# 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

The goal of the internship experience is to help students to be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.

The Internship Experience or paid Internship component takes place after students have completed the required graduate course hours and 450 clock hours of supervised practicum. The Internship experience needs to take place in a public-school setting in at least two of three school levels (elementary, middle or high school). School Psychologist Internships will need to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; the use of school technologies for information access, tests and measures used in assessing student learning strengths and needs; achievement skills; and information on school and district policies and practices.

# Professional Standards Alignment

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| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Define, for clarity, the role and function of the School Psychologist. | Application | Standard 1, 6, 14 & 16 | Standard 1, 18, 22, 24, 25, 31 & 32 | Discussion Week 1 |
| **CLO2**: Assess your knowledge of general education programming within your public-school organization.  | Engagement | Standard 6, 13 & 15 | Standard 18, 20, 23, 26 | Discussion Week 1 |
| **CLO3**: Determine the importance of confidentiality and record keeping practices as outlined by state and federal guidelines (IDEA and California Education Code).  | Application  | Standard 6  | Standard 19 & 26 | Discussion Week 1 & 2 |
| **CLO4**: Evaluate the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, or group and individual counseling. | Leadership | Standard 5, 13 & 15 | Standard 17, 18, 19, 20, 21 | Discussion Week 4 & 5 |
| **CLO5**: Interpret state and federal legal considerations applied to psychoeducational assessments and written reports in the professional practice of school psychology. | Leadership | Standard 4, 6, 11 & 15 | Standard 22 & 26 | Discussion Week 1, 4, 5 & 8 |
| **CLO6**: Apply socio-cultural competence skills in communicating with students, parents, teachers and administration when presenting individual or group data and in-service presentations.  | Application | Standard 2, 3, 8 10 & 14 | Standard 17, 18, 19, 20, 22, 24 & 26  | Discussion Week 7 & 8 |

# Student Expectations

The internship experience is prepared and agreed upon by the University supervisor(s) and program faculty serving as Internship course instructors. A University/District Agreement (or contract) will be sent to the supervisor of the school psychologists within that district. This Agreement/Contract delineates the responsibilities of the District personnel and School Psychology Program supervisors. Along with this Agreement/Contract a list of competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment.

All site mentors who supervise school psychologist interns must have a PPS credential in School Psychology and is able to monitor the intern’s progress in completing tasks and objectives. An Alliant International University instructor (“University Supervisor”) will monitor each intern/internship as to student’s weekly or monthly on-site progress as needed. Monthly meetings (“Group Supervision” meetings approximately one hour in length usually via Skype) may be required, therefore it is important that each student be prepared and to clear their calendar for those meetings.

A minimum of 1200 clock hours in public school settings in elementary, middle, high school is recommended. Per the California Commission of Teacher Credentialing these hours must be completed in a K-12 public school setting.

At the end of the first 600 hours and after the second 600 hours of your internship you will need to have your Site Supervisor complete the “Site Supervisor Evaluation” form. (Note: you need to turn in two separate forms.) You will be expected to turn both of those forms in during the last Internship course (“7002 B”). Completion of these two forms are part of the Program requirements in order that students can be recommended for a California PPS credential in School Psychology.

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

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

# Required Course Materials

Alliant International University California School of Education School Psychologist Handbook

**Note**. You are required to make sure they have a copy of the School Psychologist Handbook from their campus Director/Coordinator

Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring (2016) found in: www.nasponline.org

California Anti-Bullying Laws and Policies found in: stopbulling.gov

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

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

California Special Education Programs. (2009). A Composite of laws (31st ed.). Sacramento: California Department of Education.

California Code of Regulations Title 5. Individuals with Exceptional Needs Special Education Article 3.1. Individuals with Exceptional Needs § 3030. Eligibility Criteria located at [http://www.casponline.org/pdfs/pdfs/Title%205%20Regs,%20CCR%20update.pdf](http://www.casponline.org/pdfs/pdfs/Title%205%20Regs%2C%20CCR%20update.pdf)

Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future (3rd edition). National Association of School Psychologists.

Jacob, S., Decker, D.M. & Hartshorne, T. (2011) Ethics and law for school psychologists. (6th Edition). New York: Wiley.

Harrison, P.L. and Thomas, A. (2014). Best practices in school psychology (6th edition). Bethesda, MD: National Association of School Psychologists.

