



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 02/08/2017

**Time:** 03:00 PM

**Location:** 229

**Committee:** Senate Education  
Senate Commerce, Consumer Protection,  
and Health

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** SB 1190 RELATING TO EDUCATION.

**Purpose of Bill:** Expands the National Board Certification Incentive Program to provide monetary incentives to school psychologists. Authorizes continuing bonuses for school psychologists in certain designated schools that improve and no longer carry a certain designation.

**Department's Position:**

The Department of Education (Department) offers the following comments on SB 1190.

SB 1190 seeks to expand the current National Board Certification Incentive Program pursuant to Section 302A-706, Hawaii Revised Statutes (HRS), to include school psychologists. This bill proposes a \$5,000 annual incentive payment to any school psychologist who obtains the appropriate certification along with an additional \$5,000 incentive (for a total of \$10,000 annually) if certain other conditions are met.

Employee compensation is more appropriately the subject of collective bargaining rather than legislation. If the proposed bill were to be enacted, or any expansion of eligibility for the National Board Certification Incentive Program were to occur, the Department would require additional funding to cover the additional annual costs.

As to the conditions for the second \$5,000 incentive, we note that none would apply to school psychologists because they are employed at the district/complex area and not assigned to a particular school.

Finally, the school psychologist license fee structure is incompatible with the current statutory language for teacher incentives. Therefore, the proposed amendments to Section 302A-706, HRS, may not be the appropriate vehicle to identify applicable incentives for school psychologists.

Thank you for the opportunity to testify on SB 1190.

February 8, 2017, 3:00 PM  
COMMITTEE ON EDUCATION  
Conference room 229

Hawai`i State Capitol 415 South Beretania Street

Aloha Chair's Baker and Kidani and senators:

The Hawai`i Association of School Psychologists supports SB1190 in it's expansion to include Nationally Certified School Psychologists and would like the bill amended to also include Nationally Certified Counselors in the bonus. It is just as important to have highly qualified mental health providers in the schools as it is teachers in the classrooms.

The reason for the proposed amendment is that it should also include Behavior Health Specialists (BHS's) who hold a degree in counseling and are a Nationally Certified Counselor (NCC), as they are also serving as counselors in our schools. The rigorous training, supervision, and testing required of school counselors and school psychologists to obtain national certification is comparable to national teacher certification. Currently there are 141 NCC's in Hawai`i and not even 1/3 are employed by the department of education (<http://www.nbcc.org/counselorfind/HI>). There are 32 NCSPs in Hawai`i and not all are employed by the department of education (<http://apps.nasponline.org/standards-and-certification/ncsp-verification.aspx?lname=&state=HI>). As of 2016, there were over 500 teachers nationally certified in Hawai`i (<http://www.htsb.org/wp-content/uploads/2016/12/NBCT-2016-Cumulative.pdf>), with more obtaining certification every year.

Teacher certification lasts for 10 years, while school psychologists have to renew every 3 years and counselors have to renew every 5 years. The expansion of this bill would only add around 50 DOE employees to the eligibility in the state of Hawai`i. To address the notion that there is not money to fund these additional people:

- a. In 2014, the board of education looked at cutting \$2.2 million from the Hawai`i DOE that was a surplus of unfilled vacancies.
- b. Many of these vacancies were under the School Based Behavioral Health umbrella which includes counselors (BHS's) and psychologists.
- c. It would benefit the DOE to utilize this already allocated personnel funding source for SBBH vacancies to decrease the gap between compensation and cost of living for the recruitment and retention of nationally certified mental health providers.
- d. DOE can bill for services of "licensed or certificated" mental health providers in the schools, so national certification should be included in this, thereby paying for the bonuses.

Thank you,  
Leslie Baunach, NCSP  
HASP Past President

Aloha Senators:

To fill vacancies with highly competent professionals and to prevent attrition, Hawai'i must offer national certification bonuses to recruit and retain highly qualified school psychologists and counselors. I am writing in support of SB1190. Our state must recognize that school psychologists and counselors play critical roles in providing our students with environments that are caring, safe, and supportive of quality learning. School psychologists and counselors are charged with reducing and removing some of the most challenging barriers to student learning. As such, recruitment and retention of the most highly qualified school psychologists and counselors must become a priority if our educational system truly wants to meet the diverse needs of the whole child. Our state has already recognized the importance of using a national certification bonus for recruiting and retaining the most highly qualified teachers, but it is now time to provide parity with this existing incentive program to other highly-qualified professionals who work within our education system.

