Nationally Certified School Psychologist (NCSP)
Portfolio Review Form

Reviewer: _____   **Date of Review:** _____

Name of Applicant: _____

Section 1: (To be completed by board)

Domain	Domain Met/Not Met
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Decision on Portfolio

_____ Approved
_____ Not Approved – Needs Development.

Section 2: (To be completed by reviewer)

Standards/Domains Checklist	Standard Met	Standard Not Met
Standards 3.1 & 4.2 The applicant completed an organized program of study that is officially titled "School Psychology."		
Standards 3.1 & 4.1 The applicant completed a minimum of 60 graduate semester/90 quarter hours of study, and at least 54 graduate semester/81 quarter hours were exclusive of credit for the supervised internship experience.		
Standard 3.3 The applicant had closely supervised on-campus or field-based experiences (i.e., practica) designed to develop and evaluate mastery of distinct professional skills. The practica must be distinct from and precede the internship. *(This is part of the Program Verification Form.)*		
Standard 3.4 The applicant successfully completed a 1,200-hour internship in school psychology, of which at least 600 hours were in a school setting, with appropriate supervision. The internship was recognized through institutional (transcript) documentation.		
Standards 3.2 & 4.3 Performance-based evaluations ensure that the applicant demonstrates professional work characteristics needed for effective school psychology practice. *(This is part of the Program Verification Form.)*		

10 Domains of Professional Practice

- Applicants must demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.

Note:
- *The problem-solving report can serve as evidence supporting an applicant's professional skills across multiple domains, if applicable.*
- *Evidence of professional competence is reflected through artifacts collected in the field, which can include skills demonstrated during internship. Practica experiences alone do not qualify.*
- *An artifact can be submitted for any domain that the applicant feels it meets. It can be submitted for multiple domains. In no case should more than 5 artifacts be submitted for a domain.*

Domain 1: Data-Based Decision Making

The applicant *demonstrates skills* to use psychological and educational assessment, data collection strategies, and technology resources and to apply results to design, implement, and evaluate response to services and programs.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Data-Based Decision-Making skills through:

- ☐ Conducting assessments using varied techniques (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) to determine and/or plan specialized services, including (but not limited to) special education placement and individualized educational programming.
- ☐ Collecting and analyzing data from multiple sources (e.g., families/guardians, teachers, students) and levels (individual, group, and system) to identify the strengths and needs of children, families, and schools.
- ☐ Using systematic, reliable, and valid data to monitor response to academic, social, emotional, and/or behavioral intervention in an effort to evaluate the effectiveness of interventions and to determine when to modify or change intervention procedures.
- ☐ Providing direct or indirect support for school personnel in collecting, analyzing, and interpreting universal screening and progress monitoring data in making decisions about the instructional, behavioral, and social–emotional needs of students.
- ☐ Incorporating assessments that measure the degree to which intervention procedures have been implemented and consider those treatment fidelity data in all decisions related to intervention modification and/or termination.

Comments:	**Met**	**Not Met**

Domain 1 Examples Could Include

- Integrated reports that result from comprehensive psychoeducational evaluation (see nonexamples for exclusionary criteria).
- A successful problem-solving report with evidence of positive impact, which includes data collected for the purposes of monitoring the progress of intervention outcomes.
- Examples of data collected by the applicant for the purposes of measuring the procedural fidelity of intervention services.
- If others collected data, clear evidence that the applicant provided direct or indirect support (e.g., collaboration, training) for the process.

Domain 1 Nonexamples

- A report of evaluation data only without analysis, integration, and appropriate individualized recommendations.
- Printouts from commercially available, computer administered universal screening measures or other assessments without additional evidence demonstrating skill in supporting school personnel in using those data.
- Email chains that reference assessment data.

- Data collected without evidence of designing and/or implementing interventions and monitoring their progress will not meet the last three indicators.

