School Psychologists Evaluation Process Training
September 2013
Learning Objectives

• Review the Evaluation Process steps

• Review Framework for 21<sup>st</sup> Century Learning

• Understand the North Carolina Professional Standards and Elements

• Understand the Evaluation Process for School Psychologists

• Understand the Vision for School Psychologists

http://ncees.ncdpi.wikispaces.net/School+Psychologists
Evaluation Process

Training and Orientation

Within 2 weeks on the job

The plan and a schedule

Self-Assessment

SW rates performance

Reflects throughout the year

Pre-Observation Conference

SW and evaluator meet

Provides plans

Prep for observation
Evaluation Process

Observation
- At least one a year
- SW engaged w/ students or families
- Observer notes adherence to standards

Post-Observation Conference
- within 10 days of Observation
- Discuss and document strengths and weaknesses

Summary Evaluation Conference
- End of the school year
- Discuss the varied components
- Rate, discuss, and sign

Professional Growth
- Develop a professional growth plan
- Discuss with evaluator and seek agreement
# Comparison of Probationary and Career Support Staff Member Evaluation Requirements

<table>
<thead>
<tr>
<th></th>
<th>Probationary</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Observation Conference</td>
<td>One (1) conducted prior to first formal observation</td>
<td></td>
</tr>
<tr>
<td>Formal Observation(s)</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Formal Post-Observation Conference</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Informal Observations</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>Multiple administrators confer regarding observation results and representation on the final/summative evaluation.</td>
<td></td>
</tr>
<tr>
<td>Options</td>
<td>Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.</td>
<td></td>
</tr>
</tbody>
</table>
Framework for 21st Century Learning

For more information, visit the Partnership’s Web site at http://p21.org
The Standards: School Psychologists

Standard 1: Demonstrate Leadership.

Standard 2: Promote a respectful environment for diverse populations.

Standard 3: Use their knowledge to improve student achievement.

Standard 4: Support student learning through the use of systematic problem-solving.

Standard 5: Actively reflect on their practice.
Standard One

School Psychologists
Demonstrate Leadership
Standard One Elements

A • School Psychologists demonstrate leadership in the school

B • School Psychologists enhance the school psychology profession

C • School Psychologists advocate for students, families, schools, and communities

D • School Psychologists demonstrate high ethical standards
Standard Two

School Psychologists promote a respectful environment for diverse populations
Standard Two Elements

A • School Psychologists promote an environment in which each student has a positive, nurturing relationship with adults.

B • School Psychologists use a global perspective to embrace diversity in the school, home, community.

C • School Psychologists support high expectations for all students.
Standard Two Elements

D. School Psychologists work collaboratively with students and families.

E. School Psychologists provide services that benefit students with unique needs.
Standard Three

School Psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.
Standard Three Elements

A • School Psychologists deliver comprehensive services unique to their specialty area.

B • School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.

C • School Psychologists facilitate student acquisition of twenty-first century skills.

D • School Psychologists develop comprehensive school psychological services that are relevant to all students.
Standard Four

School Psychologists support student learning through the use of a systematic problem-solving approach.
Standard Four Elements

A • School Psychologists use a variety of strengths-based methods.

B • School Psychologists help students develop critical thinking and problem-solving skills.

C • School Psychologists support students as they develop leadership qualities.

D • School Psychologists possess effective communication skills.
Standard Five

School Psychologists actively reflect on their practice
Standard Five Elements

A. School Psychologists analyze the impact of the school psychological services on student learning.

B. School Psychologists link professional growth to their professional goals.

C. School Psychologists function effectively in a complex, dynamic environment.
Standards Activity

• Divide into five groups
• Decide what the standard is about including the elements
• Key ideas from the standard
• What is the standard not about?
Review the Rating Scale

Distinguished

Accomplished

Proficient

Developing

Scenarios Activity

Review the standard and elements

– Rate yourself for this standard
– Read the scenario
– Rate the person in the scenario
Scenarios Activity

How does one move up the continuum?

– Developing to Proficient
– Proficient to Accomplished
– Accomplished to Distinguished
Artifact Suggestions

- Behavior Plans
- Professional Development
- Student Data
- Program Evaluations
- School Improvement Plan
- School Improvement Team
Reflective Questions

• What additional information do I need?
• What are the responsibilities of my administrator or supervisor?
• What are my responsibilities?
• How can I create my own independent learning community to continue to grow as a professional?
NCEES Wiki Site

http://ncees.ncdpi.wikispaces.net/NCEES+Wiki

Support Staff Page

http://ncees.ncdpi.wikispaces.net/Support+Staff+2012-13

School Psychologists Training Page

http://ncees.ncdpi.wikispaces.net/School+Psychologists
Survey

Live survey link: www.go.ncsu.edu/webinar

Please take a few moments to complete this online survey.
Closing Remarks

Chris Minard  Chris.Minard@dpi.nc.gov
DeLea Payne  DeLea.Pyane@dpi.nc.gov