

WORKSHOP 2

Finding and Keeping the 5's

By:

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**PNW Institute 2016
Workshop Outline
*Finding and Keeping the 5'S***

- I. Outcomes - Identify strategies for:
 - A. Recruiting high quality applicants
 - B. Utilizing a process to select the best candidates
 - C. Growing and supporting quality staff
 - D. Evaluating personnel to ensure the students have the most effective school staff providing their education
- II. Teacher quality...is the most important school-related factor influencing student achievement. “ (King 2003)
 - A. The top priority for employing school staff is to provide quality education for all students
 - B. The “5’s”
 - 1. “5’s” are Super Stars
 - 2. “1’s” shouldn’t be around children
 - 3. May need to settle for “3” or “4”
 - 4. Support and mentoring
 - a. Move employee 1-2 levels (“3” –“4” etc.)
 - b. Very rare to mentor a “1” to become a “5”
 - C. Recruiting
 - 1. Marketing
 - a. Target sources potential candidates will utilize
 - b. Word-of-mouth
 - c. Professional On-line
 - d. Job Fairs
 - e. College courses and seminars
 - 2. Job Descriptions
 - a. Knowledge
 - b. Skills
 - c. Experience
 - 3. Decision Process
 - a. When
 - b. Where
 - c. Panel Members
 - d. Contingency Plans
 - 4. Candidates
 - a. Applications

- b. Resume
 - c. Reference Letters
 - d. Evaluate application for:
 - i. Highlights
 - ii. Strengths
 - iii. Questions
 - iv. Concerns
- D. Interview
- 1. 6-8 Candidates
 - 2. Panel
 - a. Representation
 - b. Role
 - c. Clarification/Guidance regarding prompting
 - d. Individual Ranking
 - 3. High Quality Questions
 - a. Skills/Knowledge/Experience
 - b. Role Play
 - c. Writing sample
 - d. Aren't answered by "yes" or "no"
 - e. Not "disguised" as answers or hint at the correct answer
 - f. Cause the person to seek and find their own response
 - g. Caution panel about coaching candidate to get the "right" answer
 - 4. Candidate's Responses During Interview
 - a. Poise
 - b. Responses
 - c. Timing
 - d. Reactions
- E. Reference Checks
- 1. Contact
 - a. Supervisor
 - b. Others
 - 2. Questions
 - a. Experience
 - b. Work Ethic
 - 3. Listen for
 - a. Responses
 - b. Silences
 - 4. Your Response
 - a. Enthusiastic
 - b. Neutral
 - c. Concerned
- F. Will this person be a "5"?
- G. If no "5"s available

1. Select a “4” and plan on additional mentoring
 2. Only settle for a “3” if absolute necessity
 - a. Monitor closely
 - b. Balance need for support and mentoring with time available
 - c. Document recommendations and response
 3. If only “1” and “2” available, repost position
- III. Supervising and Mentoring Staff
1. Growing Quality Staff
 2. Supervising/Supporting
 3. Evaluating
 4. Professional Development
 5. Retention
 6. Termination
- B. Competency Ladder
1. Unconsciously Competent
 2. Consciously Competent
 3. Consciously Incompetent
 4. Unconsciously Incompetent
- C. Orientation
1. Personal Welcome
 2. Professional Expectations
 3. Mentor
 4. Collaboration
- D. Professional Development
1. Curriculum
 2. District/State Requirements
 3. Technical Expertise
 4. Personal Growth
 5. Challenges
 - a. Competing Priorities
 - b. On-going Training and Application
 - c. Sources
 - d. Funding
 - e. Time
- E. Supervising and Supporting
1. Maslow Hierarchy of Needs
 2. One Minute Manager
 - a. One Minute Goals
 - b. One Minute Praising’s
 - c. One Minute Reprimand
 3. Classified Evaluation
 - a. Contractual Obligations
 - b. Job descriptions

