

Whether you are here at the convention or you were unable to attend this year, as a NASP member you can access convention resources throughout the year as you confront a professional challenge or need information for a specific topic.

**2006 NASP Convention Presentation Materials - A Member Benefit** As a NASP member, several hundred convention handouts are available to you by visiting [www.naspservices.org](http://www.naspservices.org), clicking on Communities, and selecting the e-Community "2006 NASP Convention Presentation Materials," and then clicking on "Document Archives."

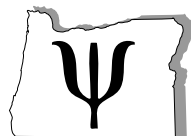
**2006 NASP Convention CD-ROM - Brings the Convention to You** If you would like even more of the convention experience, you can purchase the *Best of the NASP 2006 Convention* on CD-ROM. The CD-ROM is a compilation of premiere convention sessions and workshops

with audio synchronized to PowerPoint presentations and handouts. For those not at the convention, the opportunity to purchase the CD-ROM will be available starting in mid-April at [www.nasponline.org/conventions](http://www.nasponline.org/conventions).

**Response-to-Intervention (RTI) - More Resources for Members** In addition to the sessions at the convention on RTI, you will find several new RTI resources for NASP members by visiting [www.naspservices.org](http://www.naspservices.org) and clicking on "Member Resources." These member-only materials, include: a new handout for parents on RTI, an updated bibliography of recommended resources, and links to states and districts that are implementing model RTI programs.

**Join Us Next Year** I am glad I am here this year and I encourage you to make note of next year's convention dates and plan to be in New York City on March 27-31, 2007. It is a great city and I am sure the convention committee will ensure another outstanding program.

Oregon School Psychologists Association



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*The Oregon School Psychologists Association provides leadership in creating a brighter future for all Oregon children through professional affiliation, collaborative problem-solving, and promotion of practices that are both innovative and based on solid psychological and educational research.*

# OSPA Bulletin

Oregon School Psychologists Association  
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## OSPA Spring Conference April 28

Author Nancy Mather will bring her experience and skills to Oregon school psychologists this month in OSPA's one-day spring event. The day will focus on the issue of students who struggle with reading and writing skills. Mather teaches in the department of Special Education, Rehabilitation, and School Psychology at the University of Arizona.

The presentation will review what is presently known about how educators can reduce the difficulties children have in acquiring basic reading and writing skills. Mather will emphasize the roles that both formal and informal assessment can play, how the two kinds of assessment can work together, and how they should be linked to specific instructional interventions.

The day's discussion will (a) review the factors (including phonological awareness and rapid naming) that affect the development of basic reading and writing skills; (b) clarify the characteristics and educational needs of students with dyslexia; (c) survey effective instructional interventions for teaching word identification and spelling, and (d) look at types of classroom accommodations needed by students who struggle with the acquisition of basic reading and writing skills. At the end of this seminar, it is expected that participants will be able to:

1. Define and differentiate among the diverse factors that affect the development of reading and writing skills: phonological awareness, rapid naming, orthographical awareness, visual-motor skill, and oral language.
2. Define and explain phonological and orthographical dyslexia and be able to recognize these difficulties by analyzing a student's writing.
3. Explain the stages in reading development.
4. Understand the continuum of reading methodologies from explicit to implicit, including what types of students will benefit from which interventions.
5. Recommend and implement effective strategies for enhancing word identification and spelling skills.

At a glance...

### Spring Conference Details

Friday April 28, 2006 (8:30 AM ~ 4:30 PM)  
McMenamins Edgefield Campus, Troutdale, Oregon  
"Assessment and Effective Interventions for  
Students Struggling with Basic Reading and Writing Skills"  
Presenter: Nancy Mather, Ph.D

## News from NASP

Karen O'Brien, NASP Delegate

Convention CD-ROM

New this year is a CD-ROM of over 60 sessions and workshops with PowerPoint presentations, audio and handouts. You can review the contents of the CD-ROM online at [www.nasponline.org/conventions](http://www.nasponline.org/conventions). Once you reach the convention page, scroll down until you see CD-ROM on the left hand column, click on this link to view all the sessions on the CD-ROM. There is over 121 hours of CEP credit and many of them are the half or full day paid workshops being presented at the convention. This is on the public NASP site so you do not have to be a NASP member to view this information.

Children's Fund Auction

Every year the OSPA Board generously donates items to the auction, so the Children's Fund can provide services to children and schools. Fulvia Franco, Auction Co-Chair, recently emailed me with this note of thanks. "On behalf of the NASP Children's Fund Board, I would like to thank the Oregon School Psychologists Association for their generous contribution to the Children's Fund Auction."

NASP 2006 Election Results & 2007 Nominations for Oregon Delegate Rhonda Amistead, a practicing school psychologist in North Carolina and long-time NASP leader was elected as President-Elect. If you voted in this year's election, thank you!

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## News from NASP

With the 2006 election now complete, NASP moves directly into the 2007 election. During the 2006-07 year we will elect 17 state delegates as well as a President Elect and Treasurer. All have terms ending on June 30, 2007. My term as delegate ends on this date and I am not eligible to run again as I will have served two consecutive terms. Please contact me if you are interested in this leadership position and want more information about responsibilities and expectations.

