

# Psychological Services: School Data Analysis

**COMPONENT #: 4-501-002**

**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 the knowledge necessary to effectively participate in data analysis meetings at a school level.

The participant will learn to administer specific data collection tools and understand the sources of available data used to consider student progress; the management systems used to report data; and how to analyze data to guide instruction, intervention, and professional development efforts.

**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 type="checkbox"/> Implementation   |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes         |
| <input checked="" type="checkbox"/> Data      |                                           |

**Florida Educator Accomplished Practices** (check all that apply)

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

- |                                                                        |                                                            |
|------------------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth)     | <input type="checkbox"/> 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. Identify data sources available in schools in M-DCPS.
2. Understand what various sources of data measure.
3. Understand how the various sources of data integrate with one another.
4. Identify the various data management systems that are available in schools in M-DCPS.
5. Learn procedures to access and become familiar with characteristics and functions of available data management systems.
6. Become familiar with hand held data collection tools and learn how to accurately use a handheld device to administer data collection measures.
7. Understand the process of ongoing progress monitoring for any student and how it is used to track a student's progress toward a specific goal.
8. Learn the specific measures available for use in ongoing progress monitoring.
9. Generate questions to guide effective inquiry at the school, grade, and classroom levels.
10. Explore various approaches to consider questions generated during inquiry.
11. Develop recommendations to target identified needs for instruction of all students.
12. Develop recommendations to target identified needs for intervention of at-risk students.
13. Develop recommendations to target identified needs for professional development of instructional staff.
14. Measure response to targeted instructional support, intervention, and professional development.

## 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 discussion groups listing and discussing the available sources of data in schools in M-DCPS (SLO 1).
2. Create a data inventory in small groups to identify how available data sources are currently being and can potentially be used in the schools (SLO 1 & 2).
3. Generate hypotheses regarding the integration and application of all available sources of data through guided discussion (SLO 3).
4. Participate in an overview of available data management systems and how to access those systems (SLO 4 & 5).
5. Participate in a guided tour of available data management systems (SLO 5).
6. Retrieve selected data in dyads from available data management systems (SLO 5).
7. Participate actively in hands-on activities on personal digital assistant (PDA) basics (e.g. preference set-up, use and care, synchronization) (SLO 6).
8. Participate in individual practice sessions, administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™) measures using a PDA (SLO 6 - 8).

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9. Observe and discuss a video demonstration of a sample data analysis meeting (SLO 9-13).
10. Participate in discussion groups to identify an area of concern and develop three possible contributing factors (SLO 9 &10).
11. Develop a plan to address the area of concern which considers instructional support, intervention planning and professional development (SLO 11-13).
12. Participate in a discussion regarding how to evaluate effectiveness of the support plan (SLO 14).
13. Secure access to the data management systems available in his/her school (SLO 1-5).
14. Utilize appropriate systems to review school data in order to prepare for school data analysis meetings (SLO 6-8).
15. Meet with the school's data analysis team to discuss instructional, intervention, and professional development needs based on results (SLO 9-13).
16. Participant will complete follow-up activity as assigned by the instructor that incorporates the knowledge gained during the workshop into daily practice (SLO 1-14).

### **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).

- 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: 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: 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).

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- 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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**Department:** Psychological Services

**Name of Author/Position:** Sue Buslinger Clifford - Instructional Supervisor