School psychologists and counselors who hold national certifications demonstrate themselves to be highly-effective in supporting teachers' ability to teach and students' ability to learn. Together, these nationally credentialed professionals offer schools expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. Together, our professions provide assessment, support, and intervention services to students; work with school administrators to improve school-wide policies; and collaborate with community providers to coordinate services for students.

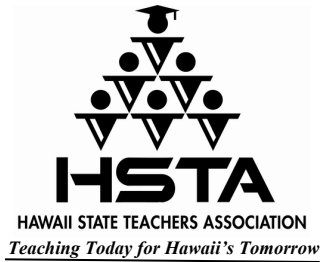
Unfortunately, Hawai'i Public Schools maintain particularly low retention rates for school psychologists and many positions remain vacant. Only two-thirds to three-fourths of positions are typically filled at any given point in time in recent history, and fewer than half of the school psychologists employed in the DOE hold the Nationally Certified School Psychologist credential. While the Hawai'i Association of School Psychologists (HASP) contributes to a multi-faceted effort to spread the word about DOE school psychologist positions (such as at February's National Association of School Psychologists (NASP) Annual Convention), it is difficult to compete with lower cost-of-living districts that already offer supplemental employment benefits for practitioners achieving the highly qualified professional status. Additionally, in our efforts to attract local students to enroll in Hawaii's new NASP-approved graduate training program (an Online-Hybrid Program offered through the University of Northern Colorado), a national certification bonus would serve to further attract prospective students to enter the field of school psychology and fill up our vacant Hawai'i positions.

Our community needs the most qualified and competent professionals to work in our schools as a way to strengthen outcomes for Hawai'i's keiki and future. Salary stipends would promote greater levels of knowledge and competency as NCSP school psychologists must engage in ongoing and meaningful continuing professional development (i.e., 75 continuing professional development credits are required for certification renewal every three years).

Mahalo for your consideration of SB1190.

Respectfully submitted,

Troy N. Loker, Ph.D., NCSP  
Nationally Certified School Psychologist  
President, Hawai'i Association of School Psychologists  
Past President, Florida Association of School Psychologists



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TESTIMONY BEFORE THE SENATE COMMITTEES ON  
EDUCATION and COMMERCE, CONSUMER PROTECTION, AND HEALTH

RE: SB 1190 - RELATING TO EDUCATION.

WEDNESDAY, FEBRUARY 8, 2017

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani, Chair Baker, and Members of the Committee:

The Hawaii State Teachers Association **strongly supports and proposes amendments for SB 1190**, relating to education.

This bill amends HRS §302A-706 to include school psychologists within Hawai'i's national board certification incentive program, providing them with a bonus for achieving and maintaining national board certification and an additional bonus for working in a low performing, high-turnover, or hard-to-fill school. This bill also extends the additional bonus for teachers and school psychologists whose schools improve over time, thereby ensuring that hard working professionals are not penalized for generating positive results.

National board certified educators are critical to increasing learning growth. As the National Board for Professional Teaching Standards states, national board certified teachers shape the profession that shapes our society's future. Created by teachers, for teachers, national board certification is widely viewed as the gold standard of teaching certification, with the same being respectively true for national board certified school psychologists. Research shows that the students of national board certified education professionals achieve more and perform better in the classroom.

National board certified education professionals are, therefore, critical to raising graduation rates, setting and meeting rigorous performance goals, and bridging achievement gaps. A study performed by Stanford sociologist Sean Reardon found that the "rich-poor gap" in math and reading test scores is roughly 40 percent larger

now than it was 30 years ago. Given the chronic resource shortages, teacher turnover, demographic inequalities, and low pay experienced by educators working in high-need and economically impaired areas, it is imperative that policymakers take steps to incentivize the pursuit of professional excellence and reward quality educators, without whom scholastic progress may be jeopardized. Accordingly, we urge you to add teachers to the additional \$5,000 bonus extended in proposed subsection (5) of this bill, ensuring that all educators are able to retain their bonuses even after the school at which they are employed demonstrates academic improvement, increases teacher retention, or undergoes demographic change.

Teachers and school psychologists should be compensated for boosting school performance. Accordingly, the Hawaii State Teachers Association asks your committee to **support** this bill.



