

Professional Standards Meeting Agenda

Date: March 8, 2022 Time: 3:30

Location: [Click here for the Zoom Link](#)

[PS Strategic Plan Goals](#)

Committee Meeting Procedures

ROLES: Facilitator: Lisa Backman **Notetaker:** Lisa **Additional Members:** Jess Greenberg, Nancy Smith, Danielle Williams **Guests:** Sam Blair

Agenda Topic:	Time:	Agenda Category:	Determinations/Notes:	Person(s) Responsible:
Welcome/Check-in Assign roles	3:30		Welcome and check-ins	
Updates	3:40	Goal B	<p>MASP Update: Reached out to MASP webmaster regarding adding an interest/supervision option in account - We may be able to add questions to member accounts. NASP Regional Leadership workshops occurred in January. Upcoming opportunities- NASP Current Education Policy Threats and Challenges: Critical Information for School Psychology Leaders on March 9 and 2022 Virtual Regional Leadership Meeting (RLM) will be held March 25-27</p> <p>MADSEC March Update (Lisa): Professional development on SLD Form on May 13th in conjunction with MADSEC</p> <p>Advisory (Danielle): Working on getting the ACSP website back up in the near future. Committee recently discussed providing waivers to USM Psy.D. students who have secured employment after successfully completing internship but haven't completed dissertation - this is pretty uncommon in that program, but the committee decided this could be done if needed.</p> <p>SMACC update: There are available professionals to do summer backlog evaluations. This time is often used as training.</p>	
Old Business: Review new resources and	3:55	Goal C:	Members reviewed the draft supervision resource page to place on the Professional Standards MASP website. Another book was suggested as	

information for Goal C			<p>a reference. Additionally, members discussed the benefits of being a supervisor and suggested adding these to the draft. The draft will be updated and shared for committee feedback and approval. We have identified a couple of people who would be willing to assist with finding or providing new-to-Maine professional supervision.</p> <p>GPR’s draft letter regarding school psych shortages was shared with the PS committee members. This is still only a draft.</p>	
New Business:	4:10		<p>Specific Learning Disability: Guidance tool update to reflect revised tests, MTSS, COVID instructional interruption, etc.</p> <p>Workshop time will be set up for revising SLD Guidance During this process, the members will consider recommendations for changes in MUSER SLD and form.</p> <p>The members discussed identifying a framework for cutoffs. Conceptually, percentile guidance may address teacher perspective versus statistical delays (i.e., 16th percentile versus under the 50th percentile). It may also identify where the ‘neither’ strength and weakness are present. Discuss the difference between the DSM-5 diagnosis of a learning disability and the SLD coding requirements. Review how the intrapersonal versus normative referenced patterns of strengths and weaknesses interplay with SLD identification.</p>	
Additional Information Committee Adjourned 5:00			Jess and Lisa plan to attend NASP Regional Leadership Meetings in March	
LOOKING AHEAD...				
Upcoming Meetings:			<p>Workshop session for SLD Guidance updates April 26 3:30</p> <p>PS Committee Meeting May 31 3:30</p>	
Upcoming Agenda Items			<p>Next Steps: Identify new or revised goals for the committee work</p>	

Other Helpful Reminders			Task List:	
Parking Lot			<p>Consider relevant parts of MUSER for review (i.e., sections related to diagnostic impressions, eligibility coding, reports, etc.). This is not time sensitive and may be an ongoing task.</p> <p>Round Table Discussions</p> <ul style="list-style-type: none"> ● How are practitioners/districts approaching challenges (i.e., influx of referrals) in schools? ● How are schools identifying Adverse Effect versus COVID interruption of instruction and/or with limited data and universal screening? ● How are practitioners acknowledging that re-evals and new referrals have some components of behavioral and SEL challenges? <p>Further review of MASP survey data: DSM-5 diagnosis: Differences between private evaluations and educational evaluations (i.e., autism). New DSM-5 text revision coming out. Professional information regarding 093 diagnosing.</p>	