Domain 2: Consultation and Collaboration

The applicant *demonstrates skills* to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Consultation and Collaboration skills through:		
☐ Consulting and collaborating in planning, problem solving, and decision-making processes at multiple levels (i.e., at least two of the following: individual, family, group, or systems).		
☐ Using a consultative problem-solving process* to plan, implement, and evaluate academic and/or mental and behavioral health services.		
☐ Effectively communicating information for diverse audiences, such as families, teachers, other school personnel, policy makers, community leaders, and/or others.		
Comments:	**Met**	**Not Met**

* *Consultative problem-solving* involves providing indirect services in which the school psychologist collaborates with a consultee (e.g., teacher, family) in order to improve the academic or behavioral challenges of a student by following a four-step process: problem identification, problem analysis, plan implementation, and plan evaluation.

Domain 2 Examples Could Include
- Evidence that the applicant worked with others to solve individual student issues and develop an intervention that demonstrates a positive change.
- Evidence that the applicant consulted and collaborated with a team to design group or systems interventions that were implemented for positive change.
- Evidence of an indirect consultative role in planning, implementing, and evaluating an intervention.
- Evidence of presenting information to diverse audiences that includes pre/post measures that demonstrate the impact of this work.

Domain 2 Nonexamples
- Email chains or other communications that lack evidence of impact on the intended audience or evidence of the applicant's role.
- Plans for collaborative interventions with no evidence of actual implementation.
- An intervention implemented with no evidence of collaboration with families, teachers, or other relevant individuals.

Domain 3: Academic Interventions and Instructional Supports

The applicant *demonstrates skills* in using assessment and data collection methods, collaborating, implementing, and evaluating services that support academic skills development and learning engagement.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Academic Interventions and Instructional Supports skills through:

- ☐ Conducting an assessment and evaluation:
    - ☐ That is culturally responsive and developmentally appropriate.
    - ☐ To inform the identification and/or diagnosis of disabilities.
    - ☐ To help inform, identify, and select evidence-based instructional strategies and interventions.
    - ☐ To help monitor progress toward goals and evaluate outcomes of evidence-based interventions.
- ☐ Implementing interventions that develop or improve self-regulation, engagement, and academic skills:
    - ☐ That are culturally responsive and developmentally appropriate.
    - ☐ That promote collaboration and apply current, empirically based research on learning and cognition.
    - ☐ That utilize curriculum and instructional strategies that promote academic achievement in literacy, math, and other content areas.
    - ☐ That are accepted by others and delivered with fidelity.
    - ☐ That include a citation from the literature.

Comments:	Met	Not Met

Domain 3 Examples Could Include
- A successful (e.g., passed) academic problem-solving case report that follows the NCSP Problem Solving Report rubric.
- Implementation and evaluation of an evidence-based reading/math/writing intervention (including baseline data).
- Utilizing assessment and instructional strategies informed by cultural or social factors.
- Implementing and evaluating developmentally appropriate instructional practices (e.g., early literacy intervention for a kindergarten student).

Domain 3 Nonexamples
- PowerPoint presentations *without additional data to evaluate outcomes (pre- and post- data).*
- Traditional psychoeducational evaluations conducted solely for the purpose of determining eligibility/entitlement for special education.
- Interventions that are not evidence based.

Domain 4: Mental and Behavioral Health Services and Interventions

The applicant *demonstrates skills* in using varied assessment and data collection methods, in collaboration with others, to design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Mental and Behavioral Health Services and Intervention skills through:

- ☐ Using culturally responsive and developmentally appropriate assessment and data collection methods while collaborating to develop appropriate social–emotional, and/or mental/behavioral health goals for children.
- ☐ Implementing evidence-based strategies, curricula, and/or interventions to promote social–emotional functioning, mental/behavioral health, and/or life skills.
- ☐ Collaborating to implement evidence-based strategies at the individual, group, and/or systems levels.
- ☐ Applying methods to promote intervention acceptability and fidelity.
- ☐ Using data to assess the impact of social–emotional, mental health, and/or adaptive skills interventions.
- ☐ Designing, implementing, and evaluating services that promote resilience, socialization, and adaptive skills.

