

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
SPSY 502: Introduction to School Psychology
Fall 2023

Instructor: Jennifer Twyford, PhD, LP, NCSP
Class Day and Time: **Section 01:** Tuesdays 1:00pm – 4:15pm
Course Dates: 9/6/22 – 12/6/22
Class Location: **Section 01:** Rogers Hall 220
Office Hours: By appointment
Office Location: **Rogers 426**
Email: jtwyford@lclark.edu

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., Proctor, S., & Thomas, A. (Eds.) (2023). *Best practices in school psychology 7*. Bethesda, MD: National Association of School Psychologists. [https://www.nasponline.org/resources-and-publications/books-and-products/best-practices-in-school-psychology-7-\(print-and-digital\)](https://www.nasponline.org/resources-and-publications/books-and-products/best-practices-in-school-psychology-7-(print-and-digital)) *This is a 3-volume text that will be used in several courses throughout the program.
- Merrell, K.W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century (3rd ed.)* New York: Guilford. ISBN 9781462549535 (Print or ebook)
- Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? (2nd ed.)*. New York: Teacher's College, Columbia University. ISBN 978-0-8077-7617-9 (ebook)* This ebook is freely available through the Watzek library and links to the readings are included in the syllabus. You are only required to purchase this course if you so desire.

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, in-depth discussion of weekly readings and course content, discussion of your observations in the schools, presentations, and guest speakers. 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: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, 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 (Pre-practicum) 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. More information on pre-practicum will be provided separately. These experiences will help you to connect to topics in this class.

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 discussions will greatly facilitate your mastery. Readings were carefully chosen and designed to promote the development of your professional identity as a school psychologist and to begin to critically engage with the field. 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 (Historical Foundations): Details and rubric on the Historical Foundations in Education assignment can be found [here](#), and the rubric can be found [here](#). Please submit a copy of the presentation on Moodle by the beginning of class on the due date on the course schedule.

Learning History Paper: 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. Please submit on Moodle by the beginning of class on the due date on the course schedule.

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. Consider your pre-practicum site experiences, perhaps there is an experience there that comes to mind. Details on the Critical Reflective Analysis can be found [here](#) and the rubric can be found [here](#). Please submit on Moodle by the beginning of class on the due date on the course schedule.

Final Project Paper: 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](#). Please submit on Moodle by the beginning of class on the due date on the course schedule.

Reflections: By *each Thursday at 12:00pm (noon) during the semester*, write a 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. Please submit on Moodle. Your learning can include content covered by readings, videos, class discussion, lecture, and or are connected to things you may also have experienced at your pre-practicum site. 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.

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 (50 pts)
3. Learning History (50 pts)
4. Reflections (50 pts)
5. Exam (105 pts)
6. Final Project: Socially Just School Psychology (200 pts)

*Please submit all work via Moodle.

Grading: The criteria below will be used to assign final grades for the course. It is based on the percentage of points earned divided by the maximum points possible for the course (e.g., Final Grade = Total Points Earned/ **505** Total Points Possible). The grade of B- is the lowest

grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. Retaking a course may have unforeseen consequences regarding timely completion of the program. Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points. Grades will be assigned based on the following scale (%):

A+ = 99 - 100	B+ = 87-90	C+ = 76-78	< 70 = F
A = 94 - 98	B = 83-86	C = 73-75	
A- = 91- 93	B- = 79-82	C- = 70-72	

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates. Points will be deducted for late work (-10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy.

Quality of Work. I expect that you will put forth your best effort for each assignment. However, I also understand that you are developing your school psychology skills. I want to support the mastery and growth toward NASP domains and standards and your professional skills. I want to train successful, ethical, competent, culturally responsive school psychological practitioners. Thus, I will work with you to achieve these goals. If you have submitted all parts of an assignment, on time, and there is sufficient evidence of effort to complete the assignment fully, you may resubmit any assignment with the following caveats: the assignment was originally due before the last two weeks of the semester, you are resubmitting for additional feedback, you resubmit before the last class meeting, you have discussed your goals for the resubmission with me before the last week of class, and you have come to me for support within one week of the original return of the graded assignment. I want you to not be afraid to make mistakes, but also to be open to feedback. And I want you to be motivated to meet my expectations, and I want to support you in doing this.

