

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology 502 – Fall 2020
Introduction to School Psychology

Instructor: Kate Jaspers, Ph.D.
Class Day and Time: **Section 1:** Tuesday 1:00pm – 4:15pm
Section 2: Tuesday 4:45pm – 8:00pm
Class Location: **Section 1:** South Chapel; **Section 2:** Online
Office Hours: By appointment
Email: jaspers@lclark.edu
Zoom link: <https://zoom.us/j/3127952075>

Indigenous Land Acknowledgement

We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants -- past, present, and future.

Course 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.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts:

- Harrison, P. & Thomas, A. (Eds.) (2014). Best practices in school psychology. Bethesda, MD: National Association of School Psychologists.*
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*This is a 4-volume text that will be used in several courses throughout the program.

Additional course materials will be posted via Moodle or available in the library.

Course Format: This course is divided into 3 Modules: (1) Education, (2) Dis/ability and Special Education, and (3) Socially Just School Psychology. Class time will be divided between lecture

and in-depth discussion of weekly readings and course content. As your instructor, I am a facilitator of your learning. You will get out of this course what you put into it; it is expected that students are leaders in their own learning. Ask questions. Be curious. Dive deeper. Listen. Own your learning. Support others' learning.

Course Objectives: The purpose of this course is to establish a foundation of knowledge and skills relevant to education and the practice of school psychology. Students will meet the goal of this course through the following questions:

- What purposes have schools in the United States served? How have these purposes changed, shifted, or remained the same over time?
- What is meant by the term disability? What is the history of disability services, including Special Education, in the United States?
- How are school psychologists positioned within the institution of public education? What can they do to contribute to changes in institutional and educational policies and practices?
- What *systemic factors* affect student engagement, experience, and access to educational opportunities?
- What is the history of school psychology, what are the current practice standards of school psychology, and what services do school psychologists provide? How do these fit within the larger historical and current school context?
- How can school psychologists promote equity and social justice and demonstrate an understanding of and respect for individual differences in diverse communities?
- What laws, codes of conduct, and ethical principles guide and govern the practice of school psychology?

Course Requirements

Attendance: Per CPSY department policy, class attendance is expected and required. If an absence is unavoidable, please email the instructor 24 hours in advance (if possible). Missing more than ten percent of class time (4.5 hours) may result in failure to complete the course. In case of extreme hardship, and at the discretion of the instructor and program chair, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Field-Based Experience: In typical years, this course includes the following field experience: All students volunteer within a public school setting for at least three hours a week. Placements are facilitated by the instructor and our placement office in conjunction with a local school district. **Status of this placement remains unknown, given the current status of public schools. I am working with my contacts to develop placements and will update you when I know more.**

Professional Membership: Students are expected to join the National Association of School Psychologists (NASP) and Oregon School Psychologist Association (OSPA). Belonging to organizations like these allows school psychologists to access a broad range of materials, stay up-to-date on developments in the profession, and collaborate with colleagues. You will also receive substantial discounts on the required texts for this course.

Course Activities

All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically about the previously described course goal and objectives. All submitted work should look professional, be submitted on time, and be appropriately organized. If you are late to class on the day that an assignment is due, that assignment is considered late.

- **Readings:** Reading the designated material prior to our discussing them should greatly facilitate your mastery. Students may be asked to write discussion questions about reading material.
- **Class Participation:** Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
- **Examinations:** There will be one exam during the course, which will cover IDEA, Special Education OARS (including the disability categories), and the NASP Practice Model. For this exam, there will be a closed-book, closed-note section covering the disability categories from the Special Education OARS and an open-book, open-note section covering the rest of the topics mentioned above. The purpose of examinations is to demonstrate your understanding of course concepts and serve as an instructional tool for further learning. Exams will allow students to demonstrate knowledge in multiple modes, which may include (but is not limited to) multiple choice, short answer, and essay formats.
- **Group Presentation:** Details on the Historical Foundations in Education assignment can be found [here](#), and the rubric can be found [here](#).
 - **Due – Jamboard** and pre-recorded narrated slides due Tuesday, 9/29/2020, by the beginning of class (1:00 for Section 1; 4:45 for Section 2)
- **Learning History** – In two to three pages, reflect on your experience at school (up to Grade 12 unless significant events occurred during your college years). Consider the following questions as you write your reflection: Were your personal characteristics a good fit for the school setting? What messages did your teachers (or other school personnel) convey to you (Did they see you as “smart?” Or perhaps you were considered a “troublemaker?”). Did you receive different messages from different teachers? Did perceptions of you change at different stages of your school experience? As a graduate student, you are part of a small and selective portion of the US population – Did the messages you received from school personnel lead you to believe you would be here today? When did you *know* you were academically competent? Where was your access point to higher education (e.g., a parent, neighbor, counselor)? What other systems/factors aided or served as barriers in your journey to higher education (e.g., tutoring, SAT prep, etc)? What was your experience with disability? The purpose of this assignment is to provide students an opportunity to reflect on meaningful events that led them into education to the profession of school psychology. This type of introspection will also be a good reminder of

