

MASON RIVERS
State Delegate Candidate: Oregon
Statement 1

What are your qualifications that make you a strong candidate for delegate?

My experience in leadership roles at the district, state, and national level has prepared me to be Oregon's delegate. At the national level I have served as Oregon's delegate on the leadership assembly to NASP since 2019. In addition to my role as state delegate I recently served on a NASP taskforce to support the associations consensus building in relation to our SLD position statement. At the state level, I have been on the OSPA Board for 7 years and completed 2 years as OSPA president. In the last few years I have partnered with other school psychology leaders, TSPC & ODE to inform school psychological practices during the COVID pandemic and redesign of school psychology licensure, program standards, and scope of practice. At the district level I have chaired several committees focused around the development of school psychological practices and been a special education facilitator supporting special education compliance. I currently work as a TOSA in our district's behavioral health & wellness department where I support SEL coaching and restorative practices implementation as well as SEL curriculum adoption. My broad range of experiences helps me to have a comprehensive understanding of the role of the school psychologist and the opportunities we have to impact the larger educational system.

What is the most pressing issue in your state? As NASP Delegate, how do you see your role in working with your state association to address this issue?

I think the shortage of school psychologists continues to be one of the most pressing issues in the state of Oregon. I believe that my strengths in advocacy and developing relationships can help to address this issue. My leadership experience during my time on the OSPA Board and my current role as NASP delegate has allowed me to build relationships with Oregon state-level stake holders as well as NASP leadership. In addition to my leadership roles and my district level work as a school psychologist, I am a graduate educator in one of three programs in the state of Oregon. My broad experience as a leader, practitioner, and graduate educator has provided me with a unique perspective on the issues of shortages. I would like to continue, as I have been over the past 2 years, to work with our state association (OSPA), our university training programs, TSPC, and ODE to formulate partnerships and programs to address the shortage of school psychologists issue.