



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Study of the Adequacy of
Compensation of School
Psychologists with National
Certification

SL 2006-66, Sec. 7.22

Date Due: January 15, 2007

Report #34

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Study of the Adequacy of Compensation of School Psychologists with National Certification

Legislative Requirement

Session Law 2006-66 (Senate Bill 1741)

Study the Compensation of School Psychologists with National Certification

Section 7.22. The State Board of Education shall study the adequacy of the compensation of school psychologists who are designated as Nationally Certified School Psychologists by the National School Psychology Certification Board. In the course of the study, the State Board of Education shall consider (i) whether these school psychologists should be compensated at the same level as teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) and (ii) the cost of compensating them at that level.

The State Board of Education shall report the results of its study to the Joint Legislative Education Oversight Committee prior to January 15, 2007.

Information from the North Carolina School Psychology Association

According to its website, the National Association of School Psychologists (NASP) created the National School Psychology Certification System for the purpose of credentialing school psychologists who meet a nationally recognized standard. There are more than 9,800 school psychologists with the national certification. The NC School Psychology Association (NCSPA) estimates there are 150 nationally certified school psychologists in North Carolina. The Association has requested the General Assembly appropriate funds for incentive compensation for nationally certified school psychologists for these reasons:

1. At the top of their respective salary scales, nationally certified school psychologists earn less than certified teachers;
2. There is a shortage of school psychologists in this state and nationally; recruitment and retention are problems; incentives should help recruitment;
3. School psychologists see disturbed students, whose complex conditions tax even highly trained psychologists;
4. School psychologists must have three-year advanced degree, with all the expense that this degree entails;
5. National certification requires initial application fees and annual membership fees, all at the psychologist's own expense;
6. Nationally certified school psychologists must have 75 continuing education units every three years, at their own expense.

Currently, three states (Delaware, Louisiana, and Oklahoma) award salary bonuses for the national certification. In addition, many more individual school districts are awarding bonuses for the national certification as a means to attract well-trained school psychologists. School systems in Maryland, Nevada, Minnesota, Indiana, and Connecticut have established this precedent and it seems to be a growing trend. Since many states don't have state salary schedules these decisions are being made locally and the reasoning seems to be that all students benefit from highly qualified personnel in schools.

NASP's standards for training and field placement are the basis for both its accreditation system and its certification system. These standards require three years of graduate training and must include field-based practica and a supervised one year internship. More importantly, the standards require assessment systems that assess knowledge and skills in eleven (11) domains of practice. Performance-based assessment systems involve comprehensive exams for assessing knowledge, case studies for assessing skills, and at a minimum, both formative and summative performance based assessment of skills in all domains. Graduate programs are required to conduct comprehensive performance-based measures, such as case studies, in order to ensure that each candidate has competence in all domains of practice. In addition, each candidate who completes a NASP approved program must show that they can integrate knowledge and skills in order to deliver comprehensive school psychological services that result in measurable positive impact on children, youth, and families. Programs must also submit evidence that all candidates have attained competency in each domain of practice. Candidates who complete a NASP approved program are eligible for the NCSP (national certification) because their competency has been supervised, evaluated, and judged to meet national standards.

NASP also grants the NCSP to school psychologists who did not complete a nationally approved program, but who can show evidence of meeting national standards. These applicants to the National School Psychology Certification Board must complete a portfolio of knowledge and skills in order to document competency within the eleven domains of practice. A case study is also required since the national standards require performance based assessment of knowledge and skills.

NASP aligned its accreditation and certification to follow national standards as a means to ensure quality of services. The NCSP can be considered a quality indicator because persons who hold the credential have been through rigorous training, assessment, and supervision of knowledge and skills. Nationally Certified School Psychologists should be able to deliver services that produce positive outcomes for consumers.

NASP Standards for Training and Credentialing for both the specialist and the doctoral level are not just degree based, they are competency based. Persons who are granted the NCSP must show competencies in the 11 domains of practice.

