Psychological Services: Assessment & Evaluation

COMPONENT #: 4-401-002   **POINTS TO BE EARNED:** 120 MPP

<mark>PART I – PLANNING</mark>

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

This component is designed to enable the participant to focus on an update of pedagogical and improvement skills needed by school psychologists in the competencies essential for the assessment and evaluation of at-risk students.

Upon successful completion of this component, the participant will be able to utilize new or updated assessment instruments and procedures and apply the results of these instruments in the development of strategies and interventions. In addition, participant will be able to incorporate into his/her practice the principles presented in this workshop as they apply to the use of particular testing instruments.

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)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   X Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   X Assessment
☐ The Learning Environment   ☐ Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
☐ PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
☐PS 4 – Instructional Delivery and Engagement   ☐ PS 8 – Learning Environment
X 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.

X 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 knowledge of the measures of dispersion of various assessments.
2. Gain knowledge of the derived scores of various assessments.
3. Gain knowledge of the reliability and validity of various assessments and how reliability data influences the choice and use of various assessments.
4. Gain knowledge of the standard error of measurement of various assessments and how the standard error of measurement influences the interpretation of assessment results.
5. Gain knowledge of the confidence intervals of various assessments and how the confidence interval may be utilized in the interpretation of assessment results.
6. Gain knowledge about the factor analysis results of various assessments and how the factor analysis data results influence assessment choice and interpretation of test results.
7. Gain knowledge of the standardization groups of various assessments and how this information influences the choice of assessments for various populations.
8. Understand the appropriate use of assessment instruments.
9. Understand the standardized administration of assessment instruments.
10. Understand the standardized scoring procedures for various assessment instruments.
11. Gain knowledge in the interpretation of assessment results.
12. Develop recommendations from assessment results.
13. Gain knowledge in oral and written reporting of assessments results.
14. Understand how assessment results may be utilized in the Response to Intervention (RtI) process.
15. Understand how assessment results may be utilized in a Cross Battery Assessment approach.

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. Evaluate the statistical and measurement properties of intellectual, achievement, process, and behavioral/social/emotional tests (SLO 1 - 7).
2. Analyze appropriateness of test instruments for particular populations or groups based on statistical and measurement properties (SLO 1 - 9).
3. Model standardized testing and scoring procedures (SLO 9 & 10).
4. Analyze and interpret sample test results (SLO 11).
5. Develop recommendations for students based on test results (SLO 12).
6. Develop oral and written presentation of the interpretation and recommendations of test results (SLO 13).

7. Analyze student strengths and weaknesses profile and applying this information in the development of Tier 3 Response to Intervention interventions (SLO 14).
8. Evaluate the contribution of the various test components and results to the Cross Battery Assessment approach (SLO 15).

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.

☐ 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: Submit evidence of participating in professional learning community discussion. Utilize identified skills, techniques, methods specified in the component objectives during the learning events and include reflective journal entries of participants after receiving feedback from their peers. Submit evidence of administering, scoring and interpreting assessment instruments.

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.

☐ 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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