# Course Information

**Term and Year**:

**Class Location**: Virtual

# Instructor Information

**Name**:

**Phone**:

**Email**:

**Availability**:

**Office Hours**:

# 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 includes a comprehensive review of all aspects of the school psychologist program. The final, comprehensive exam will provide an indication of your competency levels. Successful completion of the exam precedes the advancement of internship. Therefore, through this course the CSOE School Psychology Program ensures that you will be adequately prepared to take the Comprehensive Examination, irrespective of the instructors who taught the required courses, or the particular campus, where you satisfactorily completed the required courses. No materials, including books and notes, are to be used while completing the exam. The examination will consist of short questions, vignettes and multiple-choice questions that school psychologists routinely encounter in their work.

You must satisfactorily complete the “Comprehensive Exam” at or above 80% at the end of this course before moving on to the school psychology internship. If you fail to meet the 80% threshold, you may be referred to a Student Evaluation Review Committee (SERC) meeting and may be asked to re-take part or all of the comprehensive exam prior to commencing your school psychology internship experience.

# 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 Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1:** Determine the role of the school psychologist at multiple levels — leader, advocate, collaborator, consultant, and coordinator — as you apply to school-psychologist-related duties. | Dedication | Standard 1, 6, 14 & 16 | Standard 1,18, 22, 25, 31 & 32 | Week 1 Discussion  Comprehensive Exam |
| **CLO2:** Explain state and federal legal mandates and ethical issues of a school psychologist. | Engagement | Standard 6 | Standard 17 & 18 | Week 2, 6 & 7 Discussions  Comprehensive Exam |
| **CLO3:** Analyze direct and indirect intervention and prevention skills in academics, behavior, crisis management, and counseling. | Application | Standard 5, 13 & 15 | Standard 19, 20, 22 & 26 | Week 4 & 5 Discussion  Comprehensive Exam |
| **CLO4:** Determine socio-cultural competence skills in communicating with students, parents, teachers, and administrators. | Application | Standards 2, 3, 8 10 & 14 | Standard 21, 25 & 27 | Week 2, 3, 4, 5, 6 7 & 8 Discussion  Comprehensive Exam |
| **CLO5:** Interpret public school guidelines, organization and operational mechanisms within the school system for the development of student educational and social-behavioral goals. | Leadership | Standard 6, 13 & 15 | Standard 20, 22, 24, 27, 28, 29 31 & 32 | Week 1, 3, 5, 6, 7 & 8 Discussion  Comprehensive Exam |
| **CLO6:** Interprets assessment information on an individual basis for the development of student educational and social-behavioral goals. | Application | Standard 4, 11 & 13 | Standard 20, 26, 27 & 30 | Week 5, 6, & 7 Discussion  Comprehensive Exam |

# 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.

# Required Course Materials

Bd. Ed. Hendrick Hudson Sch. Dist. v. Amy Rowley (458 U. S. 176) from Wrightslaw located at <http://www.wrightslaw.com/law/caselaw/ussupct.rowley.htm>

Rebutting Rowley: Independence & Self-Sufficiency Are New Standards for a FAPE by Peter Wright, Esq. and Pamela Wright, MA, MSW from Wrightslaw located at <http://www.wrightslaw.com/law/art/kl.misd.rowley.htm>

FAQs for LEAs Behavioral Intervention (2017) from the California Department of Education located at <https://www.cde.ca.gov/sp/se/ac/bipleafaq.asp>

The IEP Module 3 from the California Department of Education located at <https://www.cde.ca.gov/sp/se/ac/iepmodule3engtext.asp>

California Association of School Psychologists (CASP) Code of Ethics located at <http://www.casponline.org/pdfs/pdfs/code.pdf>

California Code of Regulations Title 5. Individuals with Exceptional Needs Special Education Article 3.1. Individuals with Exceptional Needs § 3030. Eligibility Criteria located at <http://www.casponline.org/pdfs/pdfs/Title%205%20Regs,%20CCR%20update.pdf>

U.S. Department of Education’s Individuals with Disabilities Education Act (IDEA) website located at <https://sites.ed.gov/idea/>

National Association of School Psychologists (NASP) website: <https://www.nasponline.org/>

* NASP Position Statement: School Psychologists’ Involvement in Assessment
* NASP Position Statement: Supervision in School Psychology
* NASP Practice Model 10 Domains
* NASP PREPaRE Training Curriculum
* NASP Principals of Professional Ethics

Tarasoff V. Regents of University of California from FindLaw located at <https://caselaw.findlaw.com/ca-supreme-court/1829929.html>

California Department of Education. (2009). A composite of laws: California special education programs (31st ed.). Sacramento, CA: CDE Press.

