Seminar in Professional School Psychology is an introduction to and overview of the profession of school psychology. The course consists of activities, lectures, readings, and discussions of the roles and activities of school psychologists. Class sessions and readings are devoted to topics such as:

1. The history of school psychology (NASP/ISBE Standard 10)
2. The various roles and functions of school psychologists (NASP/ISBE Standard 10)
3. The cultural and societal context of school psychology practice (NASP/ISE Standard 5)
4. The relationship between school psychology and special education (NASP/ISBE Standard 6)
5. Organization and operation of the schools (NASP/ISBE Standard 6)
6. Emerging service roles and reform: early intervention, consultation, prevention, multi-tiered systems of support, alternative assessment models, etc. (NASP/ISBE Standard 1, 2 & 8)
7. Research on effectiveness of services and job satisfaction. (NASP/ISBE Standard 9 & 10)
9. Legal influences and professional standards (NASP/ISBE Standard 10)
10. Relationships with other professionals – educational, mental health professionals, etc. (NASP/ISBE Standard 2 & 8)
11. Professional organizations – ISPA, NASP, and APA (NASP/ISBE Standard 10)
12. Current issues and future directions (NASP/ISBE Standard 1)

Course Outline and Structure: This course is divided into three primary sections. The first section is intended to provide a broad overall introduction to the field of school psychology. The second section provides an overview of the major functions and competencies within school psychology practice. In our last class meeting, we will come full circle, bringing these three strands together and focusing on lessons
learned moving forward. The third section focuses on the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities.

INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ASSESSMENT (IDEA) OBJECTIVES - The essential objectives for evaluation of this course are boldfaced:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/ssiwd/

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational
and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

School of Education Conceptual Framework
The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 477 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others – particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

Professionals in Service of Social Justice
Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty members of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and
economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

**Dispositions**
Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

**Technology:** The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, candidates will develop and practice skills in locating and using on-line resources critical to these topics. All candidates MUST register their LIVETEXT account. Candidates must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Course evaluations will be completed using an online system. It is essential for programmatic purposes that candidates complete evaluations within the designated timeframe. Additional information to candidates will be provided as the semester progresses. This information will be communicated via Loyola email; therefore it is essential that candidates check their university assigned email at least once a week, if not more frequently.

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Diversity**
In concert with the conceptual framework for the School of Education, faculty and candidates will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory,
instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

**Plagiarism**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all candidates.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement. Some candidates seem to believe that there are different degrees of plagiarism, some of which are not as bad as others…(I) wish to make clear that there are no distinctions between…

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at [http://www.indiana.edu/~istd/](http://www.indiana.edu/~istd/). In addition, I reserve the right to use the TurnItIn program ([http://turnitin.com/static/index.html](http://turnitin.com/static/index.html)) for any written assignment without prior notice to the class.

**Required Texts:**


Additional readings will be made available either in-class or through the Sakai web site associated with this course.

**Course Assignments:**

1. **Class Participation and Weekly Journal Reports- 15%**

Students are expected to arrive to class prepared both to discuss class readings and assignments and to participate in class discussions and activities. It is assumed that most students will receive the maximum class participation grade. However, if a student is clearly unprepared from week to week, consistently arrives late to class and/or leaves early, and/or consistently is a non-participant in class, this grade can be lowered at the instructor’s discretion. Students will receive a maximum of five points towards their in-class participation grade.
Students will also receive a maximum of ten points towards their class participation grade based on their efforts outside of the classroom. Each week an informal blog posting is due by 8AM of the day of each class period. Please provide a minimum of a 250 word journal type entry regarding your questions, comments, thoughts, and/or reactions to the readings from the previous week and/or questions, comments, or other reactions to experiences related to school psychology conversations and/or visits. Though informal please take care that these blogs postings (which are set up such that they can only be viewed by you and I) are thoughtful and express your honest opinions, reactions, and/or questions. You will receive a maximum of ten points for these weekly emails/ blog postings. One point will be lost for any week missed and students who miss two or more weeks without instructor consent to do so will receive a 0 for their class participation grade.

Student Use of Technology in the Classroom

With the understanding that we are in a digital age in which many of us prefer to have lots of technological devices (cell phones, laptops, etc.) at our side during class, I ask for your consideration with respect to classroom usage and that you use these devices only for legitimate classroom purposes. Your cooperation in acting professionally in this regard is the expectation but I reserve the right to make changes to policies regarding student use of technology in the classroom if the need arises.

