(Date)

Dear Superintendents, CSE Chairpersons, Program Directors and NYASP Members:

The New York Association of School Psychologists (NYASP) has honored outstanding school psychologists with the statewide Frank Plumeau School Psychologist of the Year Award since 1990. John Kelly, Michael Moffat, Lauren Gallagher, Michelle Smeraldi, Lauren Dieckoff, and Jana Lambert have been worthy recipients of this award. Our statewide Frank Plumeau School Psychologist of the Year is selected from the pool created by the local Ruth Steegmann Chapter School Psychologist of the Year winners.

We invite you to nominate an individual as a local representative of outstanding school psychology practice to be your Ruth Steegmann Chapter School Psychologist of the Year. A nominee should be a practicing school psychologist who spends at least 75% of his or her time in direct services to children, families and schools.

Our local winner should be honored at a chapter meeting and will be recognized at the Awards Ceremony at the NYASP annual conference. The statewide recipient of the Frank Plumeau School Psychologist of the Year Awardwill be selected from amongst the local winners and will be recognized at the annual conference.

Attached you will find nominations materials. I appreciate your help in identifying individuals for this prestigious award. Please return the completed nomination packet digitally to: (your email)

Thank you.

Chapter (Identify Chapter) Representative

Name

**NYASP Ruth Steegmann Chapter School Psychologists**

**of the Year Awards**

**Nominations for the NYASP Ruth Steegmann Chapter School Psychologist of the Year awards are now being accepted. These awards recognize excellence in the provision of school psychological services across the 10 NASP domains of professional practice. Practicing school psychologists who spend the majority of their time providing direct services to children, teachers and parents are eligible to be nominated for this award. Winners are selected by a review panel from each chapter.**

**All NYASP Ruth Steegmann Chapter School Psychologists winners will be automatically nominated for the NYASP state-wide Frank Plumeau School Psychologist of the Year Award.**

**Instructions:**

**1) Complete and sign the nomination form. Include a nominations statement. This award requires a statement from the nominee; therefore, a nomination cannot be submitted without the nominee’s knowledge.**

**2) You are encouraged to submit a maximum of four one-page letters of support. Each letter should be typed and signed by the author. All documentation should be submitted digitally.**

**3. Please include a current resume of the nominee.**

**4) The deadline for nominations is July 15th. Please send to: (Add chapter reps email address)**

**5) A review panel from the chapter will each rate the nominations.**

**Thank you for nominating a school psychologist for this important award.**

**Ruth Steegmann Chapter School Psychologist of the Year**

**Candidate information**

**Name of Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_\_\_\_\_Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NYASP Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work E-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Job Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Full Time Employee? \_\_\_\_\_Yes \_\_\_\_\_No**

**Nominator Information**

**Name of Nominator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_\_\_\_\_\_Zip\_\_\_\_\_\_\_\_\_\_**

**Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work E-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home E-Mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ruth Steegmann Chapter School Psychologist of the Year**

**Nomination Statement**: In one page, please describe why the candidate should be considered for this award. Give specific examples in any of the following areas: data-based decision making; consultation & collaboration; student diversity; development of cognitive, academic, social & life skills; knowledge of schools & systems; prevention, crisis prevention & mental health; home/school & community collaboration; performs job in an exemplary manner; earns respect of others; has professional memberships and leadership. Please see the domains of school psychology for definitions of these areas.

**Ruth Steegmann Chapter School Psychologist of the Year**

**Nominee’s Statement**: 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? The statement must be signed and returned, along with the nominations packet to: (Add chapter reps name and email address)

*When completing the nomination form and statement, please consider highlighting your nominee’s leadership skills as they relate to the 10 domains of school psychology practice.*

**NASP Model 10 Domains of Practice**

**Practices That Permeate All Aspects of Service Delivery**

**Domain 1: Data-Based Decision Making**School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration**School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Domain 3**: **Academic Interventions and Instructional Supports**School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4**: **Mental and Behavioral Health Services and Interventions**School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5**: **School-Wide Practices to Promote Learning**School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6**: **Services to Promote Safe and Supportive Schools**School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7**: **Family, School, and Community Collaboration**School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8**: **Equitable Practices for Diverse Student Populations**School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9**: **Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10**: **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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.