Comments:	**Met**	**Not Met**

Domain 4 Examples Could Include
- Implementation and evaluation of developmentally appropriate mental health supports (e.g., individual or group counseling).
- Implementation and evaluation of home–school–community services (e.g., family night on community resources).
- Implementation and evaluation of strategies to improve school climate (e.g., conducting surveys and using the data to implement changes in practices, policies).
- Implementation and evaluation of strategies to improve social–emotional skills.

Domain 4 Nonexamples
- Data/notes on counseling progress without specific goals, an explanation of the reason for these services, and a description of applicant's role in the process.
- Information on services provided that are not evidence based.
- PowerPoint presentations that do not include data demonstrating the impact of the presentation on the intended audience.
- Documentation of attendance at professional development without a description of how the knowledge gained was implemented in professional practice (e.g., what changed as a result of the professional development?).

Domain 5: School-Wide Practices to Promote Learning

The applicant, in collaboration with others, *demonstrates skills* to develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of School-Wide Practices to Promote Learning skills through:		
☐ Incorporating, in collaboration with others, evidence-based strategies in designing, implementing, and evaluating supportive and effective school policies and practices (e.g., discipline, instructional support, transition, staff and family/guardian training).		
☐ Participating, in collaboration with others, in designing and implementing universal screening procedures and progress monitoring systems.		
☐ Creating and maintaining, in collaboration with others, a multitiered system of general and special education services to support academic, emotional, and behavioral goals for students.		
☐ Collaborating with others to apply implementation science in the development and measurement of school improvement plans, conducting needs assessment, and/or analysis of systems-level problems.		
Comments:	**Met**	**Not Met**

Domain 5 Examples Could Include
- Documentation of efforts to utilize implementation science in systems change efforts.
- Evaluation of outcomes of systems change efforts.
- Documentation of strategies to implement multitiered systems of support (e.g., MTSS/PBIS).
- Documentation of collaborative, evidence-based practices to improve school climate.
- Evidence of active participation in collaborative problem-solving practices and decision-making at multiple levels—classroom, building, and/or district—to address systems issues/concerns.
- Provision of professional development with evidence (e.g., pre- and post- data) demonstrating impact on the target audience.

Domain 5 Nonexamples
- PowerPoint presentations without evidence of any impact or outcome data.
- Practices that are not school- or system-wide.
- Flyers of events (e.g., family nights) or informational guidance (e.g., family guides to community resources) without clear evidence or description of the applicant's role in creating them.
- Blank forms without evidence of how they were used to promote learning.
- Artifacts that do not include a measurement or evaluation-of-impact component.

Domain 6: Services to Promote Safe and Supportive Schools

The applicant, in collaboration with others, *demonstrates skills* to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and to implement effective crisis prevention, protection, mitigation, response, and recovery. This domain is focused on systems-level interventions.

The applicant is expected to provide skill artifacts to show their application of skills. They must include a description of how their submission meets the indicators listed below. Including a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Services to Promote Safe and Supportive Schools skills through:		
☐ Promoting environments and services for children that enhance learning, physical well-being, and/or social–emotional well-being. ☐ Contributing to, designing, implementing, and/or evaluating outcomes of crisis prevention, protection, mitigation, response, and recovery services. ☐ Providing direct and/or indirect services for preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety within a multitiered system of supports.		
Comments:	**Met**	**Not Met**

Domain 6 Examples Could Include

- Using PREPaRE criteria (or other evidence-based crisis planning systems) to evaluate strengths and weaknesses of the building plan and sharing these strengths and weaknesses with building staff.
- Description and analysis of a school's mental health supports relative to best practices, screening, research-based interventions, and outcome measures, as well as sharing with building staff and recommending resources/changes as needed.
- PBIS system at the school with clear documentation of the applicant's involvement in the development and/or implementation of the system and documentation of impact.
- Description of how the applicant trained school staff members and/or utilized restorative practices with students.
- Team or building meeting after a crisis event that reviews the plan and determines if changes should be made to the building plan.
- Clear evidence of the applicant's role in developing and implementing mental and behavioral health services at Tier 2 (targeted group interventions) or Tier 3 (focused, intense, individualized interventions).
- Clear documentation of the applicant's role in coordinating universal mental and behavioral health screening at a school site.
- Clear documentation of the applicant's role in coordinating interventions with community partners and associated outcomes.

