

## Orientation and Mentoring for Delaware School Psychologists

The following checklist is for the new School Psychologist to use during the first three years as a school psychologist to validate professional mentoring by colleagues regarding important domains of practice and responsibilities. It is required that a signature (or initials) of the mentoring school psychologist be entered in column three.

- \* = Need to know/provide before school starts
- \*\* = Need to know/provide by the end of the first week
- \*\*\* = Need to know/provide as soon as practical

		School Psychologist	Date
<b>Orientation</b>	<b>Secure needed professional locations, supplies, technology *</b>		
	<b>Accessing/sending email *</b>		
	<b>Accessing schedules of students/teachers **</b>		
	<b>Building Crisis plan *</b>		
	<b>Archiving or transferring psychoeducational reports ***</b>		
	<b>Building in-house communication (intercom, cell phones, walkie-talkie, and codes for emergency) *</b>		
	<b>Computer program/s *</b>		
	<b>Connections to Learning (DOE) ***</b>		
	<b>Contract for School Psychologists in district *</b>		
	<b>DEEDS ***</b>		
	<b>District student Code of Conduct ***</b>		
	<b>Dress code for students and staff *</b>		
	<b>Drug/alcohol policy for staff *</b>		
	<b>Faculty handbook *</b>		
	<b>Fire drill procedures *</b>		
	<b>Emergencies procedures *</b>		
	<b>Psychoeducational data storage *</b>		
	<b>Human resources district contact **</b>		
	<b>Internet/intranet *</b>		
	<b>Ordering supplies ***</b>		
	<b>Phone system/retrieving, forwarding, saving *</b>		
	<b>Printing reports *</b>		

		School Psychologist	Date
	School meetings/ schedule and required attendance *		
	School rules (health room passes, early dismissals, phone calls, cell use, etc) *		
	Smoking---strict no tobacco use policy **		
	Student handbook **		
	Student field trips and student off-campus activities ***		
	Substitute request / absences procedure *		
	Tour of school building (may be done and signed by administrator/designee) **		
	Wellness center (if applicable) ***		
	Withdrawals **		
	Review relevant research ***		
	Staff locations and contact information ***		
	Provide letter of introduction to staff – role of school psychologist ***		
	Provide information to staff regarding signs of depression/suicide***		
<b>Preparing for the Delaware Performance Appraisal for Specialists (DPAS II)</b>			
<b>Component 1: Planning and Preparation</b>			
<b>1a: Establishing goals for the psychology program appropriate to the setting and students served</b>			
	Setting goals for interventions relevant to student settings, age and needs ***		
	Developing goals following consultation with students, staff and parents ***		
	Goals are clear, concise, measurable		

		School Psychologist	Date
	and consistent with student needs and school programs ***		
	Evidence is consistent with seeking or achieving goals ***		
	Evaluate direct and indirect interventions ***		
<b>1b: Planning the psychology program integrated with the regular school program, to meet the needs of individual students and including prevention</b>			
	Understanding of the school as a system and the variants in each school ***		
	Proactive plan for student learning such as RTI, IST and Child Study teams ***		
	Proactive plan to address student behavior such as PBS, FBA's and behavioral support plans ***		
	Proactive plan for student safety, violence prevention and emotional needs such as anti bullying programs, anger management, CPI, and conflict resolution and mediation ***		
	Proactive plan to address students exhibiting signs of depression or suicide ***		
	Proactive plan to provide a positive mental health environment ***		
	Proactive plan for success in inclusive setting for students and staff ***		
<b>1c. Demonstrating knowledge of child and adolescent development, learning needs and psychopathology</b>			
	Care for children with cognitive, social, and emotional problems**		
	Clinical practice skills *		
	Division of Family Services		

