# 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

You will expand your knowledge of the State of California’s eligibility criteria for Individuals with Exceptional Needs, including individuals from diverse linguistic and cultural backgrounds. Course work will focus on cross-battery assessment, identifying strengths and weaknesses, and how these facilitate or inhibit school progress. You will also become familiar with appropriate recommendations that follow assessment results to enhance the learning of students.

# 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:** Plan assessment batteries based on referral concerns and student characteristics. | Application | 4, 5, 10, 3 | N/A | 19, 20, 22, 23 | Case Study Presentation; Dyslexia for Parental Understanding |
| **CLO2:** Analyze the influence of cultural and linguistic diversity on student learning to apply appropriate alternative assessment procedures for African American and English Language Learners. | Application | 3, 4. 6, 7, 11 | N/A | 17, 18, 19, 22, 23 | ELL Student Cross Battery Report; African American Student Cross Battery Report |
| **CLO3:** Determine validity of assessment scores for English Language Learners using the C-LIM to appropriately interpret results. | Application | 3, 4, 6, 7, 11 | N/A | 17, 18, 19, 22, 23 | ELL Student Cross Battery Report |
| **CLO4:** Interpret cross-battery results to determine if additional assessments are needed to corroborate or refute initial findings or hypothesis testing. | Application | 4, 11, 15 | NA | 22, 24 | Comparison Paper |
| **CLO5:** Analyze the strengths and weaknesses of the cross- battery results through the most recent versions of the cognitive and processing tests. | Application | 4, 11, 15 | N/A | 22, 24 | XBASS PSW Analyzer |
| **CLO6:** Evaluate assessment findings in the CHC areas to analyze the relevant CHC factors under the cognitive and processing areas of the Education Code to determine of the student qualifies. | Leadership | 4, 6, 11, 15 | N/A | 22, 24 | Cross Battery Report |

# 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 | 3 | 15 |
| Week 2 | 10 | 8 |
| Week 3 | 5 | 7 |
| Week 4 | 4 | 12 |
| Week 5 | 4 | 10 |
| Week 6 | 13 | 12 |
| Week 7 | 4 | 10 |
| Week 8 | 4 | 10 |

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

# Required Course Materials

Sattler, Jerome M. (2001). *Assessment of children: cognitive foundations* (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.

ISBN-13: 978-0970267146

Flanagan, D.P., Ortiz, S.O. & Alfonso, V.C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: Wiley.

ISBN-10: 0470621958

Flanagan, D.P., Ortiz, S.O. & Alfonso, V.C. (2015). *Cross-battery assessment software system*. V1.0 Wiley.

ISBN-10: 111905639X

Flanagan, D.P. & Alfonso, V.C. (2018). *Essentials of specific learning disability identification* (2nd ed.). Hoboken, NJ: Wiley.

ISBN-13: 978-1119313847

Mather, N. & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.

ISBN: 978-0470927601

Sattler, J. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6th ed.). La Mesa, CA: Jerome M. Sattler, Publisher Inc.

ISBN: 978-0970267122

# 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: Understanding the Difference of Specific Learning Disability, Intellectual Disability & Slow Learning 16](#_Toc512500490)

[Week 2: Understanding Cross Battery Interpretation & Dual Discrepancy/Consistency Model (Residency Week) 18](#_Toc512500491)

[Week 3: Dyslexia Assessment & Identification 20](#_Toc512500492)

[Week 4: Understanding Educational Achievement & Performance 23](#_Toc512500493)

[Week 5: Evaluating English Only Students – Theory to Practice 26](#_Toc512500494)

[Week 6: Evaluating English Language Learners 28](#_Toc512500495)

[Week 7: Evaluating African American Students 31](#_Toc512500496)

[Week 8: Final Exam 34](#_Toc512500497)