- c. Goal Setting
 - d. Evaluation Protocol
 - 4. Certificated Evaluations
 - a. Student Learning
 - b. Personal Goals
 - c. District Priorities
 - d. Informal Observations
 - i. Effort and Enthusiasm
 - ii. Relationships
 - iii. Work Ethic
 - e. Formal Observation
 - f. Post-Observation
 - 5. Evaluation Conference
 - a. Purpose
 - b. Time
 - c. Anticipated Outcomes
 - d. Surprises
 - e. Follow-up
 - f. Sandwich Principle
 - 6. Retention
 - a. Satisfiers
 - b. Dissatisfiers
 - 7. Termination
 - a. Fight or Flight
 - b. Destruction of Morale and Results
 - c. The Longer You Wait...
 - d. Contact HR Director early and often
 - e. Frisk Model
 - i. Facts
 - ii. Rule
 - iii. Impact
 - iv. Suggestions
 - v. Knowledge
 - f. Termination
 - i. Counsel Employee
 - ii. Verbal Warning
 - iii. Written Warning
 - iv. Suspension
 - v. Termination
- IV. Remember: The top priority for employing school staff is to provide quality education for all students

Job Description: School Psychologist

A school psychologist is a credentialed professional whose primary objective is the application of scientific principles of learning and behavior to improve school-related problems and to facilitate the learning and development of children in a school setting. Under the direction of the Director of Special Education or designated supervisor, he/she provides services such as psychological counseling and eligibility services to children, teachers, and parents.

Major Functions include:

- Diagnosing and formulating educational treatment plans and strategies including, but not limited to, case study evaluations, recommendations for remediation or placement, and periodic reevaluation for students with a variety of disabilities
- Utilizing assessment data about a student and his/her environment to develop appropriate interventions and programs.
- Developing succinct and detailed reports of assessment results aligned with state requirements including recommendations regarding eligibility for special education services and instructional strategies.
- Consulting with instructional staff to develop and implement classroom behavior support plans, methods, and procedures designed to facilitate pupil learning, including alternative replacement behaviors as appropriate.
- Participating and collaborating in IEP meeting regarding the development and implementation of IEPs, utilizing assessment data to guide instruction as appropriate.
- Providing psychological counseling and other therapeutic techniques for children and parents, including parent education.
- Through regular and ongoing consultations with parents, assisting them in understanding the student's social-emotional development, progress, behavior, educational recommendations, and other issues
- Serving as a resource to provide consultation and technical assistance to school staff and others concerning mental health, behavioral, and educational issues
- Keeping abreast of developments and research in the field of school psychology in the areas of learning, behavior and social/emotional development.
- Having knowledge of current theory and research about crises, provide crisis intervention assistance to students and school staff

Degrees and Qualifications required

- Credential and/or license authorizing the provision of school psychological services, including specialized advanced graduate course work (NCSP – National Certified School Psychologist not required but a plus)

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- Valid driver's license
- Bilingual Spanish preferred
- Additional courses/training in positive behavior supports (PBS) preferred

Specialized Knowledge and Expertise

- Current knowledge of applicable state and federal laws, codes, and regulations, including mandates related to special education
- Curriculum standards, methodology, accommodations and modifications
- Positive behavior interventions, including, but not limited to behavioral modifications (PBS) and progress monitoring
- Appropriate assessments and eligibility criteria to determine if a student has a disability, including consideration of environmental, social, and cultural differences

Experience Desired

- Experience in assessment of students from preschool through secondary in a public school setting
- Experience working with students on the autism spectrum and students with multiple disabilities
- Experience in providing counseling to students, parents, school personnel

Skills

- Prepare and maintain detailed and accurate records and reports according to applicable standards
- Communicate effectively both orally and in writing with students, parents, school staff and community agencies
- In a variety of situations, work independently with minimal supervision
- Meet schedules and timelines
- Emailing, presentations, word processing, spreadsheet and internet browsing