**HAWAII GOVERNMENT EMPLOYEES ASSOCIATION**

AFSCME Local 152, AFL-CIO

**RANDY PERREIRA**, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Twenty-Ninth Legislature, State of Hawaii  
The Senate  
Committee on Education  
Committee on Commerce, Consumer Protection, and Health

Testimony by  
Hawaii Government Employees Association

February 8, 2017

**S.B. 1190 – RELATING TO EDUCATION**

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO strongly supports of S.B. 1190, which seeks to expand the National Board Certification Incentive Program that recognizes and supports exemplary teaching practice and provides greater monetary incentives by amending and also including public school psychologists who have achieved national board certification.

We respectfully also request amendments to this bill to include all other bargaining unit employees, inclusive of School Behavioral Health Specialists, who have achieved national board certification and are employed by or assigned to provide services to students at the schools covered under this measure.

Thank you for the opportunity to testify in strong support of S.B. 1190 and the proposed amendments.

Respectfully submitted,

Randy Perreira  
Executive Director

Esteban Lee Walstrum, Ed.S., NCSP  
esteban\_walstrum@notes.k12.hi.us  
(808) 728-9002

Testifying on behalf of:  
National Association of School Psychologists (NASP)  
Mr Walstrum is NASP Delegate for the State of Hawai'i

### Testifier position in Support for HB501

The relevance of the Nationally Certified School Psychologist (NCSP) credential, with more than 13,500 active NCSPs nationwide, goes beyond the individuals that pursue or maintain it; the NCSP credential is important to the school psychologist profession. The NCSP maintains a set of national standards for professionals and demonstrates a commitment to professional excellence to various stakeholders. The NCSP credential sets a bar for knowledge and skills among school psychologists, and identifies standards for continuing professional development (Rossen, E., Walsh, J., & Huber, B.; 2015).

Additionally the vision of the National Association of School Psychologists (NASP), the governing body that issues the NCSP credential, is that all children and youth thrive in school, at home, and throughout life. In these efforts of NASP, they have proposed key initiatives of the association to guide their work to ensure the health of the field of school psychology and increase the professionalism of its professionals. Three of it's four key initiatives are:

- Address critical shortages in school psychology.
- Advance the role of school psychologists as qualified mental and behavioral health providers.
- Advance recognition and implementation of the NASP Practice Model nationwide.

Expanding the National Certification Incentive Program to provide incentives to school psychologists directly addresses the key initiatives of NASP, and in turn addresses our desperate need to retain and recruit highly qualified school psychologists in the state of Hawai'i and improve the mental health and academics of our keiki and their ohana.

School psychologists are a critical part of school teams that ensure quality, genuinely accessible education for all students. This is one of our nation's most important responsibilities and wisest investments. Services that lower barriers to learning and effective teaching are not ancillary to this mission but rather central to the supportive educational process necessary to prepare all of America's children for academic success, healthy development, and responsible citizenship (NASP, 2015).

School psychologists have extensive training in assessment, progress monitoring, instruction, child development and psychology, consultation, counseling, crisis response, program evaluation, and data collection and analysis. Their training is specific to applying this expertise within the school context, both general education and special education, and also includes extensive knowledge in school systems and law (NASP 2010a, 2010b). It is time for Hawai'i to recognize the work, education and dedication school psychologists put into ensuring that our children, and students, and their families



receive highly qualified services, and show highly qualified professionals from outside to the state, that Hawai'i values their dedication to the families of Hawai'i.

National Association of School Psychologists. (2010a). *Model for comprehensive and integrated school psychological services*. Bethesda, MD: Author.

National Association of School Psychologists. (2010b). *Standards for the credentialing of school psychologists*. Bethesda, MD: Author.

National Association of School Psychologists. (2015). *School Psychologists: Improving Student and School Outcomes*. Bethesda, MD: Author.

Rossen, E., Walsh, J., & Huber, B. (2015). *Advocacy: Advocating for the NCSP*. Bethesda, MD: NASP.

## **NCSP a State Level credential: A Case Example**

Here is a brief description of one way in the NCSP credential helped in the state of Illinois. This change occurred with the help of individuals from the Illinois School Psychologists Association, the graduate preparation programs in the state, and school psychologists actively advocating throughout the state.

