# 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 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores.

# 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:** Explain historical perspectives concerning the nature and meaning of assessment. | Application | Standard 2, 11 | Standard 21 | Standard 17, 18, | Week 1: Data Paper |
| **CLO2:** Apply basic concepts of standardized and non-standardized testing and other assessment techniques. | Application | Standard 3, 4, 5, 6 |  | Standard 17,19, 22, 23 | Week 1: Discussion of Purpose of Testing |
| **CLO3:** Analyze statistical concepts, including scales of measurement and shapes, types of distributions, and reliability and validity. | Application | Standard 4, 10, 11, 13, 15 |  | Standard 17, 22, 23, 24 | Week 2: Data Paper |
| **CLO4:** Determine the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations and legal and ethical considerations. | Integration | Standard 2, 3, 6, 8, 14 |  | Standard 17, 18, 19 | Week 2: Residency Discussion – Impact of School Climate and Demographics on Assessment  Week 7: Case Study |
| **CLO5:** Analyze strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques. | Application | Standard 3, 4, 5, 6, |  | Standard 17, 18, 22, 23 | Week 3: WJ COG Findings  Week 4: WJ Oral Findings  Week 5: WJ ACH Findings |
| **CLO6:** Determine if eligibility criteria have been met for a specific learning disability with an emphasis on CHC theory and Cross Battery. | Application | Standard 2, 4, 5, 6, 7, 10, 11, 12 |  | Standard 17, 18, 19, 20, 22, 23 | Week 6: Cross Battery Results  Week 8: Psychoeducational 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 | 4 Hours | 6 Hours |
| Week 2 | 4 Hours (Residency adds another 16 Hours) | 4 Hours |
| Week 3 | 6 Hours | 6 Hours |
| Week 4 | 6 Hours | 6 Hours |
| Week 5 | 6 Hours | 6 Hours |
| Week 6 | 3 Hours (Residency adds another 16) | 7 Hours |
| Week 7 | 2 hours | 8 Hours |
| Week 8 | 4 Hours | 10 Hours |

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

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

# Required Course Materials

Sattler, Jerome M. (2018). *Assessment of children: cognitive foundations* (6th 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. (2017). *Cross-battery assessment software system*. V2.0 Wiley.

ISBN-10: 1119389089

Hass, M.R., Carriere, J.A. (2014). *Writing useful, accessible and legally defensible psychoeducational reports*. Hoboken, NJ: Wiley.

ISBN-13: 978-1-118-8294-8

**Recommended Material**

NASP. (2014). *Best practices in school psychology* (6th ed.). Bethesda, MD: National Association of School Psychologists.

ISBN: 978-0-932955-52-4

# 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: Historical Perspectives & the Nature and Meaning of Assessment 16](#_Toc522270067)

[Week 2: Legal & Ethical Issues; Test Administration 19](#_Toc522270068)

[Week 3: Woodcock Johnson Tests of Cognitive Abilities 21](#_Toc522270069)

[Week 4: Woodcock Tests of Oral Language & Achievement 23](#_Toc522270070)

[Week 5: WISC-V 26](#_Toc522270071)

[Week 6: Test Administration, Analysis & Background Information 28](#_Toc522270072)

[Week 7: Narrative Report Writing 30](#_Toc522270073)

[Week 8: Psycho-Educational Report Writing 32](#_Toc522270074)

# 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 | 42 |
| Paper (SLD Identification & Data; Cross Battery) | 9 |
| Test Administration (WJ COG, Oral, ACH) | 30 |
| Report (Narrative & Psychoeducational) | 19 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Purpose of Testing |  | Discussion | 2 |
|  | Assignment: SLD Identification Paper |  | Paper | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Impact of Climate & Demographics on Assessment |  | Discussion | 2 |
|  | Assignment: Data Paper |  | Paper | 5 |
| **Week 3** | |  |  |  |
|  | Discussion: Cognitive Assessment Tool |  | Discussion | 2 |
|  | Assignment: WJ COG Findings |  | Test Administration | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Oral & Achievement Assessment Tool |  | Discussion | 2 |
|  | Assignment: WJ Oral & Achievement Findings |  | Test Administration | 10 |
| **Week 5** | |  |  |  |
|  | Discussion: WISC-V |  | Discussion | 2 |
|  | Assignment: WISC-V Findings |  | Test Administration | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Test Administration |  | Discussion | 2 |
|  | Assignment: Cross Battery Results |  | Test Administration | 5 |
| **Week 7** | |  |  |  |
|  | Discussion: Reports |  | Discussion | 2 |
|  | Assignment: Case Study |  | Report | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Report Writing |  | Discussion | 2 |
|  | Assignment: Psycho-Educational Report |  | Report | 24 |
| **Total Points** | |  |  | **100** |

