

Lewis and Clark Graduate Graduate School of Education and Counseling

SPSY 502 Introduction to School Psychology (2 credits)
SPSY 590 Introduction to School Psychology Lab (1 credits)



Building Bridges and Making Connections

Fall Semester 2015

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Class Meetings

Class: Thursdays, 1:30-4:30 p.m., Llewellyn Elementary School, 6301 SE 14th Ave. | Portland, OR 97202

Catalogue Description

Overview of the history, systems, roles and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change. Class time will be divided between reporting on school based activities and observations, discussing weekly readings and assignments and presentations, and the linkages between the activities and assignments.

Students will be placed in a local school district as requirement of SPSY 590 where they will observe, assist and participate in a range of activities related to School Psychology practices in instruction and behavioral and academic interventions.

Required Readings

Readings are outlined below and are available on-line or will be provided by the instructor throughout the term.

Non-discrimination policy and special assistance

Lewis & Clark College adheres to a nondiscriminatory policy. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible

Course Goals and Objectives

1. Students will become aware of the broad domains of competence necessary for school psychologists (described below). They will participate in readings, class presentations and discussions, pre-practicum experiences at local public schools, and written work.
2. Students will complete a minimum of 36 hours of observation and assistance in the public schools during fall semester. The purpose of the pre-practicum experience is for the student to observe the larger milieu of public schools to understand the broad spectrum of student services in schools with a particular emphasis on understanding classroom instruction and management.
3. Students will study and consider historical and contemporary issues facing school psychologists through class readings, research, presentations and discussions.
4. Students will demonstrate knowledge of and adherence to legal and ethical principles governing educational and psychological practice (e.g., confidentiality, special education procedural requirements, etc.) as well as the Professional Standards of the program.

Class Assignments

Weekly class Attendance and Participation (5 points)

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation each week are expected and will be assessed and feedback will be provided. Specifically, each student is expected to be ready to share about their pre-practicum setting (strengths and challenges, etc) each week. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please also notify me of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account. Any significant missed class time (60 or more minutes) will require a standard make-up assignment, due the following week: A three page paper in which you: 1) describe what you learned from interviewing two individuals who attended the class you missed, and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings.

SPSY Pre-Practicum (15 points)

As part of a first-year, classroom-based experience, students are required to volunteer within a public school setting for at least three hours a week. Below is the description and expectations of the Pre-Practicum experience that was sent out to participating schools:

All SPSY Pre-Practicum students begin our program with various and rich experience working with children in schools, clinics, camps, residential programs, etc. They have all completed the necessary background checks required to volunteer in schools. All SPSY students are engaged in a three-year graduate program that will result in them being licensed as school psychologists. The goals of the SPSY Pre-Practicum experience are two-fold: To help first-year school psychology students get better grounded in the educational and instructional processes in classroom settings while at the same time providing help and assistance to teachers and students through individual or small group instruction. As part of a required class, SPSY Pre-Practicum students will be supervised by Lewis and Clark program faculty. Classroom teachers working with a Pre-Practicum student will be asked to maintain helpful

communication with the student, provide guidance for the tasks to be accomplished (see list below), and provide a brief, one-page, mid-term and final evaluation for the student. With the assistance and support of a classroom teacher, first year SPSY Pre-Practicum students will fulfill the following expectations:

- 1) Volunteer within the classroom for at least 3 hours per week through December
- 2) Provide individual or small groups instruction in curricular areas such as reading and math
- 3) Assist in behavioral interventions or classroom management processes
- 4) Become familiar with school/district curriculum for math and reading
- 5) Assist in other settings within the school setting such as recess or lunch settings
- 6) Observe school and instructional processes and practices
- 7) Assist in instructional classroom-based activities and less with tasks such as copying or stapling

Class Papers (15 points each)

Students are expected to turn three papers throughout the term on the following topics:

SPSY 502 Paper 1: Strengths and Challenges in School Psychology Practice
(Addressing development of personal knowledge, skills, and dispositions)

SPSY 502 Paper 2: NASP Domains in School Psychology Practice
(Addressing the definition and examples of NASP training domains)