**History.** Before 2014, the Illinois State Board of Education (ISBE) did not recognize the NCSP for licensure as a school psychologist in the state of Illinois. If a school psychologist from another state held the NCSP credential and wanted to move to Illinois, this individual was required to complete two exams—the Illinois Test of Academic Proficiency and the Illinois Type 73 School Psychologist Exam. The Illinois School Psychologists Association (ISPA) and school districts in Illinois believed that the time and cost of taking these exams and waiting for the results before becoming eligible for licensure was dissuading highly qualified school psychologists from moving to Illinois. In addition, qualified school psychologists who did relocate to Illinois sometimes had difficulty registering for and completing the exams in time to get hired before the academic year started. This in turn was contributing to an ongoing shortage of available and qualified school psychologists, especially in rural parts of the state.

**Introduction of a bill to legislature.** One of several initiatives that the ISPA Governmental Affairs committee identified as an important goal was to help develop the NCSP as a means to satisfy licensing of school psychologists. To this end, ISPA Governmental Affairs cochairs (and school psychologists), Don Sibley and Brenda Huber, worked with ISPA's lobbyist, Dick Lockhart, to strategize how to implement changes in legislature. They began by reaching out to staff in the Credentialing Office of the ISBE to discuss their intentions. Initially, the organization was resistant and had many questions about the NCSP and how recognizing the credential might impact the state. Governmental Affairs cochairs utilized NASP resources to address each of their concerns. Eventually, ISBE staff expressed appreciation for being invited to partner in removing this barrier for the profession and underserved school districts. They stated that frequently organizations pen legislation that either does not fully accomplish the objective of the authors or creates unintended consequences for ISBE. Collaboratively, they worked together to draft a bill (later named SB2989) that emphasized that recognizing the NCSP as meeting all requirements for the SEA school psychologist credential would help alleviate the shortage of school psychologists in Illinois while ensuring a high standard of graduate preparation. Once it came out of the Reference Bureau, this bill was presented by ISPA's lobbyist to the chair of the Senate Education Committee, Senator William Delgado. ISPA was pleased that Senator Delgado agreed to propose this bill, and ISPA quickly increased its advocacy through several steps including email ISPA members Legislator Fact Sheets, meeting regularly with state leaders and students, and asking ISPA members to communicate with their representatives.

After this bill passed the senate education committee, ISPA again asked for continued grassroots support as the bill went to votes in both the state Senate and the House, and again to help encourage the governor to sign the bill. At each step, ISPA gave updates on the progress of the bill to its members. On August 15, 2014, Governor Quinn signed this bill into law. Illinois now accepts the NCSP as one pathway to obtain the school psychologist credential! This has been widely celebrated by potential school psychologists and has motivated them to remain a profession in state. State recognition of the NCSP increases the awareness of the credential within Illinois and paves the way for additional benefits to the school psychologists who hold the credential.

Increasing the awareness and value of the NCSP and can help school psychologists be more mobile in serving students and to move into Hawai'i. It helps facilitate the hiring of high quality school psychologists to serve children and adolescents in schools. Credentialing in the state makes a great difference for school psychologists; the profession; and the students, families, and schools that school psychologists serve.

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, February 5, 2017 2:32 PM  
**To:** EDU Testimony  
**Cc:** cchaudron08@gmail.com  
**Subject:** Submitted testimony for SB1190 on Feb 8, 2017 15:00PM

**SB1190**

Submitted on: 2/5/2017

Testimony for EDU/CPH on Feb 8, 2017 15:00PM in Conference Room 229

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Camila Chaudron	Individual	Support	No

Comments: Aloha. My name is Camila Chaudron, and I live in the Manoa/Makiki area. I support this measure because, as an educator myself, I know that school psychologists are a necessary and important element in the life of a healthy school. For the sake of the health of our community, thank you for supporting this measure. Mahalo.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 7, 2017 12:47 AM  
**To:** EDU Testimony  
**Cc:** espritu.justine@gmail.com  
**Subject:** Submitted testimony for SB1190 on Feb 8, 2017 15:00PM

**SB1190**

Submitted on: 2/7/2017

Testimony for EDU/CPH on Feb 8, 2017 15:00PM in Conference Room 229

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Justine	Individual	Support	No

Comments: Aloha Chairs Gabbard & Nishihara, Members of the joint committee on AE & PSM, My name is Justine Espiritu and I am a resident of Honolulu. I am writing in full support of SB1109 to prohibit the use of polystyrene foam containers by food vendors.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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## A Comparison of National Certifications Across School Professionals

