To: Alaska State Board of Education and Early Development

From: UAA School Psychology Program

Date: November 4th, 2025

The primary goal of the new UAA MS in School Psychology – Specialist program is to fulfill a documented workforce need in Alaska for School Psychologists. Until now, Alaska has been one of two states that do not have an in-state training program. The UAA training program is committed to supporting state residents with a pathway to become licensed school psychologists who are prepared to support the unique needs of Alaska's students, families, and schools.

As outlined in the program's mission and purpose, the program emphasizes a **place-based model** so that students in the program are trained to be school psychologists who are responsive to the unique geographical, individual, and contextual needs of the children, families, schools, and communities in which they live and work across Alaska.

The packet update includes a thorough review and removal of ancillary readings that might conflict with the State of Alaska Code of Ethics of the Education Profession or concern's raised by the Board. All aspects of the program structure and coursework follow the NASP Standards for Graduate Preparation of School Psychologists, the NASP Principles of Ethics, and the State of Alaska Code of Ethics of the Education Profession.

Specific updates to the packet include:

- Program Overview – added statement on place-based model (p. 2)
- Added the approved Program Student Learning Outcomes (p. 6)
- Anticipated Enrollment: Updated: # of currently enrolled students to 16 (p. 18)
- Program Accreditation: updated date of submission to NASP (p. 18)
- Syllabi Update PSY 621: School Crisis Prevention, Intervention, and Response (p. 130)

Please see the presentation for additional information addressing the Board's concerns and inquiries.

Educator Preparation Provider

Request for Conditional State Approval

Directions

Educator Preparation Providers wishing to gain conditional state approval from the Alaska State School Board to prepare educators in the state of Alaska need to complete the following steps:

1) Send an email requesting your program be considered for conditional state approval at a regular meeting of the Alaska State School Board to the Commissioner of the Department of Education & Early Development at deed.commissioner@alaska.gov and the Teacher Education & Certification Administrator at colleen.walker@alaska.gov.

   The regular meeting schedule can be found at https://education.alaska.gov/State_Board. The commissioner's office will let you know if your preferred meeting time is available and will work with you to determine another meeting time if necessary.

2) No later than 45 days before the scheduled regular meeting, email the information outlined in the packet requirements on page two and three to both the commissioner and the teacher certification offices via the emails provided above. All documents submitted must be accessible.

If you have any questions about requesting conditional state approval, please contact Colleen Walker, colleen.walker@alaska.gov.

Alaska Educator Preparation Providers
Packet Requirements

1) **General Information**
    a. Name of Institution of Higher Education (IHE): University of Alaska Anchorage (UAA)
    b. CHEA recognized accreditation organization: National Association of School Psychologists
    c. Accreditation date: Anticipated NASP Candidacy Status Submission – August 1, 2025; NASP Full Accreditation Submission – September 15, 2028
    d. Date of next accreditation visit: Anticipated Site Visit Spring 2029
    e. Address: 3211 Providence Drive, Anchorage, AK 99508
    f. Program Lead: Hattie Harvey
    g. Email: haharvey@alaska.edu
    h. Phone Number: 907-786-4464

2) **Overview/Rationale:**

Program Overview. The Master of Science in School Psychology – Specialist is designed to fill the existing gap in what is currently offered in the State of Alaska. Currently the State of Alaska has no in-state training program for School Psychology. The MS in School Psychology - Specialist is a 63-credit degree. A minimum of 60-credits at the Specialist level is the requirement for school psychology licensure. Graduates will gain knowledge and expertise in effective, evidence-based, and culturally informed assessment, intervention, consultation, and mental health practices that promote the well-being of all children and youth. The program emphasizes a **place-based model** so that students in the program are trained to be school psychologists who are responsive to the unique geographical, individual, and contextual needs of the children, families, schools, and communities in which they live and work across Alaska. The program will be available primarily online with some in-person learning to meet national accreditation standards and student learning outcomes. Both full-time or part-time pathways will be available. The program is designed for both new graduates of baccalaureate degrees in related fields, as well as for current educators employed in school districts. To document the gap, UAA collected and analyzed data from multiple sources.