NASP credentialing standards require candidates to demonstrate professional competencies through one of two ways: 1. by completing a NASP approved graduate education program which is required to use Performance Based Program Assessment and Accountability or 2) by submitting evidences of competencies through multiple performance based measures.

Persons who complete a NASP approved program are required to demonstrate competencies in multiple ways, including performance based evaluations in courses, performance-based evaluations in practica and internship and completion of a program-embedded comprehensive performance-based measure covering all of the domains of practice. All persons who complete a NASP approved program must demonstrate "...prior to conclusion of the internship experience, the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers." (NASP Standards for Training and Field Placement Programs in School Psychology, Standard 4.3)

The issue is not degrees. It is quality and nature of the training. NASP Standards are designed to ensure competencies and the framework is not a list of courses completed, but the comprehensive set of knowledge and skills obtained through assessment and evaluation. Although persons with a doctorate have training in additional areas such as research, persons who complete doctoral programs in school psychology are not guaranteed to have these competencies unless the doctoral program is NASP approved. There are many school psychologists with a doctoral degree who have not completed doctoral programs which require performance based evaluation and accountability.

NASP's national standards for credentialing are consistent with the nature of the National Professional Teaching Standards in this way- both are based upon demonstration of performance based competencies. Both systems evaluate competencies and require having criteria for evaluation of these competencies. NASP approves or accredits graduate education programs that follow these rigorous training standards and the NCSP Board grants the NCSP to individuals who meet NASP standards. NASP approved programs are required to use Performance Based Assessment and Accountability that requires assessment of knowledge and skills throughout the program.

The NCSP also requires 75 hours of continuing professional development every three years.

Current Licensure Requirements

To be licensed as a school psychologist in North Carolina, an individual must complete an approved program in school psychology and earn a score of at least 620 on the required Praxis II Specialty Area Exam. Like all licensed professional educators in North Carolina, school psychologists are required to complete 15 renewal credits (150 contact hours) every five years. Five of the 15 renewal credits can be earned through professional employment during the five year period.

Approved school psychology programs are built around standards approved by the State Board of Education. The current standards were adopted November 3, 2005. The North Carolina standards are aligned with the standards developed by NASP.

School psychology candidates demonstrate entry-level competency in each of NASP's 11 standards of professional practice. Competency requires both knowledge and skills. School

psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques under each standard. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes under each standard.

Programs are designed to achieve explicitly stated competencies based upon the goals of professional practice in applied settings, and include substantial supervised practica and internship experiences as part of the planned program of study. Training programs in school psychology prepare individuals at the specialist (minimum of 60 semester hour credits) or doctoral (minimum of 90 semester hour credits) levels for employment in school systems or agencies providing services to school-aged children and their families. Areas of training in school psychology include:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School Systems Organization, Policy Development, and Climate
- Prevention, Crisis Management, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

Training programs include practica experiences appropriate to the specific training objectives of the program. Practica experiences are distinct from and occur prior to the internship. Both specialist and doctoral level programs include an integrated, coordinated, and comprehensive internship. The internship consists of a minimum of 1200 clock hours at the specialist level and a minimum of 1500 clock hours at the doctoral level. At least 600 hours occur in a school setting.

Courses at the specialist and doctoral levels are offered within a planned, supervised, and integrated program of study. The curriculum clearly differentiates the level of preparation for doctoral study as being advanced in breadth and/or depth beyond that for the specialist level of study. Doctoral training may also include specialized areas of focus or skill development.

Students successfully completing a State-approved university training program in school psychology are eligible for licensure by the North Carolina Psychology Board as a Licensed Psychological Associate or Licensed Psychologist and for licensure by NCDPI at the specialist or doctoral levels. If the training program is approved by NASP, graduates are automatically qualified to apply for certification by the National School Psychology Certification Board. The NCSP credential is awarded pending the submission of a score on the ETS/NTE Praxis II school psychology exam that is at or above the national criterion.