School Psychologist Interview Questions

Name of Applicant: _____ Date: _____
Interviewer: _____ Position: _____

1. Tell us a little about your background and why you decided to become a school psychologist? Why are you interested in working for this district?
2. Given the multifaceted nature of the school psychologist role, what do you view to be the most important aspects of the job? Describe your perception of the ideal job responsibilities for a school psychologist.
3. How would you evaluate a 14 year old student referred to you based on significant behavior and emotional problems? What measurement(s) would you use to determine if he has a disability? How would you define appropriate behavior interventions?
4. What assessments instruments are you most familiar with? How do you use assessment results in assisting the IEP team with developing IEPs?
5. As a part of an assessment process, you find you have a serious dilemma. You discover that your results are in sharp conflict with those of the special education teacher and speech and language pathologist. How would you resolve this to everyone's satisfaction?
6. Mrs. Smith has disrupted yet another IEP meeting with her constant demand for more special education interventions for her child. She already has a reputation for being critical and demanding of school staff who feel her child is making significant progress and are recommending more time in general education classes. How do you interpret the dynamics of this meeting? What should your responsibility be in the IEP meeting?
7. A student with a learning disability started a fight with another student who subsequently had to be transported to the Emergency Room. Describe your responsibility in the process to determine if this student's fight with another student is a manifestation of his disability. What are the implications for the student?
8. You have, along with other assessment team members, completed an evaluation of a six year old pupil. You reveal that the student is functioning within the lowest 5% of the general population in all areas of development. His health history indicates that as a baby he had high fevers and inconsistent medical attention. How would you share these results with the parents? What would you hope to achieve in your meeting with them?

9. Please tell us how you prepare reports, meet deadlines etc. Do you have a system in place to assure that you are punctual and accurate?
10. What are your future goals, and what are your plans for personal continued professional development?
11. What is MTSS, and what do you see as your role at a school site that is initiating a system for intensive intervention?
12. Is there anything else you would like to share about yourself? Do you have any questions for us?

Special Education Teacher - Job Description

Job Summary: The position of Special Education Teacher was established for the purpose/s of providing support by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group or individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues under the direction of the principal or designated administrator.

Major Functions include:

- Providing students with specialized instruction based on their unique needs resulting from their identified disabilities
- Using peer-reviewed, research-based instructional strategies to facilitate learning in core academic subjects
- Demonstrating competence in subject matter and presenting lessons with a clear and logical structure to a diverse group of students with varied skill levels
- Developing and presenting daily lesson plans utilizing a variety of proven specialized instructional techniques based upon the unique needs of individual students with a variety of learning needs
- Utilizing assessments such as psychological reports, academic reports, and other service provider reports and their results to develop a preliminary IEP to be reviewed and modified, if necessary, by the IEP team.
- Implementing student IEPs in accordance with state and federal law.
- Monitoring individual student's progress utilizing data that reflects student performance on his or her IEP goals; using the data to drive instruction by adjusting based on needs of student
- Using data collected on students regarding progress, the Special Ed teacher will provide useful and timely feedback to students, teachers and general education teachers.
- Demonstrating appropriate classroom management skills in order to keep students on task in a positive learning environment.
- Writing and implementing effective positive behavior plans for students and assuring those students' manifestations are directed to positively reinforced behaviors
- Communicating and collaborating with general education teachers, other special education teachers and related service providers to assure students are receiving the appropriate education

- Performing assessment duties as required, which may include administering state standardized tests, teacher-made tests, and individual and group administered academic tests
- Performing other reasonably related duties as required by school or district

Certificates/Qualifications:

- A valid special education credential, or ability to obtain, from the state in which you are applying
- Meets the Highly Qualified Teacher requirements
- Possession of a general education multiple or single subject credential is preferred and National Teacher Certification is a plus

Content Knowledge:

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development
- Current laws and regulations pertaining to students with disabilities
- Policies and procedures pertaining to IEPs as well as assessment practices and statistics relevant to the behavioral sciences

Experience:

- Experience should include a minimum of two years providing specialized academic instruction to students with disabilities in multiple grade levels from pre-school to secondary

Skills and Abilities:

- Must possess the ability to work well not only with administration and other special education teachers and general education teachers, but also with paraprofessionals, parents and, of course, students and possess mature judgment and initiative
- Plan, organize and prepare IEPs, behavior and transition plans as appropriate
- Utilize technology, including emailing, word processing, spreadsheet and internet browsing