# 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** |
| Discussion | 15 |
| Activity | 30 |
| Cross Battery Report | 25 |
| Final Exam | 30 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Intellectual Disability & Slow Learning |  | Discussion | 2 |
|  | Assignment: Comparison Paper |  | Activity | 4 |
| **Week 2** | |  |  |  |
|  | Discussion: Week 2 Residency Discussion |  | Discussion | 2 |
|  | Assignment: Case Study Presentation |  | Activity | 18 |
| **Week 3** | |  |  |  |
|  | Discussion: Unexpectedness |  | Discussion | 2 |
|  | Discussion: Evaluating Dyslexia |  | Discussion | 2 |
|  | Assignment: Dyslexia for Parental Understanding |  | Activity | 4 |
| **Week 4** | |  |  |  |
|  | Discussion: Classroom Interventions |  | Discussion | 2 |
|  | Assignment: XBASS PSW Analyzer |  | Activity | 4 |
| **Week 5** | |  |  |  |
|  | Discussion: Evaluating an English Only Student |  | Discussion | 2 |
|  | Assignment: English Only Student Cross Battery Report |  | Cross Battery Report | 8 |
| **Week 6** | |  |  |  |
|  | Discussion: Evaluating an ELL Student |  | Discussion | 2 |
|  | Assignment: ELL Student Cross Battery Report |  | Cross Battery Report | 8 |
| **Week 7** | |  |  |  |
|  | Discussion: Evaluating an African American Student |  | Discussion | 2 |
|  | Assignment: African American Student Cross Battery Report |  | Cross Battery Report | 8 |
| **Week 8** | |  |  |  |
|  | Assignment: Final Exam |  | Final Exam | 30 |
| **Total Points** | |  |  | **100** |

Week 1: Understanding the Difference of Specific Learning Disability, Intellectual Disability & Slow Learning

Learning Objectives

|  |  |
| --- | --- |
| * 1. Compare Specific Learning Disability options A, B, C and PSW. | CLO4, CLO5 |
| * 1. Explain the importance of identifying exclusionary factors. | CLO2, CLO3, CLO4 |
| * 1. Compare Specific Learning Disability, Intellectual Disability and Slow Learning. | CLO4, CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Foundations of Behavioral, Social, & Clinical Assessment***   * Ch. 16: Specific Learning Disabilities: Background Considerations * Ch. 17: Specific Learning Disabilities: Assessment and Intervention * Ch. 18: Intellectual Disability | |
| ***Essentials of Cross-Battery Assessment***  **Read** the following sections of Ch. 4: Cross-Battery Assessment for SLD Identification:   * Level II: Exclusionary Factors pp. 245-252 * Brief Perspective on the Definition of SLD pp. 227-239 * Generally average ability to think and reason pp. 266-272 | |
| ***Online Resources***   * Flanagan, D. P. & Alfonso, V. C. (2015). [The Utility of X-BASS in the Identification of SLD](http://www.schoolneuropsych.com/document.php?file=FlanaganAlfonso_2perPage.pdf). 11th Annual School Neuropsychology Summer Institute presentation. * [CALPADS Primary Disability Category Codes](https://www.cde.ca.gov/ta/tg/ca/disablecodes.asp) from the California Department of Education. * [Education Code – EDC, Title 2, Chapter 4, Article 2.5, 56337](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56337) from the California Legislative Information. * [Core Component 10: Disability Determination](https://www.cde.ca.gov/ci/cr/ri/corecomp10.asp) from the California Department of Education. | |

# Assignments

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| --- | --- |
| **Discussion: Intellectual Disability & Slow Learning** | 1.3 |
| **Respond** to the following prompts in the Intellectual Disability & Slow Learning discussion forum by Wednesday:   * Describe the practices of assessing and supporting students that have been identified as intellectually disabled at your practicum site. * What interventions are in place for slow learners at your practicum site? * If you were provided an opportunity to create an academic intervention program, what population would you target? What skill would you hope to develop? Why?   **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!’ | |

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| **Assignment: Comparison Paper** | 1.1, 1.2 |
| **Write** a brief paper comparing the Specific Learning Disability options A, B, C and PSW.  **Include** an explanation of the importance of identifying exclusionary factors when determining Special Education Eligibility.  **Submit** your paper as a Word document by Sunday. | |

Week 2: Understanding Cross Battery Interpretation & Dual Discrepancy/Consistency Model (Residency Week)