	<b>NATIONAL BOARD CERTIFIED TEACHER (NBCT)</b>	<b>NATIONALLY CERTIFIED SCHOOL PSYCHOLOGISTS (NCSP)</b>	<b>NATIONALLY CERTIFIED SCHOOL COUNSELOR (NCSC)</b>	<b>CERTIFICATE OF CLINICAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY (ASHA - CCC)</b>	<b>OCCUPATIONAL THERAPIST REGISTERED (OTR)</b>
<b>AWARDED BY</b>	The National Board for Professional Teaching Standards (NBPTS)	National Association of School Psychologists (NASP)	National Board for Certified Counselors (NBCC)	American Speech Hearing Association (ASHA)	The National Board for Certification in Occupational Therapy (NBCOT)
<b>ABOUT</b>	The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, and nongovernmental organization. It was created in 1987, with the purpose of advancing the quality of teaching and learning by developing professional standards for accomplished teaching, and creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts	The NCSP is a credential awarded through the National School Psychology Certification System of the National Association of School Psychologists (NASP), which is an independent, not-for-profit professional organization who created the NCSP for the purpose of credentialing school psychologists who meet rigorous, nationally recognized standards of graduate preparation, ethical and professional practice, and continuing professional development.	The NCSC is a credential awarded through the National Board for Certified Counselors (NBCC). The NBCC is an independent, not-for-profit credentialing body, which was incorporated in 1982, whose purpose is to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.	The American Speech-Language-Hearing Association is the professional, scientific, and credentialing association for more than 150,000 members and affiliates who are audiologists, speech-language pathologists, and speech, language, and hearing scientists in the United States and internationally.	The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. NBCOT also works with state regulatory authorities, providing information on credentials, disciplinary actions, and regulatory and certification renewal issues

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<b>WHY BECOME NATIONALLY CERTIFIED</b>	<p>NBPTS Certification is a way for the teaching profession to define and recognize highly accomplished practice. Teachers who achieve National Board Certification have met high standards through study, expert evaluation, self-assessment and peer review.</p> <p>The process of applying for and earning National Board Certification through the NBCT:</p> <ol style="list-style-type: none"> <li>1. Strengthens practice.</li> <li>2. Helps students succeed.</li> <li>3. Builds leadership skills.</li> <li>4. Helps expand influence and expertise with regard to curricular decisions and policies.</li> <li>5. Helps advance careers.</li> <li>6. Provides portability.</li> <li>7. Offers higher salary potential.</li> <li>8. Enhances education.</li> <li>9. Meets most states' definition of "highly qualified teacher" under NCLB.</li> </ol>	<p>The NCSP credential aims to promote excellence in the field of school psychology by acknowledging school psychologists who meet rigorous nationally recognized standards of graduate preparation, ethical practice, and competency.</p> <p>Specially, national certification:</p> <ol style="list-style-type: none"> <li>1. Advances graduate preparation and practice standards to promote best practices in service to children and youth</li> <li>2. Provides uniform national standards to measure professional qualifications</li> <li>3. Encourages continuing professional growth and development</li> <li>4. Enhances professional opportunities for credentialed school psychologists</li> <li>5. Facilitates state certification through reciprocity with states that accept the NCSP</li> </ol>	<p>The National Certified School Counselor (NCSC) is a specialty credential which recognizes counselors who possess a minimum of a master's degree in counseling with coursework in school counseling and who have passed a challenging national application and examination process. NCSCs have a strong commitment to the school counseling profession and to providing high quality services to students, parents, teachers and communities.</p> <p>Some advantages of this certification include:</p> <ol style="list-style-type: none"> <li>1. Identification as master's level counseling practitioners who work in school settings</li> <li>2. Recognition by other mental health professionals as experts on the mental health needs of today's school children and adolescents</li> <li>3. Demonstration of an ongoing commitment to high quality school counseling services through continuing education</li> <li>4. Salary increases in an increasing number of states and school systems across the country</li> </ol>	<p>The Certificate of Clinical Competence (CCC) is a nationally recognized professional credential that represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP). Those who have achieved the CCC—ASHA certification have voluntarily met rigorous academic and professional standards, typically going beyond the minimum requirements for state licensure.</p> <p>Why Choose ASHA Certification?</p> <ol style="list-style-type: none"> <li>1. ASHA is the nation's leading professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech/language/hearing scientists.</li> <li>2. ASHA initiated the development of national standards for the professions, and has been certifying professional since 1952.</li> <li>3. ASHA's certification standards are based on skills validation studies and practice analyses involving employers, leaders in the discipline of communication sciences and disorders, and practitioners in the professions of speech-language pathology and audiology.</li> <li>4. ASHA provides verification of certification to state regulatory agencies.</li> <li>5. You can be sure you will meet state licensure requirements because many states use the ASHA Standards for Clinical Competence as a model for their regulatory requirements</li> </ol>	<p>NBCOT certifications are nationally recognized symbols of quality for OT professionals. The purpose of pursuing the national credentialing process is to further affirm:</p> <ol style="list-style-type: none"> <li>1. The practitioners' professional achievements</li> <li>2. The practitioner's credibility</li> <li>3. The practitioner's meeting of all national standards by a nationally recognized certification board</li> </ol>