IDEA Law. (2004). Individuals with Disabilities Education Improvement Act of 2004 located at: [www.ed.gov/policy/speced/guid/idea/idea2004.html](http://www.ed.gov/policy/speced/guid/idea/idea2004.html)

The following can be located at the NASP website:

* NASP Position Statement: School Psychologists’ Involvement in Assessment
* NASP Position Statement: Supervision in School Psychology
* NASP Practice Model 10 Domains
* NASP Principals of Professional Ethics
* NASP Position Statement: Bullying Prevention and Intervention in Schools

# 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: The Role & Function of the School Psychologist 17](#_Toc522716542)

[Week 2: Professional Responsibilities & Duties within the School District 19](#_Toc522716543)

[Week 3: Academic Referrals & Assessment Practices within the School District 21](#_Toc522716544)

[Week 4: Professional Expectations Regarding Crisis Intervention & Bullying Prevention 23](#_Toc522716545)

[Week 5: Academic & Behavioral Support Systems for Students in General Education Classrooms 25](#_Toc522716546)

[Week 6: Academic & Behavioral Support Systems for Students within Special Education 27](#_Toc522716547)

[Programs 27](#_Toc522716548)

[Week 7: Working with Diverse Populations 29](#_Toc522716549)

[Week 8: State & Federal Laws Regarding Psychoeducational Reports 31](#_Toc522716550)

# Course Grading

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

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

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

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 70 |
| Internship Log | 30 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Supervision Expectations |  | Discussion | 10 |
| **Week 2** |  |  |  |
|  | Discussion: Keeping Records |  | Discussion | 10 |
| **Week 3** |  |  |  |
|  | Discussion: Referral Procedures |  | Discussion | 10 |
| **Week 4** |  |  |  |
|  | Discussion: Bullying & Harassment |  | Discussion | 10 |
| **Week 5** |  |  |  |
|  | Discussion: PBS System |  | Discussion | 10 |
| **Week 6** |  |  |  |
|  | Discussion: FBA |  | Discussion | 10 |
| **Week 7** |  |  |  |
|  | Discussion: Diversity |  | Discussion | 10 |
| **Week 8** |  |  |  |
|  | Discussion: Reports |  | Discussion | 10 |
|  | Assignment: Internship Log |  | Internship Log | 20 |
| **Total Points** |  |  | **100** |

Week 1: The Role & Function of the School Psychologist

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the role expectations and function of school Psychologists within your school district.
 | CLO1, CLO2 |
| * 1. Determine when to seek supervision during the internship process.
 | CLO1, CLO2 |
| * 1. Apply your knowledge of the school district’s organization and operation of general and special education programming to your role as a school psychologist.
 |  |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| **Review** the following: * Alliant International University School Counselor Handbook
* University Procedures and Expectations
* NASP Domains:
	+ Domain 1: Data-Based Decision Making and Accountability
	+ Domain 10: Legal, Ethical, and Professional Practice

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Supervision Expectations** | 1.1, 1.2, 1.3 |
| **Consider** the following: *The internship is critical to the preparation of professionals capable of providing comprehensive, integrated school psychological services, and high-quality supervision is critical to a successful school psychology internship. The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (NASP, 2010a) and Standards for Graduate Preparation of School Psychologists (NASP, 2010c) call for school psychologists to engage in 10 domains of practice. These domains are:* 1. *Data-Based Decision Making and Accountability*
2. *Consultation and Collaboration*
3. *Interventions and Instructional Support to Develop Academic Skills*
4. *Interventions and Mental Health Services to Develop Social and Life Skills*
5. *School-Wide Practices to Promote Learning*
6. *Prevention and Responsive Services*
7. *Family–School Collaboration Services*
8. *Diversity in Development and Learning*
9. *Research and Program Evaluation*
10. *Legal, Ethical, and Professional Practice*

*Effective supervision helps interns successfully participate in experiences and acquire competence throughout these domains to become professionals capable of having a positive, measurable impact on children, youth, and families*. *Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring, 2016 found at: www.nasponline.org***Respond** to the following prompt in the Supervision Expectations discussion forum by Wednesday: What type of supervision do you anticipate receiving during your internship experience? Share at least three expectation you may have. **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!’ |

