# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course provides you with resources and methods to identify and implement educational practices supported by rigorous evidence. You will explore resources for accommodations and modifications that support compliance with IDEA mandates. You will also analyze the various roles of the school psychologist and school counselor in meeting academic and social emotional curriculum requirements in the preschool through high school populations.

# Professional Standards Alignment

|  |  |  |
| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Analyze the various curriculums, modifications, strategies and interventions that support the learning of individual students with unique needs.  | Application | Standard 2  | Standard 19  | Standard 20  | Assignment: Presentation |
| **CLO2**: Interpret resources, supported by rigorous evidence, for distinguishing educational and social emotional practices and curriculum. | Engagement | Standard 5 | Standard 21 | Standard 21 | Assignment: Evidenced based curriculum paper |
| **CLO3**: Explain national, state and local regulations and funding for school and student achievement.  | Leadership | Standard 6 | Standard 18 | Standard 19 | Assignment: District or County Priorities |
| **CLO4**: Analyze various educational and social emotional practices and curriculum that can be applied to culturally and linguistically diverse school populations.  | Dedication | Standard 3 | Standard 23 | Standard 23 | Assignment: Access and Equity Paper |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**(Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**(reading, major assignments, homework) |
| Week 1 | 5 hours | 11 hours |
| Week 2 | 5 hours | 11 hours |
| Week 3 | 6 hours | 12 hours |
| Week 4 | 8 hours | 11 hours |
| Week 5 | 5 hours | 12 hours |
| Week 6 | 5 hours | 10 hours |
| Week 7 | 6 hours | 12 hours |
| Week 8 | 5 hours | 11 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 weeks
* Preparation time: (30 x 3 of units) / 8 weeks

# Required Course Materials

Gresham, F. M. (2017). *Effective interventions for social-emotional learning*. New York, NY: Guilford Press.

ISBN: 978-1462531998

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. (3rd ed.). New York, NY: Guilford Press.

ISBN: 978-1462526147

# University Administrative Policies & Student Resources

Administrative policies and students' resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Supporting Students in the Classroom 16](#_Toc502842642)

[Week 2: The Multi-tiered System of Support (MTSS) in School Settings 19](#_Toc502842643)

[Week 3: Research-Based Curriculum & Interventions 21](#_Toc502842644)

[Week 4: The Goals of Social Emotional Learning 23](#_Toc502842645)

[Week 5: Supporting Diverse Populations within MTSS 25](#_Toc502842646)

[Week 6: Regulations & Funding Resources 27](#_Toc502842647)

[Week 7: Intensive Interventions 29](#_Toc502842648)

[Week 8: Restorative Practices in School Settings 31](#_Toc502842649)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussions | 45 |
| Papers | 25 |
| Presentation | 30 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: UDL & Counseling |  | Discussion | 4 |
|  | Discussion: Supporting Students |  | Discussion | 4 |
|  | Assignment: Terms Chart |  | Paper | 1 |
| **Week 2** |  |  |  |
|  | Discussion: MTSS |  | Discussion | 4 |
|  | Assignment: MTSS Paper |  | Paper | 4 |
| **Week 3** |  |  |  |
|  | Discussion: Intervention Efforts |  | Discussion | 4 |
|  | Assignment: Evidence-Based Curriculum Paper |  | Paper | 4 |
| **Week 4** |  |  |  |
|  | Discussion: CASEL Skills & Competencies |  | Discussion | 5 |
|  | Discussion: Future Role |  | Discussion | 4 |
|  | Assignment: Social Emotional Intervention Paper |  | Paper | 4 |
| **Week 5** |  |  |  |
|  | Discussion: Technology |  | Discussion | 4 |
|  | Assignment: Access & Equity Paper |  | Paper | 4 |
| **Week 6** |  |  |  |
|  | Discussion: ESSA Key Points |  | Discussion | 4 |
|  | Assignment: Student Mental Health Paper |  | Paper | 4 |
| **Week 7** |  |  |  |
|  | Discussion: Childhood Trauma |  | Discussion | 4 |
|  | Assignment: Severe Learning Disabilities Paper |  | Paper | 4 |
| **Week 8** |  |  |  |
|  | Discussion: Restorative Practices |  | Discussion | 4 |
|  | Discussion: Role in Implementation |  | Discussion | 4 |
|  | Discussion: Disability or Mental Health Presentation |  | Presentation | 4 |
|  | Assignment: Disability or Mental Health Presentation |  | Presentation | 26 |
| **Total Points** |  |  | **100** |