ISBN: 978-0801116971

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons.

ISBN: 978-1119157069

Harrison, P., & Thomas, A. (2014). *Best practices in school psychology (4 Volume Set)* (6th ed.). Washington, DC: National Association of School Psychologists.

ISBN: 978-0932955524

Sattler, J. M., (2008). *Assessment of children: Cognitive applications* (5th ed.). La Mesa, CA., Jerome M. Sattler, Publisher, Inc.

ISBN: 978-0970267160

Sattler, J. M., (2006). *Assessment of children: Behavioral and clinical applications* (5th ed.). La Mesa, CA., Jerome M. Sattler, Publisher, Inc.

ISBN: 0970267134

# Instructor Policies

**Late Assignments**

<Insert instructor policies>

**Feedback**

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

**Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

# University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University’s Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

**Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of da ta, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the *University’s Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University’s Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

**Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

**Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

**Attendance**

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course Absences Allowed Absences Resulting in Drop

1-4 weeks 0 1

5-9 weeks 1 2

10+ weeks 2 3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

**Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

**Course Overview**

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[Week 6: Psycho-Educational Assessments & Diversity Considerations 25](#_Toc517428635)

[Week 7: Psycho-Educational Assessments–Atypical Students 27](#_Toc517428636)

[Week 8: Legal & Ethical Considerations when Working with Individuals 29](#_Toc517428637)

# Comprehensive Exam

At the end of this 8-week course you will complete the comprehensive exam. It is recommended that you complete these questions with little or no outside assistance so that you might gain a better appreciation and understanding of what your current skills are as a school psychology candidate.

You must satisfactorily complete the “Comprehensive Exam” at or above 80% at the end of this course before moving on to the school psychology internship. If you fail to meet the 80% threshold, you may be referred to a Student Evaluation Review Committee (SERC) meeting and may be asked to re-take part or all of the comprehensive exam prior to commencing your school psychology internship experience.

# Information re: Praxis Exam (must be completed in order to be recommended for CCTC credential:

Prior to the end of your internship experience all School Psychologist candidates must take the Educational Testing Service (ETS) “Professional School Psychologist (5402)” Praxis Exam.

Test scores are released about four weeks after your test date. It is strongly recommended you register for the ETS Praxis School Psychologist exam so that it is completed well before the end of your internship.

The Praxis exam 5402 Professional School Psychologist is administered by the Educational Testing Service (ETS) therefore, you will need to contact the ETS website in order register for the exam (information about where and when the exam can be taken is contained within the website).

The following sites provide for information about registering and preparing for the “Professional School Psychologist (5402)” Praxis Exam: <https://www.ets.org/praxis/register>

Preparation materials found at:

<https://www.ets.org/praxis/prepare/materials/5402>

<https://www.ets.org/s/praxis/pdf/5402.pdf>

<https://quizlet.com/13914205/praxis-ii-school-psychology-flash-cards/>

Upon completion of the internship and the Praxis exam the California School of Education of Alliant International University can recommend you for the School Psychologist PPS credential. You should also contact your campus Program Coordinator/Director, i.e., San Francisco, Sacramento, Fresno, Los Angeles, Irvine or San Diego, as soon as you have completed the Praxis exam.

