

Psychological Services: School Support Team

COMPONENT #: 2-415-306

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to gain knowledge on the School Support Team (SST) procedures in order to address students' difficulties within the Response to Intervention (RtI) framework.

Upon successful completion of this professional development activity, the participants will be able to apply knowledge and skills to provide support to teachers and students.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- Educator knowledge/skill (content) Student learning
 Educator (professional growth) Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Gain an understanding and knowledge of the resources and programs within the school to meet students' needs.
2. Develop understanding of the theoretical rationale to Response to Intervention and its implementation.
3. Enhance the understanding of screening instruments utilized within the school as part of the Response to Intervention model for children with learning and behavioral issues.
4. Demonstrate knowledge and understanding of the use of data in a Response to Intervention model for academic and behavioral difficulties.
5. Gain knowledge on the use of progress monitoring of students' progress within an Rtl model.
6. Become aware of the service components required at each level of the Response to Intervention process within a school:
 - o Tier 1 – school-wide curricula
 - o Tier 2 – small group interventions for selected students
 - o Tier 3 – SST intervention plans for individual students
7. Gain knowledge on data management software and reporting tools.
8. Expand understanding on interpretive data generated from data analysis reports.
9. Gain knowledge of the procedural sequence and data collection forms of the School Support Team process.
10. Gain knowledge on consultative practices with school-based professionals to assist in the identification and monitoring of children with learning/behavioral issues in the classroom.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Identify the resources and programs within the school to meet students' needs. (SLO 1)
2. Discuss the theoretical rationale and implementation of Response to Intervention (SLO 2-6).
3. Discuss specific monitoring tools to measure progress in reading (SLO 5).
4. Utilize and interpret data provided on progress reports generated by monitoring tools to make decisions regarding students' needs (SLO 4, 7 & 8).
5. Identify and interpret data from data analysis reports on children at risk as part of the Response to Intervention model for children with learning issues (SLO 8).
6. Guide practitioners in the procedures and functions of the School Support Team process (SLO 1 - 10).

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7. Guide practitioners in the information and implementation of data collection tools utilized in the School Support Team process (SLO 1-10).
8. Discuss the implementation of the principles of Progress Monitoring and its importance to the School Support Team process (SLO 5-8).
9. Consult with school professionals in regards to interpretation of assessment data and the implementation and progress monitoring of interventions (SLO 1-10).
10. Participate in discussion groups listing and discussing the SST process (SLO 2-8).
11. Develop an individualized Behavior Personal Professional Growth Development Plan that delineates specific professional growth activities in the areas of identification (i.e. assessment tools) and intervention practices (progress monitoring activities) for the current school year (SLO 3-8).
12. Complete follow-up activity that incorporates the knowledge gained during the workshop into daily practice (SLO 1-10).
13. Collaborate regularly in small study groups or learning communities to discuss students' progress and cases (SLO 6-10).
14. Meet regularly with school personnel to discuss specific classroom-based interventions and goals that address children's emotional/behavioral needs (SLO 10).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator/Knowledge: Provide evidence of implementing an SST meeting to address academic/emotional/behavioral difficulties by creating an SST intervention plan.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

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- Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Psychological Services

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