

Excellence in School Psychological Services

Assessment, Advocacy, and Advancement

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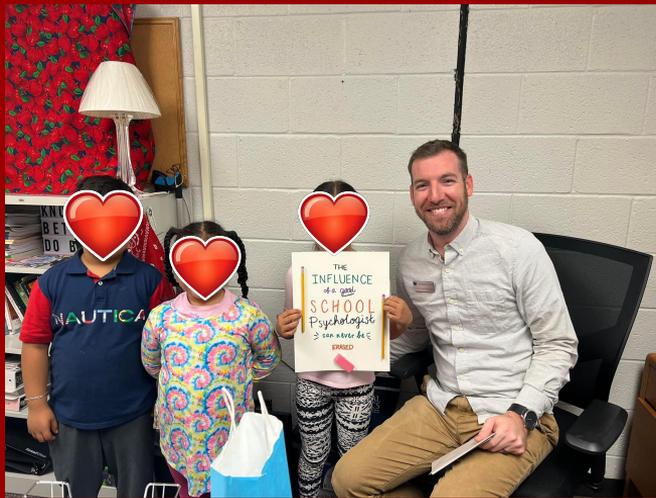


BRIDGE

Oklahoma State University

Building Resources and Interventions for Districts Seeking Growth in Education





Cade Brownell, MA, NCSP

- Training and Consulting Manager for OSU BRIDGE
- Former Lead at Union PS
- Spearheaded Union's ESPS application



Brandon Harrower

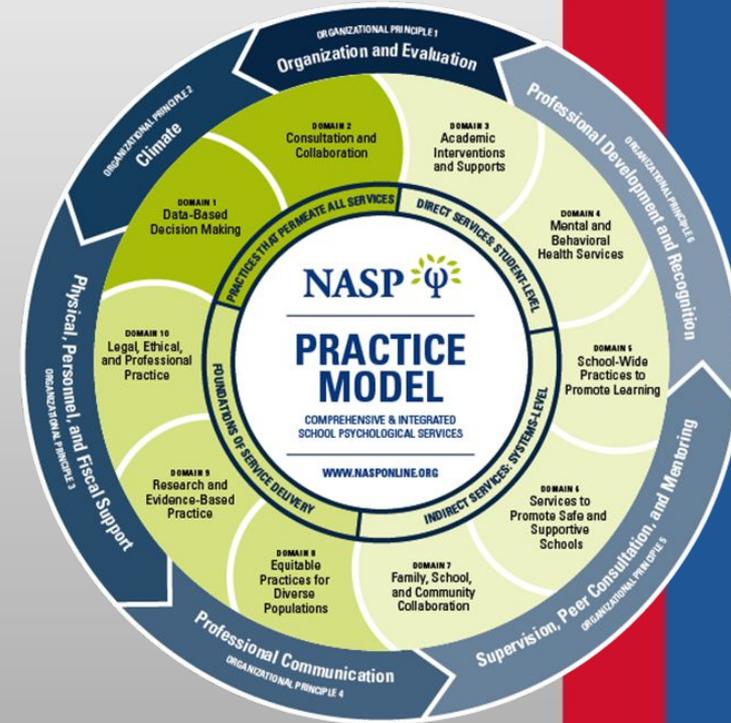
- Lead Certified School Psychologist at Union Public Schools
- Worked at Union for 9.5 years
- Supported Union's ESPS application

Objectives

- Understand the Purpose of the ESPS Program
- Identify and Describe the Six Organizational Principles Identified by NASP
- Develop a Plan for Initial Application
- Understand Union Public Schools' journey from application to recognition

Program Purpose

- Designed as a tool for 'quantifying' accomplishments & guiding continued improvement efforts
- NASP recognized districts struggling to provide comprehensive school psychological services also lacked many of the support systems articulated in the organizational principles of the NASP Practice Model.