Learning Objectives

|  |  |
| --- | --- |
| * 1. Define narrow and broad abilities. | CLO4 |
| * 1. Identify narrow abilities subtests most relevant for reading, writing, and math. | CLO4, CLO5, CLO6 |
| * 1. Explain the operational definition of dual discrepancy model. | CLO1, CLO4, CLO5, CLO6 |
| * 1. Explain PSW characteristics within the dual discrepancy/consistency model. | CLO5, CLO6 |
| * 1. Determine how cognitive deficits manifest across a range of specific academic skills. | CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4, 2.5 |
| ***Essentials of Cross-Battery Assessment***  **Read** the following sections:   * Ch. 1: Overview * Appendix A: CHC Narrow Ability Definitions and Task Examples * Appendix B: CHC Broad and Narrow Ability Classification Tables for Tests Published Between 2001 and 2012 * Ch. 2: How to Organize a Cross-Battery Assessment Using Cognitive, Achievement, and Neuropsychological Batteries * Ch. 4: Cross-Battery Assessment for SLD Identification * Appendix H: Understanding and Using the XBA PSW-A v1.0 Software Program Tab by Tab | |
| ***Online Resources***  **Review** the following:  Flanagan, D. P. & Alfonso, V. C. (2015). [The Utility of X-BASS in the Identification of SLD](http://www.schoolneuropsych.com/document.php?file=FlanaganAlfonso_2perPage.pdf). 11th Annual School Neuropsychology Summer Institute presentation. | |

# Assignments

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| --- | --- |
| **Discussion: Week 2 Residency Discussion** | 2.2 |
| **Prepare** to discuss the following questions during the Week 2 Residency Day:   * What is the relationship between Gv and writing achievement? * What is orthography? How does it relate to written language? * Are the psychologists in your district routinely assessing orthography? If yes, how – using what assessment measure? If not, what is their rationale?   **Note**. You will be graded on your response and participation during the Week 2 Residency Day. | |
| **Faculty Note:** View the Week 2 Residency Day outline for guidelines on conducting the residency. | |

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| **Assignment: Case Study Presentation** | 2.1, 2.3, 2.4, 2.5 |
| **Create** an oral presentation with a partner, during the residency, based on the case study information that will be provided during the Week 2 Residency, Day 1.  **Complete** the following:   * Review the student background information that is provided to you * Select tests that you would like to administer based on the scores provided to you * Input information in the software   **Prepare** to present your findings during the Week 2 Residency Day. | |

Week 3: Dyslexia Assessment & Identification

Learning Objectives

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| --- | --- |
| * 1. Define dyslexia. | CLO1 |
| * 1. Compare California guidelines for the identification of dyslexia to the federal guidelines. | CLO6 |
| * 1. Explain possible signs of dyslexia. | CLO2 |
| * 1. Reinterpret the levels of assessment and intervention of dyslexia for parental understanding. | CLO4, CLO5 |
| * 1. Analyze the social emotional impacts of dyslexia. | CLO1, CLO2, CLO4, CLO5 |

# Activities and Resources

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| --- | --- |
| **Readings** | 3.1, 3.2, 3.3, 3.4, 3.5 |
| ***Essentials of Dyslexia Assessment and Intervention***   * Ch. 1: Understanding Dyslexia * Ch. 2: A Brief History of Dyslexia * Ch. 3: The Brain and Dyslexia * Ch. 5: Assessment of the Cognitive and Linguistic Correlates of Dyslexia * Ch. 12: Dyslexia in the Schools | |
| ***Online Resource***  Special Education Division. (2017). [California Dyslexia Guidelines](https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf). Sacramento, CA: California Department of Education.  **Read** the following:   * Ch. 1: A Twenty-First-Century Definition of Dyslexia * Ch. 5: Socioemotional Factors of Dyslexia * Ch. 6: When the Concern May Not Be Dyslexia | |

# Assignments

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| --- | --- |
| **Discussion: Unexpectedness** | 3.1, 3.2 |
| **Respond** to the following prompts in the Unexpectedness discussion forum by Wednesday:   * The California Department of Education, in their definition of dyslexia, does not define ‘unexpectedness’ when discussing academic weaknesses. How would you operationally define unexpectedness? * How would you evaluate an ‘unexpected’ academic deficit?   **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!’ | |