Members interested in seeking nomination for an officer or delegate elections are encouraged to indicate their intent to the NAE Chair (Charlie Dupree) by June 15, 2006. The advantages of indicating your intent in writing is that your name will appear on the primary ballot and your name will appear in all publications and on the web outlining the nominations (primary) and election process. Members who do not indicate their intent by June 15 are still eligible to seek nominations but they will have to wage a write in campaign. Interested members should write of their interest to [cdupree@voyager.net](mailto:cdupree@voyager.net) by June 15, 2006.

**NASP Office Position Opening**

**Position Title:** Director of Professional Standards and Continuing Professional Development

**Location:** Bethesda, Maryland

**Supervisor:** Ted Feinberg, Assistant Executive Director

**Benefits:** Entire Package for Full-Time Employees per NASP Employee Handbook (January 2000)

**Level:** Director Level III

**Contact:** Ted Feinberg at [tfeinberg@naspweb.org](mailto:tfeinberg@naspweb.org)  
Responsibilities:

- Work with other NASP staff and leaders to incorporate Professional Standards with NASP policies and procedures.
- Develop ideas for increasing new applications and improving retention of current NCSP members.
- Work with state leaders to achieve NCSP approval in the remaining states in the country as a value added component towards certification.
- To offer NASP assistance and support for NCSP's seeking financial stipends or salary increases for their NCSP status.
- Reinforce and support an equitable, user-friendly Certification Board routing system to enable members to have direct contact on an as-needed basis with members of NASP Certification Board.
- Make regular checks of the existing and upcoming renewal list to maximize completion and promote member notification.
- Ensure that initial applications are carefully reviewed and sent on to Professional Standards in a timely manner.
- Conduct random quality control checks of office procedures to identify problems early and remedy the problems as soon as possible.
- Submit periodic articles for NASP online and *Communiqué* on FAQ's related to Professional Standards and Continuing Professional Development.

**E-journal**

NASP is in process of developing an e-journal for members that will be a forum of peer-reviewed discussion for practitioners and scholars. The articles will be evidence and research based with a focus on translating research into practice. The first edition will be on various views on response-to-intervention and will be available sometime in the summer.

**Comments/questions**

As always, if you have an idea for a NASP service, comments about services or questions, please do not hesitate to contact me. I'm happy to help you or pass your ideas along to the NASP leadership.

Plan to stay over after the conference and take advantage of the resort-like atmosphere. Play some golf, have a great meal, relax in the pub - paper yourself for a change! You work hard, so take care of yourself when you get a chance!

Mather specializes in the areas of assessment, reading, writing, and learning disabilities. In addition to her work as a university professor, she has served as a learning disabilities teacher, a diagnostician, and an educational consultant. Mather has published numerous articles, and she conducts workshops on assessment and instruction nationwide.

Mather is a co-author of the Woodcock-Johnson III, and has co-authored two books on interpretation and application of the WJ III: *Woodcock-Johnson III: Reports, Recommendations, and Strategies* (Mather & Jaffe, 2002) and *Essentials of WJ III Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001). In addition, she has recently co-authored the book: *Learning disabilities and challenging behaviors: A guide to intervention and classroom management* (Mather & Goldstein, 2001), and the *Essentials of assessment report writing* (Lichtenberger, Mather, Kaufman, & Kaufman (2004).

## No Cow Left Behind: Vermont Perspective

by Kenneth Rensen

As a principal facing the task of figuring out all the complexities of the No Child Left Behind legislation and its impact on education, I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

Since testing seems to be a cornerstone to improving performance, I don't understand why this principle isn't applied to other businesses that are not performing up to expectations. I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices since testing students is going to bring up test scores.

The federal government should mandate testing all cows every year starting at age 2. Now I know that it will take time out of the farmers' necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment but that should not detract us from what must be done.

Insure there are plenty of statistics to show what good milk producing performance looks like and the characteristics of cows who achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard. We will begin our testing finding out which cows now meet the standard, which almost meet the standard, which meet the standard with honors and which show little evidence of achievement. Points will be assigned in each category and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell it.

Now I'm sure farms have a mix of cows in the barn, but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper nutrition or a proper living environment. All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years, but it will be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows, but in the end this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms they will be allowed to go to the barn of their choice. Transportation may

become an issue, but it is critical that cows be allowed to leave their low performing barns. This will force low performing farms to meet the standard or else they will simply go out of business.

Some small farms will probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers, we cannot be expected to foot the bill to subsidize farms with dairy contracts. Even though no one really knows what the ideal cost is to keep cows content, the legislature will set a cost per cow. Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms. Some farmers may be upset that I proclaim to know what is best for these cows, but I certainly consider myself capable of making these recommendations. I grew up next to a farm and I drink milk.

I hope you will consider this advice in the spirit given and I hope you will agree that the NO COW LEFT BEHIND legislation may not be best for a small state like Vermont.

*(Kenneth Rensen is principal at Underhill J.D. School Jericho, Vermont. This article was reprinted from WSPA, Spring, 2005)*

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The *OSPA Bulletin* invites contributions. Professional issues and news, articles, questions, reviews, letters and graphic works should be sent to