what it is like to be a student and how subtle interactions with adults and systems can affect our developmental trajectory. The rubric can be found [here](#).

- Length – Two to three pages, double spaced, Times New Roman, 12 pt.
- Due – submitted to Moodle as Word or Google doc due Tuesday, 10/13/2020, by the beginning of class (1:00pm for Section 1; 4:45 for Section 2).
- **Critical Reflective Analysis:** You will engage in a critical reflective analysis of an event or series of events. Typically, this can be used to reflect on school experiences; however, for this assignment, you may choose any personal or professional event. Details on the Critical Reflective Analysis can be found [here](#) and the rubric can be found [here](#).
 - **Due:** Tuesday, 11/24/2020, by the beginning of class (1:00 for Section 1; 4:45 for Section 2)
- **Final Project:** The purpose of this assignment is two-fold: Show your major points of learning from the semester, and extend your understanding to a vision of what could be a more socially just practice of school psychology. More specifically, synthesize your learning from the semester on (1) the role of the school psychologist, (2) the education system, (3) dis/ability and special education, and (4) social justice education to write a paper about *your vision for the practice of a more socially just school psychology*. Papers are to be 6-8 pages of text (not including references), 12 pt Times New Roman font, 1” margins, double spaced. Use headings for organization, and write using a professional and readable style. Include citations and references of course and outside readings in APA style. Rubric can be found [here](#).
 - **Due:** Tuesday, 12/8/2020, by the beginning of class (1:00 for Section 1; 4:45 for Section 2)
- **Reflections:** By each Friday at 12:00pm (noon) during the semester, you are to write reflection on your learning for the week. Reflections are to be a 1-2 pages, 12 pt Times New Roman font, 1” margins, double spaced. Your learning can include content covered by readings, videos, class discussion, and lecture. Reflections will be graded as credit/half credit/no credit (complete reflections following guidelines and on-time will receive full credit), and you may skip one reflection during the semester. You do not need to notify me when you plan to skip a reflection. Reflections may be in ‘draft’ form; please focus on this as a tool for your learning rather than spending time proof-reading.
 - **Due:** Each Friday by 12:00pm (noon), submitted on Moodle.

Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core skills (i.e., writing, speaking, and listening) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester (additional details about course assignments can be found on the Moodle page):

1. Historical Foundations of Education Group Presentation (50 pts)
2. Critical Reflective Analysis (30 pts)
3. Learning History (50 pts)
4. Reflections (50 pts)
5. Exam (100 pts)
6. Final Project: Socially Just School Psychology (200 pts)

*Please submit all work via Moodle.

Grades will be assigned based on the following scale (%):

A: 94-100

A-: 90-93

B+:87-89

B: 83-86

B-:80-82

Any percent <80 would result in a C and would require this class to be taken again as no C can count toward your degree in this program.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy and the college's student rights and responsibilities. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the college for additional discipline. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Student Support Services Statement: *If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.*

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if they are absent.

Communication: E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Food & Drink Policy: I ask that in-person students (1) refrain from eating in the classroom at any time and (2) use a straw without removing one's mask to drink. I will provide at least one 15-minute break during each class session, during which time students may choose to eat in York Commons or outside. If you have a health condition that requires more frequent eating, please talk to me or student support services as soon as possible so we can discuss accommodations. For remote students, I ask that your eating and drinking does not distract your own or others' learning (in other words, for example, snacks are fine, but please do not cook dinner during class).