Week 1: Historical Perspectives & the Nature and Meaning of Assessment

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify various historical perspectives on the nature of assessment. | CLO1 |
| * 1. Explain multi-method assessment approach. | CLO2 |
| * 1. Explain factors that influence data and test performance. | CLO1 |
| * 1. Explain factor analytic theories of intelligence. | CLO1 |
| * 1. Determine the connection between CHC theory and the educational criteria of Specific Learning Disability. | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4, 1.5 |
| ***Assessment of Children***   * Ch. 1: Challenges in Assessing Children: The Process * Ch. 2: Challenges in Assessing Children: The Context * Ch. 7: Historical Survey and Theories of Intelligence * Ch. 8: Correlates of Intelligence | |
| ***Essentials of Cross-Battery Assessment***   * Ch. 1: Overview * Appendix B: CHC Broad and Narrow Ability Classification Tables for Tests Published Between 2001 and 2012 | |
| ***Online Resource***  [California Education Code SLD](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56337) | |
| ***X-BASS – Cross-Battery Assessment Software System***  Test List Tab | |
| ***YouTube***  **View** “[SPP 49: Dr. Dawn Flanagan and Cross Battery Assessment](https://youtu.be/VQUG-H-qDGs)” [1:13:50]. | |
| ***Document***  Flanagan, D. P. (2014). *Cross-battery assessment: A pattern of strengths and weaknesses approach to SLD identification*. St. John’s University, NY: Yale Child Study Center, School of Medicine. | |

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| **Alliant Library: Recommended Reading** | 1.5 |
| **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 *Ch. 22: A Psychometric Primer for School Psychologists*.  **Return** the book as soon as possible so that others have an opportunity to check-out the book and make copies. | |

# Assignments

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| --- | --- |
| **Discussion: Purpose of Testing** | 1.1, 1.2 |
| **Imagine** you are conducting a psycho-educational assessment with a student and the student asks what is the purpose of the testing.  **Respond** to the following prompts in the Purpose of Testing discussion forum by Wednesday:   * How would you explain this process to a high school student? A first-grade student? Parents? * Provide rationale for differences, if any, in your approach?   **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: SLD Identification Paper** | 1.3, 1.4, 1.5 |
| **Write** a 250-to 500-word paper that answers the following:   * What model of SLD identification does your practicum or internship site supervisor and district ascribe to: CHC/Cross Battery, discrepancy or a combination of both? * Why did your school site select that model? * Based on your experience at the school site, what are the pros and cons of their selection?   **Submit** your paper as a Word document by Sunday. | |

Week 2: Legal & Ethical Issues; Test Administration

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain ethical, legal, and professional issues in assessment. | CLO4 |
| * 1. Analyze factors involved in assessing ethnic minority children. | CLO4 |
| * 1. Explain professional examiner qualities and environmental factors for test administration. | CLO4 |
| * 1. Interpret statistics data and psychometrics primer. | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4 |
| ***Assessment of Children***   * Ch. 3: Ethical. Legal and Professional Issues * Ch. 4: A Primer on Statistics and Psychometrics * Ch. 5: A Primer on Statistics and Psychometrics * Ch. 6: Role of the Evaluator in the Assessment Process | |

