

ANDREA CLYNE

President-Elect Candidate

Statement 2

NASP Leaders have adopted five strategic goals that guide the association's work. Please describe what you see as the NASP President's role in promoting these goals.

NASP's five strategic goals are interrelated, with each one highlighting a critical need that must be met in order for school psychologists, students, and schools to thrive. Our organization has chosen well, as these goals advance school psychological practices that lead to successful outcomes for children and youth, as demonstrated by research. Strides continue to be made thanks to the faithful efforts of volunteer leaders, state associations, NASP staff, and members. But despite the strategic goals' cohesive theoretical and research underpinnings, as well as the ongoing dedication of resources, there remain obstacles that continue to thwart progress.

As the face and voice of the organization, the NASP president needs to represent school psychologist practitioners and graduate educators, and they can only successfully do so with adequate preparation and experience working with a variety of stakeholders. The president has the responsibility of deeply understanding the challenges surrounding each of the strategic goals, recognizing regional and cultural nuances that support or hinder growth. Seeking out varied voices and experiences, showing respect for different views, and finding ways to coalesce toward common goals are vital aspects of leadership that I have had the opportunity to develop in my roles as Practice Model Committee Chair, Western Region Delegate Representative on the NASP Board of Directors, and Writing Team Lead for the 2020 Practice Model revision. In these roles and as a practitioner for three decades, I have learned from my colleagues and have led from the middle. I have led special education and school improvement teams at my schools and have held leadership positions in my district and in my state association. I have closely followed the research that shapes our understanding and that provides guidance for strategies that work. As NASP president, I would continue to engage in collaborative problem solving with volunteer leadership, staff, and members around overcoming chronic barriers to progress. I would solicit creative ideas for approaching these barriers, joining with allied fields to work on our common goals.

I believe it is important to demonstrate that social justice is the bedrock upon which we carry out our work as school psychologists. Our ethical principles call us to protect and empower all children and youth. Many of those who have been marginalized or minoritized in our society continue to struggle to achieve their dreams amidst the context of dampened opportunities and blocked paths to success. Preparing school psychologists to be change agents capable of speaking out and advocating for justice and equity should be prioritized in all of our graduate education programs, and I appreciate those graduate educators who do this regularly.

We need to continue to help school psychologists to develop their leadership skills so they can effectively contribute to the systems change work needed in our schools. We need to empower our membership to seek paths to leadership at the local, state, and national levels, ensuring that members from minoritized and marginalized groups are valued and inspired to lead, as we cannot thrive as a profession without increased diversification of our leadership.

School psychologists must be regarded as experts in mental and behavioral health provision to meet the widespread needs of America's youth. With the schoolhouse being the most likely place children will receive mental and behavioral health support, our members need continued resources so that they can effectively provide evidence-based and culturally responsive services that will put our students on the path toward wholeness and self-actualization.

And finally, increased numbers of school psychologists are desperately needed so that contemporary comprehensive services as outlined in the Practice Model are delivered in all areas of the country. Our workforce shortages are stubborn, and we have much work to do to achieve the recommended 1:500 ratio. If elected to office, one plan I have as president is to promote special study of our rural shortages, where unique contributing factors call for fresh approaches.

In service of all of the strategic goals, I believe the president needs to possess a deep understanding of the issues, collaborate well with internal and external stakeholders, promote the school psychologist's value to decision-makers and to the public, and be accountable for carrying out our stated intentions as a profession. As NASP president, I would focus efforts toward helping leaders and members to achieve the steps articulated in our strategic goal plans. I would lead in a collaborative way that respects multiple perspectives, but ultimately promotes the path aligned with justice and progress.