

Stamford Public Schools Professional Learning Plan 2010-2011

Psychology

\*Please recognize that effective professional development depends on the modification of PD activities to meet teachers’ needs as they arise. Therefore, it is expected that changes will need to be made to this plan as it is implemented over the course of the 2010-2011 school year.

<b>Action Item</b>  <i>(Type of professional learning activity)</i>	<b>Proposed Date and Location(s)</b>	<b>Professional Development Experience</b>  <i>What will participants do?</i>	<b>Anticipated Outcome</b>  <i>Participants will know and be able to:</i>	<b>Evaluation of Professional Development</b>  <i>How will the professional learning be assessed at the four levels of evaluation?</i>
<b>Treating Students with Emotional Disabilities in the Schools: From Functional Diagnostics to Behavioral Support Planning</b>	<b>August 30 2010</b> <b>Location: AITE</b>	<b>School psychologists will:</b> <ul style="list-style-type: none"> <li>□ Become informed of current evidenced—based practices for identifying and supporting students with emotional disabilities in the school setting</li> </ul>	<b>Use various types of evidenced-based and formative assessment data to screen, assess, and identify students with emotional disabilities</b> <ul style="list-style-type: none"> <li>□ Devise comprehensive functional behavioral Assessments (FBAs)</li> <li>□ Devise comprehensive and sustainable behavioral and emotional supports within the context of the school</li> </ul>	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Written responses to questions posed <b>Level 3:</b> Supervisory observations <b>Level 4:</b> Level 4: Review of student progress
<b>Psychology Department Meeting: □Progress on SBRI</b>	<b>October 12, 2010</b> <b>Location: TBD</b>	<b>School psychologists will:</b> <ul style="list-style-type: none"> <li>collaboratively as a group to plan department and individual goals related to SBRI practices for the academic year</li> </ul>	<b>Reflect on personal as well as departmental SBRI goals for the year</b> <b>Share collective expertise and experiences</b> <b>Network strategies and best practices for SBRI effective implementation</b>	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Written responses to questions posed <b>Level 3:</b> Supervisory observations <b>Level 4:</b> Review of student progress

<b>Psychology Department Meeting: Legal Updates in Professional Psychology &amp; Social Work in the Schools</b>	<b>November 2, 2010</b> <b>Location: TBD</b>	<b>School psychologists will: will receive legal updates on matters relevant to the practice of psychology in the schools</b>	<b>Think critically about legal aspects of professional practice in education</b> □ Obtain clarification of questions and related legal concerns □ Become briefed in recent legal trends in education and professional practice	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Written responses to questions posed <b>Level 3:</b> Supervisory observations <b>Level 4:</b> Review of student progress
<b>Building Emotionally and Intellectually Safe Schools for Learners: Best Practices in School Culture</b>	<b>February 16, 2011</b> <b>Location: TBD</b>	<b>School psychologists will: Become informed of best practices in the harboring of emotionally safe schools; Devise a plan for identifying, addressing, and managing bullying behaviors; Engage in discussion of school-wide prevention programs for addressing school safety</b>	<b>Advocate for emotional and intellectual safety in their buildings;</b>  <b>use varied techniques to identify bullying behaviors in schools</b>  <b>Increase competencies in planning, intervening, and supporting victims, perpetrators, and bystanders of bullying</b> <b>implement a school-wide PBS model to strengthen existing school climate;</b>	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Application of learning individually or in groups during the session <b>Level 3:</b> Peer observations focused on the new strategy <b>Level 4:</b> Review of student progress
<b>Psychology Department Meeting: School-Wide PBS Progress</b>	<b>April 13, 2011</b> <b>Location: TBD</b>	<b>School psychologists will: Discuss evidence of PBS practices in their school buildings; discuss techniques for screening at-risk children</b>	<b>Gain a larger understanding of successful PBS practices being implemented in buildings around them</b>  <b>Feel more comfortable in systematically identifying and monitoring students with socio-behavioral difficulties through a PBS</b>	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Application of learning individually or in groups during the session <b>Level 3:</b> Peer observations focused on the new strategy <b>Level 4:</b> Review of student progress

<b>Psychology Department Meeting: Year in Review</b>		<b>School psychologists will:</b> <b>Highlight progress related to SRBI &amp; PBS practices</b> <input type="checkbox"/> <b>Celebrate and recognize staff successes</b> <input type="checkbox"/> <b>Brainstorm department goals for next year</b>	<b>paradigm</b> <b>Reflect on past year's progress on SRBI &amp; PBS and target areas for further development for the following school year</b>	<b>Level 1:</b> Plus/Delta during the Session and EZTraxx Evaluation <b>Level 2:</b> Application of learning individually or in groups during the session <b>Level 3:</b> Peer observations focused on the new strategy <b>Level 4:</b> Review of student progress
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