Week 2: Professional Responsibilities & Duties within the School District

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine legally and ethically responsible methods for managing student records and files within the school district consistent with FERPA and IDEA guidelines.
 | CLO1, CLO2 |
| * 1. Determine the effective use of all forms of communication when dealing with parents, students, teachers or other educational staff regarding student records and reports.
 | CLO1, CLO3, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2 |
| **Review** the following: * Section 504: A Guide for Parents and Educators available on nasponline.org
* NASP Domain 10: Legal, Ethical, and Professional Practice

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Keeping Records** | 2.1, 2.2 |
| **Consider** the following: *FAPE in IDEA is basically defined as an education that would provide the student with a reasonable expectation of receiving more than trivial benefit; and that was provided in accordance with the procedural requirements of IDEA. Services for the special education student are part of the IEP document which are confidential.* *Part B of the 2006 Final Regulations also makes it apparent that parents must be notified before special education records are destroyed. FERPA does not actually provide any information regarding the destruction of records, other than to prohibit their destruction if there is an on-going request from a parent or legal entity such as an Administrative Law Judge or attorney for the family to review them.**Schools need to maintain records of students for whom headcount funds are received in case of an audit. While lawsuits such as Due Process Hearings alleging denial of FAPE are time limited, those time limitations are only applicable if the school can show it made parents aware of them. Typically, most districts apply a six-year time limit on keeping records, even though this reasonable it is not statutory, however, is important that parents be informed prior to the destruction of any records.* *My School Psychology, 2018***Respond** to the following prompts in the Keeping Records discussion forum by Wednesday: * What is your district’s policy on keeping records for special education students such as IEP notes, assessment protocols, and written reports?
* Where are records kept? Do the school psychologists keep a separate file apart from the special education file?
* Does the school district or school psychologist have a time limit as to how long they keep records for special education students?
* Does the school district have a formal policy for informing parents before the destruction of any records?

**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!’ |

Week 3: Academic Referrals & Assessment Practices within the School District

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify referral procedures for students with challenging academic concerns or behavior issues.
 | CLO1, CLO2, CLO4 |
| * 1. Determine school district procedures regarding referral and researched-based assessment systems for students with challenging academic issues and behavior difficulties.
 | CLO3, CLO4 |
| * 1. Apply skills in assisting school personnel with researched-based practices and assessment procedures for students with challenging academic problems and behavior concerns.
 | CLO1, CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| **Review** the following: * Primary Times: California Education Code General Provisions Section 56040-56048
* NASP Domains:
	+ Domain1: Data-Based Decision Making and Accountability
	+ Domain 2: Consultation and Collaboration
	+ Domain 8: Diversity in Development and Learning

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Referral Procedures** | 3.1, 3.2, 3.3 |
| **Consider** the following: *School Psychologists are often notified about pre-assessment teacher-parent meetings, often known as Student Study Teams, whenever possible to assist in determining whether their services are needed for a student psychoeducational evaluation. Since the school psychologist is the expert in determining the kind of assessment which is appropriate for each child, information gathered during a Student Study Team meeting on each perspective student ‘allows the school psychologist to provide his or her input regarding any assessments that may be carried out as part of the student evaluation.’ (IDEA §300.304)***Respond** to the following prompts in the Referral Procedures discussion forum by Wednesday: * What are your school district’s referral procedures for students with academic and behavior difficulties who have been identified as possibly needing special education services?
* At what point does the school psychologist get involved?
* Who sends out the Assessment Plan?
* Who keeps a record of the time-lines per California Education Code Section 56043?

**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!’ |

Week 4: Professional Expectations Regarding Crisis Intervention & Bullying Prevention

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine mandated reporting procedures in your school district.
 | CLO4 |
| * 1. Analyze ethical considerations as outlined in professional organizations and district guidelines related to individual and group counseling and intervention.
 | CLO1, CLO3, CLO4 |
| * 1. Interpret federal, state, and district policies and procedures for dealing with student-on-student bullying and harassment.
 | CLO4 |
| * 1. Determine effective methods of crisis intervention and prevention techniques within the school district.
 | CLO4, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| **Review** the following: * California Education Code Section § 32261
* California Anti-Bullying Laws and Policies available on stopbulling.gov
* Bullying & Disability Harassment of Special Education Students (2016) available on disabilityrightsca.org
* NASP Position Statement: Bullying Prevention and Intervention in Schools
* NASP Domains:
	+ Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
	+ Domain 6: Preventive and Responsive Services