2. School Visits- 30% NASP Standard 10

Over the course of the semester, you are to visit with three school psychologists. You should arrange to spend a full school day with each person and then provide a short written summary (four double-spaced pages or less) of your experience (each summary counts for 10% of your final grade). I will make every effort to provide a listing of local school psychologists as a resource (I will share with all of you so that you can see the most updated listing and also so that you can correct any inaccurate information and/or provide updates (e.g., “this person said that they do not have time for any other shadowing visits this semester”) about these individuals, but you are free to visit any currently practicing school psychologist regardless of whether or not they are on this list (and please feel free to recommend anybody that you know of that is not on the list that you have spoken to and is open to having students shadow her/him). After each visit, please complete an evaluation of your visit using the form provided on Sakai and turn this form in to the instructor. Please also provide the email address of this school psychologist so I can send her/him a thank you note.

If possible, please try to arrange to observe your school psychologists and other school professionals engaged in what they consider to be a “typical” day, whatever that means to them. While I would like to know a bit about what type of activities you observed, I am particularly interested in your reactions to these experiences. Was it like you expected? What surprised you? What did you take away from the experience that is pertinent to your preparation as a future school psychologist? The emphasis of this paper should therefore be on critical reflection rather than a schedule of the day’s activities. Please write as if the reader has little to no background with the school you are visiting and with school psychology. Grading will be based on the quality of your
writing (e.g., it is clear to me what you observed?) (half your grade) and your ability
to reflect on what you observed (e.g., it is clear to me why you felt the way you did
about what you observed?) (the other half of your grade). I strongly encourage you to
raise questions based on what you observed that you do not yet have the answer for.
This to me is not a sign of weakness, but rather of critical reflection. It is also quite
appropriate to use first person in this paper given the nature of this assignment.

This assignment has been identified for use by the school psychology program to show
evidence of evaluating NCATE/NASP Standard 10. Accordingly, in addition to being
graded on a scale of 1-10, your first paper will also be evaluated using the rubric
below:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of writing</td>
<td>Description of visit is extremely clear in terms of what student observed</td>
<td>Description of visit is mostly clear in terms of what student observed</td>
<td>Description of visit is mostly unclear in terms of what student observed</td>
</tr>
<tr>
<td>Quality of reflection</td>
<td>Student provides a very high quality analysis of what he/she observed, including providing substantiation for all claims (e.g., don’t say, “the parent was angry”, say instead, “the parent appeared angry as she began to raise her voice in response to the educator’s comments”)</td>
<td>Student provides a moderately high quality analysis of what he/she observed, including substantiation of most claims.</td>
<td>Student provides a low quality analysis of what he/she observed, including but not limited to multiple examples of unsubstantiated claims.</td>
</tr>
</tbody>
</table>

The first paper is due at the start of our class meeting of Week 6. This paper
must be submitted both in hard copy form to me and posted to Sakai Assignments
section by the start of class on this day. The second paper is due at the start of
class of Week 8, and the third paper is due at the start of class of Week 10. If you
are having trouble finding persons to shadow, please let me know well in advance
of the due dates and I will work with you to find someone. During class time you
may be asked to give a short overview (approximately five minutes) of your visit
to your classmates. This overview will not be graded, but rather is a mechanism
for you to share your experiences with others.

3. Ethics Presentation- 15%

As stated, this course is intended to provide an introduction to the broad scope
of school psychology practice. Without a commitment to ethics, however, none of
these skills or frameworks matter. How can a school psychologist effectively serve
children and families if she/he uses unethical methods to do so? As part of setting the stage for the second phase of this class— The Ethical Context of School Psychology Practice: Legal, Educational, Political, and Social Justice Considerations—and to enhance for your understanding of school psychology covered in the third phase of the class— Core School Psychology Functions and Practices—there are a number of readings centered on Ethics. These readings form the foundation of this assignment.

During class you will be divided into 7-8 presentation groups of approximately 3-5 students. Each of these groups is to choose an ethical dilemma/challenge based on one of the four principles (Respecting the Dignity and Rights of All Persons, Professional Competence and Responsibility, Honesty and Integrity in Professional Relationships, Responsibilities to Schools, Families, Communities, the Profession and Society)—we will divide topics appropriately equally across these four principles. Your group will lead a 10 minute in-class presentation (with an accompanying short handout summarizing your presentation) with the following components:

1) A role play or verbal description of the ethically ambiguous situation or ethical error
2) A discussion of how, if you were a school psychologist who encountered the scenario, you would handle the scenario following the four step ethical decision-making procedure outlined in BP 122—Application of Professional Ethics—and presented visually on Figure 1 on p.1938
3) Using the paradigms—Ethic of Justice, Ethic of Critique, Ethic of Care, and Ethic of Care—outlined in your reading from Shapiro and Stefkovich, describe if and how your decision-making would be affected if you were approaching the ethical dilemma/challenge from each of these paradigms. For example, suppose that your paradigm was Ethic of Justice—what would be your overriding concerns and goals from this perspective as related to this dilemma? Ask this same question from each of these four perspectives and describe in your presentation the similarities and differences of each paradigm as relates to the scenario you have role played/described.