Current Salary Schedule for School Psychologists

School psychologists are paid on a salary schedule derived from the teacher salary schedule. It begins at the fifth step of the master's salary schedule. School psychologists are paid at the advanced (specialist) or doctoral level, depending on the degree held.

The tables at the end of this report reflect the school psychologist and teacher salary schedules as approved by the General Assembly for the 2006-07 school year.

National Board for Professional Teaching Standards

To receive National Board Certification, teachers are required to submit four portfolio entries and complete six exercises through an assessment center. Three of the portfolio entries are classroom-based, with video recordings and examples of student work serving as supporting documentation. Two of the classroom-based portfolio entries require video recordings of interactions between the candidate and his/her students. A fourth entry is related to accomplishments outside the classroom - with families, the community, or colleagues – and how they impact student learning. Each entry requires some direct evidence of teaching or school counseling as well as a commentary describing, analyzing, and reflecting on this evidence. The portfolio entries are assessed by trained reviewers. The assessment center exercises are computer-based and require candidates to demonstrate content knowledge in their chosen certificate area. Candidates have up to 30 minutes to complete each assessment center exercise.

The application fee is \$2300, which is paid by the State for candidates in state-funded positions.

National Certification for School Psychologists

To receive National Certification as a school psychologist, an individual must complete a NASP approved School Psychology program and earn a score of at least 660 on the required Praxis II examination. The program must be at least 60 semester hours, with at least 54 semester hours exclusive of credit for the supervised internship experience. As part of the NASP approved program, candidates must successfully complete a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. To maintain National Certification, school psychologists must complete at least 75 contact hours of continuing professional development every three years.

Applicants for National Certification as school psychologists who have not completed NASP approved programs must submit portfolio that provides evidence of knowledge and professional competency in each of the 11 NASP domains. The portfolio contains a matrix in which the applicant documents formal graduate-level training experiences for each domain (a sample is included at the end of this report), copies of the applicant's transcripts, syllabi for all courses at the time of completion, and a case study. The case study focuses on interventions/problem solving to demonstrate the applicant's ability "to integrate knowledge and skills to deliver a comprehensive range of services that result in measurable positive changes related to the education and mental health needs of children." In completing the case study, the applicant must address the following:

- Background and context of the problem
- A description and analysis of the problem
- A link between problem analysis data and goals for intervention
- A description of the intervention and steps for implementation
- Collaboration efforts with family, school, and/or community-based individuals
- Outcome data and discussion of results of the intervention.

If the non-approved NASP program did not include a supervised 1200-hour internship, the applicant must determine if there is an alternative means through which to meet this requirement.

The application fee is \$50 for NASP Student/Transition members; \$95 for regular NASP members; and \$195 for non-members. This fee is paid by the candidate.

Cost Analysis

Cost figures are for psychologist personnel only (593.85 FTE) paid from state funds. Benefits are calculated at 2006-07 rates of 7.65% for FICA and 7.14% for retirement. Salary Schedules are based on the 2006-07 legislated schedule.

	with 5 Step Psychology Schedule Benefit			
	12% Increase Total w/Longevity	5% Increase Total w/Longevity	2% Increase Total w/Longevity	Step Increase Total w/Longevity
Current	\$34,720,106	\$34,720,106	\$34,720,106	\$34,720,106
Projected	\$39,320,754	\$36,925,290	\$35,897,206	\$35,214,085
\$ Increase	\$4,600,648	\$2,205,184	\$1,177,100	\$493,979
Average Salary				
Increase \$	\$6,530	\$3,101	\$1,629	\$651
150 Nat Certified	\$979,500	\$465,150	\$244,350	
w/benefits	\$1,121,234	\$532,457	\$279,707	

Recommendations

Based on review of the requirements for a school psychology license, the requirements for the national certification in school psychology (NCSP), and the requirements for National Board for Professional Teaching Standards certification, and discussion with representatives of the NC School Psychology Association and other psychologists working in the schools, it is recommended that:

1. The General Assembly consider adjusting the salary differential for specialist (6th year) level and doctoral level licenses. The current differentials of \$126 per month for individuals with

specialist level licenses and \$253 per month for individuals with doctoral level licenses have been in place since 1984. It is recommended that consideration be given to paying a 5% salary differential for the specialist degree level license and 10% for the doctoral degree level license. The estimated costs follow.