National Association of School Psychologists. Alaska is one of two states that does not have an in-state training program for School Psychology. According to the National Association of School Psychologists (NASP) state shortages data dashboard (https://www.nasponline.org/about-school-psychology/state-shortages-data-dashboard), **Alaska's ratio of school psychologists was one school psychologist for every 1,662 children and youth, with the recommendation of one to every 500 children and youth (NASP, n.d.).** School districts across the state are challenged to fill school psychology positions, with only 9 of the 54 school districts employing school psychologists, while the remainder rely on contractual services most often supplied by providers in the lower 48. The program would not be in competition with any other program in the state.

Stakeholder Surveys. Three different stakeholder needs assessment surveys were completed in Fall 2023 - one for School District Special Education Administrators, one for practicing Alaska-based School Psychologists, and one for UAA students (Harvey & Russell, 2023). The needs assessments were designed both to gather information about workforce needs and to inform program/curriculum development. Based on data collected from the survey for Special Education Administrators, 66% (*n*=23) of school district administrators reported they do not have enough school psychologists; 12 rural districts responded that they were "definitely" interested in employing a school psychologist if one were available. Responses from school psychologists representing eight of the nine districts which employ school psychologists overwhelmingly (94%, *n* = 41) indicated that their school district does not have enough school psychologists to fill their positions. As one example, the Anchorage School District employs the largest number of school psychologists (48), and there has been only one year in the last 10 in which all the school psychologist positions were filled.

3) **Support:**

Stakeholder Involvement

Community-based program development. The faculty used a community-based approach in the development of the program, and input from multiple stakeholder groups was sough and incorporated in the design of the program. This included a newly developed Statewide School Psychology Program Advisory Board (n=15); results from three stakeholder statewide survey (i.e., Special Education Administrators, School Psychologists, and UAA students); and results from a stakeholder focus group and from three parent focus groups (n=30).

School Psychology Program Advisory Board. A community advisory board specific to this new program was established in August 2023. The Board is comprised of a Special Education Director (Nome), the Anchorage School District Senior Director of Mental Health and Student Supports, eight practicing Alaska School Psychologists representing Anchorage, Kenai, Matsu, Fairbanks, and Arctic Northwest, two School Psychology Higher Education faculty (outside Alaska), a Superintendent (Kenai), the President of the Alaska School Psychologist Association, a parent of a child with disabilities, and the Project Officer from the Alaska Mental Health Trust Authority. The advisory board provided input into the mission and vision of the program, informed key programmatic decisions (i.e., course offerings days/times), supported statewide outreach, and provided letters of support for grant funding applications.

Stakeholder Statewide Surveys. The three stakeholder surveys (noted above) informed programmatic and curriculum decisions (e.g., course time offerings, curriculum content, critical competencies, field placement planning, etc). Survey #1 for Special Education Administrators was distributed to all 54 Special Education Directors and Superintendents in Alaska, which resulted in a participation of 34 individuals who represented 20 of the 54 school districts. Survey #2 for School Psychologists was distributed to School Psychologists in districts that are known to employ school psychologists (i.e., Anchorage, Kenai, Kodiak, MatSu Valley, and Fairbanks) and resulted in participation of 50 Alaska-based School Psychologists. Survey #3 for Students was distributed to all undergraduate students in

the UAA system through a student listserv and resulted in participation of 106 students who represented 23 majors. Results overwhelmingly indicated a need for school psychologists and an interest from multiple districts to provide practicum and internship opportunities.

Stakeholder focus group. The faculty interviewed a focus group that consisted of a variety of school district representatives who have knowledge of school psychological services (i.e., SPED Directors [n=2], educators [n=5], School Psychologists [n=7], other Administrator roles [n=2]) who represented school districts in Anchorage, Nome, Kenai, Valdez, Fairbanks, and Mat-Su Valley. The results of the focus group indicated a need for school psychologists who have training in the areas of behavioral health, crisis prevention and response, MTSS, and trauma-informed practices. The focus group also helped to provide suggestions for logistical planning for field-based experiences and supervision needs.

