APRIL TURNER  
State Delegate Candidate: Maryland  
Statement 2

NASP leaders recently adopted the 2020 Professional Standards that serve as a guide for professional practice and ethics. What do you see as the role of the NASP delegate in promoting these standards? Provide examples of what you will do.

The role of NASP delegate is essential to the implementation of the 2020 Professional Standards. As a member of the leadership assembly (2018-2020), I was able to elevate the concerns of Maryland school psychologists in the development and review of the 2020 Professional Standards. These concerns included the implementation of the NASP practice model, school psychologists’ ratios, state credentialing, leadership development and social justice actions. Many of these concerns are addressed in the 2020 Professional Standards.

In the area of the implementation of NASP Practice Model, I see my role as NASP delegate as multifaceted. First, I will continue to increase awareness of the ten domains of professional practice within the NASP Practice Model. In October 2020, I presented “Context Matters: Implementing the NASP Practice Model during a Global Pandemic” at the MSPA board meeting focusing on ways to transform school psychology practice during this pandemic. In breakout groups, school psychologists discussed ways to connect with students, engage in data-based decision making, support mental and behavioral health and collaborate with families during this time of online or hybrid learning. Building on this presentation, I want to develop a collection of resources, best practices, and information to support school psychologists as we begin to transition back to in-person learning. Finally, I want to continue the conversation about the impact of context (i.e. global pandemic, renewed social justice movements, educational uncertainty) on our work as school psychologists.

In the area of standards for graduate preparation, the graduate programs in Maryland are dynamic and innovative. In my upcoming term, I hope to partner with the University of Maryland, Bowie State University and Towson University to share NASP resources to strengthen their practices and promote collaboration with local school districts. I hope to highlight their work in the NASP Delegate Message and develop a resource guide for practicum and internship experiences in Maryland. Furthermore, I would like to work to provide professional development for the practicum and internship supervisors to ensure that the graduate students are engaging in a variety of school-based experiences that align with and expand their graduate training.

Finally, in the area of social justice, which permeates the 2020 Professional Standards and our overall practice as school psychologists, I hope to continue to build awareness, strengthen the facilitation skills of Maryland school psychologists and advocate for systemic change. In my next term, I aspire to continue to promote the NASP social justice goal through information in the NASP Delegate Message and presentations across the state. As MSPA diversity chair, I am working with a group of school psychologists who will receive specialized training in how to facilitate conversations about race, equity, and social justice. My advocacy for systemic change encompasses encouraging NASP best practices through my collaboration with the directors of school psychology departments.
I am looking forward to a second term as NASP delegate and supporting the implementation of the 2020 Professional Standards. I welcome the opportunity to support and advocate for the needs of Maryland school psychologists.