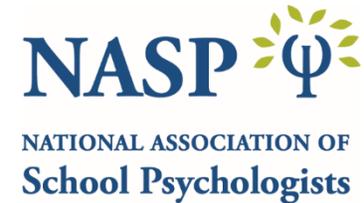# NASP Excellence in School Psychological Services (ESPS) Recognition Application Form

Thank you for your interest in applying for the NASP Excellence in School Psychological Services (ESPS) Recognition. If you have any questions along the way, please contact Dr. Eric Rossen, NASP Director of Professional Development and Standards (erossen@naspweb.org; 301-347-1674).

School District Applying for Recognition:

District Name:
City:
State/ZIP:
Street Address:

Name and Title of the Person Submitting the Application:

Name:
Title:
Email:
Are you to be considered the primary contact for this program? Yes _____   No _____

If NO, please provide primary contact's information below (Name, Job Title, Email, Phone Number)

_____

Please identify at least one school psychologist in your district with a NASP membership
Name:
NASP Membership Number:

Please provide the FTE school psychologist positions:

Total Number Schools in District: _____ High School(s) _____ Middle School(s) _____   Elementary(s) _____ Early Child _____
Other grade configurations: _____ (includes K-8, 6-12, K-12, etc.)

Total Number of Enrolled Students in the District:

Percentage of Students Receiving Free and Reduced Lunch:

General Description of the School District: Urban _____   Suburban_____   Rural_____

Briefly describe your district, including aspects of student enrollment (e.g., growth or decreased enrollment, trends in student/family backgrounds, languages spoken, etc.), the community, particular qualities of the district you view as strengths, positive trends in infrastructure or staffing, and any other components that make your district unique. Consider using the descriptions of previously recognized districts in this CQ article as a model:

_____

_____

_____

Month/Year of Submission (when all materials uploaded):_____

Instructions: All submission materials need to be uploaded into appropriate folders using Google Drive. Those unfamiliar with Google Drive can review information in the Google Drive Help Center. Additionally, please complete this Rubric Response Form using the scoring rubric as a guide. The response form is an opportunity to provide explanations and descriptions of the documentation you are submitting in support of your application.

Please title each of your files using a) district name; and b) a relevant and unique descriptor (e.g., School Board Testimony). So for example, if you were submitting a description of school psychological services from Apple School District, you would title the file: "Apple.SP Description."

You may submit documentation in whole or in part in the Google Drive and make changes as necessary until your submission is complete. When complete, contact Eric Rossen (erossen@naspweb.org) at which point the review process will begin.

District Verification Form:

I, _____, verify that all of the information reported in this application is true and accurate, to the best of my knowledge and ability. The submission of this application is supported by the district level administration as evidenced by the signature below. I understand that following the review of our application we will be informed of our overall rating results (emerging, promising, proficient, and exemplary) and our district's name and rating will be posted on the NASP website.

_____   _____   _____

Printed Name/Title of Person Submitting Application   Signature   Date

_____   _____   _____

Printed Name/Title of Administrator   Signature   Date
(individual serving in a supervisory capacity related to school psychological services)

Data Collection:
If you submit an application we would like to use the following data: Aggregate descriptive statistics (e.g., mean, median, standard deviation) for the six overall organizational principles and subprinciple scores assigned by the reviewers. All scores will be presented in aggregate form, meaning that no districts identifiers will accompany the data. Such score information will further our mission by helping future applicants understand the common items that present difficulty on the ESPS Program Scoring Matrix, as well as areas of strength. These analyses will additionally support the Practice Model Committee members in developing resources for district implementation based on the areas of weakness. If you would like to opt-out of sharing your district's ratings at future training sessions in an unidentifiable, aggregate format, please email me (Tyler Kitson, Co-Chair of the NASP Practice Model Committee) at tjkitson@gmail.com.

Response Matrix SAMPLE

The Response Matrix sample is *only provided as an example*. The specific content is not intended to convey that the descriptions/explanations or evidences are exemplary or ideal in any way. Please use your own judgment to complete the Response Matrix.