Family focus groups. The faculty also interviewed three family focus groups, recruited and stratified by representation across the five major regions, which included Far North (n=5), Interior (n=5), Southcentral (n=5), Southeast (n=5), and Southwest (n=5). Successes included an overwhelming response from caregivers of children who utilized special education services in Alaska (n=723). The large response rate posed an initial challenge of selection for the focus groups. This was solved by a follow up form (n=417) asking for more demographic information to select an equal distribution of participants across Alaska. A third focus group and survey (n=93) were also added to provide an opportunity for all interested caregivers to share their experiences. Results from the focus groups and survey data were invaluable for including family voice within the curriculum (e.g., PSY 618: School Psychology Assessment; PSY 662: Consultation and Collaboration) and to ensure an emphasis on family-centered competencies of future trainees as reflected in course student learning outcomes and in the program's assessment plan.

Letters of Support

The four letters of support included in the packet (see Appendix A) intentionally represent a range of constituents across the state of Alaska - the Anchorage School District, the Alaska Superintendents Association, Nome Public Schools, the Alaska Mental Health Trust Authority, the UAA School Psychology Program Advisory Board, and the Governor's Council on Disabilities and Special Education.

Long-Term Fiscal Plan

Tables for revenue, expenditures, and net income are presented below followed by a brief narrative.

Revenue

	Year 1		Year 2		Year 3		Year 4	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
New Funding Request								
Available Funding (MHT)		200,000		200,000		200,000		
Tuition/Fees		110,808		207,211		291,082		364,049
Other (Federal)		750,000 500,000						

Total Revenue		**1,560,808**		**407,211**		**491,082**		**364,049**

Expenditures

	Year 1		Year 2		Year 3		Year 4	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Personnel	64,823		214,931		229,668		229,668	
Operations	5,500	120,000	5,500	40,000	10,000		10,000	
Facilities /Equipment		950,000						
Total Expenditures	**70,323**	**1,070,000**	**220,431**	**40,000**	**239,669**	**0**	**239,668**	**0**

	Year 1		Year 2		Year 3		Year 4	
Net Income (Deficit)	(70,323)	490,808	(220,431)	367,211	(239,668)	491,082	(239,669)	364,049
	420,485*		146,780		251,414		124,381	

**A portion of this balance could, if needed, carry forward to help with starting costs in Years 2 & 3 if enrollment does not grow as fast as predicted.*

Fiscal Narrative. The projected budget combines funding from 4 sources: use of 9 existing courses already taught as part of other programs, a multi-year commitment from the Alaska Mental Health Trust (MHT), two federal appropriations, and anticipated tuition revenues. The MHT provided funding to support creation of the program and has committed to funding 3-4 years of startup costs. The earmarks include $750,000 for program development and startup costs, and another $500,000 to expand and renovate facilities used for in-person clinical experiences to accommodate the new program.

On the expense side, because all faculty in the department contribute to multiple programs, only a fractional amount of each faculty member's salary and benefits is included in the table above. As cohorts move through the program, we will begin offering the 10 new courses in a rotation, keeping class sizes healthy and minimizing instructional costs.

4) **Program Standards:**

The UAA Master of Science in School Psychology - Specialist program intentionally is designed to align with the National Association of School Psychologists (NASP) Professional Standards (2020). These national standards guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. The standards clearly outline requirements for NASP program accreditation which covers five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources.

All course content, program student learning outcomes, and experiences are built around the NASP 10 Domains of Practice (see Figure 1 below), which include: 1) Data-based Decision Making, 2) Consultation and Collaboration, 3) Academic Interventions and Supports, 4) Mental and Behavioral Health Services, 5) School-Wide Practices to Promote Learning, 6) Services to Promote Safe and

Supportive Schools, 7) Family, School, and Community Collaboration, 8) Equitable Practices for Diverse Populations, 9) Research and Evidence-based Practice, and 10) Legal, Ethical, and Professional Practice.

Figure 1: NASP Practice Model

Students graduating with a Master of Science in School Psychology - Specialist will be able to:

- Provide and advocate for culturally inclusive and strengths-based assessment practices that increase fairness in assessment;
- Design, deliver, and evaluate evidence-based and culturally informed intervention practices to promote academic success and positive behavioral, social, and emotional functioning;
- Deliver culturally affirming, trauma-engaged behavioral and mental health services;
- Engage in collaborative, empowering practices and partnerships with students, families, educators, and school communities to promote positive outcomes;
- Analyze and apply current research in the field of school psychology;
- Adhere to legal, ethical, and professional standards;
- Contribute to advancing practices in school systems to promote the well-being and safety of all students and school communities; and
- Engage in continuous self-reflective practice, assessing personal strengths, biases, and areas for growth as a school psychologist.