		School Psychologist	Date
	<b>Identification and reporting ***</b>		
	<b>Collect information to understand student strengths and needs ***</b>		
	<b>Crisis intervention plan **</b>		
<b>1d. Demonstrating knowledge of regulations and resources</b>			
	<b>Administrative Manual Special Education Services **</b>		
	<b>District guidelines and procedures for school psychologists **</b>		
	<b>Review District, state and federal regulations and guidelines ***</b>		
	<b>Review 504 regulations and procedures **</b>		
	<b>Establish needed contact with state and community agencies that provide for services such as vocational training, counseling, assistive technology **</b>		
	<b>Have access to publications and other sources listing community service agencies **</b>		
<b>1e: Demonstrating knowledge of design, application and evaluation of the school psychology program</b>			
	<b>Accommodation to student population ***</b>		
	<b>Demographics ***</b>		
	<b>Accessing grades and attendance ***</b>		
	<b>Accessing schedule **</b>		
	<b>Referral, assessment and identification procedures **</b>		
	<b>Identification requirements for children with special medical, social, emotional and/or learning problems *</b>		
	<b>Psychological assessments/instruments *</b>		
	<b>Individual professional goals are set as part of the evaluation of the psychology</b>		

		School Psychologist	Date
	<b>program ***</b>		
	<b>Psychologist maintains a portfolio to document evidence of self-improvement and program evaluation ***</b>		
	<b>Evidence is consistent with seeking or achieving goals ***</b>		
	<b>Evaluate direct and indirect interventions ***</b>		
<b>Component 2: Professional Practice and Delivery of Service</b>			
<b>2a. Establishing a culture of positive mental health throughout the school</b>			
	<b>Create and maintain a safe, caring and inviting learning environment ***</b>		
	<b>Establish school wide mental health through involvement with programs/teams ***</b>		
<b>2b: Demonstrating flexibility, responsiveness, and rapport with students, staff and community</b>			
	<b>Balance schedule to meet needs of individual schools ***</b>		
	<b>Demonstrate flexibility, responsiveness, effective communication and good listening skills **</b>		
	<b>Ability to anticipate and clarify possible misunderstanding ***</b>		
	<b>Establish positive relationships with students ***</b>		
	<b>Demonstrate knowledge, sensitivity and skills to work with a variety of racial and ethnic backgrounds ***</b>		
	<b>Create working relationships with students, families, educators and community ***</b>		

		School Psychologist	Date
<b>2c. Establishing clear procedures for psychoeducational services</b>			
	<b>Utilize appropriate methods of assessment, crisis intervention, prevention ***</b>		
	<b>Establish clear procedures for consultation, collaborative programs, referral and assessment processes ***</b>		
	<b>Develop positive procedures for functional assessments and behavior management ***</b>		
	<b>Develop procedures through collaborative consultation with teachers and administrators ***</b>		
<b>2d. Establishing standards of conduct in the test center, organizing physical space for working with students and storage of materials</b>			
	<b>Monitor student behavior in a subtle, positive manner ***</b>		
	<b>Encourage student to self monitor behavior ***</b>		
	<b>Mutual respect is evident ***</b>		
	<b>Materials appropriate for each setting are available at the setting ***</b>		
	<b>A secure area is available for storage of testing materials, student information and other materials that need to be held confidentially ***</b>		
	<b>Work area is organized and inviting to students ***</b>		
	<b>Create an environment of respect and rapport ***</b>		
	<b>Work with case manager (if appropriate) to schedule meetings with teachers, parents and students ***</b>		

		School Psychologist	Date
	Use space, time and materials consistently and efficiently **		
<b>Component 3: Consultation and Collaboration</b>			
<b>3a. Collaborating with others: Participating on Child Study evaluation teams, IEP teams, and other school and district teams (RTI, PBS, etc)</b>			
	Collaborate with peers ***		
	Participate in student assistance meetings such as RTI, IEP, PBS, Child Study teams ***		
	Support collaborative decision making for referrals, eligibility decisions and IEPs ***		
	Clear interpretations of assessments and written reports ***		
	Contribute to knowledge base of team regarding student needs ***		
	Works with others to further team goals regarding the needs of students and other clients ***		
<b>3b: Responding to referrals: Consulting with teachers, administrators and parents, and planning interventions to maximize students' success</b>			
	Response and follow through with referrals for consultation and assessments **		
	Provide materials and references to parents and team members regarding student issues ***		
	Spoken and written language is clear and expressive ***		