SPSY 502 Paper 3: Diversity in School Psychology Practice
(Addressing topics related to exceptionalities and difference)

Class papers will be graded in relation to the following rubric for this assignment:

- 1) Student uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is 3 pages long, 12 point font, typed, stapled, printed on two sides, with line spacing of 1.5. Student uses APA format for all within text citations. Student sends the paper to all class members by 5 pm the day before presenting. **3 points.**
- 2) Student uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided (within and between). **3 points.**
- 3) Student includes the following, three, well-articulated sections of each paper:
 - 3a) Opening: In the right hand corner of the first page of your paper, include your name, and paper title. In the opening paragraph, describe what do you intend to do in the paper and why. **2 points.**
 - 3b) Body: In a series of paragraphs, include both conceptually framing information as well as specific descriptive examples (from your pre-practicum site if possible) regarding the content and topic of the paper. **5 points.**
 - 3c) Closing: Summarize what you have covered in this paper by describing what you have learned as a person and as a professional. Identify the classmate who proofread your paper and what you learned in the proofreading process. **2 points.**

Class Presentations (10 points each)

During the term, students are expected to present to the class twice, giving a short synopsis each time of one of the above papers. Sign ups for presentation dates will be on the first day of class. Presentations will be graded in relation to the following rubric for this assignment (**2 points each**):

- 1) Student demonstrates presentation of complex information concisely (approx. 5 min.) without oversimplification
- 2) Student includes both conceptually framing information as well as specific descriptive examples
- 3) Student demonstrates helpful, contactful and congruent communication, both verbally and nonverbally
- 4) Student is professional and respectful in relation to the content, issues of diversity, and the audience
- 5) Student demonstrates a grasp on the material reflective of an appropriate amount of research and reading

Class Grading Summary

Assignment	Points
SPSY 502 Professional Standards Evaluations (502 instructor)	
SPSY 502: Professional Standards Rubric (mid-term)	5
SPSY 502: Professional Standards Rubric (final)	10
SPSY 502 Professional Standards Evaluations (Site Teacher/Supervisor)	
SPSY 502: Professional Standards Rubric (mid-term)	5
SPSY 502: Professional Standards Rubric (final)	10
SPSY 502 Class Papers	
SPSY 502 Paper 1: Strengths and Challenges in School Psychology Practice	15
SPSY 502 Paper 2: NASP Domains in School Psychology Practice	15
SPSY 502 Paper 3: Diversity in School Psychology Practice	15
SPSY 502 Class Presentations and Participation	
SPSY 502 Paper 2: NASP Domains in School Psychology Practice	10
SPSY 502 Paper 3: Diversity in School Psychology Practice	10
SPSY 502 Weekly Class Participation	5

Weekly Class Structure

Pre-Practicum reflective notes

Site updates: "What have you seen a teacher do well/struggle with this week?" approx. 30 minutes

Student presentations, discussion and feedback: approx. 1 hour

Break: approx. 15 minutes

Professor presentation on readings and discussion: approx. 1 hour

Wrapping up: approx. 15 minutes

Sample Pre-Practicum Reflective Notes (to be completed at the beginning of each class)

Name:

Placement:

Date/Time:

Activities:

This week in the classroom I have been:

I notice I have strengths in:

I notice I am challenged by:

Observations:

Strengths of this teacher include:

Challenges this teacher faces include:

In coming weeks, I hope to:

Week and Due Dates	Reading and Presentation Topics
1 - 9/10	2.8 Diversity in Development and Learning Disequilibrium and equilibration in learning http://www.nytimes.com/2015/07/05/opinion/sunday/the-science-of-inside-out.html?_r=0
2 - 9/17 Paper 1 Due	2.8 Diversity in Development and Learning History of the public schooling & profession from a social justice perspective https://www.google.com/search?q=Labaree+1997+public++goods&ie=utf-8&oe=utf-8
3 - 9/24	2.10 Legal, Ethical, and Professional Practice Professional Standards/expectations, examples of good professional practice Receptive and expressive skills in School Psychology http://www.childdevelopment.com.au/home/64 http://www.childdevelopment.com.au/understanding-language/65
4 - 10/1	NASP Domains and Program Rubrics http://www.nasponline.org/standards/practice-model/domains/domain-3.aspx
5 - 10/8	2.8 Diversity in Development and Learning Engagement and learning <i>Reading TBD</i>
6 - 10/15	2.8 Diversity in Development and Learning Over- and Under-representation in Special Education http://m.edr.sagepub.com/content/early/2015/06/22/0013189X15591157.full.pdf?ijkey=SczH6cd fajrg&keytype=ref&siteid=spedr http://www.nea.org/assets/docs/HE/EW-TruthInLabeling.pdf
7 - 10/22 Site midterm eval due	2.10 Legal, Ethical, and Professional Practice Individual Campus Supervision Meetings (no class meeting)
8 - 10/29	2.3 Interventions & Instructional Support to Develop Academic Skills Elements of high quality instruction http://www.wrsd.net/instructionalsupport/exemplaryinstructpractice.pdf
9 - 11/5	2.3 Interventions & Instructional Support to Develop Academic Skills Language and learning http://www.nasponline.org/publications/booksproducts/bp5samples/1163_bpv66_72.pdf
10 - 11/12	2.3 Interventions & Instructional Support to Develop Academic Skills Math and learning http://www.nasponline.org/publications/spr/abstract.aspx?ID=1351
11 - 11/19	2.3 Interventions & Instructional Support to Develop Academic Skills Math and learning https://www.youcubed.org/fluency-without-fear/ http://www.youcubed.org/wp-content/uploads/Youcubed-STEM-white-house.pdf
11/26	Thanksgiving Break/No Class
12 - 12/3	2.4 Interventions & Mental Health Services to Develop Social & Life Skills Social skills and learning http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx
13 - 12/10 Site final eval due	2.4 Interventions & Mental Health Services to Develop Social & Life Skills Anti bullying programs in schools <i>Reading TBD</i>
14 - 12/17 Course eval due	2.2 Consultation and Collaboration Consultation and the problem solving process <i>Reading TBD</i>

Class presentation sign up sheet

Please sign up for two slots total. Please note that papers are due via email to the class list by 5 pm the previous day.

Week	Topics	Presentation Due Dates	
1 9/10			
2 9/17			
3 9/24	Paper 2: 2.1 Data-Based Decision Making & Accountability		
3 9/24	Paper 3: Diversity in School Psychology Practice		
4 10/1	Paper 2: 2.2 Consultation and Collaboration		
4 10/1	Paper 3: Diversity in School Psychology Practice		
5 10/8	Paper 2: 2.3 Interv. & Instruc. Support to Dev. Acad. Skills		
5 10/8	Paper 3: Diversity in School Psychology Practice		
6 10/15	Paper 2: 2.4 Interv. & MH Serv. to Dev. Social & Life Skills		
6 10/15	Paper 3: Diversity in School Psychology Practice		
7 10/22	Paper 2: 2.5 School-Wide Practices to Promote Learning		
7 10/22	Paper 3: Diversity in School Psychology Practice		
8 10/29	Paper 2: 2.6 Preventive and Responsive Services		
8 10/29	Paper 3: Diversity in School Psychology Practice		
9 11/5	Paper 2: 2.7 Family-School Collaboration Services		
9 11/5	Paper 3: Diversity in School Psychology Practice		
10 11/12	Paper 2: 2.8 Diversity in Development and Learning		
10 11/12	Paper 3: Diversity in School Psychology Practice		
11 11/19	Paper 2: 2.9 Research and Program Evaluation		
11 11/19	Paper 3: Diversity in School Psychology Practice		
12 12/3	Paper 2: 2.10 Legal, Ethical and Professional Practice		
12 12/3	Paper 3: Diversity in School Psychology Practice		
13 12/10	Paper 3: Diversity in School Psychology Practice		
13 12/10	Paper 3: Diversity in School Psychology Practice		
14 12/17	Paper 3: Diversity in School Psychology Practice		
14 12/17	Paper 3: Diversity in School Psychology Practice		