Below a table is provided which outlines the primary courses that address each domain. Although each course's student learning outcomes address multiple domains, NASP accreditation requires programs to identify 2-3 primary courses per domain. PSY 695E (Internship) addresses all domains. Following the table, a description of each domain is provided (these descriptions are verbatim from NASP and cannot be changed by the program), and candidates are assessed on each domain of practice throughout coursework and applied field experiences.

NASP Domain	Course 1	Course 2	Course 3
1. Data-Based Decision Making	PSY 618: School Psychology Assessment I: Assessment with Children and Adolescents	PSY 619: School Psychology Assessment II: Academic and Cognitive Assessment	PSY 613: School-Based Behavioral Assessment
2. Consultation and Collaboration	PSY 661: Consultation and Collaboration with Schools, Families, and Communities	PSY 663: Academic Supports and Interventions	
3. Academic Interventions and Instructional Supports	EDSE 622: Curriculum and Strategies II: High Incidence	PSY 663: Academic Supports and Interventions	
4. Mental and Behavioral Health Services and Interventions	PSY 662: School-Based Mental Health and Counseling	PSY 691: Children's Mental Health Systems of Care	PSY 638: Child Clinical Psychology
5. School-Wide Practices to Promote Learning	PSY 608: Contemporary Issues and Practices in the Field of School Psychology	PSY 662: School-Based Mental Health and Counseling	PSY 663 Academic Interventions
6. Services to Promote Safe and Supportive Schools	PSY 662: School-Based Mental Health and Counseling	PSY 621: School Crisis Prevention, Intervention, and Response	PSY 608: Contemporary Issues and Practices in the Field of School Psychology
7. Family, School, and Community Collaboration	PSY 661: Consultation and Collaboration with Schools, Families, and Communities	PSY 691: Children's Mental Health Systems of Care	
8. Equitable Practices for Diverse Student Populations	EDL 620: Leadership in Alaska Culture and Schools	PSY 618: School Psychology Assessment I: Assessment with Children and Adolescents	PSY 608: Contemporary Issues and Practices in the Field of School Psychology
9. Research and Evidence-Based Practice	PSY 609: Research Methods in School Psychology	PSY A610 Single Subject Research Designs	
10. Legal, Ethical, and Professional Practice	PSY 615: School Psychology in a Global Society: Laws, Ethics, and Professionalism	PSY 695D School Psychology Practicum	PSY 659E School Psychology Internship

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple

sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations (this is verbatim from NASP)

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal

skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

5) **Benchmark assessments:**

The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on the Praxis licensing exam, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

All coursework is intentionally scaffolded and requires successful completion of prerequisite coursework. During Year 1, two key benchmarks are included. Candidates must successfully complete PSY 618 (Assessment I) with a B or better to enroll in PSY 619 (Assessment II). Similarly, candidates must successfully complete PSY 619 prior to enrollment in the practicum course (PSY 695D) and pass practicum to apply for internship (PSY 695E). Two additional key benchmarks occur during practicum and internship and include formative and summative performance-based evaluations by program faculty and field-based supervisors (an example of the internship performance-based evaluation is included with the sample syllabi in Appendix B).

A description of the required assessments (#1 - 6), their implementation, and alignment with the NASP 10 Domains of Practice are summarized below. These are aligned with the NASP Professional Standards for Graduate Preparation of School Psychologists (2020) and are specifically required for accreditation.

Measure	Description	Frequency/ Start Date	Collection Method	NASP Domains Address
Assessment #1: Content Knowledge: Praxis II Exam in School Psychology	A nationally normed exam required for program accreditation and state certification. This 140-question exam is designed to measure knowledge and skills needed for entry-level school psychology practice in an educational setting. Passing scores of 147 as set by the National Association of School Psychologists, which is utilized by the Alaska Department of Education and Early Development for certificate eligibility.	Exam is taken during internship semester and prior to graduation.	Taken at a ETS Testing Center; scores are sent to UAA Dept of Psychology Descriptive statistics & % of passing score by cohort	1,2,3,4,5,6,7,8, 9,10
Assessment #2: Content Knowledge: Course Grades (Required)	Aggregated and disaggregated course grades for all required coursework by NASP Domains 1-10	Course Grades: collected and compiled at end of each semester	Grades from Banner	1,2,3,4,5,6,7,8, 9,10