# Course Grading

This is a Credit/No Credit course. However, to achieve Credit for the course, Candidates must achieve an 80% or higher on the Comprehensive exam as well as the week-to-week discussions. Weekly attendance is required. Candidates who do not attend for two weeks prior to the Add/Drop deadline, may be automatically withdrawn from the course. More than two absences will result in a No Credit grade. An absence is defined in an online class as not submitting any work during the week.

|  |  |
| --- | --- |
| **Percentage** | **Final Grade** |
| 80-100 | Credit |
| < 60-79 | No Credit |

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

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 50 |
| Comprehensive Exam | 50 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Essential Considerations |  | Discussion | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Confidentiality |  | Discussion | 5 |
| **Week 3** | |  |  |  |
|  | Discussion: IEP Team |  | Discussion | 5 |
| **Week 4** | |  |  |  |
|  | Discussion: Crisis & Intervention Plan |  | Discussion | 5 |
| **Week 5** | |  |  |  |
|  | Discussion: Behavior Management |  | Discussion | 5 |
| **Week 6** | |  |  |  |
|  | Discussion: Assessment & Diversity |  | Discussion | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Assessment Procedures |  | Discussion | 10 |
|  | Assignment: Comprehensive Exam |  | Comprehensive Exam | 50 |
| **Week 8** | |  |  |  |
|  | Discussion: Possible Abuse |  | Discussion | 5 |
| **Total Points** | |  |  | **100** |

Week 1: Professional Responsibilities of the School Psychologist

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine effective methods to adjust programming for individual student needs based on the National Standards and student development. | CLO1, CLO5 |
| * 1. Analyze professional growth opportunities to keep up with major aspects of school psychology and a developing profession. | CLO1, CLO5 |
| * 1. Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district. | CLO1, CLO5 |
| * 1. Determine effective methods to assist administrators, other school personnel, and parents in understanding legal and procedural district, state and federal regulations relevant to general and special education. | CLO1, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** NASP Standard–Domain 10: Legal, Ethical, and Professional Practice. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Essential Considerations** | 1.1, 1.2, 1.3, 1.4 |
| The National Association of School Psychologists (NASP), as of 2018, recommends that districts employ one school psychologist for every 500 to 700 students. However, many school psychologists may find they are stretched thinner each year and often have more than 3 schools to cover. NASP also recognizes that the current roles and functions of individual school psychologists are influenced by numerous personal, professional, and external variables. Additionally, it has been reported that in recent years school psychologists are spending considerably more time educating school staff regarding procedural and legal requirements about various special education–related issues.  **Consider** the following scenario:  *You are a new school psychologist and responsible for three elementary schools in the district, all of which have over 1200 students in each school. The principal from one of your elementary schools has asked you to put together a relatively brief presentation for the teachers regarding the process as to how a student might qualify for special education services.*  **Respond** to the following prompt in the Essential Considerations discussion forum by Wednesday: Describe, briefly, three essential considerations that you feel would be important for you to communicate to these teachers during the presentation.  **Note**. There may be numerous things to consider, however limit your response to the three you might consider first and be brief in your descriptions.  **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. | |

Week 2: State & Federal Legal Issues as they Relate to the School Psychologist

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the history and foundations of school psychology; multiple service models and methods; and ethical, legal, and professional standards. | CLO2, CLO4, CLO5 |
| * 1. Determine state and federal laws important in the school psychology profession including IDEA, Americans with Disabilities Act of 1990, Section 504 of the 1973 Rehabilitation Act, and FERPA. | CLO1, CLO2, CLO5 |
| * 1. Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district and communicate these responsibilities to teachers, parents, and administrators. | CLO2, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** NASP Standard–Domain 10: Legal, Ethical, and Professional Practice. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Confidentiality** | 2.1, 2.2, 2.3 |
| Remaining knowledgeable about ethical and professional standards, as well as district, state, and federal legal regulations is an important professional practice. Specifically, the Family Education Rights and Privacy Act of 1974 protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines.  **Consider** the following scenario:  *For about 3 weeks, at the request of the teacher and with parent permission, you have been observing Jerome Anson, a 5th grade student, 20 minutes a day in the class, twice a week. The teacher initially made the referral due to Jerome’s verbal altercations with other students during class and during recess time. He lives with his mother after a messy divorce. Jerome’s father calls and leaves a message for you indicating that he wants the notes and other information that you have collected during the observations and conversations you have had with Jerome.*  **Respond** to the following prompt in the Confidentiality discussion forum by Wednesday: What do you believe are your legal responsibilities and obligations as it applies to confidentiality in this situation?  **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. | |