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| **Preparation: Test Administration** | N/A |
| **Prepare** to administer the following tests to a student from your practicum or internship site:   * Woodcock Johnson Tests of Cognitive Abilities (*Week 3*) * Woodcock John Tests of Oral Language (*Week 4*) * Woodcock Johnson Tests of Achievement (*Week 5*)   **Note**. You will be building a student profile, so it is important these tests are administered to the same student each week. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Impact of Climate & Demographics on Assessment** | 2.1, 2.2, 2.3 |
| **Prepare** to discuss the following questions during the Week 2 Residency Day:   * How would you describe the ethic population and community or environment at your practicum or internship site? * How do these factors impact the role of assessment at your site? * Consider the school climate and demographics of your school site, what qualities do you feel an examiner should possess to be or effective at your school site? Provide rationale for your selections.   **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: Data Paper** | 2.4 |
| **Write** a 100-word, or less, paper that answers the following:   * What is the difference between a psychological assessment and a clinical assessment? Why are standard scores important? * What role do standard scores play in assessment? * How would you explain the bell curve, particularly the *average range*, to a parent?   **Submit** your paper as a Word document by Sunday. | |

Week 3: Woodcock Johnson Tests of Cognitive Abilities

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain how to administer the Woodcock Johnson Tests of Cognitive Abilities. | CLO2 |
| * 1. Determine which subtests should be administered to measure cognitive deficits per the California Education Code. | CLO5 |
| * 1. Analyze referral information to determine appropriate selection of broad and narrow subtests measures of the Woodcock Johnson Tests of Cognitive Abilities. | CLO5 |
| * 1. Interpret initial findings of the Woodcock Johnson Tests of Cognitive Abilities. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| ***Assessment of Children***  Ch. 17: Woodcock Johnson IV Tests of Cognitive Abilities | |
| **Check** out the following from the Alliant Library:  Schrank, F. A., Mather, N., & McGrew, K. S. (2014). [Woodcock-Johnson IV tests of cognitive abilities](http://encore.alliant.edu/iii/encore/record/C__Rb1566712__SWoodcock%20JOhnson__P0%2C1__Orightresult__U__X6?lang=eng&suite=cobalt). Rolling Meadows, IL: Riverside Publishing Company.  **Note**. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:   * Standard test book (323 pages) * Extended test book (259 pages) * Examiner's manual (134 pages) * Examiner training workbook (29 pages) * Audio recording * Scoring guide (8 plastic sheets) * Subject response booklet * Test record form | |
| ***Document***  McGrew, K. (nd). *The new WJIV battery: Introduction and overview*. Institute for Applied Psychometrics. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Cognitive Assessment Tool** | 3.2 |
| **Respond** to the following prompts in the Cognitive Assessment Tool discussion forum by Wednesday:   * What is the preferred cognitive assessment tool of your practicum or internship site supervisor? * What is their rationale for this choice?   **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: WJ COG Findings** | 3.1, 3.3, 3.4 |
| **Administer** the Woodcock-Johnson IV test of cognitive abilities to a student at your practicum or internship site, family member or friend.  **Score** the test using the WJ Score online software.  **Write** a narrative report describing your findings using the template provided.  **Submit** your WJ online scoring print out along with the narrative and PDF of the protocol by Sunday. | |

Week 4: Woodcock Tests of Oral Language & Achievement

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain how to administer the Woodcock Johnson Tests of Oral Language and Achievement. | CLO2 |
| * 1. Determine which subtests should be administered to measure oral language, oral expression deficits, and achievement deficits per the California Education code. | CLO5 |
| * 1. Analyze referral information to determine appropriate selection of broad and narrow subtests of the Woodcock Johnson Tests of Oral Language and Achievement. | CLO5 |
| * 1. Interpret initial findings of the Woodcock John Tests of Oral Language and Achievement. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| **Check** out the following from the Alliant Library:  Schrank, F. A., Mather, N., & McGrew, K. S. (2014). [Woodcock-Johnson IV tests of oral language](http://encore.alliant.edu/iii/encore/record/C__Rb1808965__SWoodcock%20JOhnson__P0%2C2__Orightresult__U__X6?lang=eng&suite=cobalt). Rolling Meadows, IL: Riverside Publishing Company.  **Note**. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:   * Standard test book (227 pages) * Examiner's manual (110 pages) * Examiner training workbook (26 pages) * Technical manual on CD-ROM * Audio recording * Test record form   Schrank, F. A., Mather, N., & McGrew, K. S. (2014). [Woodcock-Johnson IV tests of achievement](http://encore.alliant.edu/iii/encore/record/C__Rb1533054__SWoodcock%20JOhnson__Orightresult__U__X6?lang=eng&suite=cobalt). Rolling Meadows, IL: Riverside Publishing Company.   * Standard test book (231 pages) * Extended test book (233 pages) * Examiner's manual (204 pages) * Examiner training workbook (29 pages) * Technical manual on CD-ROM, * Audio recording, * Scoring guides * Subject response booklet * Test record form | |
| ***Document***  McGrew, K. (nd). *The new WJIV battery: Introduction and overview*. Institute for Applied Psychometrics. | |

