Educator Effectiveness

MADISON METROPOLITAN SCHOOL DISTRICT • PROMOTING A THRIVING WORKFORCE

MMSD Educator Effectiveness for Student Services

School Psychologist Examples: SPOs, PPGs, and Artifacts

Example Student Program Outcomes (SPOs) for School Psychologists

- I will _____ so that _____ *(target group of students)* will _____*(outcome)*. Currently, students demonstrate _____ *(baseline data)*. Our goal is for students to reach _____ *(data outcome goal)* by _____*(date or timeline)* as measured by _____ *(data source)*.

- I will implement a booster session of Zones of Regulation, a social-emotional intervention that targets self-regulation, for students with a baseline of 3 or more behavior referrals per quarter. 80% of students in the intervention will demonstrate a reduction in behavior referrals upon completion of the intervention, according to the Oasys behavior data system.

- I will implement the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program, with 6th grade screening, student interviews, and small-group intervention for students identified with trauma exposure and PTSD symptoms. Baseline PTSD scores that meet the threshold of “clinically significant” will be reduced in 70% or more of students who complete the CBITS program, as measured by our pre-post survey data.

- I will facilitate the Eye-to-Eye tutoring program for students with disabilities at my school this year. Students with an IEP in the area of Specific Learning Disabilities or Other Health Impairment who are recommended for support with homework completion (by parents or teachers) will be invited to attend. 80% of students in the Eye-to-Eye program will show an improvement in homework completion, class grades, and/or classroom engagement as measured by classroom data and teacher surveys.

- I will utilize the DBT STEPS-A small-group intervention program to reduce thoughts of self-harm or suicidal ideation for students identified at-risk on our depression screening. Baseline scores above-threshold on the Columbia Depression Screener will be our system for identifying students, and post-intervention screening will be used to measure a reduction in depressive symptoms, with a goal of 75% or more students demonstrating a reduction. Students will be able to clearly identify (1) personal goals for reduction in thoughts of self-harm or suicidal ideation, (2) who they can talk to at school if these thoughts occur, and (3) dialectic behavioral strategies to employ in times of crisis.

- I will facilitate Student Support and Intervention Team (SSIT) meetings at my school for the purpose of individual student problem-solving. Students will be referred through teacher-identified concerns for behavior or academic purposes, or generated by our team through our early warning system. 80% of students who come through the SSIT process will demonstrate an improvement in either (1) behavioral functioning, (2) academic outcomes, as measured by school-wide data systems.

- I will increase parent participation in SSIT meetings at my school, so that students have a stronger link between school performance and family expectations. Current baseline data indicates that 40% of SSIT meetings include a parent in attendance, whereas my goal is to increase parent involvement to 90% or more. Student outcomes such as behavioral or academic improvement will be measured with school-wide data systems.

- I will implement an attendance intervention program that targets youths who are at risk of school dropout. Baseline data indicates that participants in the intervention typically demonstrate attendance rates of 20-70% before being enrolled in the intervention. Upon completing the intervention, our goal is for over half of the students enrolled will meet the district goal of a 94% attendance rate, based on Infinite Campus attendance logs.

Example Professional Practice Goals (PPGs) for School Psychologists

- I will attend _____ to learn about and implement _____ at my school. *(Tie to SPO, if appropriate).*

- I will facilitate _____ training at my school, to improve staff understanding/awareness/skills in the area of _____. *(Tie to SPO, if appropriate).*

- I will attend and engage in professional learning activities at the DBT STEPS-A learning strand, in order to support my implementation of an evidence-based tier 2 intervention at my school.

- I will attend the Effective Teaming PD strand and bring resources to my Student Services Team meetings at my school, in order to improve our goal-directed student outcomes and increase productivity during meeting times.

- I will engage in cultural competency workshops to improve my team's awareness, sensitivity, and responsiveness to issues of racial and cultural equity in our school.

- I will facilitate bullying/harassment training at my school with all staff, to increase their familiarity and understanding of district policy and improve our team's response to incidents of student bullying and/or harassment when they occur.

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Example Artifacts to Upload to My Learning Plan

- Intervention curricula/materials that the school psychologist implements
- Intervention materials the school psychologist has created (e.g. a crafted “Engine Chart” that a child may use when feeling escalated)
- Intervention materials that students create (e.g. “My Story of Overcoming”--a child’s self-expression activity embedded in a social/emotional intervention)
- Professional Development literature/resources
- Student outcome data: attendance, grades, academic test scores, behavior referrals, pre/post data, etc.
- Satisfaction surveys: staff, students, and/or families
- Parent/student testimony (e.g. “Ms. Smith’s anger management intervention helped my child with…”)
- Research articles
- School Improvement Plan: links to your PPG or SPO
- Team meeting notes or agendas to demonstrate school psychologist’s implementation of items in SPO or PPG