Week 3: Consultation & Collaboration within the Schools

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools as systems, and methods to promote effective implementation of services. | CLO3, CLO4, CLO5 |
| * 1. Apply effective decision making and problem solving for planning, implementing, and evaluating all instructional, and mental and behavioral goals and services. | CLO3, CLO4, CLO5 |
| * 1. Determine skills necessary to consult, collaborate, and communicate effectively with parents and other professionals to make changes at the individual student, classroom, building, district, state, or national levels. | CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** the following NASP Standards:   * Domain 1: Data-Based Decision Making and Accountability * Domain 5: School-Wide Practices to Promote Learning * Domain 7: Family–School Collaboration Services | |
| ***Online Resources***   * Bd. Ed. Hendrick Hudson Sch. Dist. v. Amy Rowley (458 U. S. 176) from Wrightslaw located at <http://www.wrightslaw.com/law/caselaw/ussupct.rowley.htm> * Rebutting Rowley: Independence & Self-Sufficiency Are New Standards for a FAPE by Peter Wright, Esq. and Pamela Wright, MA, MSW from Wrightslaw located at <http://www.wrightslaw.com/law/art/kl.misd.rowley.htm> | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: IEP Team** | 3.1, 3.2, 3.3 |
| **Consider** the following:  *School psychologists are often called upon to help the IEP team determine IEP goals and objectives, particularly in functional or behavioral goals, as well as appropriate services and program options for students. Federal law has established standards for determining whether a student with disabilities is receiving appropriate instruction and services to allow the student access to educational opportunity, taking into consideration whether the disabilities the student has are addressed to the extent that they don’t create barriers to the student’s access to education (California Department of Education, 2017). Balancing the services that parents desire with what services the district can or will offer (i.e., that will be* ***“appropriate/an educational benefit,” vs. what might be considered an optimal education*** *for the child) can sometimes be a challenge.*  **Respond** to the following prompts in the IEP Team discussion forum by Wednesday:   * As a school psychologist, what three important issues do you believe the IEP Team needs to consider in order to complete an Individualized Education Plan for a student? * Be brief in your explanation.   **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. | |

Week 4: Intervention & Prevention–Crisis Management

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. | CLO3, CLO4 |
| * 1. Identify a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education. | CLO3, CLO4 |
| * 1. Evaluate evidence-based interventions to improve individual student social, emotional, and behavioral wellness. | CLO3, CLO4 |
| * 1. Determine effective methods of student development such as self-regulation, planning, organization, empathy, social skills, and decision-making for individuals and group, classroom, and school-wide settings. | CLO3, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** the following NASP Standards:   * Domain 2: Data-Based Decision Making and Accountability * Domain 6: Preventive and Responsive Services | |
| ***Online Resources***  **Locate** the PREPaRE Training Curriculum on the National Association of School Psychologists (NASP) website: <https://www.nasponline.org/>. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Crisis & Intervention Plan** | 4.1, 4.2, 4.3, 4.4 |
| **Consider** the following:  *Determining what a school can learn from any tragedy and how can they better prepare in the future is always important. Each member of the school community must work both individually and as a member of a team to take the steps needed to restore the emotional and academic balance to the school environment. Positive working relationships among school staff not only achieve the goal of recovery from a school crisis, but the staff's actions provide positive role models for students and life-long lessons about how to conduct oneself during times of adversity.*  *There is no cookie-cutter crisis plan applicable to all schools or school districts and specific school site violence emergency plans are typically tailored to each individual building in the district.*  **Respond** to the following prompts in the Crisis & Intervention Plan discussion forum by Wednesday:   * What are four considerations every school and district should address when putting together a crisis prevention and intervention plan? * What four individuals should be included on the crisis team? Why should they be included?   **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. | |