Program Purpose

- To reward school districts proactively working to implement comprehensive school psychological services
- To acknowledge the success and progress of districts in meeting systemic standards

Program Purpose

- To recognize school districts implementing the NASP Practice Model, specifically focusing on the six organizational principles that support effective service delivery.
- To honor districts that create the infrastructure necessary for school psychologists to be most effective.

Comprehensive Benefits of Participation

- **Strategic Self-Evaluation:** Provides a structured tool for districts to "quantify" their alignment with national standards and identify gaps in service delivery.
- **Advocacy & Dialogue:** Serves as a mechanism to engage administration in discussions about organizational structures, ratios, and resource allocation.

Comprehensive Benefits of Participation

- **Recruitment Edge:** Formal recognition signals a high-quality work environment, helping districts attract and retain top-tier school psychologists.
- **Stakeholder Visibility:** Offers a platform to publicize the district's commitment to mental health and student support to the broader community.

Recognition Levels

- **Emerging:** Demonstrates initial steps toward alignment with practice standards.
- **Promising:** Shows clear progress and commitment to comprehensive services.
- **Proficient:** Consistently meets the organizational principles and practice standards.
- **Exemplary:** Represents the highest level of systemic implementation and service delivery.
- **No Designation:** Applications failing to meet minimum standards will receive "No Designation" but are given 30 days to submit additional documentation for reconsideration.

ESPS Target

The ESPS recognition program focuses primarily on the 6 Organizational Principles defined in the NASP practice model

1. Organization of Service Delivery
2. Climate
3. Physical, Personnel, and Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, and Mentoring
6. Professional Development and Recognition Systems

Breaking Down The Principles

Principle 1 – Organization of Service Delivery

- Focused on services that are planned strategically and delivered based on a systematic assessment of needs of students and families.
- Services should be available to all students on an equal basis.
- School psychological services are integrated with other school/community services to form a 'seamless' system of care.

Breaking Down The Principles

Principle 1 – Organization of Service Delivery

- If contractual school psychologists are utilized, they follow ethical principles and are not used to decrease type, amount, and quality of SP services.
- Regular evaluation of district-level and individual-level service provision.
- A range of services is provided to meet the academic and mental health needs of students.

Breaking Down The Principles

Principle 2 – Climate

- School systems promote cooperative, collaborative relationships among staff
- School psychologists and other personnel advocate for the most appropriate services for students & families without fear of reprisal or retaliation.
- Systems promote work environments that maximize job satisfaction
- Systems promote & advocate for work/life balance.

Breaking Down The Principles

Principle 3 – Physical, Personnel, and Fiscal Support Systems

- School systems recruit qualified, diverse staff and ensure staff function only in their areas of competency.
- Systems support recruitment and retention of qualified staff by advocating for appropriate ratios (remember, NASP's recommended ratio is 1:500).

Breaking Down The Principles

Principle 3 – Physical, Personnel, and Fiscal Support Systems

- Systems provide access to advanced technological resources in time management, communication, data management, and service delivery.
- Systems provide staff with access to adequate workplace space, assistance, materials, tech support, and general working conditions that enhance delivery of services.

Breaking Down The Principles

Principle 4 – Professional Communication

- School systems provide opportunities for employees to connect professionally on a regular basis.
- Systems support collaborative problem-solving approaches to planning & delivery of services. Strategic planning is cross-disciplinary.

Breaking Down The Principles

Principle 4 – Professional Communication

- Systems ensure staff have access to the technology necessary to perform job duties adequately and confidentially.
- Systems have policies on student records consistent with state & federal rules and laws.

Breaking Down The Principles

Principle 5 – Supervision, Peer Consultation, and Mentoring

- Professional or administrative supervision of school psychologists is conducted by individuals who have a valid school psychology credential & minimum 3 years experience as a practicing school psychologist.
- Systems utilize a supervision model in which methods match the developmental level of the school psychologist.
- Systems allow time for both supervision and peer mentorship/professional support.

Breaking Down The Principles

Principle 5 – Supervision, Peer Consultation, and Mentoring

- Systems use a coordinated plan to evaluate implementation and outcomes of all SP services.
- System practica and internship experiences occur under appropriate supervision conditions
- School psychology supervisors provide professional leadership through active participation in SP professional organizations and local, state, and federal public policy development.

