

IASP School Psychologist of the Year Procedures

NOTE: The procedures and guidelines for the IASP School Psychologist of the Year Award are aligned with the current guidelines for the national award presented by NASP.

Purpose:

To identify and recognize an outstanding school psychologist and to increase public awareness of the profession.

Who is Eligible:

Practicing school psychologists in the state of Indiana who spend the majority of their time providing direct services to students, teachers, and parents in school settings. Trainers, researchers, and administrators are not eligible for this award. Previous award recipients may not be re-nominated; however, previously submitted nominations who were not selected may be resubmitted with updated information.

Who Can Nominate:

School psychologists, teachers, special education directors, counselors, principals, or other administrators who have had a close working relationship with the individual, and who have direct knowledge of the individual's skills, attributes, and professional activities.

Selection Criteria:

Is an IASP member; although having an NCSP is desirable, membership in NASP is not required

Provides school psychological services in the state of Indiana and in line with current NASP practice standards

Performs job in an exemplary manner

Earns the respect of others

Has membership and/or leadership in local, state, and national professional associations

Procedures and Required Documents:

Nominators are responsible for submitting all materials. All nomination materials should be in 12-point font for easy reading by reviewers.

1. Nomination Statement: In one page, describe why the candidate should be considered for this award. Give specific examples in any of the following areas: data-based decision making; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health support to develop social and life skills; school-wide practices to promote learning; prevention and crisis intervention; family-school and community collaboration; diversity in development & learning; research and program evaluation; legal, ethical, and professional practice; performs job in exemplary manner; earns respect of others; has professional memberships and leadership. *Please see the attached listing of domains of school psychology practice for specific definitions and examples.*

2. Nominator and candidate contact sheet
3. Candidate's resume
4. Letters of support: These should be one page letters written by individuals who are knowledgeable of the candidate's capabilities, professionalism, and leadership qualities (e.g. teachers, parents, students, colleagues, administrators, etc.). *At least one letter must be from an individual in the candidate's school system.* Four (4) letters of support should be included.
5. Essay questions to be completed by the nominee: Please limit your response to each question to 1,000 words. Include the question at the top of each response and your name, question number, and page number in the header.
 - a. Question 1: Describe one professional accomplishment specifically related to your role as a school psychologist. How has it given you your greatest satisfaction professionally and/or personally?
 - b. Question 2: Describe how you involve parents in the education of their children and enhance family-school partnerships at the building and/or district level.

All nomination materials must be received no later than June 1. Please return completed nomination packet to:

**Indiana Association of School Psychologists
125 West Market Street, Suite 300
Indianapolis, IN 46204
Phone # 317-634-5963
Toll-Free # 866-518-4472**

The award will be presented on the second day of Fall Conference following the luncheon. Recipients will be notified in advance so they are able to invite family and/or other significant individuals to the event. Award recipients' nomination materials will be forwarded on to NASP for the national competition.

IASP School Psychologist of the Year Award
Nominator and Candidate Contact Information

Name of Candidate: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home/cell phone: _____ Work phone: _____

Email address: _____

Job title: _____

Employer: _____

Employer Address: _____

City: _____ State: _____ Zip: _____

Name of person nominating: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home/cell phone: _____ Work phone: _____

Email address: _____

Your position as nominator: _____

IASP School Psychologist of the Year Award

Nominator Document Checklist

Please use this checklist to make sure you have all the required documents in order to have a complete nomination.

Documents required for IASP School Psychologist of the Year nominations:

- _____ Nomination statement
- _____ Nominator and candidate contact sheet
- _____ Candidate's resume
- _____ Candidate essay question #1 (written by candidate)
- _____ Candidate essay question #2 (written by candidate)
- _____ Letter of support # 1
- _____ Letter of support #2
- _____ Letter of support #3
- _____ Letter of support #4

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NASP DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

Data-Based Decision Making and Accountability: School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Consultation and Collaboration: School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.