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| **Discussion: Evaluating Dyslexia** | 3.3, 3.4 |
| **Respond** to the following prompts in the Evaluating Dyslexia discussion forum by Wednesday:   * How does your practicum site address assessment requests that specifically indicate an evaluation for dyslexia? * Do the psychologists address dyslexia concerns within the framework of Specific Learning Disability eligibility or do they write a report that is uniquely and specifically about dyslexia? Provide rationale. * What assessment tools are included in their battery when they are evaluating dyslexia?   **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!’ | |

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| **Assignment: Dyslexia for Parental Understanding** | 3.4, 3.5 |
| **Consider** the following scenario:  *During fall semester universal/Tier 1 screening, a first student was identified as being below grade level in reading. The student was placed in a reading intervention which is where they remained for the rest of the year. The school reading intervention teacher provided the parent recommendations about how to continue working on reading over the summer. In the fall of their second-grade year, the student's reading progress was reevaluated. It was discovered that there was little progress made since the reading interventions were implemented. The parent is now requesting an evaluation for dyslexia.*  **Create** a video showing how you would explain the CA guidelines of dyslexia and your process of determining eligibility to a parent.  **Write** a 250-to 400-word paper that address the following:   * What exclusionary factors should be considered? * Would you recommend that the school-based team grant or deny the parent's request for evaluation? Why or why not?   **Note**. Upload your video as an MP3 or MP4 file to a shared drive such as OneDrive or Google Drive.  **Submit** a link to your video and paper as a Word document by Sunday. | |

Week 4: Understanding Educational Achievement & Performance

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify weaknesses and deficits in cognitive ability. | CLO5 |
| * 1. Determine the impact pf unexpected underachievement on assessment results. | CLO4, CLO5 |
| * 1. Interpret the PSW Analyzer illustrations from the cross-battery software. | CLO4, CLO5, CLO6 |
| * 1. Determine if the pattern of strengths and weaknesses has an adverse effect on educational performance. | CLO5 |
| * 1. Evaluate cross-battery findings to identify appropriate interventions and strategies related to cognitive deficits. | CLO4, CLO5, CLO6 |

# Activities and Resources

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| **Readings** | 4.1, 4.2, 4.3, 4.4, 4.5 |
| ***Essentials of Cross- Battery Assessment***  Ch. 3: How to Interpret Test Data  **Review** the following:   * Ch. 4: Cross-Battery Assessment for SLD Identification * Appendix H: Understanding and Using the XBA PSW-A v1.0 Software Program Tab by Tab | |
| ***Essentials of Specific Learning Disability Identification***   * Ch. 14: Difference or Disorder: Assessment of SLD with an English Learner * Ch. 15: Differential Diagnosis of SLD Versus Other Difficulties | |

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| **Preparation: Alliant Library** | N/A |
| **Check** out a copy of the following book from the Alliant Library:  Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.  **Note**. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following:  Ch. 5: Best Practices in Nondiscriminatory Assessment by Samuel O. Ortiz  **Return** the book as soon as possible so that others have an opportunity to check-out the book and make copies *before Week 6*.  **Note**. You may have purchased this 6-volume set for another course in the program. | |

# Assignments

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| **Discussion: Classroom Interventions** | 4.5 |
| **Respond** to the following prompts in the Classroom Interventions discussion forum by Wednesday:   * What are common classroom interventions used on your practicum site for reading? What are common accommodations used at your site for reading? * What are common classroom interventions used on your practicum site for math? What are common accommodations used at your site for math? * What are common classroom interventions used on your practicum site for written language? What are common accommodations used at your site for written language?   **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!’ | |

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| **Assignment: XBASS PSW Analyzer** | 4.1, 4.2, 4.3, 4.4, 4.5 |
| **Review** the following:    **Write** a 500-to 850-word narrative about your findings that include the following:   * What are the strengths and weaknesses? * What is the significance of the weaknesses notes? * What academic interventions would you recommend? * What classroom accommodations would you suggest?   **Provide** rationale for your findings.  **Submit** your narrative as a Word document by Sunday. | |