Week 1: Supporting Students in the Classroom

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify differences between accommodations, modifications, interventions and strategies.
 | CLO1  |
| * 1. Analyze the various applications of Universal Design for Learning (UDL) in classrooms to support all learners.
 | CLO1 |
| * 1. Determine how technology can be used to support UDL in the classroom through research.
 | CLO1 |
| * 1. Analyze how a School Psychologist or School Counselor might support teachers in developing instructional strategies for learners with various learning deficits in one classroom.
 | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| **Read** the following documents: * Special Education Glossary of Key Terms from the California Department of Education, Special Education Division
* UDL Considerations for Planning a Lesson, Unit, or Assessment
 |
| **Articles** * Nieves, K. (2016). [Using Technology to Empower Students With Special Needs](https://www.edutopia.org/article/empowering-special-education-students-technology-kathryn-nieves). Edutopia: George Lucas Educational Foundation.
* “[UDL Intersections: Universal Design for Learning and Digital Technology](http://www.udlcenter.org/sites/udlcenter.org/files/UDL-TECH%20BRIEFfinal.pdf)” from UDL Tech @ CAST.
 |
| **Video****View** the “[UDL at a glance](http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0/)” video [4:38] from the National Center on Universal Design for Learning.  |
| **The IRIS Center** **Complete** the [Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](https://iris.peabody.vanderbilt.edu/module/udl/) module.  |

|  |  |
| --- | --- |
| **Preparation: MTSS Paper** | N/A |
| **Identify** a school within a district or county program that has MTSS in place. **Schedule** a time to interview a school psychologist or school counselor from that school about their role in MTSS. **Note**. You will need this interview to complete the MTSS Paper assignment due in Week 2.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: UDL & Counseling** | 1.2, 1.3 |
| **Respond** to the following prompts in the UDL & Counseling discussion forum by Wednesday: * How might a School Psychologist or School Counselor utilize UDL during counseling sessions?
* How might technology be used to support UDL in counseling sessions?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Supporting Students** | 1.4 |
| **Respond** to the following prompts in the Supporting Students discussion forum by Friday: * What is the role of the School Psychologist or School Counselor in supporting student academic and social emotional achievement?
* Review the IEP posted by your course instructor. Based on the students’ present levels, would you consider any other accommodations or modifications? Why or why not?
* Consider accommodations, modifications, strategies, interventions and the use of technology in your response.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| **Locate** a sample IEP that you can share with the course for this discussion. **Ensure** any identifying information is removed or altered. **Create** an announcement and attach the IEP no later than Wednesday. Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Terms Chart** | 1.1 |
| **Create** a one-to two-page chart of the following terms: * Accommodations
* Modifications
* Strategies
* Interventions

**Include** one column for a brief definition and one column for examples of each term. **Submit** your chart as a Word document by Sunday.  |

Week 2: The Multi-tiered System of Support (MTSS) in School Settings

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the Multi-tiered System of Support.
 | CLO1 |
| * 1. Determine an effective implementation of MTSS in a school setting.
 | CLO1 |
| * 1. Determine the role of key stakeholders for supporting students in MTSS.
 | CLO1 |
| * 1. Analyze the effective use of technology to support students within the MTSS framework.
 | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1 |
| ***Websites*****Explore** the following: * [California MTTS Framework](http://www.ocde.us/SUMS/Pages/CA-MTSS.aspx) from the Orange County Department of Education.
* [Multi-Tiered System of Supports](https://www.cde.ca.gov/ci/cr/ri/) from the California Department of Education.
 |
| ***Video*** **View** the “[MTSS](https://player.vimeo.com/video/153404505)” video [3:50] from the Orange County Department of Education.  |

|  |  |
| --- | --- |
| **Preparation: Disability or Mental Health Group Presentation** | 2.1, 2.2, 2.3, 2.4 |
| **Begin** working on the Disability or Mental Health Presentation assignment. **Review** complete assignment directions in Week 8.  |
| **Faculty Note**: You will need to assign students to groups for this assignment. You can allow students to self-select groups or have Canvas randomly assign students to groups. If you allow students to self-select groups, you will still want to go into the assignment and create the groups so you only have to grade the item once. * **Navigate** to the assignment item in Week 8.
* **Follow** the “[How do I automatically assign students to groups?](https://community.canvaslms.com/docs/DOC-12807-415255491)” Canvas guide to set-up the groups.
* **Post** an announcement notifying students of which group they are in, if you selected the option to have Canvas randomly assign students to groups.