Course and College Policies

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.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

Submission of Assignments: Timely completion of assignments and tasks is also a professional expectation. In practice, school psychologists who submit late reports, progress notes, and other records potentially jeopardize student care by delaying the communication of medically and educationally relevant information that is necessary for planning and access to services. In addition, adherence to details is critically important related to the federal protections and rights for students, especially those with disabilities. Thus, I will expect that you will turn assignments in on time. ***Therefore, I will not accept any late assignments for full credit.*** To receive a grade of “pass” in this course, all assignments must be completed, regardless of whether points are earned. All assignments are due by **the start of class time in Pacific Standard Time** on the dates that are identified in the syllabus. Written assignments are to be **uploaded to Moodle in .doc or .docx or Google doc formats, or in the format related to the assignments (e.g., pptx, Google slides, pdf, Jamboard, etc.).**

Late Assignments: All late assignments will be deducted 10% of the possible points for each day it is late. All students are expected to submit classroom assignments by posted due dates and to complete the course according to the published class schedule. Should a student need additional time to complete an assignment they *must contact the course professor before the due date* so the situation can be reviewed and a resolution determined. In some special circumstances, extensions to due dates may be given. Not all delayed assignment requests will be approved; leisure trips to areas without Internet access, wanting more personal time with family, forgetting assignments and leaving needed course materials at home or at the office cannot be considered valid reasons for missing course work. Unavoidable and non-negotiable military or civilian work assignments and health emergencies are generally considered valid reasons. Requests must be submitted for each potential delay needed. Blanket permission for late work cannot be given. If a student is unable to complete the course work due to a university approved reason, a grade of incomplete in the course may be given. Please see university policies for details. If course accommodations are needed, please see Student Support Services Statement above.

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, and/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/.

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 and graduate school Covid-19 policies (<https://www.lclark.edu/news/covid-19-response/>). 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.

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, 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.

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, students are 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.

If you have any questions regarding these policies, please speak to your instructor for clarification. In addition to the college academic integrity policy, the use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

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). It is also considered unprofessional.

Food and Drink: Eating and drinking is permitted as long as it is not distracting to the learning of those around you. Use your judgment.

Expectations for Respectful Discourse and Discussion Norms: Both Lewis & Clark and our School Psychology program strive to create a learning environment that is respectful of the rights and dignity of all members of our learning community. We value and respect the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status, just as we respect and value these differences in our students, families, and schools that we (or will) serve. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve. 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. I expect that you will give each other feedback, constructive criticism, and support in a manner that is professional, respectful, and collegial. I also expect you to conduct yourself professionally. If your behavior disrupts the learning of others or is deemed inappropriate, I reserve the right to excuse you from the class meeting, remove you from the course, or report your behavior to the appropriate college authorities.

Recording Class: If we are to meet on Zoom at some point due to unforeseen circumstances, the instructor may record Zoom class sessions. I will notify you before the recording and you can choose to be off camera.

Tentative Course Schedule*

*Schedule will likely change based on the learning needs of the students in the course. Changes will be discussed in class or via email or Moodle. This is a live syllabus, changes to the course schedule will also be uploaded here. I have also attempted to distribute readings and workload evenly throughout the course, however, there is some variability. Please plan ahead and plan accordingly.

** Readings without hyperlinks refer to textbooks. BP = Best Practices 7. SP21 = *School psychology for the 21st century* text by Merrell et al.

Due: Every Thursday by 12p (noon) to Moodle : weekly reflections

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

<p>Week 1 9/5/2023</p>	<p>Orientation to the 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, Ch 1: How to Engage Constructively in Courses That Take a Critical Social Justice Approach 3. SP21, Ch.1: Introduction to the Field of School Psychology
<p>Week 2 9/12/2023</p>	<p>Historical Foundations of Education; purpose and methods of education</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Complete week 1 readings if haven't yet. 2. SP21, Ch. 2: The Historical Context of School Psychology 3. Sensoy & DiAngelo Chapter 2: Critical Thinking and Critical Theory 4. What Do You Mean When You Say Urban? (by Dyan Watson, in <i>Teaching For Black Lives</i>; pp. 183-185) 5. Ladson-Billings, G. (2012). <i>Through a Glass Darkly: The persistence of Race in Education Research & Scholarship</i>; https://www-jstor-org.library.lcproxy.org/stable/pdf/41477775.pdf 6. https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/ 7. 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.html
<p>Week 3 9/19/2023</p>	<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>Meet at Library Classroom by 1:15pm</p>

