

NEW SCHOOL PSYCHOLOGIST MENTORING PROGRAM

Cycle Three: Assessment of Learning Expectations for Learning Teams

The purpose of a learning team is to provide school psychologists with the time to explore and discuss common topics. The quality of the discussions and interactions is influenced by preparedness of the individuals. In this professional community, conversations should provide meaningful dialogue and pose deep questions that relate to refining and reflecting on personal practice.

1. The members of the learning team will determine the schedule of meetings, location, and time. There should be sufficient time between meetings to allow the school psychologist to read the material, complete the form and implement the activities.
2. The schedule must be provided to the designated Lead Mentor. The Lead Mentor is responsible for seeing that the group has the materials necessary for the meeting and monitoring the group's progress. They are to attend meetings and are encouraged to join in the conversations. In the event they determine a group is not meeting or work is not being turned in, it is their responsibility to notify the site coordinator.
3. The learning teams may be comprised of new school psychologists and experienced school psychologists. The minimum number on a learning team is three. The maximum number should be limited in order to allow enough time for all participants to take part.
4. All participants are expected to be prepared for the meeting and to join in the conversation.
5. Group norms for listening and speaking should be established and upheld.
6. Each member of the group is required to take a turn facilitating a session. Groups may also choose to use a co-facilitator model. The designated Lead Mentor may assist the person/s in designing the format for the meeting and securing any videotapes or other materials needed. The facilitator is responsible for informing the participants what they will need to complete and bring to the session. There are copies of the Learning Team Facilitator's Guide in all districts/charter schools.
7. All participants are expected to have their work ready for review on the date designated by the Lead Mentor. Incomplete or poor quality work will result in the work being returned for revisions. Portfolios are to be turned in by the designated date in early spring.
8. Attendance at sessions is required. If a participant is unable to attend, he/she is responsible for informing the facilitator and designated Lead Mentor.