Teacher and Instructional Support Cost Estimate with increase of 5% for the specialist level license and 10% for the doctoral level license				
	Base Salaries	Longevity	Benefits	Total w/Longevity
Current	\$ 120,532,321	\$ 2,912,993	\$ 18,257,561	\$ 141,702,875
Projected	\$ 129,457,124	\$ 3,295,864	\$ 19,634,167	\$ 152,387,155
\$ Increase	\$ 8,924,803	\$ 382,871	\$ 1,376,606	\$ 10,684,280

School Administrator Cost Estimate with increase of 5% for the specialist level license and 10% for the doctoral level license				
	Base Salaries	Longevity	Benefits	Total w/Longevity
Current	\$49,693,974	\$1,905,975	\$7,631,632	\$59,231,581
Projected	\$53,766,097	\$1,994,975	\$8,247,062	\$64,008,134
\$ Increase	\$4,072,123	\$89,000	\$615,430	\$4,776,553

Teacher and Instructional Support FTE Based Calculation					
	FTE	Salary Differential*	Base Total	Benefits	Total w/Benefits
Specialist Level	2,023	\$ 1,260	\$ 2,548,980	\$ 376,994	\$ 2,925,974
	2,023	\$ 2,000	\$ 4,046,000	\$ 598,403	\$ 4,644,403
		\$740	\$ 1,497,020	\$ 221,409	\$ 1,718,429
Doctoral Level	475	\$ 2,530	\$ 1,201,750	\$ 177,739	\$ 1,379,489
	475	\$ 4,000	\$ 1,900,000	\$ 281,010	\$ 2,181,010
		\$ 1,470	\$ 698,250	\$ 103,271	\$ 801,521
Total FTE	2,498				
Total Cost			\$2,195,270	\$324,680	\$2,519,950

Based on increasing salary differential from \$126 to \$200/month for the specialist level license and from \$253 to \$400/month for the doctoral level license.

School Administrator FTE Based Calculation					
	FTE	Annualized Salary Increase*	Base Total	Benefits	Total w/Benefits
Specialist Level					
Principal	162	\$888	\$143,492	\$21,222	\$164,714
Assistant Principal	347	\$740	\$256,543	\$37,943	\$294,486
			\$400,035	\$59,165	\$459,200
Doctoral Level					
Principal	69	\$ 1,764	\$120,887	\$17,879	\$138,766
Assistant Principal	180	\$1,470	\$265,188	\$39,221	\$304,409
			\$386,075	\$57,100	\$443,175
Total FTE	757				
Total Cost			\$786,110	\$116,266	\$902,376

* Based on increasing salary differential from \$126 to \$200/month for the specialist level license and from \$253 to \$400/month for the doctoral level license. Principals were calculated on a 12 month basis; Assistant principals were calculated on a 10 month basis.

2. The Board explore means to recognize and reward licensed school personnel who earn national certification in their fields.

2006-2007
SCHOOL PSYCHOLOGIST SALARY SCHEDULE
(INCLUDING MASTER'S LEVEL SPEECH-LANGUAGE PATHOLOGISTS
AND MASTER'S LEVEL AUDIOLOGISTS)

