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Describe the site where you work and how you decided on this type of placement.

I work in an inner city school district in our state's capitol, serving two elementary schools on the city's east end. I chose to work in an inner city environment because I believe that this is where the most longstanding and effective societal change can occur. Our kids are extremely disadvantaged but have so much potential. Unfortunately, though, many times our families need to focus on basic needs and survival and simply don't have the energy or resources to put into championing education, too. I can be that champion for our kids and help support them in school, which is the best opportunity for them to be as successful as possible in the future.

How do you promote social justice in your school and community as a part of your role?

I'm a career-switcher, having previously worked in the field of international economic development, so I feel that I bring a unique set of skills in helping to facilitate awareness and communications amongst diverse populations. I've provided trainings about culturally sensitive assessments and reports. Even though my schools are linked closely, they often see a variety of different concerns arise. In one, gentrification is beginning to unfold, which means we are having direct communications to teachers about how to manage small groups and more involved parents. In another, we are looking at the best way to support families in a virtual learning environment, connect them to community resources, and increase attendance while supporting basic needs. There is no "one size fits all." Although my schools

are only a couple blocks apart, the needs and social justice advocacy are completely different. I also participate in my state association's Social Justice Committee and lead the Social Justice Book Club.

Describe your engagement in your district in regards to promoting social-emotional learning (SEL) supports in a multitiered system of supports (MTSS) context. How did you get involved with this?

In my internship year, due to a class requirement, I created an introductory training on the foundations of SEL, which morphed into a district-wide presentation. Since then, I have adapted it into a three-part series that has been routinely offered to teachers. I also coordinate with our mental health teams to provide counseling and SEL skill-building directly to students through groups and individual coaching. My schools have also tapped me to advise on the development of IEPs for some of our students who struggle with behavior management, which allows us to create a tailored support system and educational program designed to build individual skills in deficits that are identified during evaluation and observation.

Describe a challenge that you have faced in your early career, and how did you handle it? What advice do you have for other early career school psychologists with similar challenges?

One of the biggest challenges I had was how to find my voice and establish myself as a resource. The most effective technique for me has been to provide trainings or step in where I see a hole. I have provided trainings on the departmental, school-wide, and district levels. Because of this, teachers have reached out to me to advise with everything ranging from IEPs to lesson plans and how to support learners in a virtual environment. The other tip that I have is to examine the leadership styles of your principals and assistant principals and fill in the gaps or open communication where necessary. In one of my schools, this is best maintained through a weekly one-on-one meeting with the principal. In the other, this involves communication and involvement with a cohort of team leaders. Everyone has a unique leadership style, and adapting is paramount.

What specific aspects of NASP membership and involvement have benefited you in your career thus far? Why is membership in NASP important to you?

The NASP digests and trainings are invaluable. I also love the annual convention; I continuously come back revitalized and rejuvenated. More so, though, my involvement in NASP and leadership positions in my state association has allowed me to cultivate amazing relationships with peers who both motivate and guide me.