**Note**. If you allow students to self- select, post an announcement asking them to notify you of the groups.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: MTSS** | 2.1, 2.2 |
| **Respond** to the following prompts in the MTSS discussion forum by Wednesday: What does MTSS look like in the site you have chosen to research for this week’s MTSS paper assignment? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: MTSS Paper** | 2.1, 2.2, 2.3, 2.4 |
| **Identify** a school within a district or county program that has MTSS in place. **Interview** a school psychologist or school counselor from that school about their role in MTSS. **Obtain** brochures, descriptions of programs, and family information materials related to MTSS at the site. **Write** a three-to four-page analysis of the implementation of MTSS at the school site from the interview and materials gathered: * Is the MTSS program in the beginning or final stage of implementation? How did you determine this?
* How is the site using technology to support students in MTSS?

**Submit** your analysis as a Word document by Sunday.  |

Week 3: Research-Based Curriculum & Interventions

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain ethical issues related to intervention efforts.
 | CLO2 |
| * 1. Analyze the role of the School Psychologist or School Counselor in researching and identifying evidence-based curriculum and interventions within a school setting.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2 |
| ***Effective Interventions for Social-emotional Learning***Ch. 2: Evidence Base for Social–Emotional Learning Interventions |
| ***Effective School Interventions*** Ch. 1: Introduction |
| ***Websites*** **Explore** the following: * [Response To Intervention – RTI Resources](http://www.interventioncentral.org/) from Intervention Central.
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) from the Institute of Education Sciences.
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Intervention Efforts** | 3.1 |
| **Respond** to the following prompts in the Intervention Efforts discussion forum by Wednesday: * What are the ethical concerns surrounding intervention efforts?
* What do you consider the most important ethical consideration? Provide rationale for your position.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Evidence-Based Curriculum** | 3.2 |
| **Write** a one-to two-page paper about the steps you might take to support a school site in choosing an evidence-based curriculum for social emotional learning. **Include** references to support your approach. **Submit** your paper as a Word document by Sunday.  |

Week 4: The Goals of Social Emotional Learning

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the CA Dept of Education (CDE) skills and competencies for students in the area of social emotional learning (SEL).
 | CLO3 |
| * 1. Analyze one universal social emotional learning (SEL) intervention program.
 | CLO2 |
| * 1. Interpret the possible roles of the School Counselor or School Psychologist in the area of social emotional learning.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Effective Interventions for Social-emotional Learning**** Ch. 4: Universal Social–Emotional Learning Interventions
* Ch. 5: Selected Social–Emotional Learning Interventions
* Ch. 6: Intensive Social–Emotional Learning Interventions
 |
| ***Online Articles**** Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). [The Economic Value of Social and Emotional Learning](https://www.researchgate.net/publication/272748098_The_Economic_Value_of_Social_and_Emotional_Learning). *Journal of Benefit-Cost Analysis*, 6.
* Minero, E. (2017). [13 Powerful SEL Activities: Build social and emotional skills into any class](https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero). Edutopia.
 |
| ***Websites*** **Explore** the following: * [The Collaborative for Academic, Social, and Emotional Learning (CASEL)](https://casel.org/about-2/)
* [Social Emotional Learning in OUSD](https://www.ousd.org/Page/15478)

**Note**. Make sure to view the three videos available on the OUSD SEL website.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: CASEL Skills & Competencies** | 4.1 |
| **Review** the CASEL skills and competencies for students in the area of social-emotional learning.**Respond** to the following prompts in the CASEL Skills & Competencies discussion forum by Wednesday: Are they comprehensive enough? Why or why not? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Future Role** | 4.3 |
| **Respond** to the following prompts in the Future Role discussion forum by Wednesday: How do you view your future role as a school psychologist or school counselor around social emotional learning at a school site?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Social Emotional Intervention Paper** | 4.2 |
| **Review** Ch. 4 of *Effective Interventions for Social-emotional Learning*. **Select** one universal social emotional learning intervention to research further. Consider researching the universal social emotional intervention from the school that you have chosen for the MTSS paper. **Write** a one-to two-page analysis of the intervention. **Submit** your analysis as a Word document by Sunday.  |