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<b>PRE-REQUISITE REQUIREMENTS</b>	<p>To qualify for national certification, candidates must:</p> <ol style="list-style-type: none"> <li>1. Hold a bachelor's degree</li> <li>2. Have completed three full years of teaching/counseling experience</li> <li>3. Possess a valid state teaching/counseling license for that period of time, or, if teaching where a license is not required, have taught in schools recognized and approved to operate by the state</li> </ol>	<p>To qualify for the NCSP, candidates must:</p> <ol style="list-style-type: none"> <li>1. Complete a minimum of 60 graduate semester hours (i.e., specialist-level) in an organized program of study officially titled "School Psychology".</li> <li>2. Complete a rigorous program of study including supervised practica and a culminating 1,200 clock- hour supervised internship</li> <li>3. Obtain a passing score on the Praxis II© National School Psychologist Examination administered by the Educational Testing Service (#0401).</li> </ol> <p>Graduates of NASP approved programs have met all coursework requirements for the NCSP.</p> <p>All other applicants must provide a portfolio documenting knowledge and skills (see below).</p>	<p>To qualify for national certification candidates must complete an eligible Master's degree or higher in counseling. This achievement is documented with a sealed, official transcript showing degree conferral.</p>	<p>To qualify for national certification candidates must have a:</p> <ol style="list-style-type: none"> <li>1. Master's or doctoral degree with a minimum of 75 semester credit hours (at least 36 at the graduate level) from a program which was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)</li> <li>2. A minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. 25 hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact (At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study).</li> <li>3. Must successfully complete a Speech-Language Pathology Clinical Fellowship totaling no less than 1,260 hours, accumulated within 48 months of the beginning date of the experience.</li> </ol>	<p>To qualify for NBCOT - OTR certification, candidates must:</p> <ol style="list-style-type: none"> <li>1. Demonstrate successful completion and graduation from a post-baccalaureate accredited occupational therapy professional program recognized by NBCOT</li> <li>2. Complete all fieldwork requirements (1,000 hours)</li> <li>3. Agree to abide by the NBCOT Code of Conduct</li> </ol>