District Name: Apple School District, Macintosh, WA

Submitted by (Name & Title): Johnny Appleseed, Director of Instructional Support Services

Organizational Principle 1: Organization of Service Delivery.		
Principles	**Description/Explanation to Reviewers**	**Evidence Provided and File Name**
1.1: School psychological services are **planned strategically** and delivered **based on systematic assessment** of the educational and psychological needs of the students and families in the local community.	Our district completes a needs assessment every two years. We have submitted our most recent needs assessment report, along with meeting notes from when our team met to discuss those results and set goals for the year. Our district then completed a strategic plan. All school psychologists are then expected to create 3 job targets to help advance our strategic goals as part of their professional growth plan. We have submitted a blank template for how job targets will be submitted.	● AppleSD.NeedsAssessment ● AppleSD.StrategicPlan ● AppleSD.JobTarget
1.2: School psychological services are **available to all students on an equal basis**.	Our annual aggregate report is provided that describes all services delivered (collectively) among all school psychologists in the district. These data show that while most of our time is still spent in assessment and IEP meetings, a comprehensive range of services is available. We are also submitting this report from 5 years ago, which in comparison shows that we have increased the availability of services over the last 5 years.	● AppleSD.ServicesReport2017 ● AppleSD.ServicesReport2012

1.3: School psychological services are integrated with other school and community services through a "seamless" system of care.	We do not have well established partnerships yet, though we are submitting a plan and a MOU with two community agencies to begin having those services available on school grounds 3 days per week. We have also created a community resource list that we share with parents and update regularly.	● Community-school MOU: AppleSD.MOU ● Community resource list: AppleSD.Resources
1.4: Contractual school psychological services are provided in a manner consistent with this model, NASP Principles for Professional Ethics, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by an employing agency	We do not utilize contract services – all services are provided by district-employed school psychologists that work in our district	No documentation provided
1.5: School systems conduct regular evaluations of the **collective delivery** of educational, mental health, and other student services as well as those services provided by **individual school psychologists**.	We are submitting our evaluation tool, which was approved in 2014 for use in the personnel appraisal of school psychologists. The evaluation tool is aligned with the NASP Practice Model. We are also submitting our aggregate report of services we provide, though we have not yet done an "evaluation" of those services relative to the Practice Model.	● AppleSD.SPEvaluation ● AppleSD.ServicesReport2017
1.6: The **school system** provides and supports a range of services available to students and families to meet the academic and mental health needs of students.	We are providing the official description of school psychological services posted on our district website. We are also providing the official scope of practice description for SPs as defined by our state board of education	● AppleSD.DescriptionofServices ● AppleSD.StateDOEscope

Response Matrix

The Response Matrix sample is *only provided as an example*. The specific content is not intended to convey that the descriptions/explanations or evidences are exemplary or ideal in any way. Please use your own judgment to complete the Response Matrix.

District Name:

Submitted by (Name & Title):

Comments:

Organizational Principle 1: Organization and Evaluation of Service Delivery.			
Description	**(Evidence of principle or standard)**	**Description/Explanation to Reviewers**	**Evidence Provided and File Name**
1.1: School psychological services are **planned strategically** and delivered **based on systematic assessment** of the educational and psychological needs of the students and families in the local community.	**1.1(a)** Evidence provided of systematic, system-wide needs assessment of student academic and mental behavioral health needs. Please provide evidence of assessments used and/or data that have been collected **[3 points]**	**1.1(a)** ●	**1.1(a)** ●
	1.1(b) Use of a strategic plan that specifically guides the delivery of school psychological services **[3 points]**	**1.1(b)** ●	**1.1(b)** ●