# Assignments

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| --- | --- |
| **Discussion: Oral & Achievement Assessment Tool** | 4.2 |
| **Respond** to the following prompts in the Oral & Achievement Assessment Tool discussion forum by Wednesday:   * Is the WJ-Oral assessment tool something your practicum or internship site supervisor administers regularly? Why or why not? * If yes, what subtests of the WJ Oral does your practicum or internship site supervisor typically administer? Why? * At your practicum or internship site, who typically administers achievement tests? * What is the rationale for their decision on who administers the test? * Which subtests do they routinely administer?   **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: WJ Oral & Achievement Findings** | 4.1, 4.3, 4.4 |
| **Administer** the Woodcock-Johnson IV tests of oral language and achievement to a student at your practicum or internship site, family member or friend.  **Score** the test using the WJ Score online software.  **Write** a narrative report describing your findings using the template provided.  **Submit** your WJ online scoring printout along with the narrative and PDF of the protocol by Sunday. | |

Week 5: WISC-V

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain how to administer the Wechsler’s Intelligence Scale for Children-fifth edition. | CLO2 |
| * 1. Determine which subtests should be administered to measure cognitive deficits per the California Education Code. | CLO5 |
| * 1. Analyze referral information to determine appropriate selection of broad and narrow subtests measures of the Wechsler’s Intelligence Scale for Children-Fifth Edition. | CLO3 |
| * 1. Interpret initial findings of the Wechsler’s Intelligence Scale for Children-Fifth Edition. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4 |
| ***Assessment of Children***   * Ch 9: Wechsler’s Intelligence Scale for Children-Fifth Edition (WISC-V): Description * Ch. 10: WISC-V Subtests * Ch. 11:Interpreting the WISC-V | |
| Check out the following from the Alliant Library:  Wechsler, D. (2014). WISC-V [kit]: Wechsler Intelligence Scale for Children (5th ed.). Indianapolis, IN: Psychological Corporation.  **Note**. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:   * Administration and scoring manual (371 pages) * Administration and scoring manual supplement (125 pages) * Stimulus book 1 * Stimulus book 2 * Stimulus book 3 | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: WISC-V** | 5.2 |
| **Respond** to the following prompts in the WISC-V discussion forum by Wednesday:   * When administering the WISC-V, what subtests does your site supervisor typically administer? Explain the rationale of their choice. * Does your site supervisor prefer to score the protocols as they go? Why or why not?   **Reply** totwo classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

|  |  |
| --- | --- |
| **Assignment: WISC-V Findings** | 5.1, 5.3, 5.4 |
| **Administer** the Wechsler’s Intelligence Scale for Children-Fifth Edition to a student at your practicum or internship site, family member or friend.  **Score** the test using the manual and Symbol Search and Coding Keys.  **Write** a narrative report describing your findings using the template provided.  **Submit** your narrative report and PDF of the protocol by Sunday. | |

