

Lynchburg-Clay Local School District
Local Professional Development Committee

PSYCHOLOGIST INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name:	
Job Assignment:	
Type of License:	
Area(s) of Licensure:	
License Issue Date:	Expiration Date:
IPDP valid from	to

Professional Goals: List 3 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for and application of learning. Indicate which guideline your goal reflects (From the Professional Conduct Manual for School Psychology, NASP, OSPA).

1) List the Guideline(s) that align with this goal.
2) List the Guideline(s) that align with this goal.
3) List the Guideline(s) that align with this goal.

Psychologist signature: _____ **Date:** _____

LPDC Approval Signature: _____ **Date:** _____

SUBMIT ONE PAGE ONLY.

Guideline 1 – School Psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery.

School Psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

Guideline 2 – School Psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group and systems level. School Psychologists must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

Guideline 3 – School Psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

Guideline 4 – School Psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.

Guideline 5 – School Psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

Guideline 6 – School Psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

Guideline 7 – School Psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

Guideline 8 – School Psychologists have knowledge of family influences that affect students' wellness, learning and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.

Professional Goal Example:

I will continue to expand my understanding of changes in laws, policies and procedures, diagnoses, best practices and current trends in special education and related areas to best meet the needs of students I serve.

List the Guideline(s) that align with this goal. Guideline 1, 2, 6, 7