Assessment #3: Practica Assessment: Professional Knowledge, Skills, and Dispositions during <u>practica</u> (a) Field Supervision Practicum Evaluation (b) Professional Competency Self-Assessment	Practica assessment is completed by the school-based supervisor and includes a rating scale and narrative summary of the student's ability to plan and carry out school psychological services during practica. Assessment includes evaluation of services in a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being.	Completed 2x during YR 2 practicum course: *only final scores are reported for Assessment Plan and to NASP*	Completed by field supervisor; submitted to online data collection system Completed by student; submitted to online data collection system	1,3,4,10
Assessment #4: Intern Evaluation: Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluation (a) Field Supervision Intern Evaluation (b) Professional Competency Self-Assessment	Intern evaluation assessment is completed by the school-based supervisor and includes a rating scale and narrative summary that includes assessment of the candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Includes each NASP domain (Standard 2, Domains 1-10) Report both aggregated and disaggregated data by NASP Domains 1-10	Completed 2x during YR 3 - Fall and Spring	Completed by intern field supervisor; submitted to online data collection system Completed by student; submitted to online data collection system	1,2,3,4,5,6,7,8, 9,10
Assessment #5: Performance-based Assessment: Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive Performance-based Assessment ePortfolio	Assessment of performance involves comprehensive, performance-based assessment of candidate abilities. Students complete a cumulative ePortfolio in which they present and reflect on artifacts that document their attainment of the knowledge, values, and skills in each of the 10 NASP Domains.	Submission end of YR 3	Student submission evaluated by SP faculty using SP ePortfolio Rubric	1,2,3,4,5,6,7,8, 9,10

Assessment #6: Positive Impact on Student Learning: Academic/Cognitive Case Study & Behavior Case Study	Assessment of impact on student learning demonstrates that candidates can integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers demonstrated during internship. Students complete an academic /cognitive case study and a behavioral case study at the individual or group/class level.	Completed during YR 3 internship	Student submission evaluated by SP faculty using NASP Case Study Rubric	1,3,4,8

6) **Expectations & Experience:**

a. Candidate Entry Criteria and Benchmarks

Admissions Criteria

Applicants must meet the UAA Admission Requirements for Graduate Degrees. This includes a baccalaureate degree from an institutionally accredited, formerly known as regionally accredited, institution in the United States or a foreign equivalent and a minimum of a 3.0 GPA. Students who expect to receive their baccalaureate degree within two semesters may also apply for graduate admission. All students applying to the Graduate School for master's programs must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses.

Applicants must complete adequate prerequisite coursework at the time of the application or demonstrate a plan for completing prerequisite coursework. Prerequisite courses include one course in each of the following three areas: (1) child or human development, (2) learning or cognition, and (3) tests and measurement. Note that the learning or cognition course will be waived for applicants with a valid teaching certificate.

Applicants must apply using the UAA graduate application through the UAA Application portal by February 1 for fall admission. Applicant materials include:

- Personal goal statement should address (a) why they are seeking a degree in school psychology, (b) previous work with children and/or youth and families in school or community-based settings, (c) their reasons for selecting the Master of Science in School Psychology - Specialist at UAA with reference to the program's mission and vision, and (d) reference to place-based and location preferences for field work if applicable.
- Resume/CV that documents the applicant's vocational and professional experiences with children and/or families, academic achievements, research accomplishments or special projects, recognitions, and other information relevant to the applicant's qualifications for the program.

- Two letters of reference that address the applicant's suitability for the program and prior work in school or community settings with children, youth, or families. The program values academic excellence, a strong commitment to comprehensive school psychology services, interpersonal skills (e.g., clear communication, effective collaboration), intrapersonal skills (e.g., reflection, adaptability), professional behaviors (e.g., reliability, ability to receive feedback), ethical decision-making, and sound reasoning. Applicants are asked to seek recommendations from those who can offer a recent and professional assessment of their knowledge, skills, and behaviors in these areas (e.g., direct supervisors, professors).
- Official academic transcripts of prior undergraduate and graduate coursework (if applicable).