Week 6: Test Administration, Analysis & Background Information

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify personal strengths and weaknesses in test administration. | CLO2 |
| * 1. Determine how to compile an assessment plan utilizing the Woodcock Johnson. | CLO5 |
| * 1. Analyze the impact of assessment findings of the Woodcock Johnson on classroom performance to determine need for additional support. | CLO3 |
| * 1. Determine how background information may contribute to findings on the Woodcock Johnson. | CLO4 |
| * 1. Interpret the strengths and weaknesses in student performance provided by the XBASS software. | CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| ***Essentials of Cross-Battery Assessment***  Ch. 4: Cross-Battery Assessment for SLD Identification | |

|  |  |
| --- | --- |
| **Preparation: Parent Interview** | N/A |
| **Prepare** to interview the parent of the student you administered the Woodcock-Johnson IV tests to obtain background information for an assignment due in Week 7. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Test Administration** | 6.1, 6.2, 6.3, 6.4 |
| **Prepare** to discuss the following question during the Week 6 Residency Day:   * What methods and from what sources does your practicum or internship site supervisor to acquire background information? * What is the primary source of information does your practicum or internship supervisor use when developing an assessment plan? * How can the data from your testing impact classroom performance? * What are your personal strengths and weaknesses in test administration?   **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: Cross Battery Results** | 6.5 |
| **Input** the Woodcock-Johnson IV test results from Weeks 3, 4, & 5 into the Cross-Battery Software (XBASS).  **Write** a 200-word narrative description of the results provided.  **Consider** the following as you write your narrative:   * How would you describe your experience using the XBASS software? * What areas were not cohesive? Why may they not be cohesive? * Were items indicated that "clinical judgement" is needed? What are your thoughts on the pattern of the student's scores? * Would you recommend doing some additional testing? Why or why not?   **Submit** your narrative and the Cross Battery print out by Sunday. | |

Week 7: Narrative Report Writing

Learning Objectives

|  |  |
| --- | --- |
| * 1. Compare domain-based and question-based reports. | CLO2, CLO5 |
| * 1. Define a comprehensive report. | CLO5 |
| * 1. Analyze relevant background information to develop a referral question. | CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Writing Useful, Accessible and Legally Defensible Psychoeducational Reports***  Ch. 3: How Do I Make My Reports More Useful to Consumers? | |
| ***Assessment of Children***  Ch. 18: Report Writing | |
| ***Document***  **Review** the Sample Narrative Report. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Reports** | 7.1, 7.2 |
| **Respond** to the following prompts in the Reports discussion forum by Wednesday: Does your practicum or internship site supervisor write domain based or question based reports? Explain their 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!’ | |

|  |  |
| --- | --- |
| **Assignment: Case Study** | 7.3 |
| **Complete** a developmental history with the parent of the student.  **Create** a case study of the student you administered the Woodcock-Johnson IV tests.  **Write** a narrative report of your findings based on the information obtained during the developmental interview.  **Utilize** the Sample Narrative Report as a template.  **Submit** your case study and narrative report as a Word document by Sunday. | |

Week 8: Psycho-Educational Report Writing

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify required components of psycho-educational reports. | CLO5 |
| * 1. Explain best practices of using a report template. | CLO2, CLO5 |
| * 1. Justify assessment findings to support eligibility recommendations in a comprehensive report. | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***Writing Useful, Accessible and Legally Defensible Psychoeducational Reports***   * Ch. 2: What Makes a Report Legally Defensible? * Ch. 4: Step-by-Step, How Do I Write Useful and Legally Defensible Reports? * Ch. 5: How Do I Solve Practical Problems Along the Way to Question-Driven Report Writing? | |
| ***Document***  **Review** the Sample Psycho-Educational Report. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Report Writing** | 8.2 |
| **Respond** to the following prompts in the Report Writing discussion forum by Wednesday:   * What process does your practicum or internship site supervisor undergo when writing a psychoeducational report? * Do they use a report template and report writing software? * Does the district have a uniform way that all psychologists must write their reports or do psychologists have creative liberty in their report writing? * What part of the report writing process do you find most challenging?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

|  |  |
| --- | --- |
| **Assignment: Psycho-Educational Report** | 8.1, 8.3 |
| **Write** a CHC domain based psycho-educational report on your student.  **Utilize** the Sample Psycho-Educational Report as a template.  **Include** the following in your report:   * WJ Cog scores and finding * WJ Oral scores and findings * WJ Achievement scores and findings * Background information * Conclusion regarding the student’s eligibility for special education   **Submit** your report as a Word document by Sunday. | |