1.2: School psychological services are available to all students on an equal basis.	**1.2** School psychological services were available and provided to all students (general and special education) based on their need **[1 point]**	**1.2** ●	**1.2** ●
1.3: School psychological services are integrated with other school and community services through a "seamless" system of care.	**1.3(a)** Evidence of existing internal school/district partnerships **[1 point]**	**1.3(a)** ●	**1.3(a)** ●
	1.3(b) Evidence of existing external community partnerships **[1 point]**	**1.3(b)** ●	**1.3(b)** ●
1.4: Contractual school psychological services are provided in a manner consistent with this model, NASP Principles for Professional Ethics, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services	**1.4** Contractual school psychological services, if used at all, are used to supplement and enhance the psychological services provided by school-employed school psychologists **[1 point]** *If a district does not contract for services, this is scored as a NA and 1 point is removed from the total for Principle 1.*	**1.4** ●	**1.4** ●

provided by an employing agency			
1.5: School systems conduct regular evaluations of the **collective delivery** of educational, mental health, and other student services as well as those services provided by **individual school psychologists**.	**1.5(a)** Evidence of systematic evaluation of services across the district using the NASP Practice Model as a framework **[1 point]**	**1.5(a)** •	**1.5(a)** •
	1.5(b) Evaluation of individual school psychological services using the NASP Practice Model as a framework **[1 point]**	**1.5(b)** •	**1.5(b)** •
1.6: The **school system** provides and supports a range of services available to students and families to meet the academic and mental health needs of students.	**1.6(a)** A range of school psychological services are available to students which are consistent with the NASP Practice Model. Each direct and indirect service is evident: o School wide practice to promote learning o Preventive and Responsive Services o Family-school collaboration services	**1.6(a)** •	**1.6(a)** •

	o Interventions and instructions supports to develop academic skills o Interventions and mental health to develop social skills Description is fully aligned with the PM and there is evidence of delivery of those services **[5 points] OR** Description is full aligned with the PM but not evidence of delivery **[3 points] OR** Partial alignment of PM and/or evidence of delivery **[1 point]**		
	1.6(b) School psychologists regularly engage in consultation, collaboration and data-based decision making relative to the direct and indirect services delivered to students and families **[1 points]**	**1.6(b)** ●	**1.6(b)** ●

Organizational Principle 2: Climate.			
Description	**(Evidence of principle or standard)**	**Description/Explanation to Reviewers**	**Evidence Provided and File Name**
2.1: School systems promote cooperative and collaborative relationships among staff members.	**2.1** Evidence provided of multiple opportunities and mechanisms that promote team-building, collaboration, and effective problem-solving **[1 point]**	**2.1** ●	**2.1** ●
2.2: School psychologists and other personnel **advocate** in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators	**2.2** Personnel advocate with administrators, school boards, and other stakeholders. **[1 point]**	**2.2** ●	**2.2** ●
2.3: School systems promote work environments that maximize job satisfaction of employees.	**2.3** Evidence of job satisfaction among employees and a positive climate through measures of work climate, job satisfaction, or organizational self-evaluation **[1 point]**	**2.3** ●	**2.3** ●
2.4: School systems promote and advocate for balance	**2.4** Supervisors monitor work and stress levels of employees, and	**2.4**	**2.4**

between professional and personal lives of employees.	establish a culture that values personal well-being and reasonable workloads, caseloads, and expectations **[1 point]**	●	●

Organizational Principle 3: Physical, Personnel, and Fiscal Support Systems.			
Description	**1 point (Evidence of principle or standard)**	**Description/Explanation to Reviewers**	**Evidence Provided and File Name**
3.1: School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.	**3.1(a)** The district proactively recruits qualified staff as evidenced by: ● Use of a school psychologist job description that describes a range of competencies that align with the NASP Practice Model competencies or comparable set of competencies; **AND** (must meet one of the next two bullets) ● Hiring those who meet national standards,(i.e., NCSP or completion of a NASP Accredited Program; **OR** ● Hiring those who meet the most rigorous standards for the state	**3.1(a)** ●	**3.1(a)** ●