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<b>REQUIREMENTS FOR CERTIFICATION</b>	<p><b>The Assessment Process: Portfolio Entries</b> Candidates are required to submit four portfolio entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry relates to accomplishments outside of the classroom – with families, the community or colleagues – and how they impact student learning.</p> <p><b>Assessment Center Exercises</b> Candidates must also demonstrate content knowledge in response to 6 exercises developed for your chosen certificate area. Candidates have up to 30 minutes to complete each exercise.</p> <p><b>Scoring</b> Once you have submitted your portfolio entries and assessment center exercises, your complete work will be scored by a minimum of 12 teachers who have successfully completed intensive training and have been qualified for scoring based on their understanding of NBPTS standards and guidelines.</p>	<p>Along with the requirements stated above, applicants from non-NASP approved programs must demonstrate competency in 11 domains of professional practice:</p> <ol style="list-style-type: none"> <li>1. Data-based Decision-Making and Accountability</li> <li>2. Consultation and Collaboration</li> <li>3. Effective Instruction and Development of Cognitive/Academic Skills</li> <li>4. Socialization and Development of Life Skills</li> <li>5. Student Diversity in Development and Learning</li> <li>6. School and Systems Organization, Policy Development, and Climate</li> <li>7. Prevention, Crisis Intervention, and Mental Health</li> <li>8. Home/School/Community Collaboration</li> <li>9. Research and Program Evaluation</li> <li>10. School Psychology Practice and Development</li> <li>11. Information Technology</li> </ol> <p>Candidates must also complete a NCSP Case Study. This requirement demonstrates that the candidate possess the professional skills necessary to deliver effective services that result in positive, measurable outcomes for students.</p>	<p>Applicants should have completed a master's degree consisting of 48 semester hours of graduate-level credit with 2 semester hours or greater in 8 content areas listed below and at least 6 semester hours of field experience.</p> <ol style="list-style-type: none"> <li>1. Human Growth and Development</li> <li>2. Social and Cultural Foundations</li> <li>3. Helping Relationships</li> <li>4. Group Work</li> <li>5. Career and Lifestyle Development</li> <li>6. Appraisal</li> <li>7. Research and Program Evaluation</li> <li>8. Professional Orientation to Counseling</li> <li>9. Field Experience (in a counseling setting)</li> </ol> <p>Applicants must also obtain:</p> <p>Passing score on the National Counselor Exam (NCE)</p> <p>Documentation of post-graduate counseling experience and supervision: 3,000 hours with a minimum of 100 hours of counseling supervision—both over a 24-month post-master's period. Supervisors must hold a master's degree or higher in a mental health field. (Note: The post-master's experience and supervision requirements are waived for graduate students who have completed CACREP accredited tracks.)</p>	<p>To qualify for national certification candidates must meet the following Standards:</p> <p><b>Standard I:</b> Master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.</p> <p><b>Standard II:</b> The graduate degree must be granted by a regionally accredited IHE</p> <p><b>Standard III:</b> The applicant must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.</p> <p><b>Standard IV:</b> The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.</p> <p><b>Standard V:</b> The applicant must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative (e.g., passing national examination) assessment.</p> <p><b>Standard VI: Speech-Language Pathology Clinical Fellowship</b> After completion of academic course work and practicum (Standard IV), the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship.</p>	<p>Candidates applying for OTR certification must:</p> <ol style="list-style-type: none"> <li>1. Have successfully completed and graduated from a post-baccalaureate accredited* occupational therapy professional program recognized by NBCOT</li> <li>2. Have completed all fieldwork requirements</li> <li>3. Agree to abide by the NBCOT Code of Conduct.</li> <li>4. Achieve passing score on NBCOT OCCUPATIONAL THERAPIST REGISTERED OTR® Certification Examination</li> </ol> <p>*Accredited occupational therapy programs recognized by NBCOT include education programs accredited by:</p> <ol style="list-style-type: none"> <li>1. The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association; or</li> <li>2. The World Federation of Occupational Therapists</li> </ol> <p>Foreign-educated candidates must also complete the NBCOT pre-screening requirements prior to being eligible to take the Certification Examination and complete the obligatory U.S. Department of Homeland Security requirements to be issued on a health care work Visa.</p>

## A Comparison of National Certifications Across School Professionals

	NATIONAL BOARD CERTIFIED TEACHER (NBCT)	NATIONALLY CERTIFIED SCHOOL PSYCHOLOGISTS (NCSP)	NATIONALLY CERTIFIED SCHOOL COUNSELOR (NCSC)	ASHA CERTIFICATE OF CLINICAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY (ASHA - CCC)	OCCUPATIONAL THERAPIST REGISTERED (OTR)
<b>COST</b>	<p>The cost of the NBPTS National Board Certification is \$2,500.00 with an additional \$65 non-refundable application processing fee, and a nonrefundable \$500 initial fee. There are federal, state, and local funding sources as well as scholarships from corporations and organizations that will reimburse up to \$2000</p>	<p>Initial certification fees range depending on membership status and whether the applicant graduated from a NASP-approved program.</p> <p>NASP-approved program graduate fees for initial certification are \$60 (student, 1<sup>st</sup> year, leave of absence), \$85 (2<sup>nd</sup> year in practice), \$110 (full member); \$210 (nonmember).</p> <p>Fees for graduates from non-approved programs pay are \$160, \$210, \$260, and \$360 respectively for the categories listed above.</p> <p>The examination fee \$130 (\$50 one-time registration fee plus \$80 test fee) payable to ETS.</p>	<p>Application fee of \$295.</p> <p>The NCSC application and examination fee may vary depending upon postmark date and exam status. Please check the website for the most up to date information.</p> <p>NCSCs must adhere to the NBCC Code of Ethics, and must pay, on a yearly basis, the annual maintenance fee of \$100 for NCE and \$30 for NCSC.</p> <p>There is also an Examination fee.</p>	<p>The fees for certification are:</p> <p>Membership + Certification = \$511                      Non-members = \$455                      Recent Graduate = \$461</p> <p>A yearly maintenance fee is also required:                      Certified members = \$225                      Graduate Student = \$135                      Non Certified Member = \$84                      Certified Non Member = \$199</p> <p>There is also a fee for taking the Praxis.</p>	<p>There is a total fee of \$540 for online application and exam fees</p>