	<p>Guest Speaker: Elaine Hirsch – Associate Director, Watzek Library (45 minutes)</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 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. Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Education Research Journal</i> , 34(1), (close reading: pp. 40-59 & 70-73) Historical Foundations Video and Articles for your group
<p>Week 4 9/26/2023</p>	<p>Historical Foundations Group Presentations; Discussion of culture, socialization, prejudice, and discrimination (and applications to schools)</p> <p><u>Due: Historical Foundations Group Presentations</u></p> <p>Prior to Class:</p> <ol style="list-style-type: none"> Sensoy & DiAngelo Chapter 3: Culture and Socialization Sensoy & DiAngelo Chapter 4: Prejudice and Discrimination Supplemental: Schools and the New Jim Crow: An interview with Michelle Alexander (by Jody Sokolower in Teaching for Black Lives; pp. 237-242) Black Like Me (by Renee Watson, in Teaching for Black Lives; pp. 294-297) Queering Black History and Getting Free (In Teaching for Black Lives; pp. 325-329)

Module 2: Dis/ability and Special Education

<p>Week 5 10/3/2023</p>	<p>Dis/ability and Special Education; Oppression and Power</p> <p>Guest speaker @ 3pm: Rebecca Ponce on culturally responsive practices</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> TED Talk: Isn't it a pity? The real problem with special needs https://www.youtube.com/watch?v=UJ7QaCFbizo Identity First versus Person First Language: https://healthjournalism.org/blog/2019/07/identity-first-vs-person-first-language-is-an-important-distinction/ Sensoy & DiAngelo Chapter 5: Oppression and Power The 4 “I’s” of Oppression - (https://vimeo.com/432203136) (watch from 10:46 to about 15:45)
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<p>Week 6 10/10/2023</p>	<p>Dis/ability and Special Education, continued: IDEA/IDEIA; ADA; Section 504; Inclusion; Ableism</p> <p><u>Due: Learning History</u></p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. SP21, Ch. 7: Legal and Ethical Issues in School Psychology 2. Parent Guide to IDEA (pp. 1-35): https://files.eric.ed.gov/fulltext/ED495879.pdf 3. Sensoy & DiAngelo Chapter 6: Understanding Privilege Through Ableism 4. ADA and the media: https://vimeo.com/441062248 5. Dan Habib on Inclusion: https://www.youtube.com/watch?time_continue=1&v=izkN5vLbnw8&feature=emb_o_go 6. Inclusion infographic: https://www.readingrockets.org/teaching/inclusive-classrooms
<p>Week 7 10/17/2023</p>	<p>Dis/ability and Special Education, continued: IDEA/IDEIA, the history of disability services in the US</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. SP21, Ch. 8: The School Psychologist’s Role in Assessment 2. Parent Guide to IDEA (pp. 36-71;74-75): https://files.eric.ed.gov/fulltext/ED495879.pdf 3. Willowbrook https://www.youtube.com/watch?v=bpVEjzO6Dd0 4. On Being Black and Disabled https://rewire.news/article/2019/07/26/on-being-black-and-disabled-but-not-really/ 5. Combating Ableism in Schools 6. Broaching the Subjects of Race, Ethnicity, and Culture during the Counseling Process (Day-Vines et al.)
<p>Week 8 10/24/2023</p>	<p>Oregon Administrative Rules for Special Education; Gender & Sexuality in Schools</p> <p>1:00pm Guest Speaker: Dr. Rafe McCullough on Gender & Sexuality in Schools</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 3. NASP (2014) Transgender Position Statement 4. Sensoy & DiAngelo Chapter 7: Understanding the Invisibility of Oppression Through Sexism 5. BP vol. 3, Ch. 11: (Cannava & Lorig) Best Practices in Inclusive School Environments and Tiered Supports for LGBTQIA+ Youth