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Bullying & Harassment** | 4.1, 4.2, 4.3, 4.4 |
| **Review** the following: *Under Section 504, Title II, and Title IX, schools are responsible for providing students with a non-discriminatory educational environment.* *Per California Education Code Section § 32261(d): “It is the intent of the Legislature in enacting this chapter to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment.”* *“The act of bullying and the harm it causes have typically been given little consideration; bullying is believed to be a natural and unfortunate part of growing up. The prevalence of bullying has come under scrutiny more recently because of the major role of bullying as a precursor to the notorious and avoidable incidents of school violence across the nation. It is now known that bullying behavior is common among children and that the harmful and lasting effects on children deserve special attention. Education Code Section 215: Suicide prevention policies must be in place for the 2017-2018 school year for schools serving students in 7th to 12th grades” (CDE, 2017).* *“The National Association of School Psychologists (NASP) supports equal access to education and mental health services for all youth within public, charter, and private schools. Aggression and intimidation violate the right of students to receive equal educational opportunities and subsequently reduce academic engaged time. Failure to address bullying in the school setting perpetuates an environment that is unsafe and not supportive of academic achievement, social–emotional development, and mental health. NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity to learn and develop in an environment free from discrimination, harassment, aggression, violence, and abuse” (NASP, 2012).***Consider** the following scenario: *Mindy, a sophomore, is in your Academic Enrichment group at school. She is a struggling student and one who is considered obese. She reveals that she is embarrassed to change into her gym outfit at school because the other girls tease her about being fat and call her names. They have even taken pictures of her with their cell phones and sent them to several other schoolmates. She comes to you for help.***Respond** to the following prompts in the Bullying & Harassment discussion forum by Wednesday: * What do you believe is your responsibility in this situation?
* How will you within the framework of the school district’s policy regarding bullying and harassment?

**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!’ |

Week 5: Academic & Behavioral Support Systems for Students in General Education Classrooms

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify academic and behavior support strategies used within the public-school system.
 | CLO2, CLO4 |
| * 1. Determine effective individual academic and behavioral techniques for students with social or emotional needs within the general education population.
 | CLO2, CLO3, CLO4 |
| * 1. Interpret positive intervention behavioral techniques as they pertain to students with challenging behaviors in the general education classroom.
 | CLO1, CLO2, CLO4, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| **Review** the following: * NASP Domains:
	+ Domain 2: Consultation and Collaboration
	+ Domain 7: Family–School Collaboration Services

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: PBS System** | 5.1, 5.2, 5.3 |
| **Consider** the following: *“Positive Behavior Intervention Supports (PBIS) is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools’ ability to design effective environments that are conducive to quality teaching and learning. PBIS is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools’ ability to design effective environments that are conducive to quality teaching and learning. It should be noted that PBIS is not a new theory of behavior, but a “behaviorally based systems approach” to enhancing the schools’ ability to design effective environments that are conducive to quality teaching and learning.* *“One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavior management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).**“Schoolwide positive behavior support is an application of behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs”* *(Positive Behavior and Intervention Supports, 2018).***Select** one of the following topics: * The use of specific strategies that work for all students in the school, since every child entering school needs behavior support.
* The use of team building and problem-solving strategies that are expected, taught, and reinforced.
* School-wide collaboration strategies toward multiple community support systems such as education, juvenile justice, community mental health, family, or medical.
* School-wide data-driven or empirically validated procedures and systems that demonstrate the effectiveness, efficiency, and relevance in preventing problem behaviors within the school.

**Respond** to the following prompts in the PBS System discussion forum by Wednesday: How do personnel at your school or district implement a school-wide positive behavior support (PBS) system? If your school foes not have a PBS system, how could you assist school personnel to change a possibly reactive and aversive approach to managing problem behaviors to one that is proactive, preventive and positive? **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!’ |

Week 6: Academic & Behavioral Support Systems for Students within Special Education