NASP Domains of School Psychology Training and Practice in the SPSY Program

The School Psychology Program at Lewis and Clark College first received full approval by the National Association of School Psychologists in 2003. The SPSY program highlights the importance of the NASP Domains of School Psychology Training and Practice in our program by making them central to our program goals, objectives and, as we demonstrate in the following section, in our Program Evaluation Plan. The 10 NASP domains detailed below are not mutually exclusive and are instead fully differentiated and integrated into the SPSY graduate level curricula, practica, internship, and program evaluation plan. (Domains with an asterisk are the focus of the fall term, while the remaining Domains are the focus of the spring term.)

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.2 Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

***2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

***2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

***2.5 School-Wide Practices to Promote Learning**

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.7 Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

***2.8 Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

***2.10 Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists

SPSY 502: Individual Supervision Meetings

Please sign up for one meeting and bring your supervising teacher's mid-term evaluation to the meeting.

Dates	Individual Supervision Meetings
Friday Oct 16	10:00-10:30 10:30-11:00 11:00-11:30 11:30-12:00 12:00-12:30
Monday Oct 19	10:00-10:30 10:30-11:00 11:00-11:30 11:30-12:00 12:00-12:30
Tuesday Oct 20	3:00-3:30 3:30-4:00 4:00-4:30 4:30-5:00 5:00-5:30
Monday Oct 26	11:00-11:30 11:30-12:00 12:00-12:30 12:30-1:00 1:00-1:30

Fall 2015

Dear Supervising Teacher,

Thank you for welcoming our Lewis and Clark, Graduate School of Education and Counseling, School Psychology student into your classroom! Our hope is that this student will both learn and help in your setting.

As part of a first-year, classroom-based experience, students are required to volunteer within a public school setting for at least three hours a week, from September through April.

All SPSY Pre-Practicum students begin our program with various and rich experience working with children in schools, clinics, camps, residential programs, etc. They have all completed the necessary background checks required to volunteer in schools. All SPSY students are engaged in a three-year graduate program that will result in them being licensed as school psychologists. The goals of the SPSY Pre-Practicum experience are two-fold: To help first-year school psychology students get better grounded in the educational and instructional processes in classroom settings while at the same time providing help and assistance to teachers and students through individual or small group instruction. As part of a required class, SPSY Pre-Practicum students will be supervised by Lewis and Clark program faculty. Classroom teachers working with a Pre-Practicum student will be asked to maintain helpful communication with the student, provide guidance for the tasks to be accomplished (see list below), and provide a brief, one-page, mid-term and final evaluation for the student (included here). With the assistance and support of a classroom teacher, first year SPSY Pre-Practicum students will fulfill the following expectations:

- 1) Volunteer within the classroom for at least 3 hours per week, September through April
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- 4) Become familiar with school/district curriculum for math and reading
- 5) Assist in other settings within the school setting such as recess or lunch settings
- 6) Observe school and instructional processes and practices
- 7) Assist in instructional classroom-based activities and less with tasks such as copying or stapling

Please feel free to contact me with any questions or concerns that you may have. I can be reached at pmortola@lclark.edu or 503 730 5489.

Appreciatively,

Peter Mortola, Ph.D.
Professor of Counseling and School Psychology
Co-Director, School Psychology Program
Lewis and Clark Graduate School of Education and Counseling

Pre-Practicum Supervising Teacher Evaluation
(Midterm due 10/22 and Final due 12/10)

LC-SPSY First Year CCE: KA 7.1 Professional Standards Rubric

This evaluation assesses LC-SPSY First Year Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. LC-SPSY Supervisors are asked to circle one of the following ratings next to each Standard based on candidate performance, also including comments and goals for professional development below.

Rating Scale:

N—No Opportunity to observe 0—Does not meet criteria 1—Meets criteria minimally/Area for growth
 2—Meets criteria appropriately for program/practice level 3—Meets criteria exceptionally/Area of strength

1	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
9	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc).	N	0	1	2	3
10	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
11	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
12	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
13	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
14	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
15	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
16	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

Comments and Goals for Future Development:

- 1)
- 2)
- 3)