Week 5: Intervention & Prevention–Behavior Management

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate prevention and intervention programs that address behavioral problems to significantly affect learning. | CLO3, CLO4, CLO5 |
| * 1. Determine the process of gathering relevant information about a student in social and instructional environments. | CLO3, CLO4, CLO5 |
| * 1. Determine specific short and long-term goals and strategies necessary for intervention within the classroom and school environment. | CLO3, CLO4, CLO5 |
| * 1. Analyze data to create a comprehensive representation of student strengths, weaknesses and concerns. | CLO2, CLO4, CLO5 |
| * 1. Identify state and federal guidelines that address the issue of functional behavior assessments and discipline of special needs students. | CLO1, CLO2, CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4, 5.5 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** the NASP Standard Domain 6: Preventive and Responsive Services | |
| ***Online Resources***   * California Education Code Section 56521 located at <http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=56521.&lawCode=EDC> * Title 34, Code of Federal Regulations, (34 CFR) Section 300.324 located at <https://www.gpo.gov/fdsys/granule/CFR-2007-title34-vol2/CFR-2007-title34-vol2-sec300-324> | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Behavior Management** | 5.1, 5.2, 5.3, 5.4, 5.5 |
| **Read** the Billy Case Study.  **Respond** to the following prompts in the Behavior Management discussion forum by Wednesday:   * What three important behaviors that may warrant the completion of a *Functional Behavior Assessment for Billy?* * What three important elements will be necessary to develop a subsequent Positive Behavior Intervention Plan for Billy?   **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. | |

Week 6: Psycho-Educational Assessments & Diversity Considerations

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine appropriate skills in the use of psychological and educational assessment, data collection strategies, and technology resources. | CLO5, CLO6 |
| * 1. Analyze wide-ranging models and methods of assessment and data collection to identify strengths and needs of the student. | CLO5, CLO6 |
| * 1. Interpret principles and research related to individual differences, abilities, disabilities, and other diverse student characteristics for children, families, and schools; including factors related to culture, context, and individual and role difference. | CLO4, CLO5, CLO6 |
| * 1. Explain how respect for diversity in development and learning, and advocacy for social justice are foundations for all aspects of service delivery. | CLO4, CLO5 |
| * 1. Determine how to adhere to legal and ethical guidelines within the Department of Education and California guidelines while being sensitive to cultural and ethnic differences. | CLO2, CLO3, CLO4, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** the following NASP Standards:   * Domain 1: Data-Based Decision Making and Accountability * Domain 8: Diversity in Development and Learning * Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Assessment & Diversity** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| **Read** the Michael Case Study.  **Select** two of the following areas:   |  |  | | --- | --- | | Cognitive | Academic | | Visual Processing | Adaptive Behavior | | Auditory Processing | Classroom Performance | | Attention | Social-Emotional/Behavioral | | Small/Gross Motor/Kinesthetic | Memory |   **Respond** to the following prompts in the Assessment & Diversity discussion forum by Wednesday:   * What assessment tools/procedures would you use to assess Michael in the areas you selected?   + Specifically identify what subtests you would administer from the assessment tools selected and CHC areas that the subtests/tools would be addressing.   + Be sure to account for cultural and ethnic considerations. * Why did you choose those assessment tools/procedures? * What considerations and factors guided you in your decision to employ those assessment tools/procedures?   **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. | |