Programs

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify state and federal laws that pertain to developing positive behavior supports for students within special education programs.
 | CLO1, CLO2, CLO4, CLO6 |
| * 1. Determine individual academic assessment techniques needed in evaluating students who have been identified as having special needs.
 | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| * 1. Interpret applied behavior modification and positive behavioral strategies for students who display challenging behaviors.
 | CLO4, CLO6 |
| * 1. Determine data collection and monitoring systems for special education students who display unacceptable or serious behavior issues.
 | CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4 |
| **Review** the following: * Positive Behavior and Intervention Supports available at <https://www.pbis.org/school>
* NASP Domains:
	+ Domain 2: Consultation and Collaboration
	+ Domain 7: Family–School Collaboration Services

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: FBA** | 6.1, 6.2, 6.3, 6.4 |
| **Review** the following: *Many students face personal barriers that prevent them from doing well in school, including overworked or absent parents, social-emotional problems such as not enough to qualify them for special education, and behavioral problems such as not getting their work done, occasional bursts of anger, some defiance issues. Schools may enlist school psychologists to help provide various learning supports such as consultation with the teacher, academic support groups, short-term training and modeling in basic behavior modification strategies that target the psychosocial and educational roadblocks to a student’s success.* *There are several types of events that can trigger students to disrupt the classroom with their behavior. School psychologists may also be asked to observe the student’s unacceptable or problem behavior and gather data that records the when, where, how long, and intensity of the behavior.* *Federal law (IDEA) requires the IEP team to consider PBIS in response to a situation, or to identify other legal requirements for a situation involving the behavior or discipline of a student with a disability. Per IDEA (20 U.S.C. Section 1414(d)(3)(B)(i): “The IEP team (needs) to consider the use of Positive Behavioral Interventions and Supports for any student who behavior impedes his or her learning or the learning of others.”***Consider** the following scenario: *Armond Cabrera is a 5th grade English speaking Hispanic student who lives with both biological parents. His parents are generally supportive, but do not often return phone calls and rarely attend scheduled Parent-Teacher meetings. Armond does OK in math but has extremely poor reading and writing skills; he has average intelligence but major auditory processing difficulties which affect his pragmatic and social skills and thus has an IEP. Armond often says things at the wrong time that seem right to him but are socially inappropriate. The teacher has tried correcting him but Armond becomes angry if corrected. When Armond gets angry he will yell at the teacher and throw things such as pencils, books, and chairs. An IEP meeting will be convened to review Armond’s behavior and how it is affecting his work at school.* **Respond** to the following prompts in the FBA discussion forum by Wednesday: * What is the process your school district uses to determine the possible need for a Functional Behavior Assessment that might be needed to address a student such as Armond?
* How does this process help the classroom teacher to take a more proactive and positive approach in dealing with Armond’s behavior?

**Note**. Your task is not to try and solve the above problem or come up with specific behavioral strategies. **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!’ |

Week 7: Working with Diverse Populations

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the establishment and monitoring of programming within the school district of diverse general and special education populations.
 | CLO1, CLO2, CLO6 |
| * 1. Identify local and district policies supported by state and federal laws regarding diverse student populations within special and general education programs.
 | CLO1, CLO2, CLO6 |
| * 1. Interpret policies regarding assessment of diverse student populations and special education procedures within the school district.
 | CLO1, CLO2, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| **Review** the following: * Diversity available on nasponline.org
* Cultural Competence available on nasponline.org
* NASP Domains:
	+ Domain 2: Consultation and Collaboration
	+ Domain 7: Family–School Collaboration Services

**Refer** to the materials listed in the Required Course Materials section as needed. |
| ***Alliant Library*** Shriberg, D., Bonner, M., Sarr, B. J., Walker, A. M., Hyland, M., & Chester, C. (2008). [Social Justice Through a School Psychology Lens: Definition and Applications](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=36030775&site=ehost-live&scope=site). *School Psychology Review*, 37(4), 453-468.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Diversity** | 7.1, 7.2, 7.3 |
| **Consider** the following: *The issues that families face at home often impacts a student’s propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much–especially when parents are often not willing to partner with the schools to provide for the children.**Major Challenges Facing Public Schools, 2017 located at https://www.publicschoolreview.com**“NASP affirms the critical role that culturally and linguistically responsive school psychologists play in helping to close achievement gaps and decrease overrepresentation and underrepresentation of ELLs in special and gifted education, respectively. Best practices require training that includes, but is not limited to, the developmental processes of language acquisition and acculturation, their effect on standardized test performance, and the effectiveness of instructional strategies and interventions. All school psychologists are responsible for providing equitable and culturally responsive services to students and families”* *NASP, 2015**School psychologists typically rely on standardized measures in the assessment of students within the school system. However, as populations become increasingly diverse within the public-school system, “creative and systematic considerations of the student's culture, the culture of the overall home and school context, and their interactions” within various environments often require that “traditional evaluation methods must supplement traditional evaluation methods”* *Quinn, M.T., Jacob, E., (1999)* *Adding culture to the tools of school psychologists.* *NASP Communiqué (28)(1)***Respond** to the following prompts in the Diversity discussion forum by Wednesday: * What are the guidelines school psychologists in your school district use when dealing with student referral and the assessment of culturally and ethnically diverse students?
* How are the issues of ethnicity, culture and linguistic concerns considered?
* How do these figure into the assessment process?

