Webinar
- CQ Featured Column
- Online Learning Center
- NASP Domain Resource Pages
NASP Practice Model Resource Page

NASP Practice Model:
Improving outcomes for students and schools

The NASP Model for Comprehensive and Integrated School Psychological Services (PDF), also known as the NASP Practice Model, represents NASP’s official policy regarding the delivery of school psychological services.

- NASP Practice Model Assessment, Implementation, and Promotion Resources
- NASP Practice Model Brochure (PDF)
- NASP Practice Model Webinar
- 10 Domains of Practice
- Personnel Evaluation Handout (PDF)

http://www.nasponline.org/standards/practice-model/
Practice Model Self Assessment

- Designed for practitioners
- Asks respondents to indicate what they do in practice (specific activities) and that activity’s perceived importance.
- All items align with the 10 domains of practice.
- Takes approximately 15 minutes to complete.
- Completed assessments provide a summary report (by domain) that can be used for professional development planning.

Implementation and Promotion Resources

- Download the [NASP Practice Model Overview brochure](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) (pdf)
- Download the [NASP Practice Model Overview](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) (PowerPoint)
- Take the [Self-Assessment](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) on where your practice aligns with the model and a personalized print-out of professional development needs
- [Key Messages About the Value of School Psychologists](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) (pdf)
- [The NASP Practice Model: A Framework for Promoting (and Implementing) A Comprehensive Role](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx)
- [Advocacy Resources for State Leaders](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) (doc)
- [2010 Standards](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx)
- [School Psychologists: A more valuable resource](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx) (pdf)
- [NASP Practice Model Webinar](http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx)
Four types of online resources have been compiled for each of the 10 domains:

- NASP Policy & Resource Documents
- Scholarly Articles
- Webinars, Workshops, & Trainings
- NASP Publications

NASP Practice Model: Improving outcomes for students and schools

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http://www.nasponline.org/standards/practice-model/
Personnel Evaluation Framework

The Guidance for Personnel Evaluation Utilizing the NASP Practice Model can be found in two places:

NASP Practice Model landing page
http://www.nasponline.org/standards/practice-model/

NASP Practice Model Assessment, Implementation and Promotion Resources Page

Direct Link to the Document:
NASP Practice Model: Improving outcomes for students and schools

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http://www.nasponline.org/standards/practice-model/
Professional Development

- NASP Model Webinar posted on NASP website
- CQ Articles
  - Examples from the field
  - Advocacy in Action
  - Communication Matters
- Online Learning Center (OLC)
  - All sessions indicate Practice Model domains
  - [https://nasp.inreachce.com/](https://nasp.inreachce.com/)
Improving Student Outcomes

• **School Psychologists: Improving Student Outcomes**
  » Links research, policy and practice
  » Cross references our standards for practice, our policy papers & frameworks, and the research associated with improved student outcomes.

  » [http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf](http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf)
Other Resources
WEB ADDRESS:

THE IDEA PARTNERSHIP

www.ideapartnership.org