		School Psychologist	Date
	<b>Information provided in a timely manner ***</b>		
	<b>Information provided in a manner that is understood by the specific audience ***</b>		
	<b>Interventions to address student learning, behavior, cognitive and social needs ***</b>		
	<b>Access to books and materials that provide a variety of ideas for interventions ***</b>		
	<b>Development of groups and programs to support students and teachers ***</b>		
	<b>Develop and implement prevention and intervention programs to promote psychological and physical well being of students ***</b>		
<b>3c. Providing Resources and Access: Maintaining contact with physicians and community health providers</b>			
	<b>Establish and maintain contact with community resources and mental health providers ***</b>		
	<b>Reference list of local professionals for parents and staff ***</b>		
<b>3d: Evaluating student needs in compliance National Association of School Psychologists (NASP) guidelines</b>			
	<b>Adhere to Best Practices consistent with NASP guidelines **</b>		
	<b>Provide information, training and workshops for teachers and staff ***</b>		
	<b>Reports provided in a timely manner ***</b>		
	<b>Maintain a high level of confidentiality with student, parents and peers ***</b>		

		School Psychologist	Date
	<b>Is extremely trustworthy demonstrating high standards of ethics and integrity *</b>		
	<b>Takes leadership role with colleagues ***</b>		
	<b>Primary student advocate ***</b>		
	<b>Maintains knowledge of current research and practice ***</b>		
<b>3e. Uses assessment data in planning and delivery of services</b>			
	<b>Use data from RTI, PBS, formal and informal assessments to help educators make evidence based instructional decisions ***</b>		
	<b>Identify multiple measures and a variety of assessments to document student improvement ***</b>		
	<b>Provide evidence of student improvements toward academic and behavioral goals ***</b>		
	<b>Encourages and involves students in self assessment through a variety of strategies, instruments and methods ***</b>		
<b>Component 4: Professional Responsibilities</b>			
<b>4a: Communicating with families</b>			
	<b>Confidentiality including FERPA/HIPAA *</b>		
	<b>Respect and sensitivity to cultural and linguistic traditions *</b>		
	<b>Communication is timely *</b>		
	<b>Families are viewed as primary resources in the understanding of student needs *</b>		
<b>4b: Maintaining</b>			

		School Psychologist	Date
<b>accurate records</b>			
	<b>Computerize records and student folder *</b>		
	<b>Student information in held in a secure location **</b>		
	<b>Records are understandable to other professionals ***</b>		
	<b>Student records are organized **</b>		
	<b>Computerized records should be processed and forwarded in a timely manner ***</b>		
<b>4c: Participating in a professional community and engaging in professional development</b>	<b>Collaboration with peers *</b>		
	<b>Leadership role with school, district and community to collaborate and solve problems ***</b>		
	<b>Membership in Delaware Association of School Psychologists (DASP) and National Association of School Psychologists (NASP) ***</b>		
	<b>Participate in school and district events and projects ***</b>		
	<b>Use of <i>Best Practices V</i> and other professional materials ***</b>		
	<b>ListServ access ***</b>		
	<b>Professional organizations (NASP, DASP, CEC, NEA, etc) ***</b>		
	<b>Five Year Professional Growth Plan***</b>		
	<b>Professional evaluation (DPAS II)</b>		
	<b>Set specific short and long term goals for professional development ***</b>		
	<b>Enhancement of knowledge ***</b>		
	<b>Acceptance of feedback ***</b>		
	<b>Access, utilize and evaluate up to date information and technology ***</b>		
	<b>Evaluate implementation of professional goals ***</b>		

		School Psychologist	Date
<b>4d. Reflecting on practice</b>			
	<b>Plan and document review of personal practice ***</b>		
	<b>Consider own impact on link between school mental health and education ***</b>		
	<b>Consider aspects of practice that could be improved citing alternative strategies ***</b>		
	<b>Review articles and journals ***</b>		
	<b>Uses valid data to evaluate effectiveness and need for modification of own services and of school based interventions and programs ***</b>		
	<b>Uses self assessment instruments ***</b>		
	<b>Enhances reflection through dialog with a mentor, other colleagues or a learning group ***</b>		