**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!’ |

Week 8: State & Federal Laws Regarding Psychoeducational Reports

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify major state and federal laws (IDEA and California Education Code) that pertain to the identification of special needs students within public school systems.
 | CLO1, CLO2, CLO3, CLO5 |
| * 1. Identify district computer systems in developing and completing psycho-educational reports.
 | CLO1, CLO3, CLO5, CLO6 |
| * 1. Interpret state and federal laws and court decisions about the process of following nondiscriminatory assessment procedures.
 | CLO1, CLO3, CLO5 |
| * 1. Determine district policies and procedures regarding assessment and identification procedures when writing psychoeducational reports on students who are eligible for special education services.
 | CLO1, CLO3, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3, 8.4 |
| **Review** the following: * Individuals with Disabilities Education Improvement Act of 2004
* Individuals with Exceptional Needs § 3030. Eligibility Criteria
* NASP Domains:
	+ Domain 1: Data-Based Decision Making and Accountability
	+ Domain 5: School-Wide Practices to Promote Learning
	+ Domain 10: Legal, Ethical, and Professional Practice

**Refer** to the materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Reports** | 8.1, 8.2, 8.3, 8.4 |
| **Consider** the following: *Educators have the legal responsibility to inform parents of their educational rights and options, known as Procedural Safeguards, required by Individuals with Disabilities Education Act (IDEA) and must be provided to parents at very specific points during the nondiscriminatory assessment process* *IDEA 2004 Regulations §300.500 through 300.536. 20 U.S.C. 1415(a); SubPart E--Procedural Safeguards Due Process Procedures for Parents and Children* *Assessments must be comprehensive enough to identify all the child’s special education and related service needs, whether or not commonly linked to the disability category of the child. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.* *34 C.F.R. § 300.304 (c)(4)* *Per 20 U.S.C. Section 1414(b) when conducting the assessment, the school district is also required to:* 1. *Use a variety of assessment tools and strategies to obtain relevant, functional and developmental information;*
2. *Include information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child’s IEP;*
3. *Include information related to enabling the child to be involved in and progress in the general curriculum, or, for preschool children, to participate in appropriate activities.*
4. *The school district is required not to use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child, and to use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.*

**Respond** to the following prompts in the Reports discussion forum by Wednesday: * What process do the school psychologists in your school district use to complete non-discriminatory research-based evaluations or psychoeducational assessments on students who may meet the eligibility criteria for special education services or a 504 plan?
* How do they ensure that they complete legally defensible reports?

**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: Internship Log** | COURSE |
| **Complete** the Internship Log available in your School Psychologist Handbook or from your Practicum Supervisor. **Submit** the completed form by Sunday. **Note**. At the end of the first 600 hour and the second 600 hour internship experience segments your site supervisor will need to complete the Site Supervisor Evaluation form. The form will need to be completed twice, one for the first 600 hours and one for the second 600 hours. You will be expected to turn both of those forms in during the last Internship Course 7002 B. Completion of these two forms are part of the necessary requirements for you to be recommended for a California PPS credential in School Psychology.If you do not turn in both forms during the 7210B Internship Course, you will receive an In Progress (IP) grade for that course. This will not reflect poorly on your transcripts and, in fact, is often standard operating procedure. This IP grade will be removed, and the appropriate grade will be amended or submitted to the Registrar once both forms have been completed. You will need to notify the 7210B Canvas course instructor as well as your campus Program Director/Coordinator once both forms are completed. IP grades must be amended within 12 months of initial posting.  |