COVID-19 Health and Safety: During these times, we need to take care of one another. All students are expected to review and comply with all institutional ([Health and Safety](#)

Expectations for All Community Members) and graduate school (<https://graduate.lclark.edu/academics/graduate-school-reopening-2020/>) COVID-19 policies. Students are expected to avoid behavior that places them, and therefore the LC community, at higher risk to COVID-19 exposure. This includes both in-class behavior (e.g., mask that covers mouth and nose, hand hygiene, social distancing) and out-of-class behavior (avoiding large crowds; limiting social contacts). Students are also expected to carefully monitor their own health, to report any COVID-19 symptoms to Lewis & Clark Health Service staff, and to not come to campus if they have such symptoms. Students who do not comply with graduate school and/or institutional COVID-19 policies may be asked to leave class and may be subject to discipline. Students are encouraged to contact me to discuss any concerns with health and safety practices in our classroom and/or on campus. Our collective wellbeing is a priority.

If anyone living in my home shows any symptoms associated with COVID-19, I will be moving the in-person sections of this course online for a minimum of 2 weeks.

Technology: Please see the graduate school's recommendations for technology for online and hybrid classes: <https://graduate.lclark.edu/academics/graduate-school-reopening-2020/educational-technology/>. Because our class format may change based on county or state guidelines and my own health and exposure, as well as individual students may need to quarantine, I would recommend all students have the technology recommended for online learning.

This will be a paperless class. Please plan on bringing copies of handouts (either electronically or printed out) to class with you. This begins with the syllabus; I will not be distributing a paper copy of the syllabus in class. You will likely find it useful to bring either a tablet or laptop to class. All assignments are to be submitted electronically via Moodle. For ease of tracking and organization, I will not accept work emailed or handed to me in person.

Switching Class Modalities: If you would like to switch from in-person to online (or online to in-person), please contact me as soon as possible. I ask that you give me as much warning as possible. I may ask you to switch sections.

Work Load: Strong organization and planning on the part of students is necessary to properly manage the heavy workload typical of a graduate program. Plan to spend a minimum of 2-3 hours outside of class for every 1 hour in class. In other words, for a 3-credit class, expected to spend 6-9 hours per week on course-related work in addition to the scheduled class time.

College Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

Classroom Etiquette

Confidentiality: Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

Discussion Norms: We will be exploring many topics that are complex and emotional, about which we will have strong opinions. I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, we will develop norms as a class.

Recording Class: The instructor may record Zoom class sessions.

Tentative* Course Schedule

*Schedule will likely change. Changes will be discussed in class or via email or Moodle.

Module 1: A Look at Public Education, Past and Present

Week 1 9/8/2020	<p>Orient to course; Develop class norms; Discuss course assignments and activities and how to engage constructively in courses that take a critical social justice approach; begin examination of public education</p> <p>Prior to Class:</p> <ol style="list-style-type: none">1. Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in US Schools. <i>Educational Researcher</i>, 35(7), 3-12.2. Sensoy & DiAngelo Chapter 1: How to Engage Constructively in Courses That Take a Critical Social Justice Approach
Week 2 9/15/2020	<p>Discuss Library resources, writing skills, and APA style; a discussion of language in schools and our classroom; critical theory and critical race theory</p> <p>Guest Speaker: Elaine Hirsch – Associate Director, Watzek Library</p> <ul style="list-style-type: none">• Section 1: 1:30 – 2:00pm• Section 2: 5:00 – 5:30pm <p>Prior to Class:</p> <ol style="list-style-type: none">1. https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/2. Sensoy & DiAngelo Chapter 2: Critical Thinking and Critical Theory3. Quoting and Paraphrasing https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html4. What Do You Mean When You Say Urban? (by Dyan Watson, in <i>Teaching For Black Lives</i>; pp. 183-185)5. Through a Glass Darkly: The persistence of Race in Education Research & Scholarship; https://www-jstor-org.library.lcproxy.org/stable/pdf/41477775.pdf
Week 3 9/22/2020	<p>Historical Foundations of Education; purpose and methods of education</p> <p>Prior to Class:</p> <ol style="list-style-type: none">1. Gorski, P. C. (2016). Poverty and the ideological imperative: A call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education, <i>Journal of Education for Teaching</i>, 42 (4), 378-386.

