

NEW SCHOOL PSYCHOLOGIST MENTORING PROGRAM

New School Psychologist:

What You Can Expect During Cycle Two

The focus of Cycle Two is on planning and preparation and consultation and collaboration. You will explore how to plan and implement engagement in school psychology services. You will analyze assessment, consultation and interventions you are currently using for evidence of effectiveness. You will continue to observe experienced school psychologists. You will continue to hold discussions with your mentor related to components one and three. You will collect and analyze data reflecting your work.

- You will attend workshops on building an understanding of components one and three.
- You will attend a workshop on “How to Engage Students in Learning” with your mentor. You will be expected to bring two work samples/techniques you are currently using to analyze for engagement. During the meeting, you and your mentor will analyze those samples of your current work with students or teachers and consider any revisions.
- You may videotape the assessment/consultation/intervention when you are using your work sample/technique or invite your mentor in to observe. We encourage you to consider videotaping, which may mean that your mentor would do the taping for you and permissions would be collected if appropriate.
- Together you will explore the evidence of how well the work sample/technique engaged the student/teacher in the assessment/consultation/intervention.
- As you meet to review the assessment/consultation/ intervention plan, your mentor may ask you questions about areas that are not obvious on the plan document. You will respond to all components of planning during your discussion. Your mentor will script both what is seen on the plan and what you tell him/her during the discussion. Together, you will consider the evidence collected through discussion and identify artifacts related to the assessment/consultation/intervention that may provide a clearer picture of expected outcomes for the student/teacher. You will then use the completed documents to determine your current level of performance in planning and preparation and service delivery.
- Your mentor will observe you as you deliver service. He/she may be joined by a specialist.

- You will observe an experienced school psychologist or invite a specialist to model an assessment/consultation/intervention for you. Take notes and consider what you might want to use in your practice.
- You will meet with your mentor and explore the evidence collected. You will discuss what is going well and what challenges you are experiencing. You will select one component of domain three as your focus. You may not select “engaging students or teachers,” as you have already considered that component.
- Your mentor will observe your assessment/consultation/intervention and take notes on the component of practice that was your focus.
- You will meet again to discuss the evidence collected during the observation and changes that have taken place. You will consider what is going well and any challenges that you are facing. After your discussion, you will complete the “levels of performance” document for domain three and set goals for future professional development. A specialist may join your mentor in this process.
- Data reflecting your work: This experience may be done with or without a mentor. However, you will share your findings in a conference with your mentor. You will use multiple sources of data which may include standardized measures, district and/or classroom measures, narratives, pre/post surveys, or behavior changes to analyze student /teacher progress.