	credential as a school psychologist **[1 point]**		
	3.1(b) Applicant diversity i.e., gender, race/ethnicity, linguistic competencies, is considered in areas that would enhance or reflect local demographics **[1 point]**	**3.1(b)** •	**3.1(b)** •
	3.1(c) School or role assignments within the district are made based upon a match between school psychology competencies and need of the makeup of the student populations that they serve **[1 point]**	**3.1(c)** •	**3.1(c)** •
3.2: School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students.	**3.2 The** ratio of school psychologists to students does not exceed 500:1 or lower to meet student needs and allows for a comprehensive range of school psychological services **[6 points] OR** The ratio of school psychologists to students falls within 501-1000:1 and allows for a comprehensive range of school psychological services **[4 points] OR** The ratio of school psychologists to students exceeds 1:1000, but the district has a plan to improve the ratio and	**3.2** •	**3.2** •

	actively advocates for appropriate staffing on a continuous basis **[2 point]** **OR** The ratio of school psychologists to students exceeds 1:1000, and there is no evidence that the district is working to lower the ratios or made any progress at improving the ratio in the last 3 years. **[0 points]**		
3.3: School systems provide advanced technological resources in time management, communication systems, data management systems, and service delivery	**3.3(a)** Schools provide up-to-date technology, both hardware and software, appropriate for time management, scheduling, work flow management, and communication including access to email, voice mail, digital chat services, cell or land phones **[1 point]**	**3.3(a)** ●	**3.3(a)** ●
	3.3(b) Schools provide up to date technology, both hardware and software, appropriate for student data management and service delivery **[1 point]**	**3.3(b)** ●	**3.3(b)** ●

3.4: School systems provide staff with access to adequate workplace space, assistance, materials, technology support, and general working conditions that enhance the delivery of effective services.	3.4(a) School psychologists have access to appropriate office supplies, technological support, copiers and other workplace equipment, and professional work materials that enhance the delivery of effective services. Included are assessment instruments, intervention materials, therapeutic aids, and access to professional literature. [1 point]	3.4(a) ●	3.4(a) ●
	3.4(b) School psychologists have dedicated office and work space, sufficient for confidential student and adult interactions [1 point]	3.4(b) ●	3.4(b) ●

Organizational Principle 4: Professional Communication			
Description	**1 point (Evidence of principle or standard)**	**Description/Explanation to Reviewers**	**Evidence Provided and File Name**
4.1 School systems provide opportunities for	**4.1(a)** School systems provide structured opportunities for school psychologists to	4.1(a)	4.1(a)

employees to communicate with each other about issues of mutual professional interest on a regular basis.	communicate and interact regularly with **other school psychologists [1 point]**	●	●
	4.1(b) School systems provide structured opportunities for school psychologists to communicate and interact **with school-based staf**f as well as related services professionals on a regular basis **[1 point]**	**4.1(b)** ●	**4.1(b)** ●
4.2 School systems support collaborative problem solving approaches to the planning and delivery of school psychological services. Decision making and strategic planning regarding school psychological services is done in collaboration with other departments and outside agencies to ensure optimal services for students.	**4.2(a)** School psychology supervisors and school psychologists participate actively and collaboratively in the planning and delivery of school psychological services **[1 point]**	**4.2(a)** ●	**4.2(a)** ●
	4.2(b) School psychology supervisors and school psychologists obtain input and feedback from other school departments in the planning and delivery of school psychological services **[1 point]**	**4.2(b)** ●	**4.2(b)** ●
	4.2(c) School psychology supervisors and school psychologists obtain input and feedback from relevant community stakeholders in the planning and delivery of school psychological services **[1 point]**	**4.2(c)** ●	**4.2(c)** ●

4.3 School systems ensure that staff have access to the technology necessary to perform their jobs adequately and to maintain **appropriate and confidential communication** with students, families, and service providers within and outside the system.	**4.3** School systems provide school psychologists with adequate technology to maintain appropriate and confidential communication with students, families, and other service providers **[1 point]**	**4.3** ●	**4.3** ●
4.4 School systems have policies on student records that are consistent with state and federal rules and laws.	**4.4(a)** Student records policies are consistent with state and federal rules and laws **[1 point]**	**4.4(a)** ●	**4.4(a)** ●
	4.4(b) School system policies on student records include procedures for maintaining student confidentiality and privacy for all physical and electronic records **[1 point]**	**4.4(b)** ●	**4.4(b)** ●