	<ol style="list-style-type: none"> 2. Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. American Education Research Journal , 34(1), (close reading 40-59 & 70-73) 3. Historical Foundations Video and Articles for your group
Week 4 9/29/2020	<p>Historical Foundations Group Presentations; Discussion of culture, socialization, prejudice, and discrimination (and applications to schools)</p> <p>Due: Historical Foundations Group Presentations</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Sensoy & DiAngelo Chapter 3: Culture and Socialization 2. Sensory & DiAngelo Chapter 4: Prejudice and Discrimination 3. Supplemental: Schools and the New Jim Crow: An interview with Michelle Alexander (by Jody Sokolower in Teaching for Black Lives; pp. 237-242) 4. Black Like Me (by Renee Watson, in Teaching for Black Lives; pp. 294-297)

Module 2: Dis/ability and Special Education

Week 5 10/6/2020	<p>Dis/ability and Special Education; Oppression and Power</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. TED Talk: Isn't it a pity? The real problem with special needs https://www.youtube.com/watch?v=UJ7QaCFbizo 2. Identity First versus Person First Language: https://healthjournalism.org/blog/2019/07/identity-first-vs-person-first-language-is-an-important-distinction/ 3. Sensoy & DiAngelo Chapter 5: Oppression and Power 4. The 4 “I’s” of Oppression - (https://vimeo.com/432203136) (watch from 10:46 to about 15:45)
Week 6 10/13/2020	<p>Dis/ability and Special Education, continued: IDEA/IDEIA; ADA; Section 504; Inclusion; Ableism</p> <p>Due: Learning History</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Parent Guide to IDEA (pp. 1-35): https://files.eric.ed.gov/fulltext/ED495879.pdf 2. Sensoy & DiAngelo Chapter 6: Understanding Privilege Through Ableism 3. ADA and the media: https://vimeo.com/441062248

	<p>4. Dan Habib on Inclusion: https://www.youtube.com/watch?time_continue=1&v=izkN5vLbnw8&feature=emb_logo</p> <p>5. Inclusion infographic: https://www.readingrockets.org/teaching/inclusive-classrooms</p>
<p>Week 7 10/20/2020</p>	<p>Dis/ability and Special Education, continued: IDEA/IDEIA, the history of disability services in the US</p> <p><i>Section 1 will begin at 3:45 to 7:00pm today. Please join synchronously if you can. A video recording will be available for students unable to attend synchronously.</i></p> <p>Guest Speakers: Jen Lopez (special education teacher and parent) & Jesse Erwin (school psychologist)</p> <p>Time 5:30pm: please join synchronously if you can; otherwise, a recording will be available to watch asynchronously.</p> <p>**all students will be online today**</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Parent Guide to IDEA (pp. 36-71;74-75): https://files.eric.ed.gov/fulltext/ED495879.pdf 2. Willowbrook https://www.youtube.com/watch?v=bpVEjzO6Dd0 3. On Being Black and Disabled https://rewire.news/article/2019/07/26/on-being-black-and-disabled-but-not-really/ 4. Combating Ableism in Schools 5. Broaching the Subjects of Race, Ethnicity, and Culture during the Counseling Process (Day-Vines et al.)
<p>Week 8 10/27/2020</p>	<p>Oregon Administrative Rules for Special Education; Gender & Sexuality in Schools</p> <p>**all students will be online today**</p> <p><i>*Class will run from 3:15 to 5:45 today*, with some additional asynchronous content. Please join synchronously if you can. A video recording will be available for students unable to attend synchronously.</i></p> <p>Guest Speaker 1: Rafe McCullough, Ph.D., about Gender and Sexuality in Schools at 3:15 Guest Speaker 2: Megan Wattman-Turner (remote) about Early Childhood Special Education at 4:45 pm</p> <p>Prior to Class</p> <ol style="list-style-type: none"> 1. Oregon Administrative Rules (OARs) – Division 15, Special Education (581-015-2000 through 581-015-2930). 2. Students with Disabilities (also review Tables 204.30 and 204.50): https://nces.ed.gov/programs/coe/indicator_cgg.asp

