

# Psychological Services: Leadership Cadre

**COMPONENT #: 7-401-002**

**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 selected school psychologists to gain knowledge of the pedagogical and psychological competencies needed to be an effective supervisor and/or mentor. Participants will be exposed to the domains of school psychology professional practice in which all new school psychologists and graduating school psychology interns need to demonstrate proficiency.

Successful completion of this component will enable the psychologist to serve as a supervisor and/or mentor and source of information to new school psychologists and school psychology interns in the district.

**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 checked="" type="checkbox"/> Leadership | <input 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 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 type="checkbox"/> PS 3 – Instructional Planning                           | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                                       |  |

# Psychological Services: Leadership Cadre

## COMPONENT #: 7-401-002

**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. Identify the domains of professional practice.
2. Gain knowledge of varied methods of consultation collaboration and communication.
3. Gain knowledge on appropriate assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.
4. Gain knowledge on effective methods of evaluating intern's professional competencies.
5. Gain knowledge on effective and constructive methods of sharing feedback with intern/mentee.

### 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 in a one day training on the domains of professional practice, recent trends in assessments and interventions of school-based academic/behavioral/cognitive issues and evaluation methods (SLO 1-5).
1. Reconvene during the course of the school year to discuss issues and strategies for working with interns/mentees (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).

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

## **Psychological Services: Leadership Cadre**

### **COMPONENT #: 7-401-002**

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: Demonstrate an understanding of the professional domains, collaboration and recent trends in screening, assessment, and interventions for children presenting with academic and/or behavioral problems by incorporating their newly acquired skills into their daily practice with children.
2. Educator/Growth: Demonstrate the degree to which the delivery of professional development facilitated their learning by providing the administrator of Psychological Services periodic evaluations of their interns.

**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).

- 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.

**Date Approved: 5/20/2014**

**Department:** Psychological Services

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