



**NC Public Schools
READY for Success**

**School Psychologists Evaluation
Process Training
September 2013**



Learning Objectives



- Review the Evaluation Process steps
- Review Framework for 21st 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

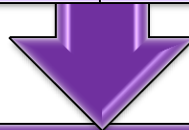
The plan and a schedule



Self -Assessment

SW rates performance

Reflects through-out the year



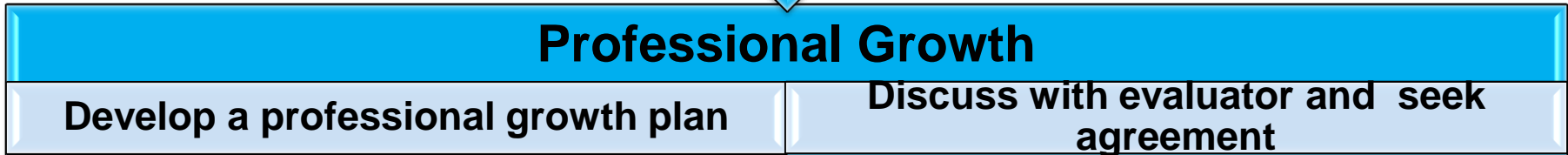
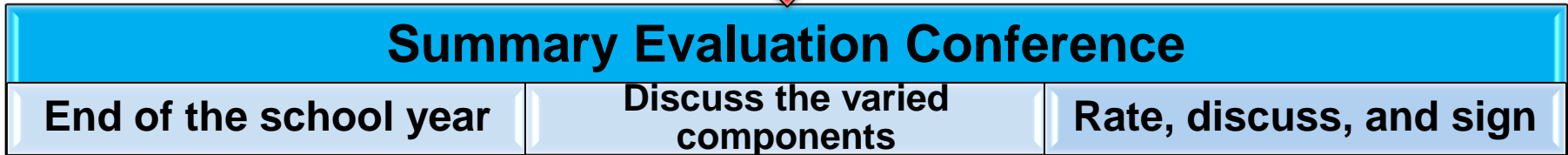
Pre-Observation Conference

SW and evaluator meet

Provides plans

Prep for observation

Evaluation Process



Comparison of Probationary and Career Support Staff Member Evaluation Requirements