Week 5: Supporting Diverse Populations within MTSS

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain key points of the CA framework related to access and equity among culturally and linguistically different students.
 | CLO4 |
| * 1. Analyze the effective use of technology to support diverse populations within MTSS.
 | CLO4 |
| * 1. Determine how School Psychologists and School Counselors may support students from culturally and linguistically diverse backgrounds.
 | CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1 |
| ***California Department of Education*** [SBE-Adopted ELA/ELD Framework](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp), Ch. 9: Access and Equity |
| ***YouTube*****Watch** “Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer | TEDxFargo” [13:00].  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Technology** | 5.2 |
| **Respond** to the following prompts in the Technology discussion forum by Wednesday: How can technology can be used to meet the needs of diverse learners in a school site? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Access & Equity Paper** | 5.1, 5.3 |
| **Write** a two-to three-page paper analyzing the role(s) of the School Psychologist or School Counselor in ensuring access and equity to all students within a diverse population at a school site. **Support** your analysis based on key points from the CA Framework English Language Arts/English Language Development Framework. **Consider** if you think it is important for a School Psychologist or School Counselor to serve a role in ensuring access and equity for all students. **Submit** your paper as a Word document by Sunday.  |

Week 6: Regulations & Funding Resources

Learning Objectives

|  |  |
| --- | --- |
| * 1. Summarize the primary points of the Every Student Succeeds Act (ESSA).
 | CLO 3 |
| * 1. Determine the effective use of state and federal resources to meet the needs of students who have mental health issues (Local Control Accountability Program-LCAP).
 | CLO 3 |
| * 1. Discuss why it is important that a School Psychologist or School Counselor be aware of the district priorities as reported in the LCAP.
 | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2 |
| ***Online Resources*** **Read** the following: * [ESEA Conference Report Summary](https://edworkforce.house.gov/uploadedfiles/esea_conference_report_summary.pdf) from the Committee on Education and the Workforce
* [How State Planning For the Every Student Succeeds Act (Essa) Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies](http://www.casel.org/wp-content/uploads/2017/04/ESSA-and-SEL-Five-Strategies-April-2017-041717.pdf) from CASEL
* [Every Student Succeeds Act (ESSA)](https://www.ed.gov/essa?src=rn) from the U.S. Department of Education
* [Digital Chalkboard](https://www.mydigitalchalkboard.org/) from the California Department of Education
* [California School Dashboard](https://www.caschooldashboard.org/#/Home) from the California Department of Education
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: ESSA Key Points** | 6.1 |
| **Respond** to the following prompts in the ESSA Key Points discussion forum by Wednesday: After reading the ESSA from the U.S. Department of Education, what do you view as three of the most important key points? Provide rationale for your selections. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: District or County Priorities** | 6.2, 6.3 |
| **Obtain** a copy of a district or county Local Control Accountability Program (LCAP), typically available on the district or county website. **Read** the document with a focus on sections related to supporting students who have mental health issues. **Write** a two-to three-page paper about the district or county priorities as related to student mental health: * How is the district or county allocating funds to meet student needs in social emotional learning or mental health issues?
* Why is it important for school psychologists and school counselors to be aware of the district or county priorities?