You will be graded on a 100 point scale based on the following dimensions:

1) Relevance/reality of your scenario and its pertinence to the NASP Ethical Principle selected (20 points)
2) Explanation/coverage of the ethical decision-making protocol as applied to your scenario (40 points)
3) Explanation/coverage of the four ethical paradigms (Justice, Critique, Care, Profession) (40 points)

4. Interview with a leader in school psychology- 10%

Please select a school psychologist who is a leader in the field to interview. I encourage you to converse with a school psychologist who is not presently working in Chicagoland so that you can get the perspective of someone from a different part of the country, but this is not required. Possible interview subjects include but are not limited to chapter authors in Best Practices, persons in leadership in major national or international school psychology organizations (e.g., NASP, Division 16 of APA,
International School Psychology Association), school psychology journal editors, and officers in state or regional school psychology organizations.

The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Since the person you select is presumably someone of personal interest to you, you have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future?

When you have identified a leader to interview, please post the name of the person that you are going to interview in the appropriate area on the discussion board on Sakai. This assignment is due at the start of class of Week 14. At this time, please turn in to me either a typed transcript of your interview or a summary of the interview. Please also provide the email address of the person you interviewed so I can send this person a thank you note. Finally, please also describe your reaction to this experience. Total page length should be approximately five pages, but there is no maximum or minimum page length. If you would like any help finding persons to interview, please speak with me. This paper will be graded out of a possible fifteen points, with primary emphasis placed on the quality of questions asked.

5. Parent Interview- 10% NASP Standard 8

For this assignment, you are to identify a parent/primary caregiver of a current or former school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get this parent/caregiver’s perspective on what he/she views as the role of families and of schools in facilitating the education of children. Does he/she view educators as being the “experts” and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what way? What types of contacts has he/she received from schools about his/her children and were these contacts helpful?

What I would like you to get at in your interview is this parent/caregiver’s view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with their child or children’s schools and their reaction to these experiences. Also, all papers should provide the interviewee’s perspective on why it is that in so many cases educators end up frustrated with parents/caregivers and vice-versa. This perspective might come from their direct experiences with schools or through feedback that they have heard from other parents/caregivers and educators. Finally, your paper should close with your analysis of the interview and lessons learned from this experience.

Your paper will be evaluated on the following two dimensions: 1) quality of questions asked (you may turn in this part of the paper in transcript form. Alternatively, provide a listing of the primary questions that you asked.), and 2) your analysis of the interview.
In addition to being graded on a scale of 1-15, with a score of 15 being the highest score, this assignment is also the school psychology program’s current identified assessment for standard 8 for NCATE/NASP. As such, your performance on the two indicators described above (quality of questions asked, quality of analysis) will also be assessed using the rubric below.

<table>
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<tr>
<th>Domain</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of questions asked</td>
<td>Questions are always thought-provoking and directly related to the interaction between families and schools</td>
<td>Questions are typically thought provoking and directly related to the interaction between families and schools.</td>
<td>Questions are not typically thought provoking or directly related to the interaction between families and schools.</td>
</tr>
<tr>
<td>Quality of interview analysis</td>
<td>Analysis reflects that interviewer has fully absorbed the interviewee’s responses and has come to many new learnings based on these responses.</td>
<td>Analysis reflects that the interviewer has mostly absorbed the interviewee’s responses and has come to some new learning based on these responses.</td>
<td>Analysis reflects that the interviewer has not absorbed the interviewee’s responses and has not come to any new learning based on these responses.</td>
</tr>
</tbody>
</table>

This assignment is due at the start of class on Week 13. Students are expected both to deliver a hard copy of their paper to the course instructor and to post their paper to Sakai Assignments section at or before this time.

6. Class Portfolio- 20%
Please choose from the activities listed below tasks that total at least 100 points.

**PROJECT A:** PROFESSIONAL AFFILIATIONS (0-10 points)

Objective: To be active in at least two professional organizations.

Task: Identify two organizations related to your profession or related to the field of special education. Become a member of those professional organizations.

Output: Documentation of your membership.