Special Education Teacher Interview Questions

Name of Applicant: _____ Date: _____

Interviewer: _____ Position: _____

1. Before we begin, could you briefly tell us a little about yourself, including your training, experience and strengths as an educator? Please explain your philosophy regarding educational opportunities for students with disabilities.
2. Why did you choose a career in special education? What aspects of this position interest you?
3. How would you define special education services that provide educational benefit to the student?
4. What are some of the challenges you will face as a Special Education teacher providing special education services in inclusive settings? How will you address these challenges?
5. Please tell us what assessment instruments you have administered and how you use assessment results in developing IEPs.
6. If we walked in to your classroom, what kind of learning environment would we expect to see?
7. What specific strategies or programs have you used or been trained in for teaching reading and math to your special education students?
8. Describe your classroom management plan. Give specific examples of techniques you would use to implement positive behavior supports.
9. Let's do a brief role play. I'm a parent who wants to discuss what I perceive as a lack of sufficient progress for my son in meeting the state standards. Your records indicate that my son is consistently making progress on his goals, but he continues to have significant disabilities that impact his ability to meet the same standards as his nondisabled peers. (Act out this scenario.)
10. How do you manage the seemingly excessive amount of IEP paperwork, meeting deadlines, parent conferences etc.? If you have an effective system you use, could you describe it for us?
11. Describe how you effectively collaborate with other staff members, such as instructional assistants, general education teachers, and other IEP team members?
12. Is there anything else you would like us to know about you? Do you have any questions for us?

**CERTIFICATED PERSONNEL
 Telephone Reference Check**

Date _____

Candidate's Name _____

Reference Check Provided by _____ Title _____

School/District _____

What position did the candidate hold? _____

How long did you work with or supervise this individual? _____

	OUTSTANDING	SATISFACTORY	UNSATISFACTORY	NOT OBSERVED	COMMENTS
As a whole, how would you describe the candidate's abilities/talents as a teacher?					
How would you describe the candidate's rapport with coworkers?					
Did this candidate get along well with supervision?					
How would you describe this candidate's attitude toward students?					
In your opinion, did parents feel comfortable approaching this person?					
Are there any particular lessons, methods or instructional techniques that stand out to you?					

	OUTSTANDING	SATISFACTORY	UNSATISFACTORY	NOT OBSERVED	COMMENTS
What do you consider this candidate's strengths? Can you give an example where this strength was particularly useful?					
Was this candidate willing to participate in extra-curricular activities or assignments? Would you be willing to give an example?					
How was this person's attendance? Was he/she punctual?					
Are there any areas in which you think this candidate could use additional coaching or training?					
Would you reemploy this person if given the opportunity?					
Other comments:					

Signature: _____


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PNW Institute 2016
Workshop Outline

References

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Outcomes

- › Identify strategies for:
 - ❖ Recruiting high quality applicants
 - ❖ Utilizing a process to select the best candidates
 - ❖ Growing and supporting quality staff
 - ❖ Evaluating personnel to ensure students have the most effective school staff providing their education

Isabella



It takes all of us!

Staff



"Teacher quality... is the most important school-related factor influencing student achievement."
(King 2003)

4

"Finding the 5's"


4

2

5?

1

3



5

"Finding the 5's"

"5's" are Super Stars

"1's" shouldn't be around children

Move quality 1-2 levels

6

"Finding the 5's"

- Recruit
- Interview
- Reference Checks

7

Marketing

- › Target Sources
- › Word-Of-Mouth
- › Professional Websites
- › Job Fairs
- › College Courses and Seminars


8

Recruit

- Job Descriptions**
 - Knowledge
 - Skills
 - Experience
- Decision Process**
 - Where
 - How Many
 - Interview panel
 - Hiring Process
- Candidates**
 - Application
 - Resume
 - Yes/No/Maybe
 - Unique Expertise

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Put It Into Practice

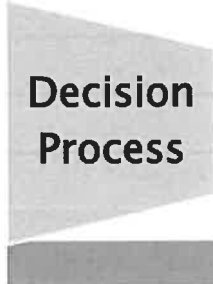


Job Descriptions

- ❖ Knowledge
- ❖ Skills
- ❖ Experience

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Put It Into Practice




Decision Process

- ❖ When
- ❖ Where
- ❖ Panel Members
- ❖ Contingency Plans

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Put It Into Practice



Candidates

- ❖ Highlights
- ❖ Strengths
- ❖ Questions
- ❖ Concerns

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Interview

- › Representation
- › Role
- › Clarification vs. prompting
- › Individual Ranking
- › Skills/Knowledge/Experience
- › Role Play
- › Writing sample



