National Association of School Psychologists (NASP)

Summary of Basic Facts about NASP and School Psychologists

- The National Association of School Psychologists (NASP) is a professional membership organization for school
 psychologists with approximately 25,000 members living and working in the United States and 149 countries worldwide.
- NASP was founded in 1969 and developed and approved the first set of standards to guide graduate preparation, credentialing, ethics, and professional practices of school psychologists in the 1970's. (Guidelines for Training Programs in School Psychology, 1972; Principles for Professional Ethics; 1974; Credentialing Standards and Practice Guidelines, 1978.) Revisions of these documents occurred in 1984, 1994, 2000, and 2010.
- Since 1988, NASP has provided a national review and approval service for graduate programs in school psychology. NASP is one of the specialized professional associations (SPAs) of the National Council for Accreditation of Teacher Education (NCATE) and conducts program reviews as a part of the NCATE unit accreditation process. NCATE provides "national recognition" status (full or with conditions) to NASP-approved programs in NCATE-accredited units. As of January 2012, there were 220 NASP Approved Programs in the United States out of 306 total programs.
- NASP created the Nationally Certified School Psychologist (NSCP) credential in 1989 to recognize school psychologists
 who meet national standards for professional preparation and continuing professional development in school psychology.
- In 2010, NASP approved the Model for Comprehensive and Integrated School Psychological Services (hereafter referred to as the NASP Practice Model.) For over 30 years, NASP had set standards for the provision of school psychological services. Despite this long-standing effort to provide guidance to states and local school districts, school psychological roles and practices vary significantly across the country. Subsequently, NASP approved a formal practice model to improve the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide. NASP is currently working across the country to promote the adoption of the NASP Practice Model in both policy and practice at the State and Local Educational Agencies levels.
- Currently, approximately 84% of practicing school psychologists report that they are working in public school settings. Of those professionals, 32% hold doctorate degrees, 54% hold specialist degrees, and 29% hold master's degrees.

Some Basic Facts about State Credentialing and Titling:

- State Educational Agencies (SEA) credential, title and regulate school-based practice of school psychology in all states, with the exception of Texas.
- No State Education Agency (including D.C.) or the TX State Board of Examiners of Psychologists requires a doctoral
 degree to hold the credential/license needed to practice school psychology in school settings.
- At present, only two states prohibit use of the title "school psychologist".
 - Arkansas School Psychology Specialist
 - Texas Licensed Specialist in School Psychology
- State Departments of Education or Public Instruction (DOE/DPI) oversee the credentialing and certification of school psychologists in all states except Texas where the license is issued by the Psychology Licensing Board.
- Presently, 31 states officially accept the Nationally Certified School Psychologist (NCSP) as a route to the school-based credential within their credentialing standards.
- 19 states require, accept, or formally recognize graduate preparation from school psychology programs approved by NASP or meeting NASP graduate preparation standards in school-based credentialing language.