**PROJECT B:** WORKING IN THE FIELD (0-30 points)

Objective: To obtain an understanding of what is important to practicing school psychologists.

Task: Interview three (3) school psychologists at different stages of their careers (beginning, over 10 years’ experience, nearing retirement). Ask them questions such as:

- Why did you enter the profession?
- What have been your major professional achievements?
- What have been your major disappointments?
- What advice would you give to a beginning professional?
Output: A written summary of each interview along with your own comments, insights, and opinions included.

PROJECT C: AN ADMINISTRATOR’S VIEW (0-25 points)
Objective: To obtain input from a school administrator on his or her views regarding the role and function of the school psychologist.

Task: Interview a school administrator. As questions such as:
- What skills do you look for when hiring a school psychologist?
- What services does your school psychologist provide?
- What are the barriers to more effective delivery of school psychological services?

Output: A written summary of the interview along with your own comments, insights, and opinions included.

PROJECT D: PROFESSIONAL DEVELOPMENT (0-20 points)
Objective: To participate in a professional development workshop sponsored by a professional association (e.g., NASP, ISPA, etc.)

Task: Attend a workshop or conference sponsored by a professional organization.

Output: Write a summary of the workshop and include a photocopy of the brochure or flyer that describes the program.

PROJECT E: ANNOTATED BIBLIOGRAPHY (0-40 points)
Objective: To research an area of interest within the field of school psychology. (Note: this is a good choice to make as it links directly to your M.ED. portfolio.)

Task: Pick one topic related to the role and function of a school psychology that you would like to learn more about (e.g., Prevention, Family/School/Community Collaboration, Consultation, etc.) and read up to ten related journal articles.

Output: Write an annotated bibliography for each of the ten articles. The annotated bibliography should contain the citation of the article (using APA style), a brief description on what the article covered, and a reflection of how the article has expanded your knowledge of the topic and how you might use this knowledge in your professional practice.

PROJECT F: THE BILINGUAL SCHOOL PSYCHOLOGIST (0-25 points)
Objective: To obtain an understanding of the role and function of a bilingual school psychologist in a large urban school district.

Task: Interview a bilingual school psychologist who is affiliated with a large urban school system. Ask him or her questions such as:
- Why did you enter the profession?
- What are the challenges and rewards of being a bilingual school psychologist?
Describe a typical school day.

Output: A written summary of the interview along with your own comments, insights, and opinions included.

**PROJECT G: INDIVIDUAL/GROUP ADVOCACY PROJECT (0-30 points)**

**Objective:** To set your own objective, design your own advocacy project, and carry it out. May be done alone or with several other students.

**Task:** To be determined by you with approval from the instructor. You need to approval in writing via e-mail.

**Output:** To be determined by you. Include a print out of the instructor’s approval that is sent via email.

This portfolio must be completed and turned in by the start of class of Week 14. Appended to this syllabus (and also posted on Sakai) is a tracking form for documenting your progress on this portfolio. You are STRONGLY ENCOURAGED to turn in the subcomponents of this portfolio as they are completed rather than waiting until the end to turn in the entire portfolio. I will then return to you a running record of your progress to date on this portfolio via the tracking form. At the end of the semester, turn in the entire portfolio, including any components that have already been graded.

**Point Distribution and Grade Assignment:**

- Class Participation- 15 points possible
- Site Visits- 30 points possible
- Ethics Presentation – 15 points possible (presentation score (which is out of 100 points) is multiplied by .15
- Interview with a Leader in School Psychology- 10 points possible
- Parent Interview- 10 points possible
- Class Portfolio- 100 points possible (while there are 100 points possible within this assignment, in total this assignment counts as 20% of your final grade. As such, your score out of 100 will be divided by 5 to find the equivalent score out of 20 points)

A= 92.5 points or Higher
A-= 89.5-92.49
B+= 87.5-89.49
B= 82.5-87.49
Etc.
Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor’s discretion):

Section I: Introduction to the Field of School Psychology

Week 1- Introduction

Week 2- The Past, Present, and Future of School Psychology
Discussion of Readings:  


BP 131: Trends in the History of School Psychology in the United States

Week 3: Becoming and Working as a School Psychologist
Discussion of Readings:  


Section II: Core School Psychology Functions and Practices

Week 4 - Consultation and the “Science” of School Psychology
Discussion of Readings:  

http://www.tandfonline.com/doi/pdf/10.1080/10474410802494929 [SAKAI]

BP105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems
BP2: The Evolution of School Psychology to Science-Based Practice: Problem-Solving and the Three-Tiered Model