Domain 6 Nonexamples

- Copy of a school's PBIS matrix without mentioning how the applicant was involved in development.

- Copy of a school's crisis plan without description and/or evidence of how the applicant was involved in its development.
- Certificate demonstrating that the applicant participated in a PREPaRE workshop without mentioning how the applicant is using the skills gained.
- List of behavioral interventions available at a school site without demonstrating the applicant's involvement in implementation.
- Meeting agendas with no clear documentation of the applicant's role and duties/responsibilities in the meeting.
- Email chains.
- A PowerPoint presentation given on crisis prevention and response without evidence of impact on the target audience (e.g., pre- and post- data).

Domain 7: Family–School and Community Collaboration

The applicant, in collaboration with others, *demonstrates skills* to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. The applicant demonstrates a respect for diverse family systems, contexts, and cultural differences.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. Include a clear and specific description of role in creation of each document, role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Family–School and Community Collaboration skills through:		
☐ Designing and implementing evidence-based practices and policies that facilitate family–school and community partnerships. ☐ Providing direct and indirect services to enhance family–school–community effectiveness. ☐ Designing, implementing, and evaluating programs that assist families with promoting the academic and social, emotional, and behavioral success of their children. ☐ Incorporating cultural knowledge and respect for diversity in interventions and/or services for families. ☐ Educating school communities regarding the importance of family involvement for school success.		
Comments:	**Met**	**Not Met**

Domain 7 Examples Could Include
- Evidence of collaborating with, presenting to, and/or engaging in practices to build relationships with families and community agencies accompanied by evidence of impact.
- Presentations to families/educators with objectives, post presentation surveys, analysis of feedback received, and evidence of impact. Examples could include the importance of family involvement on student success in school for educators, how to support students at home for families, how to support social–emotional learning at home, or types of support available outside of school for families.
- Design of and implementation of an evidence-based policy that facilitates family–school and community partnerships.
- An analysis of the community services available for the students/families in the applicant's area and creation of a tangible resource for distribution. This may be done in collaboration with other staff in the school. This artifact must include evidence of impact such as the number of families who reported using the resource or increased knowledge of supports.
- Surveying families to identify barriers to family engagement at the school and using the survey data to implement appropriate changes in practices and policies.

Domain 7 Nonexamples
- Copy of a PowerPoint presentation with no evidence of impact.
- Plans to implement a program without evidence of implementation and outcome.
- A literature review about a program or intervention.
- Programs implemented by others without documentation of the applicant's role in the process.
- Email chains surveying interest from others in a particular initiative without evidence of implementation
- Practices/activities that do not clearly address family–school or family–school–community partnerships.

Domain 8: Equitable Practice for Diverse Student Populations

The applicant *demonstrates skills* to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Equitable Practice for Diverse Student Population skills through:
☐ Providing equitable services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.
☐ Demonstrating respect for individual differences, strengths, cultures, and needs in the design, implementation, and evaluation of services.
☐ Promoting social justice and equity in educational programs.
☐ Implementing programs or services that promote respect for individual differences and the effects they have on development and learning.
☐ Providing equitable culturally responsive and effective practices in all areas of school psychology service delivery.
☐ Actively engaging in efforts to address factors limiting equity and access to educational opportunities.

Comments:	Met	Not Met

Domain 8 Examples Could Include
- A psychoeducational report that utilizes an identified system or process and uses multiple sources of data related to language acquisition and acculturation to evaluate a student who is culturally or linguistically minoritized.
- Evidence that the applicant engages in addressing social justice issues.
- Evidence that the student's ability; unique cultural, ethnic, or racial identity; other personal identity related to language, religion, sexual orientation, gender identity or expression, and socioeconomic status; and the intersection of any of the above were considered when developing and providing evidence-based services to a student or population.
- Artifacts that include notes of consultations, evidence of family involvement, assessment reports, and/or data collection for intervention impact.
- Evidence that information about the student's ability; unique cultural, ethnic, or racial identity; other personal identity related to language, religion, sexual orientation, gender identity or expression, and socioeconomic status; and the intersection of any of the above were considered in the evaluation and intervention processes.

