

Guiding Questions for Evaluator and Certified School Psychologist

ROLE: Certified School Psychologist

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

PROTOCOL FOR EVALUATION PROCESS

Prior to starting the observation with certified school psychologist, the evaluator should meet with the school psychologist to review the job description, the 10 areas of competency for school psychologists as defined by National Association of School Psychologists (NASP), what of the rubric is relevant to the school psychologist’s role as it exists in the LEA, and what is relevant as it relates to the school psychologist specific assignment. The evaluator should have access to the NASP Practice Standards and/or the NASP information sheet “What is a School Psychologist”. This information can be found on the NASP website at

http://www.nasponline.org/about_sp/whatis.aspx and <http://www.nasponline.org/standards/practice-model/> .

The school psychologist should bring to the conference a portfolio of work samples and be prepared to give examples of work functions for which there is no documentation. Work samples might include: evaluation reports, records of adherence to state timelines, behavior plans, etc. Examples of work for which there may not be documentation include: attendance at team meetings, IEPs, child study meetings, involvement in resolution of crises, etc.

It is recommended that the evaluator observe the school psychologist in a variety of settings throughout the year. It is also recommended that the evaluator draw information from other administrators who have had the opportunity to observe the school psychologist's performance in the school setting.

We suggest that the evaluator start with items such as:

1. Tell me about your work with students this year.
2. Tell me about your work with teachers and administrators.
3. Tell me about your work with parents
4. Tell me about your work with outside agencies/private providers.

As the school psychologist describes his/her role, the evaluator should listen and look for evidence on which to base their ratings in the various domains. Use guided questions and suggestions for "listen and look for" indicated in the following document. Before closing, the evaluator should ask the following:

5. Is there anything missing from this rubric?
6. Is there anything in this rubric that does not apply to you because of the parameters of your assignment?
7. Is there anything in this rubric that you do not have the opportunity to do?

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of SP Content and Best Practice

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of best practices
- If not covered in discussion ask questions that probes a salient aspect of school psychologist's work (see examples in the rubric)

1b: Demonstrating Knowledge of Client Development and Individual Needs

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of general areas of child development, behavioral and social needs, cultural influences, and student achievement.
- If not covered in discussion, ask questions that probe issues such as how assessment measures are selected to address individual student characteristics

1c: Demonstrating Knowledge of a Variety of Assessment Techniques

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has sufficient knowledge of assessment that he/she is able to establish student goals that are student friendly, measureable and aligned with PA Academic/Common Core Standards
- If not covered in discussion, ask questions probing how data are analyzed, the impact on goal setting, and how progress is measured.

1d: Demonstrating Knowledge of Resources

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of resources within and beyond the LEA that are credible, accessible, and when applicable research-based.
- If not covered in discussion, ask questions probing knowledge of websites, community and PDE resources, and tools (such as various research based classroom management programs) that can be shared with staff, students, and/or families.

Domain 1: Planning and Preparation

1e: Collaborating on the Design of Coherent Service Delivery

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of instructional and service delivery models to contribute to designing supports, processes, and resources applicable to students and families.
- If not covered in discussion, ask questions that probe the psychologist's knowledge of how data are interpreted and guides instruction, relevant characteristics of various instructional approaches and interventions, and how to evaluate the benefits of using particular service or instructional models.

1f: Designing Student Assessments

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist knows how to choose and/or design appropriate assessment measures to meet needs pertinent to groups and/or individual students.
- If not covered in discussion, ask questions regarding use of various types of assessment such as formative, summative, authentic, standardized, group and/or individual and their use relative to the group or individual student's needs.

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Possible Guiding Questions:

- It is noted that this item may be best appraised by direct observation of the school psychologist by the evaluator and/or other administrators.
- Follow-up discussion might address the school psychologist's perceptions of the outcomes of these observations.

2b: Establishing a Culture for Positive Mental Health and Learning

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is involved in activities that are related to improvements in student performance.
- If not covered in discussion, ask questions that address whether the school psychologist is involved in these types of activities (see examples in rubric).

2c: Managing Procedures

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist manages assigned duties in an efficient and timely manner.
- If not covered in discussion, ask questions that address functions for which there are legal or organizational expectations for timeliness of completion (e.g., state-mandated evaluation timeline).

2d: Managing Student Behavior

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is involved in activities related to fostering students' appropriate behavior in school.
- If not covered in discussion, ask questions that address how the school psychologist is involved in these types of activities (see examples in rubric).

2e: Organizing Physical Space

Possible Guiding Questions:

Domain 2: The Environment

- Listen and look for evidence that the school psychologist uses space in such a way to enhance efficiency and to maintain confidentiality.
- If not covered in discussion, ask questions about the school psychologist's work space.

Domain 3: Service Delivery

3a: Communicating Clearly and Accurately

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist performs effectively with students' parents. (This area may be best appraised by direct observation of the school psychologist.)
- If not covered in discussion, ask questions that address how the school psychologist interacts with parents.

3b: Using Data, Questioning, Discussion, and Consultation Techniques

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist consults effectively with teachers and administrators. (This area may be best appraised by direct observation of the school psychologist.)
- If not covered in discussion, ask questions about how the school psychologist consults with teachers and administrators.

3c: Enhancing Learning Outcomes

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist recommends or facilitates the use of evidence-based practices.
- If not covered in discussion, ask questions about how the school psychologist facilitates the use of evidence-based practices (see examples in rubric).

3d: Using Assessment in Learning and Mental Health Services toward Educational, Social, and Life Outcomes

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is effective in providing and/or facilitating the delivery of mental health services to students.
- If not covered in discussion, ask questions about how the school psychologist is involved in the delivery of mental health services to students (see examples in rubric).

3e: Demonstrating Flexibility and Responsiveness

Possible Guiding Questions:

Domain 3: Service Delivery

- Listen and look for evidence that the school psychologist is involved in the delivery of services that are preventive and/or responsive to students' academic and/or behavioral-emotional needs.
- If not covered in discussion, ask questions about how the school psychologist is involved in preventative and responsive services (see examples in rubric).

Domain 4: Professional Development/Professional Responsibilities

4a: Reflecting on Professional Practice

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates reflective practice and adheres to ethical and legal standards as well as engages in activities that allow for professional growth.
- If not covered in discussion, ask questions that relate to the engagement of professional learning opportunities such as reading materials, learning communities, webinars, or actual conferences attended and how the school psychologist follows best practice.

4b: Maintaining Accurate Records

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist maintains current/accurate student records in a secure, confidential location.
- If not covered in discussion, ask questions that relate to how records are stored and/or provided to appropriate personnel.

4c: Communicating with Stakeholders

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates effective written and oral communication with students, parents, administrators and staff and engages in advocacy for children, families, and best practices.
- If not covered in discussion, ask questions that relate to artifacts that are being reviewed in the context of timeliness, usefulness, accuracy and thoroughness.

4d: Participating in a Professional Community

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates participation in a professional learning community.
- If not covered in discussion, ask questions that relate to situations in which the school psychologist has collaborated with staff to improve services to students.

Domain 4: Professional Development/Professional Responsibilities

4e: Growing and Developing Professionally

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates consistent application of research in the implementation of practice and has sought out professional growth.
- If not covered in discussion, ask questions that relate to how the school psychologist has sought out current research related to best practices in education and has sought out professional growth opportunities.

4f: Showing Professionalism

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates consistent levels of professionalism and integrity.
- If not covered in discussion, ask questions that relate to services that are ethical and tailored to the individual or system with whom the school psychologist is working and/or enhance the field.