## A Comparison of National Certifications Across School Professionals

	<b>NATIONAL BOARD CERTIFIED TEACHER (NBCT)</b>	<b>NATIONALLY CERTIFIED SCHOOL PSYCHOLOGISTS (NCSP)</b>	<b>NATIONALLY CERTIFIED SCHOOL COUNSELOR (NCSC)</b>	<b>ASHA CERTIFICATE OF CLINICAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY (ASHA - CCC)</b>	<b>OCCUPATIONAL THERAPIST REGISTERED (OTR)</b>
<b>RENEWAL REQUIREMENTS</b>	<p>National board certification is valid for a period of 10 years. NBCT holders can only renew certification in the original certificate area, and can only formally begin working on certification renewal as early as year eight of the certification period.</p> <p>Renewal applicants must currently hold a valid teaching license in the state they are working, and must demonstrate their Pre-k–12 teaching experience.</p> <p>The total fee for certificate renewal is \$1,250.00, which includes a \$300.00 nonrefundable application fee.</p>	<p>NCSPs must engage in activities designed to maintain, expand, and extend their professional training and skills</p> <p>Specifically, each NCSP must be renewed every three years with 75 contact hours of continuing professional development (CPD) activities. 10 of the 75 CPD hours must come from NASP- or APA-approved providers. NCSPs must also accrue 3 hours of CPD regarding ethical practice and/or the legal regulation of school psychology</p> <p>The renewal fees are \$99 for NASP Members, or \$199 for non-members.</p>	<p>National Certified School Counselors are required to provide documentation to completion of:</p> <ol style="list-style-type: none"> <li>1. Annual maintenance of \$30.00 during each 5-year certification period</li> <li>2. 100 contact clock hours from the 10 approved content areas of continuing education over the five year period.</li> </ol> <p>Or, NCSCs can take and pass the National Counselor Examination for Licensure and Certified (NCE) again.</p>	<p>Annual maintenance fee</p> <p>Certification renewal every three years which requires 30 contact hours of professional development activities during each 3-year maintenance interval</p>	<p>Certification renewal occurs every three years, and requires 36 Professional Development Units (18 must be directly related to service delivery and the remainder can be obtained from activities related to the delivery of occupational therapy services)</p> <p>The fee for the 3-year renewal cycle is \$65.00. If "inactive," the late fee is \$50.00 for a total of \$115.00 due to renew.</p>

2/7/17

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**SB 1190/HB 501/497**

I am writing this testimony in support of the national board certification incentive program to recognize and support exemplary educational practice by supporting school psychologists who have achieved national board certification in addition to nationally certified public school teachers. Those trained specifically in the area of school psychology receive specialized advanced graduate coursework and practical experiences relevant to both psychology and education with a program consisting of at least 90 graduate semester hours, a 1200-hour internship, and lasting a minimum of three full-time years of graduate study. To put it simply, the goal of a school psychologist is to ensure the school setting is educationally and psychologically healthy for all students so that they can succeed academically, socially, behaviorally, and emotionally. School psychologists receive training, at minimum, in human learning and child development; assessment; counseling; crisis prevention and response; academic, learning, behavioral, and mental health interventions; program evaluation; and how to make data driven decisions.

The Nationally Certified School Psychologists (NCSP) credential awarded by the National Association of School Psychologist (NASP) ensures that those awarded have met rigorous, nationally recognized standards of graduate preparation, ethical and professional practice, and continuing professional development. NCSP requires a renewal process every three years, as opposed to the current teacher certification of every 10 years, making it a highly accountable process. Providing monetary incentives to nationally certified school psychologists would likely help with the retention and recruitment of highly qualified professionals that are well needed during this time of shortage so that the need of our youth and support to our schools can be addressed.

As a professional currently possessing a National School Psychology certification (NCSP) credential and one whom has worked in multiple states, I can humbly request your support in passing this bill for the best interests of our youth.

Erin Briley, M.S., NCSP

School Psychologist

Hawaii Association of School Psychologist's Secretary