Domain 8 Nonexamples
- An evaluation lacking information as to why varied procedures were used and how these impact outcomes (e.g., use of an interpreter for test administration, use of a nonverbal cognitive assessment tool).
- An evaluation of a student whose diverse characteristics (language, culture, race, etc.) are listed without evidence that assessment practices or interventions were informed by or addressed these characteristics.

Domain 9: Research and Evidence-Based Practice

The applicant *demonstrates skills* 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Research and Evidence-Based Practice skills through:		
☐ Evaluation, interpretation, and synthesis of a cumulative empirical foundation (i.e., the body of research findings) as the basis for effective service delivery. ☐ Research design, measurement, statistical, and other data analysis techniques sufficient for understanding research and interpreting data in applied settings. ☐ Implementation science, program delivery, and the application of such knowledge in varied settings to support school leaders in the development, implementation, and monitoring of programs that improve outcomes for all children and youth.		
Comments:	**Met**	**Not Met**

Domain 9 Examples Could Include
- Research projects (e.g., thesis, dissertation) conducted as part of a university training program.
- Participation on a committee or team that selects, implements, monitors, and reviews effectiveness of school programs and services with sufficient description of the applicant's role in the process.
- Evidence of a poster or paper presentation at a state or national conference that includes data and analysis.
- Evidence of the applicant's role in systems change, such as reviewing data on a pilot program and comparing it to data on current instructional outcomes in the applicant's district for a similar group of students.

Domain 9 Nonexamples
- Serving as a subject within someone else's research study.
- Attendance at professional development without evidence of applying the skills learned.
- Self-reflective essays as part of a university program of study/coursework.
- Stand-alone literature reviews written as part of the applicant's professional development and/or university training program.

Domain 10: Legal, Ethical, and Professional Practice

The applicant *demonstrates skills* to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists**.**

The applicant is expected to provide skill artifacts to show their application of skills. The applicant must include a description of how their submission meets the indicators listed below. It should include a clear and specific description of their role in the creation of each document, their role on the team, and the outcomes that resulted from their individual participation (i.e., evidence of impact). The submissions must show competency relevant to each of the following domain indicators. *Each artifact may address one or more of the competencies.*

Up to 5 artifacts can be included for each domain to provide evidence of essential skills.

Evidence of Legal, Ethical, and Professional Practice skills through:

- ☐ Seeking and/or providing supervision, peer consultation, and mentoring.
- ☐ Methods that assist school personnel and families in understanding and adhering to legislation and regulations relevant to general and special education services.
- ☐ Advocating for the professional roles of school psychologists.
- ☐ Collection of data for the purposes of self-evaluation and/or continuing professional development.

Comments:	**Met**	**Not Met**

Domain 10 Examples Could Include
- Documentation of providing or seeking case consultation or supervision.
- Formal, written feedback from peer mentors.
- Formal, written feedback for supervisees (e.g., practicum students, interns). This addresses indicator 1. Anecdotal feedback is clear evidence.
- Self-monitoring data collected to inform a practice change following professional development; professional communication indicating advocacy.
- Written description of an ethical dilemma that the applicant faced and how it was resolved.
- Documentation of active participation in activities for a professional organization that promotes school psychology.
- Participation on committees or teams that promote changes and improvements in programs, systems, services, and/or schools.
- Evidence of ongoing professional development linked to a self-evaluation.
- Presentation slides of delivered professional development that provide clear evidence of the applicant's role and audience as well as linkage to a self-evaluation.

Domain 10 Nonexamples
- Checklist of skills from supervisor or administrator.
- Letters of recommendation.
- Membership in a state or national organization without clear evidence of participation in leadership.
- Email threads wherein others praise the applicant's adherence to ethical/legal standards.
- Meeting agendas with the applicant's name on it without detail on how this meets evidence.