Applicants are reviewed by program faculty using a 5-point scale rubric on 15 items which are summarized into the following five categories: (1) Transcripts (10 points); (2) Personal Goal Statement (25 points); (3) Resume/CV (20 points); (4) Letters of Reference (15 points); and (5) Overall Impressions (5 points). Select applicants are invited for a Zoom interview, which consists of seven formal questions, and is scored on a 4-point scale for a total of 25 points. Using the rubric scores, the ratio of full-time to part-time applicants, and overall fit with the program will inform admissions decisions.

b. Required Coursework and Training Requirements

All coursework and training requirements follow the NASP Professional Standards (2020) for Graduate Preparation of School Psychologists, as well as with the State of Alaska Code of Ethics of the Education Profession, 20 AAC 10.020. Here we briefly outline program requirements followed by coursework and graduation requirements. Sample course syllabi are included at the end of the packet (Appendix B).

Program Requirements

- Complete an initial background check from the Alaska Department of Health in the first semester of enrollment for placement in course-based and clinical field experiences.
- Complete online Mandatory Trainings for teacher certification as outlined by the Alaska Department of Education and Early Development by the end of the first year.
- Comply with the National Association of School Psychologists (NASP) Principles for Professional Ethics and the UAA Code of Student Conduct throughout the program. These are evaluated as part of coursework and field experiences.
- Attend an on-campus 2-day orientation during the week prior to the start of classes.
- Attend one on-campus weekend per fall and spring semesters, and an on-campus summer intensive as part of the expected program requirements.
- Complete course-based field placements, a 300-hour practicum, and 1,200 hour internship in a school setting in accordance with the Standards for Graduate Preparation of School Psychologists.

Coursework and Graduation Requirements

- Complete the General University Requirements for Graduate Degrees.

- Pass the Praxis School Psychology test with a minimum score of 147. The test is based on the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (2020) and is designed for candidates seeking licensure or certification as school psychologists in educational settings.
- Complete a comprehensive portfolio with a minimum of Meets Standards as rated by the program faculty.
- Successfully complete all required coursework outlined in the table below

Full-Time			
Year 1	**Fall**	**Spring**	**Summer**
	PSY A600: Strategies of Behavior Change (3 crs.) **PSY A608:** Contemporary Issues and Practices in School Psychology^ (3 crs.) **PSY A609:** Research Methods in School Psychology (3 crs.) **PSY A615:** School Psychology in a Global Society: Law, Ethics, and Professionalism (3 crs.)	**PSY A618:** School Psychology Assessment I: Assessment with Children and Adolescents* (3 crs.) **EDSE A622:** High-Incidence Disabilities (3 crs.) **PSY A638:** Child Clinical Psychology (3 crs.) **PSY A610:** Single-Subject Research Designs (3 crs.)	**PSY A619:** School Psychology Assessment II: Cognitive and Academic Assessment ^ (4 crs) **PSY A691:** Children's Mental Health Systems of Care (3 crs.)
Year 2	**PSY A695D:** School Psychology Practicum^ (2 crs.) **PSY A661:** Consultation and Collaboration w Schools, Families and Communities^* (3 crs.) **PSY A613:** Behavioral Assessment^ (3 crs.) **Elective (Choose one)** (3 crs.) • **PSY A647:** Behavioral Treatment of Autism Spectrum Disorders • **PSY A611Y:** Assessment in Preschool Education^ • **EDSE A612:** Low Incidence^ • **Research:** elective or **PSY A699:** Thesis	**PSY A695D:** School Psychology Practicum^ (2 crs.) **PSY A662:** School-Based Mental Health and Counseling^* (3 crs.) **PSY A663:** Academic Interventions (3 crs.) **Elective (Choose one)** (3 crs.) • **PSY A655:** Interventions for Challenging Behavior • **PSY A623Y:** Interventions in Preschool Special Education • **SPED elective** (advisor approved) • **Research:** elective or **PSY A699:** Thesis	**EDL A620:** Leadership in Alaska Cultural and Schools (3 crs.) **PSY A621:** Crisis Response, Prevention, and Intervention in Schools (3 crs.)
Year 3	**PSY A695E:** School Psychology Internship^ (2 crs.)	**PSY A695E:** School Psychology Internship^ (2 crs.)	

