Psychological Services: Assessing Learners Needs

COMPONENT #: 4-411-001 **POINTS TO BE EARNED:** 120 MPP

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

This component is designed to enable the participant to research, examine, and implement the current theories, techniques, and trends in the areas of assessment and intervention.

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
☐ Leadership
☐ Resources
☐ Data

☐ Learning Designs
X Implementation
☐ Outcomes

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning
X The Learning Environment
X Instructional Delivery and Facilitation

X Assessment
☐ Continuous Professional Improvement
☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results
☐ Student Learning as a Priority
☐ Instructional Plan Implementation
☐ Faculty Development
☐ Learning Environment

☐ Decision Making
☐ Leadership Development
☐ School Management
☐ Communication
☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners
☐ PS 3 – Instructional Planning
X PS 4 – Instructional Delivery and Engagement
X PS 5 – Assessment

X PS 6 – Communication
☐ PS 7 – Professionalism
☐ PS 8 – Learning Environment

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)
X Educator (professional growth)

☐ Student learning
☐ Organizational support and change

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COMPONENT #: 4-411-001

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. Incorporate a variety of assessment principles to determine the most effective educational setting and conditions for students.
2. Apply current issues in assessment and intervention into service delivery models for students.
3. Incorporate assessment and intervention principles into reports.
4. Identify and assist in providing services to students of varying risk levels in the least restrictive environment.
5. Consult with other school professionals as to the best methods of intervening with at-risk students.

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. Participate actively in the instructor's lectures and presentations on using psychological evaluations to address the needs of all students (SLO 1-5).
2. Participate in an interactive presentation on the applications of current research-based assessments to psychoeducational evaluations, the classroom, and identified student interventions based on the results of research-based assessment (SLO 1-5).

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.

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1. Educator/Knowledge: Incorporate current research-based assessment techniques into his/her evaluations of students referred for psychoeducational testing. Utilize current research-based assessment techniques to determine the best interventions for children needing assistance as demonstrated through consultation with other professionals and parents.
2. Educator/Growth: Participant will develop a professional growth plan to incorporate assessment and application of results to interventions.

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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