Effective July 1, 2006

Years of Exp.	Master's		Advanced		Doctorate	
	Monthly Salary	12 Monthly Installments	Monthly Salary	12 Monthly Installments	Monthly Salary	12 Monthly Installments
0	\$3,704	\$3,086.67	\$3,830	\$3,191.67	\$3,957	\$3,297.50
1	\$3,846	\$3,205.00	\$3,972	\$3,310.00	\$4,099	\$3,415.83
2	\$3,960	\$3,300.00	\$4,086	\$3,405.00	\$4,213	\$3,510.83
3	\$4,013	\$3,344.17	\$4,139	\$3,449.17	\$4,266	\$3,555.00
4	\$4,067	\$3,389.17	\$4,193	\$3,494.17	\$4,320	\$3,600.00
5	\$4,122	\$3,435.00	\$4,248	\$3,540.00	\$4,375	\$3,645.83
6	\$4,176	\$3,480.00	\$4,302	\$3,585.00	\$4,429	\$3,690.83
7	\$4,232	\$3,526.67	\$4,358	\$3,631.67	\$4,485	\$3,737.50
8	\$4,288	\$3,573.33	\$4,414	\$3,678.33	\$4,541	\$3,784.17
9	\$4,346	\$3,621.67	\$4,472	\$3,726.67	\$4,599	\$3,832.50
10	\$4,406	\$3,671.67	\$4,532	\$3,776.67	\$4,659	\$3,882.50
11	\$4,466	\$3,721.67	\$4,592	\$3,826.67	\$4,719	\$3,932.50
12	\$4,527	\$3,772.50	\$4,653	\$3,877.50	\$4,780	\$3,983.33
13	\$4,591	\$3,825.83	\$4,717	\$3,930.83	\$4,844	\$4,036.67
14	\$4,655	\$3,879.17	\$4,781	\$3,984.17	\$4,908	\$4,090.00
15	\$4,719	\$3,932.50	\$4,845	\$4,037.50	\$4,972	\$4,143.33
16	\$4,787	\$3,989.17	\$4,913	\$4,094.17	\$5,040	\$4,200.00
17	\$4,854	\$4,045.00	\$4,980	\$4,150.00	\$5,107	\$4,255.83
18	\$4,927	\$4,105.83	\$5,053	\$4,210.83	\$5,180	\$4,316.67
19	\$4,997	\$4,164.17	\$5,123	\$4,269.17	\$5,250	\$4,375.00
20	\$5,069	\$4,224.17	\$5,195	\$4,329.17	\$5,322	\$4,435.00
21	\$5,141	\$4,284.17	\$5,267	\$4,389.17	\$5,394	\$4,495.00
22	\$5,216	\$4,346.67	\$5,342	\$4,451.67	\$5,469	\$4,557.50
23	\$5,294	\$4,411.67	\$5,420	\$4,516.67	\$5,547	\$4,622.50
24	\$5,372	\$4,476.67	\$5,498	\$4,581.67	\$5,625	\$4,687.50
25	\$5,480	\$4,566.67	\$5,606	\$4,671.67	\$5,733	\$4,777.50
26	\$5,568	\$4,640.00	\$5,694	\$4,745.00	\$5,821	\$4,850.83
27	\$5,657	\$4,714.17	\$5,783	\$4,819.17	\$5,910	\$4,925.00
28	\$5,748	\$4,790.00	\$5,874	\$4,895.00	\$6,001	\$5,000.83
29	\$5,840	\$4,866.67	\$5,966	\$4,971.67	\$6,093	\$5,077.50
30+	\$5,933	\$4,944.17	\$6,059	\$5,049.17	\$6,186	\$5,155.00

NOTE: Speech-language pathologists and audiologists who are not certified at the master's level in their field are to be paid on the teacher salary schedule according to their highest level of certification.