<p>Week 9 10/31/2023</p>	<p>Oregon Administrative Rules for Special Education (cont'd); NASP Practice Model</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. White Privilege: Unpacking the Invisible Knapsack 4. 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 5. SP21, Ch.4: Becoming Culturally Responsive: Diversity and Multicultural Issues in School Psychology
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Module 3: Toward a Socially Just Practice of School Psychology

<p>Week 10 11/7/2023</p>	<p>Trends in school psychology; mission, history, and practice of school psychology; Major roles and functions of school psychologists; race/racism in schools; Critical Reflective Analysis</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. BP vol 1, Ch. 2: (Grapin & Proctor) - Equity and Social Justice: Foundations for School Psychology 2. BP vol 3, Ch. 2: (Shriberg & Diaz) - Best Practices for School Psychologists Acting as Agents of Social Justice 3. The "New Racism" of K-12 schools: https://journals.sagepub.com/doi/pdf/10.3102/0091732X16686949 4. SP21, Ch. 9: The School Psychologist's Role in Prevention and Intervention: Part 1. Academic Performance and Skill Development 5. SP21, Ch. 10: The School Psychologist's Role in Prevention and Intervention: Part 2. Social-Emotional, Behavioral, and Mental Health 6. SP21, Ch. 11: Consultation, Effective Implementation, and Facilitation of Systems Change
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<p>Week 11 11/14/2023</p>	<p><i>Exam: IDEA/OARS/NASP Practice Model (disability categories: closed book; rest of exam: open book/notes)</i></p> <p>Evolution of school psych; Race/racism in schools; culturally and linguistically diverse (CLD) students; Broaching activity</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Sensoy & DiAngelo Chapter 9: Understanding the Global Organization of Racism Through White Supremacy 2. 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-
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<p>Week 12 11/21/23</p>	<p>Reading Week - Asynchronous Class Work</p> <ol style="list-style-type: none"> 1. Read one of the following books: <ul style="list-style-type: none"> • Racial Healing Handbook • Anti-Racist Educational Leadership & Policy • <i>How to be an Anti- Racist</i> by. Dr. Ibram X. Kendi (available through Watzek library course reserves and online and I have a physical copy you can borrow) • If you have not previously read Kendi’s work, <i>How to be an Anti- Racist</i>, 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 • Then based your weekly reflection (due before class on 11/28 due to the holiday)
<p>Week 13 11/28/23</p>	<p>Prevention and early intervention; intersectionality; class; Broaching</p> <p><u>Due: Critical Reflective Analysis</u></p> <p>1:30pm Guest presenter: Megan Wattman- Smart (on zoom) on Early Childhood Special Education</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. BP vol. 2, Ch. 20: (Albritton & Stein) Best Practices in Effective Child Find for Special Education Services for Young Children 2. Sensoy & DiAngelo Chapter 10: Understanding Intersectionality Through Classism 3. The Danger of a Single Story: https://www.youtube.com/watch?v=D9lhs241zeg 4. Sensoy & DiAngelo Chapter 11: Yeah, But...": Common Rebuttals 5. Sensoy & DiAngelo Chapter 12: Putting it All Together 6. Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders 7. BP vol 3, Ch. 7: (Parris) Best Practices in School Psychology Services for Economically Marginalized Children 8. SP21, Ch. 3: Facilitating Change Through Multi-Tiered Systems of Support and Data-Driven Problem Solving
<p>Week 14 12/5/23</p>	<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><u>Due: Socially Just School Psychologist</u></p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Watch: Dr. Frank Worrell, APA President (Also a School Psychologist!)

<https://vimeo.com/757770186/20d16b37e7>

2. [Article: Rosenfield \(2022\): Strengthening School Psychology](#)
3. SP21, Ch. 5: Becoming a School Psychologist: Training and Credentialing Issues
4. SP21, Ch. 6: Working as a School Psychologist: Employment Trends, Opportunities, and Challenges
5. SP21, Ch. 13: Moving the Field Forward: Mapping the Future of School Psychology