Week 5: Evaluating English Only Students – Theory to Practice

Learning Objectives

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| --- | --- |
| * 1. Employ all aspects of the XBASS software effectively. | CLO1, CLO4, CLO5, CLO6 |
| * 1. Interpret XBASS findings to determine eligibility. | CLO5, CLO6 |

# Activities and Resources

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| **Readings** | 5.1, 5.2 |
| ***Essentials of Cross-Battery Assessment***  Ch. 6: Strengths and Weaknesses of the Cross-Battery Assessment Approach | |
| ***Essentials of Specific Learning Disability Identification***  Ch. 11: Dual Discrepancy/Consistency Operational Definition of SLD: Integrating Multiple Data Sources and Multiple Data-Gathering Methods | |
| ***Foundations of Behavioral, Social, and Clinical Assessment of Children***  Ch. 25: Report Writing | |
| ***Documents***  **Review** the following XBA Sample Reports:   * Campbell Case Study * Hannah Case Study | |

# Assignments

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| --- | --- |
| **Discussion: Evaluating an English Only Student** | N/A |
| **Respond** to the following prompts in the Evaluating an English Only Student discussion forum by Wednesday:   * What assessment tools does your practicum supervisor use or recommend when evaluating an ‘English Only’ student for Specific Learning Disability? * After an academic assessment tool, like the WJ-ACH-IV or the WIAT-III, is administered and additional academic testing is deemed necessary, such as GORT-5, TOWL-4, etc., who administers the tests?   **Provide** rationale.  **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!’ | |

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| **Assignment: English Only Student Cross Battery Report** | 5.1, 5.2 |
| **Review** the case study for the English Only student.  **Input** the relevant information into the XBASS software:   * Data entry * XBA analyzer * Data organizer * Strength and weakness indicators * PSW analyzer data summary * G-value * PSW analyzer   **Interpret** the XBASS findings.  **Write** a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.  **Include** your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.  **Submit** your Cross-Battery report by Sunday. | |

Week 6: Evaluating English Language Learners

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain socioeconomic influences on psychological testing. | CLO1, CLO4 |
| * 1. Interpret current approaches for assessing diverse populations. | CLO2, CLO3 |
| * 1. Analyze CELDT scores or other culture-language test classifications to determine areas of need or support. | CLO2 |
| * 1. Employ the C-LIM Tab of the XBASS software. | CLO3, CLO4, CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4 |
| ***Essentials of Cross- Battery Assessment***   * Ch. 5: Cross-Battery Assessment of Individuals from Culturally and Linguistically Diverse Backgrounds * Appendix I: Cognitive and Neuropsychological Battery-Specific Culture-Language Matrices | |
| ***Alliant Library***  **Check** out a copy of the following book from the Alliant Library:  Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.  **Note**. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following:  Ch. 5: Best Practices in Nondiscriminatory Assessment by Samuel O. Ortiz  **Note**. You may have purchased this 6-volume set for another course in the program. | |
| ***Foundations of Behavioral, Social, and Clinical Assessment of Children***  Ch. 4: Culturally and Linguistically Diverse Children | |
| ***Essentials of Specific Learning Disability Identification***  Ch. 14: Difference or Disorder: Assessment of SLD with an English Learner | |
| ***Documents***  **Review** the following XBA Sample Reports:   * Campbell Case Study * Hannah Case Study | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Evaluating an ELL Student** | 6.1, 6.2 |
| **Prepare** to discuss the following questions during the Week 6 Residency Day:   * What assessment tools does your practicum supervisor use or recommend when evaluating an ‘English Language Learner’ student for Specific Learning Disability? * If your site supervisor is monolingual (English Only), how confident do they feel about their practices when evaluating ELL students? What are your thoughts on their position? * What factors do they consider when determining if their test results are a valid and accurate reflection of the student's ability? * Is there a bilingual psychologist or staff member that they consult with or work closely completing an evaluation for an ELL student? How does that bilingual psychologist or staff member support them?   **Note**. You will be graded on your response and participation during the Week 6 Residency Day. | |
| **Faculty Note:** View the Week 6 Residency Day outline for guidelines on conducting the residency. | |