	<ol style="list-style-type: none"> 3. Sensoy & DiAngelo Chapter 7: Understanding the Invisibility of Oppression Through Sexism 4. Supplemental: Queering Black History and Getting Free (In Teaching for Black Lives; pp. 325-329)
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Module 3: Toward a Socially Just Practice of School Psychology

<p>Week 9 11/3/2020</p>	<p>NASP practice model; Major roles and functions of school psychologists; race/racism in schools; Critical Incident Analysis</p> <p>Guest Presenter: Mason Rivers, School Psychologist on Critical Incident Analysis Section 1: 3:15 – 4:15 Section 2: 4:45 – 5:45</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. NASP Practice Model (2020; pages 1-15; 26-38; 67) https://www.nasponline.org/x55315.xml 2. Sensoy & DiAngelo Chapter 8: Understanding the Structural Nature of Oppression Through Racism 3. Supplemental: White Privilege: Unpacking the Invisible Knapsack 4. Supplemental: Racial Healing Handbook 5. Supplemental: What it takes to be racially literate https://www.ted.com/talks/priya_vulchi_and_winona_guo_what_it_takes_to_be_racially_literate#t-7362
<p>Week 10 11/10/2020</p>	<p><i>Exam: IDEA/OARS/NASP Practice Model (disability categories: closed book; rest of exam: open book/notes)</i></p> <p>Trends in school psychology; mission, history, and practice of school psychology; Race/racism in schools</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. BP Foundations, Ch. 29 – Trends in the History of School Psychology in the United States. 2. The "New Racism" of K-12 schools: https://journals.sagepub.com/doi/pdf/10.3102/0091732X16686949 3. Supplementary: Racial Healing Handbook 4. Supplementary: If you have not previously read Kendi's work, How to be an Anti-Racist, please familiarize yourself with his basic premises on racism: The Difference Between Being "Not Racist" and Antiracist https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist

Week 11 11/17/2020	<p>Evolution of school psych; Race/racism in schools; culturally and linguistically diverse (CLD) students</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. BP DB Chapter 4: The Evolution of School Psychology: Origins, Contemporary Status, and Future Directions 2. Sensoy & DiAngelo Chapter 9: Understanding the Global Organization of Racism Through White Supremacy 3. Why Black Girls are Targeted For Punishment at School https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that/reading-list?referrer=playlist-itunes_podcasts_education&language=en 4. Supplementary: Racial Healing Handbook
Week 12 11/24/2020	<p>Legal considerations of school psychology; prevention and early intervention; disproportionality; intersectionality; class</p> <p>Due: Critical Reflective Analysis</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. BP Foundations Chapter 31 Best Practices in Applying Legal Standards to Students with Disabilities 2. Sensoy & DiAngelo Chapter 10: Understanding Intersectionality Through Classism 3. The Danger of a Single Story: https://www.youtube.com/watch?v=D9Ihs241zeg
Week 13 12/1/2020	<p>Action & Advocacy; Broaching</p> <p>Guest Presenter: Emma Morgan-McLeod on advocacy and involvement</p> <p>Time TBD (will be live during section 1) For students in Section 2: please join synchronously if you can; otherwise, a recording will be available to watch asynchronously</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. NASP Principles for Professional Ethics (2020; pages 39-58) https://www.nasponline.org/x55315.xml 2. Sensoy & DiAngelo Chapter 11: Yeah, But...": Common Rebuttals 3. Sensoy & DiAngelo Chapter 12: Putting it All Together 4. Supplemental: Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders
Week 14 12/8/2020	<p>Wrapping it Up: What does it look like to be a socially just and equitable school psychologist? Come to class prepared to share 5 major take-aways from this course and your project.</p>

	<p>Due: Socially Just School Psychologist</p> <p>Link to next semester: Why do we evaluate children? The big picture.</p> <p>Prior to Class:</p> <ul style="list-style-type: none">• Sattler Chapter 1
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