Week 7: Psycho-Educational Assessments–Atypical Students

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the strengths and needs of the student using a wide range of models and methods of assessment and data collection. | CLO2, CLO3, CLO4, CLO5, CLO6 |
| * 1. Identify special education eligibility requirements within California Education Code, Section 3030. | CLO2, CLO3, CLO4, CLO5, CLO6 |
| * 1. Determine a student’s eligibility for special education services using valid and reliable assessments. | CLO2, CLO4, CLO6 |
| * 1. Determine skills required to use psychological and educational assessments, data collection strategies, and technology resources. | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3, 7.4 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  **Review** the following NASP Standards:   * Domain 1: Data-Based Decision Making and Accountability * Domain 8: Diversity in Development and Learning * Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Assessment Procedures** | 7.1, 7.2, 7.3, 7.4 |
| **Consider** the following scenario:  *Ricky is a regular education student in the 1st grade being referred for a nondiscriminatory psycho-educational evaluation.*  *Ricky is an 8-year-old boy who has a history of hitting, kicking at teachers. One theory appears to be that Ricky acts out significantly more when he is tired, hungry, sick or has had sweets. He seems to have trouble in the classroom with behavior issues around 9:15 a.m.*  *Ricky is in an adoptive placement and has a history of prenatal drug exposure. His adoptive father says that Ricky becomes extremely frustrated when he does not get what he wants. He has a history of having difficulty at recess and lunch. He will hit or kick at other children when they do not do what he wants. Last week, he cut some hair off one of the girls who sit in front of him because she got him in trouble with the teacher. His parents are concerned about Ricky’s behavior because other children in the neighborhood have been avoiding him.*  *Ricky’s teacher is also worried because he continually argues or is noncompliant. She says that his reading skills are fair but could be better. He does OK in math. His spelling and writing are poor. Ricky seems to like to use his hands in manipulative tasks and construction activities. He demonstrates good imagination activities using his crafts to make different drawings and yarn activities, if he can be trusted with classroom materials.*  **Select** two of the following areas:   |  |  | | --- | --- | | Cognitive | Academic | | Visual Processing | Adaptive Behavior | | Auditory Processing | Classroom Performance | | Attention | Social-Emotional/Behavioral | | Small/Gross Motor/Kinesthetic | Memory |   **Respond** to the following prompts in the Assessment Procedures discussion forum by Wednesday:   * What assessment tools/procedures would you use to assess Ricky in the areas you selected?   + Specifically identify what subtests you would administer from the assessment tools selected and CHC areas that the subtests/tools would be addressing.   + Be sure to account for cultural and ethnic considerations (if any). * Why did you choose those assessment tools/procedures? * What considerations and factors guided you in your decision to employ those assessment tools/procedures? * What other considerations or actions might you need to take to determine if Ricky does or does not possibly qualify for special education services? * What disabling condition do you suspect Ricky may potentially qualify for?   **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. | |

|  |  |
| --- | --- |
| **Assignment: Comprehensive Exam** | COURSE |
| Various school psychology competencies are featured within this exam. It is highly recommended that you complete these questions with as little outside assistance as possible so that you might gain a better appreciation and understanding of what your current skills are as school counselor candidate.  **Complete** the Comprehensive Exam.  **Note**. You must satisfactorily complete (at or above 80% level) the Comprehensive Exam at the end of this course before moving on to the school psychology internship. If you do not meet the 80% threshold, you may be referred to a Student Evaluation Review Committee (SERC) meeting or may be asked to re-take part or all of the comprehensive exam prior to commencing their school psychology internship experience.  **Allow** at least three hours to finish the exam. | |

Week 8: Legal & Ethical Considerations when Working with Individuals

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district. | CLO1, CLO2, CLO3, CLO4, CLO5 |
| * 1. Identify state and federal laws important to school personnel regarding confidentiality and reporting child abuse. | CLO1, CLO2 |
| * 1. Apply accepted and evolving standards and principles to issues regarding legal and ethical practices for the school professional. | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| * 1. Analyze issues regarding how school psychologists act as advocates for their student-clients. | CLO2, CLO3, CLO4, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3, 8.4 |
| **Refer** to the following materials listed in the Required Course Materials section:   * Federal Child Abuse Prevention and Treatment Act (CAPTA) located at <https://www.childwelfare.gov/pubPDFs/about.pdf> * Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons. * Tarasoff V. Regents of University of California from FindLaw located at <https://caselaw.findlaw.com/ca-supreme-court/1829929.html>   **Review** the NASP Standard Domain 10: Legal, Ethical, and Professional Practice | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Possible Abuse** | 8.1, 8.2, 8.3, 8.4 |
| The Federal Child Abuse Prevention and Treatment Act (CAPTA) passed in 1974, all 50 states have passed laws mandating the reporting of child abuse and neglect. CAPTA provides a foundation for the States by identifying a minimum set of acts or behaviors that characterize physical abuse, neglect and sexual abuse, although these laws vary from state to state.  **Consider** the following scenario:  *While you are completing a psycho-educational assessment on Cameron, a possible LD student; currently in the 3rd grade, tells you that his older sister, Eileen—an 11th grader, has been hitting and kicking him at home. She has been telling him that if he tells anyone she will just hurt him more. He asks you to help but not to tell anyone.*  **Respond** to the following prompt in the Possible Abuse discussion forum by Wednesday: What do you believe are your legal and ethical responsibilities and obligations as it applies to Cameron in this situation.  **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. | |