Breaking Down The Principles

Principle 6 – Professional Development and Recognition Systems

- School psychologists have access to continuing professional development sufficient to remain current in professional practices.
- The school district provides the opportunity to create and follow a personal plan of professional development and supervisors provide feedback
- School systems provide levels of recognition that reflect professional growth.

Planning Your Process

- Review the Sample ESPS Action Planning Timeline and Template
 - Used to help guide the planning steps for completion of the ESPS portfolio
 - Understand that this is intended to be an extended process
- Review ESPS Application Tip Sheet
 - General Application Recommendations
 - Common Errors or Omissions
 - Specific Tips for Selected Principles

Planning Your Process

- Review application timeline and determine realistic submission date
 - Applications are accepted annually from April 1 through September 30
- Request application
- Assemble your team
- Create action plan

Planning Your Process

- Examine your motives
 - Are you seeking recognition or improved practices?
- Plan for sufficient time
 - Be thorough in assessment of district systems and practices
 - Expect to advocate for revisions
 - This is a golden opportunity to leverage Organizational Principles to impact district practices
- Be Honest!

Planning Your Process

- Begin work on the Response Matrix
- Compile evidence
- Determine payment method



Union's Experience

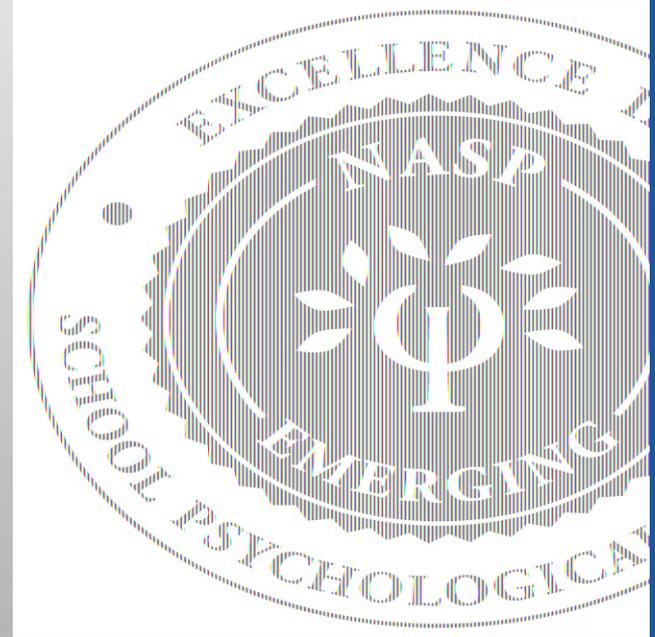


Union's Experience

- Our process involved:
 - Creating, revising, and continuing many district practices
 - Supervision (prac., intern, early career, psych. team), advocacy, collaboration (administrators, related professionals), NASP Possibilities in Action Partner
 - Creating or revising many district documents (i.e. Job description)

Union's Experience

- Recognized as “Emerging”
- Feedback celebrated strengths as well as identifying opportunities for growth



Takeaways

- Look at ESPS as a tool to aid in building the district service delivery model aligned with the NASP practice model
- Review the response matrix
- Recognition is great, but continued improvement should be the goal

Helpful Links

1. [https://www.nasponline.org/standards-and-certification/nasp-practice-model/excellence-in-school-psychological-services-\(esps\)-recognition-program](https://www.nasponline.org/standards-and-certification/nasp-practice-model/excellence-in-school-psychological-services-(esps)-recognition-program)
2. https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Practice%20Model/ESPS_brochure_2024_Web.pdf
3. <https://www.nasponline.org/Documents/Professional%20Development/ESPS%20Response%20Matrix%202019.pdf>
4. https://www.nasponline.org/Documents/Standards%20and%20Certification/Practice%20Model/ESPS_Application_Tip_Sheet.pdf