2006-2007

ADVANCED & DOCTORAL DEGREED TEACHER SALARY SCHEDULE
Effective July 1, 2006

YEARS OF EXP	ADVANCED (SIXTH YEAR)				DOCTORATE			
	Adv. Teacher		Adv. with NBPTS Cert.		PhD Teacher		PhD with NBPTS Cert.	
	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments
0	\$3,262	\$2,718.33	N/A	N/A	\$3,389	\$2,824.17	N/A	N/A
1	\$3,308	\$2,756.67	N/A	N/A	\$3,435	\$2,862.50	N/A	N/A
2	\$3,357	\$2,797.50	N/A	N/A	\$3,484	\$2,903.33	N/A	N/A
3	\$3,528	\$2,940.00	\$3,936	\$3,280.00	\$3,655	\$3,045.83	\$4,063	\$3,385.83
4	\$3,682	\$3,068.33	\$4,109	\$3,424.17	\$3,809	\$3,174.17	\$4,236	\$3,530.00
5	\$3,830	\$3,191.67	\$4,274	\$3,561.67	\$3,957	\$3,297.50	\$4,401	\$3,667.50
6	\$3,972	\$3,310.00	\$4,434	\$3,695.00	\$4,099	\$3,415.83	\$4,561	\$3,800.83
7	\$4,086	\$3,405.00	\$4,561	\$3,800.83	\$4,213	\$3,510.83	\$4,688	\$3,906.67
8	\$4,139	\$3,449.17	\$4,621	\$3,850.83	\$4,266	\$3,555.00	\$4,748	\$3,956.67
9	\$4,193	\$3,494.17	\$4,681	\$3,900.83	\$4,320	\$3,600.00	\$4,808	\$4,006.67
10	\$4,248	\$3,540.00	\$4,743	\$3,952.50	\$4,375	\$3,645.83	\$4,870	\$4,058.33
11	\$4,302	\$3,585.00	\$4,803	\$4,002.50	\$4,429	\$3,690.83	\$4,930	\$4,108.33
12	\$4,358	\$3,631.67	\$4,866	\$4,055.00	\$4,485	\$3,737.50	\$4,993	\$4,160.83
13	\$4,414	\$3,678.33	\$4,929	\$4,107.50	\$4,541	\$3,784.17	\$5,056	\$4,213.33
14	\$4,472	\$3,726.67	\$4,994	\$4,161.67	\$4,599	\$3,832.50	\$5,121	\$4,267.50
15	\$4,532	\$3,776.67	\$5,061	\$4,217.50	\$4,659	\$3,882.50	\$5,188	\$4,323.33
16	\$4,592	\$3,826.67	\$5,128	\$4,273.33	\$4,719	\$3,932.50	\$5,255	\$4,379.17
17	\$4,653	\$3,877.50	\$5,196	\$4,330.00	\$4,780	\$3,983.33	\$5,323	\$4,435.83
18	\$4,717	\$3,930.83	\$5,268	\$4,390.00	\$4,844	\$4,036.67	\$5,395	\$4,495.83
19	\$4,781	\$3,984.17	\$5,340	\$4,450.00	\$4,908	\$4,090.00	\$5,467	\$4,555.83
20	\$4,845	\$4,037.50	\$5,411	\$4,509.17	\$4,972	\$4,143.33	\$5,538	\$4,615.00
21	\$4,913	\$4,094.17	\$5,487	\$4,572.50	\$5,040	\$4,200.00	\$5,614	\$4,678.33
22	\$4,980	\$4,150.00	\$5,562	\$4,635.00	\$5,107	\$4,255.83	\$5,689	\$4,740.83
23	\$5,053	\$4,210.83	\$5,644	\$4,703.33	\$5,180	\$4,316.67	\$5,771	\$4,809.17
24	\$5,123	\$4,269.17	\$5,723	\$4,769.17	\$5,250	\$4,375.00	\$5,850	\$4,875.00
25	\$5,195	\$4,329.17	\$5,803	\$4,835.83	\$5,322	\$4,435.00	\$5,930	\$4,941.67
26	\$5,267	\$4,389.17	\$5,884	\$4,903.33	\$5,394	\$4,495.00	\$6,011	\$5,009.17
27	\$5,342	\$4,451.67	\$5,968	\$4,973.33	\$5,469	\$4,557.50	\$6,095	\$5,079.17
28	\$5,420	\$4,516.67	\$6,055	\$5,045.83	\$5,547	\$4,622.50	\$6,182	\$5,151.67
29	\$5,498	\$4,581.67	\$6,143	\$5,119.17	\$5,625	\$4,687.50	\$6,270	\$5,225.00
30+	\$5,606	\$4,671.67	\$6,264	\$5,220.00	\$5,733	\$4,777.50	\$6,391	\$5,325.83

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.



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.