The NASP Leadership Assembly has adopted three strategic goals that guide the association’s work. In your state, what are some gains being made in school psychology practice related to these goals, and what are some pressing challenges?

In Connecticut, we have examined each of the three NASP strategic goals (Practice Model, Workforce Shortages Solutions, and Social Justice) and implemented a professional plan to address each. We are immensely proud of providing school districts with information about the practice model and targeting our professional development around the domains. Additionally, we have made gains in getting the practice model shared with public school Superintendents and Pupil Services directors. It is essential that administrators understand a best practices approach to school psychological services. A best practices approach to school psychological services is one of our best tools to support school psychologists statewide.

Our most pressing challenge is twofold in Connecticut. It is the intersection of social justice and the school psychology shortage. We have been unable to gain traction with paid internships. While our state organization has engaged in professional learning regarding socially responsive practices and assessments, we have not been able to increase the presence of historically marginalized groups within our practitioner demographics as much as we need too. Our inability to grow the diversity of our field directly impacts our school psychology shortage. As a state, we need to continue to partner with our training institutions and utilize the NASP exposure project to grow our field. Finally, our partnership with our legislative will be crucial to getting paid internships which could potentially address workforce.