**Submit** your paper as a Word document by Sunday.  |

Week 7: Intensive Interventions

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the social emotional impact of severe learning disabilities such as dyslexia.
 | CLO1 |
| * 1. Identify resources for effective trauma-informed education
 | CLO1 |
| * 1. Determine the role of the School Psychologist and School Counselor in educating students who have a history of trauma
 | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Effective Interventions for Social-emotional Learning***Ch. 7: Social–Emotional Interventions for Special Populations, with Paula Rodriguez  |
| ***Effective School Interventions*** * Ch. 4: Interventions to Improve Academic Performance
* Ch. 5: Interventions to Improve Social Behavior
 |
| ***Online Resources**** [California Dyslexia Guidelines](https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf) from the California Department of Education
* [Child Trauma Toolkit for Educators](http://ocde.us/HealthyMinds/Documents/Training%20Flyers/NCTSN_Child_Trauma_Toolkit_For_Educators.pdf) from The National Child Traumatic Stress Network
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Childhood Trauma** | 7.2, 7.3 |
| **Respond** to the following prompts in the Childhood Trauma discussion forum by Wednesday: * What are some of the learning issues that are related to childhood trauma?
* How can we support teachers in understanding the learning issues related to trauma?
* How can we, as School Psychologists or School Counselors, help teachers deal with possible acting out behaviors that may occur as a result of trauma?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Severe Learning Disabilities Paper** | 7.1 |
| **Write** a one-to two-page paper describing the role of school counselors and school psychologists in supporting the social emotional needs of students who have severe learning disabilities such as dyslexia. **Consider** the following in your paper: * Why is it important to address the social emotional needs of students who have severe learning disabilities?
* Do you think that it is the school's responsibility to address these issues? Why or why not?

**Submit** your paper as a Word document by Sunday.  |

Week 8: Restorative Practices in School Settings

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze restorative practices.
 | CLO2 |
| * 1. Determine the possible roles of restorative practices in addressing the social emotional learning goals of students.
 | CLO1, CLO4 |
| * 1. Analyze the role of the School Psychologist or School Counselor in the implementation of restorative practices within a school site.
 | CLO1, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2 |
| ***Online Resources*** * Homrich-Knieling, M. (2016). [Writing through Conflict: Restorative Practices in an ELA Classroom](http://www2.ncte.org/blog/2016/08/writing-conflict-restorative-practices-ela-classroom/). National Council of Teachers of English.
* [Restorative Practice](http://teachingwithteachers.com/restorative-practice/) from Teaching with Teachers.
* [Restorative Practices](http://ocde.us/Search/results.aspx?k=restorative%20practices) search results from the Orange County Department of Education.
 |
| ***YouTube*** **View** the following videos: * “[Restorative Practices](https://youtu.be/oby3a-Rfkxs)” [7:03]
* “[The Transformation of West Philadelphia High School: a story of hope](https://youtu.be/HatSl1lu_PM)” [9:03]
* “[Using Dialogue Circles to Support Classroom Management](https://youtu.be/qTr4v0eYigM)” [4:04]
* “[How Restorative Practices Work for Students & Teachers](https://youtu.be/UAYL2nb9FQw)” [5:18]
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Restorative Practices** | 8.1, 8.2 |
| **Respond** to the following prompts in the Restorative Practices discussion forum by Wednesday: * What are restorative practices?
* What might be some of the risks of addressing repetitive behaviors with a restorative practice such as ‘circles?’
* Are restorative practices enough to deal with some of the current social, emotional, and behavioral issues that students are currently dealing with?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: Role in Implementation** | 8.3 |
| **Respond** to the following prompt in the Role in Implementation discussion forum by Wednesday: What role might you have as a school Psychologist or School Counselor in implementing restorative practices at a school site? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Disability or Mental Health Presentation** | CLO1, CLO2, CLO4 |
| **Choose** a specific childhood mental health or academic disability that is currently a topic of interest in K-12 educational settings.**Consider** one of the following: * Dyslexia
* Dysgraphia
* Autism Spectrum Disorder
* Anxiety
* Suicidality
* Self-Harm
* Trauma

**Research** information about the nature of the disability or mental health issue. **Create** a 10-to 15-minute presentation that can be used at a school site with general education staff to help teachers address a specific area of student concern. Utilize a presentation tool of your choice such as PowerPoint, Prezi, or another tool with which you are familiar. **Note**. Since general education teachers often have students with disabilities or other learning issues in their classrooms, this presentation is meant to increase awareness and to provide information to the general education staff. Make the presentation is a *standalone* presentation that your colleagues can download and use *as is*.**Include** the following in the presentation: * Description of the mental health or academic disability issue
* Prevalence rates
* Considerations that will support the academic and social emotional achievement of students who have this issue for each of the following:
	+ Curriculum
	+ Accommodations
	+ Modifications
	+ Strategies and interventions

**Post** the presentation or a link to the presentation to the Disability or Mental Health Presentations discussion forum by Thursday. **Review** two presentations from colleagues to provide constructive feedback, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. * What did you find helpful?
* Is there anything you would suggest adding to the presentation?

**Submit** a link to the presentation in the assignment forum by Thursday.  |