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| **Assignment: ELL Student Cross Battery Report** | 6.1, 6.2, 6.3, 6.4 |
| **Review** the case study for the ELL student.  **Input** the relevant information into the XBASS software:   * Data entry * XBA analyzer * Data organizer * Strength and weakness indicators * PSW analyzer data summary * G-value * PSW analyzer   **Interpret** the XBASS findings.  **Write** a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.  **Include** your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.  **Submit** your Cross-Battery report by Sunday. | |

Week 7: Evaluating African American Students

Learning Objectives

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| --- | --- |
| * 1. Determine the impact of Larry P. v. Riles on the psychoeducational evaluation of African American students. | CLO2 |
| * 1. Explain assessment methods and selection of test instruments. | CLO1 |
| * 1. Distinguish the difference in data analysis to determine eligibility for African American students versus other students. | CLO2, CLO4, CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Assessment of Children***  **Read** pages 142­–145. | |
| ***Alliant Library***  Shifrer, D., Muller, C., & Callahan, R. (2011). [Disproportionality and Learning Disabilities: Parsing Apart Race, Socioeconomic Status, and Language](http://0-journals.sagepub.com.library.alliant.edu/doi/pdf/10.1177/0022219410374236). *Journal of Learning Disabilities*, 44(3), 246–257.  Proctor, S. L., Graves Jr., S. L., & Esch, R. C. (2012). [Assessing African American Students for Specific Learning Disabilities: The Promises and Perils of Response to Intervention](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=83853084&site=ehost-live&scope=site). *Journal Of Negro Education*, 81(3), 268-282. | |
| ***Online Resources***  Dawson, R. (2012). [Assessing African American Students: An Authentic Assessment Model](http://www.dcn-cde.ca.gov/reports/casp2012.pdf). CASP Presentation: California Department of Education, Diagnostic Center of Northern California.  Hiramoto, J. F. (2014). [Best Practice Guidelines for the Assessment of African American Students’ Cognitive Processes](http://www.dcn-cde.ca.gov/altassessment/02thelawandlarryp.pdf). California Department of Education, Diagnostic Center of Northern California. | |
| ***Documents***  **Review** the following XBA Sample Reports:   * Campbell Case Study * Hannah Case Study | |

# Assignments

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| --- | --- |
| **Discussion: Evaluating an African American Student** | 7.1, 7.2, 7.3 |
| **Respond** to the following prompts in the Evaluating an African American Student discussion forum by Wednesday:   * What assessment tools does your practicum supervisor use or recommend when evaluating an ‘African American’ student for Specific Learning Disability? * If your site supervisor is not of African American descent, how confident do they feel about their practices when evaluating African American students? What are your thoughts on their position? * What factors do they consider when determining if their test results are a valid and accurate reflection of the student's ability? * Is there an African American colleague or staff member that they consult with or work closely completing an evaluation for an African American student and their family? Why or Why not? How does that African American colleague or staff member support them?   **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!’ | |

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| --- | --- |
| **Assignment: African American Student Cross Battery Report** | 7.1, 7.2, 7.3 |
| **Review** the case study for the African American student.  **Input** the relevant information into the XBASS software:   * Data entry * XBA analyzer * Data organizer * Strength and weakness indicators * PSW analyzer data summary * G-value * PSW analyzer   **Interpret** the XBASS findings.  **Write** a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.  **Include** your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.  **Submit** your Cross-Battery report by Sunday. | |

Week 8: Final Exam

Learning Objectives

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| --- | --- |
| * 1. Evaluate your knowledge of cross-battery assessment to enhance the learning of students. | CLO2, CLO3, CLO4, CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1 |
| **Review** the following:   * All assigned textbook readings. * Case studies, your interpretation, and instructor feedback.   **Practice** entering data into the XBASS software. | |

# Assignments

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| --- | --- |
| **Assignment: Final Exam** | 8.1 |
| **Complete** the Final Exam. | |