Week 5 - Prevention and Intervention I: Academic Assessment/RTI

Guest Speaker
Discussion of Readings:

BP1: School Psychology Paradigm Shift and Beyond
BP5: Best Practices in Universal Screening

**Week 6 - Prevention/Intervention 1: Mental Health**

*Discussion of Readings:*

BP83: Best Practices in Population-Based School Mental Health Services
BP84: Best Practices in Developing Exemplary Mental Health Programs in Schools

Suldo, S.M., Friedlich, A., & Michalowski, J. (2010). Personal and systems level factors that limit and facilitate school psychologists’ involvement in school-based mental health services. *Psychology in the Schools, 47* [SAKAI]


BP 101: Best Practices in Establishing Effective Helping Relationships
Visit #1 due

**Week 7 BREAK**

**Week 8 - The School Psychologist’s Role as Developer and Shaper of School Culture**

*Discussion of Readings:*

BP 140: Best Practices in Planning and Conducting a Needs Assessment
BP 78: A Comprehensive Approach to Promoting Social, Emotional, and Academic Growth in Contemporary Schools
BP 79: Best Practices in Bullying Prevention
Visit #2 due

**Week 9 - Family/School/Community Collaboration**

*Discussion of Readings:*


BP56: Best Practices in Supporting School-Family Partnerships
BP58: Best Practices in School-Community Partnerships
BP61: Best Practices for Working with Families: Instilling a Family-Centered Approach

**Week 10 - Leadership/Systems Change**

*Discussion of Readings:*

BP54: Best Practices in System-Level Change
BP 132: Best Practices in Transitioning to Problem-Solving Practice

**Visit #3 due**

**Section III: The Ethical Context of School Psychology Practice:**
Legal, Educational, Political, and Social Justice Considerations

**Week 11 - Foundations in Ethical School Psychology Practice**

*Discussion of Readings:*


[SAKAI] BP 121: Best Practices in Developing Ethical School Psychology Practice
BP 122: Best Practices in the Application of Professional Ethics

MEG- Ch. 6 (Legal and Ethical Issues)- pp.135-143 [SAKAI]

**Week 12 - School Psychology and the Law**

*Guest Speaker*

*Discussion of Readings:*

BP 120: Best Practices in School Psychology and the Law
MEG - Ch. 6 (Legal and Ethical Issues)- pp. 118-134 [SAKAI]

**Parent/Primary Caregiver Interview Due**

**Week 13 - The Politics of Education**

*Discussion of Readings:*

Roach, A. & Frank, J. (2007). Large scale assessment, assessment, and rationality: The case of No Child Left Behind. *Journal of Applied School Psychology*, 23, 7-25. [SAKAI] *To access this article, go to [http://www.tandfonline.com/doi/abs/10.1300/J370v23n02_02#Ug0MRZK-1Bk](http://www.tandfonline.com/doi/abs/10.1300/J370v23n02_02#Ug0MRZK-1Bk)*


*To access this article, go to [http://www.alfiekohn.org/articles_subject.htm#null](http://www.alfiekohn.org/articles_subject.htm#null) and look in the “Pedagogy” section.

**First ethics presentations**
**Week 14 - School Psychology, Social Justice, and Cultural Competence**

**Discussion of Readings:**


BP108: Best Practices in Working With Culturally Diverse Children and Families
BP109: Best Practices in Increasing Cross-Cultural Competence

**Second grouping of ethics presentations**

**Leader Interview Due**

**Portfolio Due**

**December 3- Class Wrap-Up**
## PORTFOLIO RUBRIC
### CIEP 462

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### 1. Professional Affiliations
- A. Membership in One
- B. Membership in Two

Total Points (10 possible)

### 2. Working in the Field
- A. Appropriate Questions Asked
- B. Quality of Written Summary

Total Points (30 possible)

### 3. Administrator’s View
- A. Appropriate Questions Asked
- B. Quality of Written Summary

Total Points (25 possible)

### 4. Professional Development
- A. Attend workshop or conference
- B. Written summary of Workshop

Total Points (20 possible)

### 5. Annotated Bibliography
- A. Ten annotated articles
- B. Brief Description
- C. Reflection on Each

Total Points (40 possible)

### 6. Bilingual School Psychologist
- A. Appropriate Questions Asked
- B. Written Summary
- C. Reflections on Interview

Total Points (25 possible)
7. Individual/Group Advocacy Project
   A. Prior Approval Obtained
   B. Comprehensive in Content
   C. Professionally Relevant

   Total Points (30 possible)

Total Portfolio Points