Panel Questions

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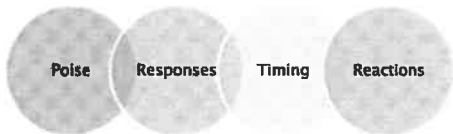
Interview

High Quality Questions

- ❖ Aren't answered by "yes" or "no"
- ❖ Not "disguised" as answers or hint at the "correct answer"
- ❖ Cause the person to seek and find their own responses
- ❖ Caution panel about coaching candidate to get the "right" answer

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Interview



Poise Responses Timing Reactions

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The most reliable predictor of future success is past performance.

Therefore check references carefully before making a decision!

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Reference Checks

Contact	• Supervisor • Others
Questions	• Experience • Work Ethic
Listen For	• Responses • Silences

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Your Response

› Enthusiastic 😊


› Neutral 😐

› Concerned 😬

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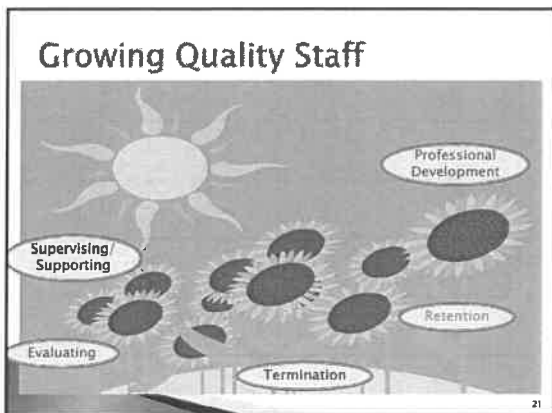
*Will this person
be a "5?"*

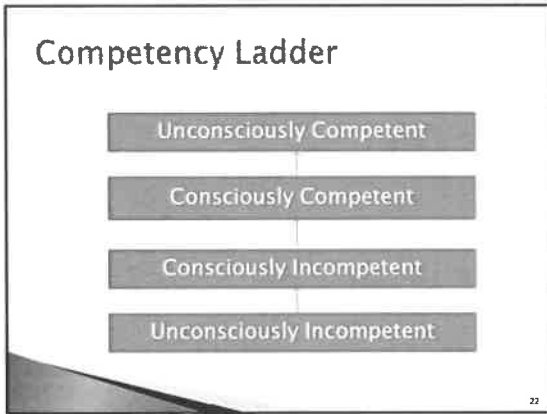
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Remember "Your Isabella"

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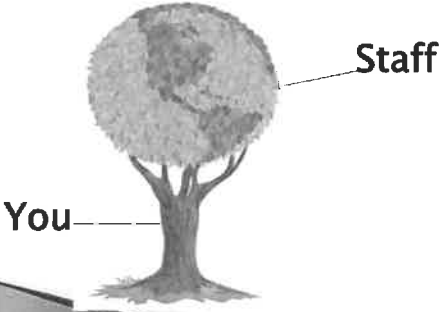
Professional Development

- ▶ Competing Priorities
- ▶ On-going Training and Application
- ▶ Sources
- ▶ Funding
- ▶ Time



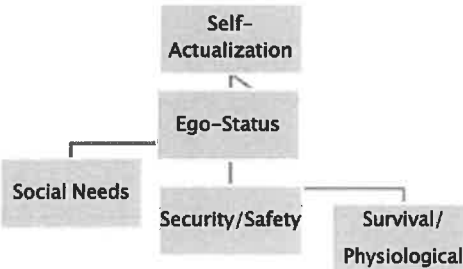
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Supervising & Supporting