Organizational Principle 5: Supervision, Peer Consultation, and Mentoring

Description	1 point (Evidence of principle or standard)	Description/Explanation to Reviewers	Evidence Provided and File Name
5.1 Those engaging in professional or administrative supervision of school psychologists have a valid state school psychology credential and a minimum of 3 years of experience as a practicing school psychologist.	**5.1** School psychology supervisors providing professional or administrative supervision have a minimum of 3 years of experience working as a school psychologist and hold an active school psychologist credential. **[1 point]**	**5.1** ●	**5.1** ●
5.2 School systems utilize supervision models in which supervision methods match the developmental level of the school psychologist.	**5.2** Varying supervision strategies by qualified and credentialed school psychologists are utilized based on consideration of the experience and skill level of the school psychologists **[1 point]**	**5.2** ●	**5.2** ●
5.3 School systems allow for time for both supervision and peer	**5.3** District allows for participation in supervision and peer mentoring **[1 point]**	**5.3** ●	**5.3** ●

mentoring and professional support.			

5.4 School systems use a coordinated plan to evaluate the implementation and **outcomes/impact** of all school psychological services.	**5.4** The impact of school psychologists on student outcomes is considered and evaluated **[3 points]**	**5.4**	**5.4** ●

5.5 School system practica and internship experiences occur under conditions of appropriate supervision.	**5.5** School psychology graduate student practica and internship experiences are: ● Supervised by an appropriately credentialed school psychologist, provides access to school psychologists who are appropriate role models, and offers job responsibilities aligned with the guidelines of the graduate preparation program and consistent with the NASP Graduate Preparation Standards **[2 point] OR** ● Evidence exists that the district has a	**5.5** ●	**5.5** ●

	supervised internship experience aligned with the NASP Graduate Preparation standards or has a plan in place to provide one **[1 point]**		
5.6 School psychology supervisors provide professional leadership through active participation in school psychology professional organizations as well as local, state, and federal public policy development.	**5.6** Supervisors promote and advocate for best practices in the delivery of school psychological services through *either*: ● Active participation/leadership in school psychology local, state, or national organizations; **OR** ● Advocacy for school psychological services; **OR** ● District level policy development; **OR** ● The supervisor provides support in the form of professional leave, resources or incentives to support school psychologists in participation in local, state, or national organizations, or professional advocacy, or district level policy development **[1 Point]**	**5.6** ●	**5.6** ●

Organizational Principle 6: Professional Development and Recognition Systems

Description	1 point (Evidence of principle or standard)	Description/Explanation to Reviewers	Evidence Provided and File Name
6.1 School psychologists have access to continuing professional development sufficient to remain current in professional practices. The school system supports the professional and leadership development of school psychologists interested in local, state, or national leadership opportunities by providing release time or other forms of support.	**6.1(a)** The district provides opportunities for professional development specific to the role and function of school psychologists in order to maintain current practices **[1 point]**	**6.1(a)** ●	**6.1(a)** ●
	6.1(b) The system provides release time or other forms of support for those interested in local, state, or national leadership opportunities. **(1 point)**	**6.1(b)** ●	**6.1(b)** ●

6.2 The school district provides the opportunity to create and follow a personal plan of professional development that guides the acquisition of new knowledge, skills, and abilities. Supervision makes available opportunities to provide feedback to the school psychologist about quality of new skill applications.	**6.2(a)** The school district provides opportunities or promotes the development of discipline-specific, personalized professional growth plans that align with the NASP Practice Model's 10 Domains of Practice **[1 point]**	**6.2(a)** ●	**6.2(a)** ●
	6.2(b) Supervision includes feedback to the school psychologist on new skill development and acquisition **[1 point]**	**6.2(b)** ●	**6.2(b)** ●
6.3 School systems provide levels of recognition that reflect professional growth.	**6.3** Evidence of recognition for growth including awards, leadership opportunities, financial incentives, or recognition of the NCSP **[1 point]**	**6.3** ●	**6.3** ●