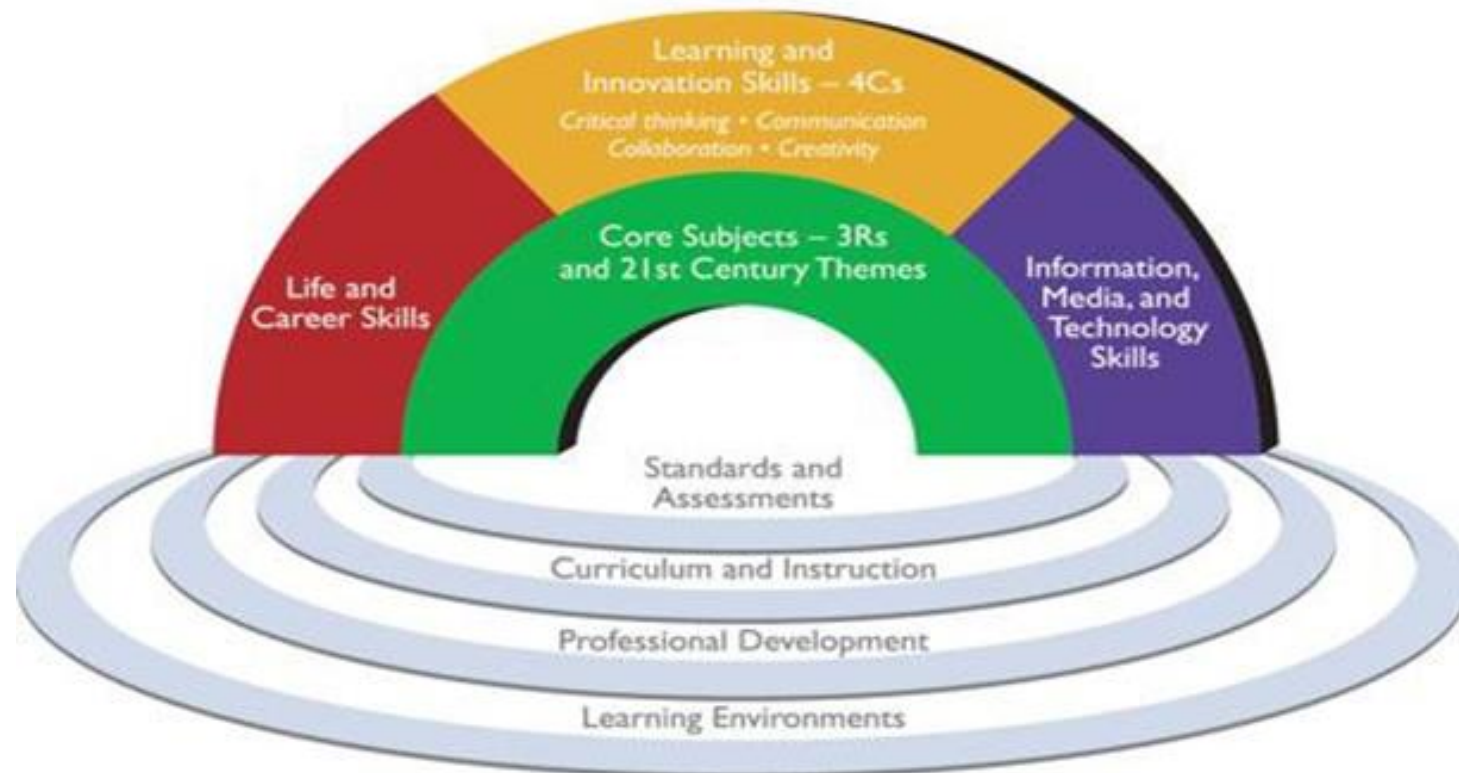


	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

Framework for 21st Century Learning



21st Century Student Outcomes and Support Systems



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



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



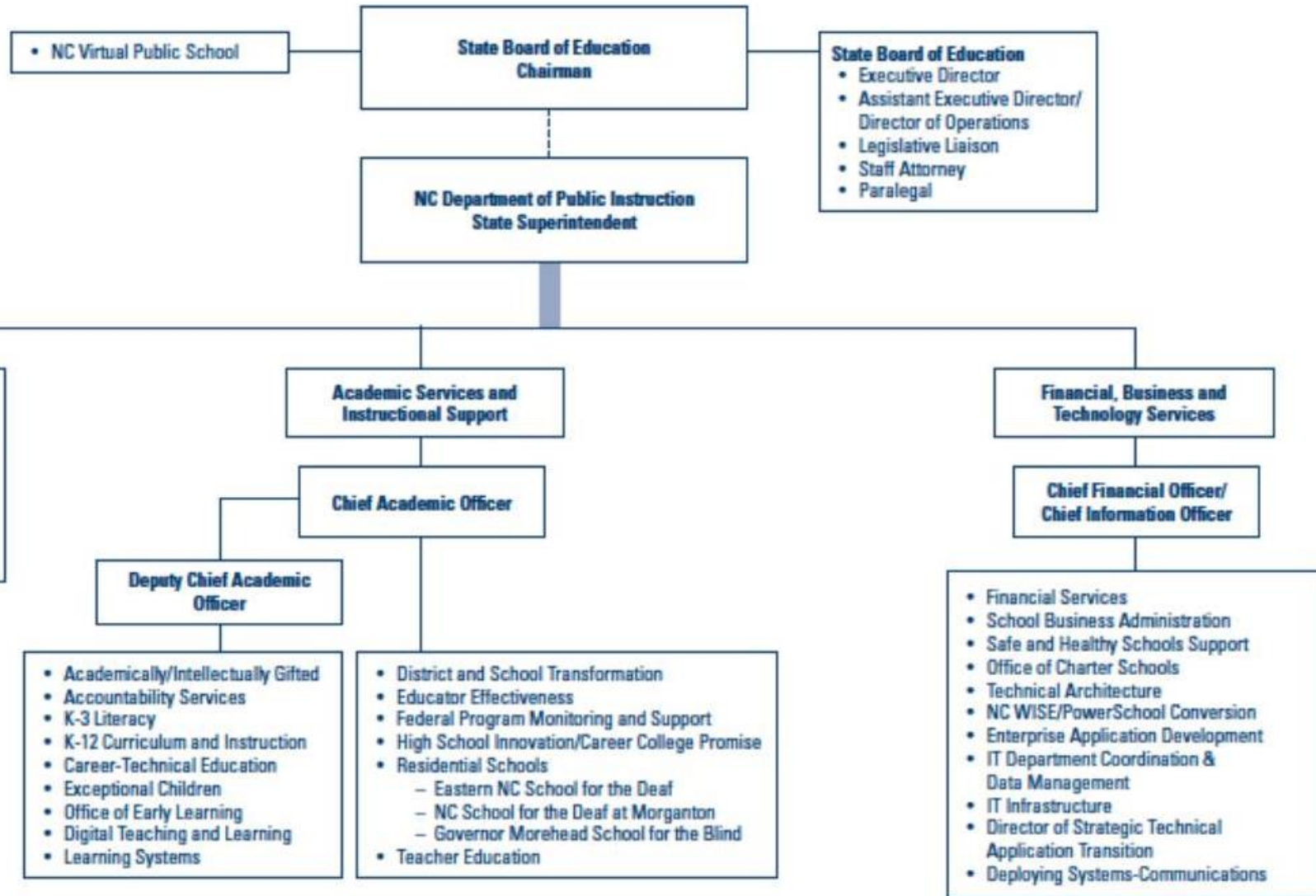
Live survey link:
www.go.ncsu.edu/webinar

Please take a few moments to complete this online survey.



Public Schools of North Carolina Organizational Chart

August 2013





NC Public Schools READY for Success

Closing Remarks

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