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Hierarchy of Needs*



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graph TD; A[Self-Actualization] --- B[Ego-Status]; B --- C[Social Needs]; B --- D[Security/Safety]; B --- E[Survival/Physiological];
```

*A.J. Maslow

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The New One Minute Manager*

- ▶ One Minute Goals
- ▶ One Minute Praisings
- ▶ One Minute Re-Directs



*Blanchard, Johnson, & Spencer

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Evaluation

“Evaluation is systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards.”

Wikipedia 2009

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Classified Evaluations



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Certificated Evaluations »

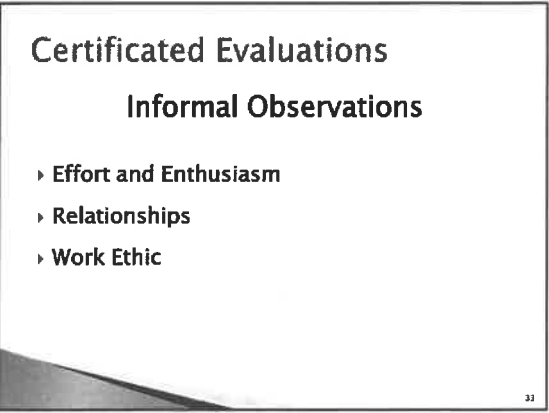
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Certificated Evaluations

-  **Student Learning**
-  **Personal Goals**
-  **District Priorities**

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Certificated Evaluations
Informal Observations

- › **Effort and Enthusiasm**
- › **Relationships**
- › **Work Ethic**

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Certificated Evaluations

Formal Observation	Post-Observation
› Preconference	› Written evaluation
› Scheduled observation	› Post conference
› Observable and measurable behaviors	› Follow-up

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Evaluation Conference

Purpose

Time

Anticipated Outcomes

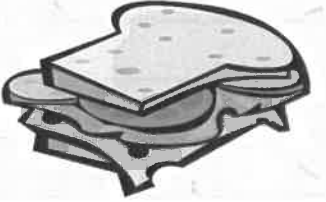
Surprises

Follow-up

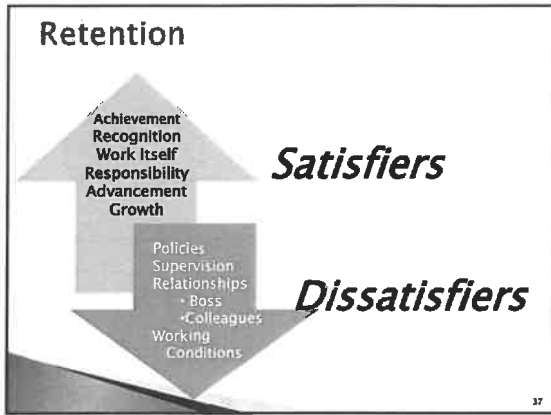
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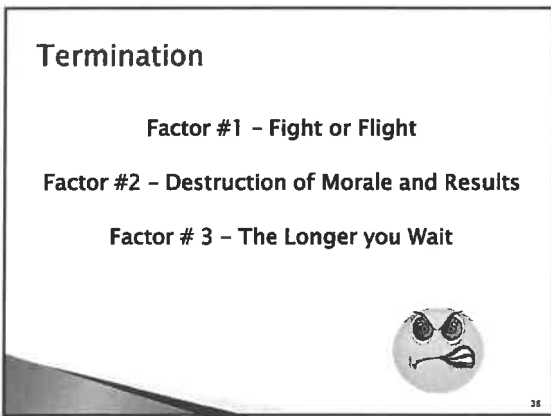
Evaluations

Sandwich Principle



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Termination

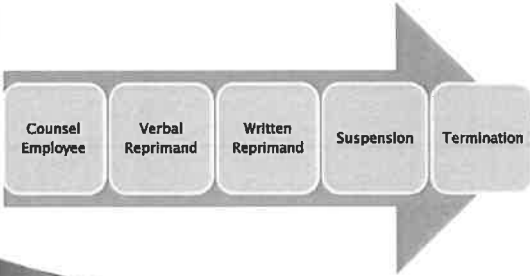
FRISK Model

- 1) **Facts**
- 2) **Rule**
- 3) **Impact**
- 4) **Suggestions**
- 5) **Knowledge**



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Termination



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Staff

Isabella deserves services provided by quality staff to help her grow and learn.
Make It Happen!

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