Part-Time			
Year 1	**Fall**	**Spring**	**Summer**
	PSY A608: Contemporary Issues and Practices in School Psychology^ (3 crs.) **PSY A615:** School Psychology in a Global Society: Law, Ethics, and Professionalism (3 crs.)	**PSY A618:** School Psychology Assessment I: Assessment with Children and Adolescents * (3 crs.) **PSY A638:** Child Clinical Psychology (3 crs.)	**PSY A619:** School Psychology Assessment II: Cognitive and Academic Assessment ^ (4 crs)
Year 2	**PSY A600:** Strategies of Behavior Change (3 crs.) **PSY A609:** Research Methods in School Psychology (3 crs.)	**EDSE A622:** High-Incidence Disabilities (3 crs.) **PSY A610:** Single-Subject Research Designs (3 crs.)	**PSY A621:** Crisis Response, Prevention, and Intervention in Schools (3 crs.)
Year 3	**PSY A661:** Consultation and Collaboration w Schools, Families and Communities^* (3 crs.) **PSY A613:** Behavioral Assessment^ (3 crs.)	**PSY A662:** School-Based Mental Health and Counseling^* (3 crs.) **PSY A663:** Academic Interventions (3 crs.)	**PSY A691:** Children's Mental Health Systems of Care (3 crs.)
Year 4	**PSY A695D:** School Psychology Practicum^ (2 crs.) **Elective (Choose one)** (3 crs.) • **PSY A647:** Behavioral Treatment of Autism Spectrum Disorders • **PSY A611Y:** Assessment in Preschool Education^ • **EDSE A612:** Low Incidence^ • **Research:** elective or **PSY A699:** Thesis	**PSY A695D:** School Psychology Practicum^ (2 crs.) **Elective (Choose one)** (3 crs.) • **PSY A655:** Interventions for Challenging Behavior • **PSY A623Y:** Interventions in Preschool Special Education • **SPED elective** (advisor approved) • **Research:** elective or **PSY A699:** Thesis	**EDL A620:** Leadership in Alaska Cultural and Schools (3 crs.)
Year 5	**PSY A695E:** School Psychology Internship^ (2 crs.)	**PSY A695E:** School Psychology Internship^ (2 crs.)	

*indicates on-campus weekend

^ indicates required field experience

c. Delivery Options

The program is offered primarily through distance delivery with four required on-campus learning experiences. Nineteen of the 20 courses are offered via distance delivery - 16 through synchronous web conferencing and three through asynchronous delivery (EDSE A622: High-Incidence Disabilities, EDSE A612 -Low Incidence Disabilities, PSY A609- Research Methods in School Psychology). Students are required to attend a total of three on-campus weekends associated with specific courses (i.e., PSY A618 - Assessment I, PSY A661 - Consultation and Collaboration, PSY A663 - Academic Interventions). One course, PSY A619: School Psychology Assessment II: Cognitive and Academic Assessment, requires on-campus attendance for a 5-week summer session (M-Th) in Year 1.

d. Student Teaching Expectations (Field Experiences)

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives. The program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. All supervised field experiences will follow the requirements as outlined in NASP Standards for Graduate Preparation Standard 3.

Course Embedded Fieldwork Experiences (75 hours): Five courses in the School Psychology Program include a requirement of 15-hours of field experience. Activities during course embedded fieldwork are linked to specific assignments associated with the course and all require a log of time and activities.

Practicum (300 hours): All students complete *PSY A695D School Psychology Practicum*, a year-long structured practicum experience. PSY A695D is taken in both the fall and spring semesters, for an accumulated total of 300 hours completed over the course of the school year. The supervised practica experience is based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention).

Internship (1,200 hours): In the final year of the program, all students complete *PSY A695E School Psychology Internship* which requires at-least 1,200 hours across a minimum of 1 school year. This experience requires full time placement in a school setting. The program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes all components based on program goals and NASP graduate preparation standards. This includes, as examples, participation in an advanced seminar each semester, a written agreement that specifies the period of the internship appointment and any terms of compensation for the intern; similar support services for the intern as provided to the agency school psychologist; provision for the intern's participation in continued professional development. The internship requires that each intern

receive appropriate and regularly scheduled field-based supervision as outlined by the NASP graduate preparation standards. This includes supervision by a licensed school psychologist and at least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week.

7) **Staffing & Program Capacity:**

Staffing Levels. Based on NASP Standards for Graduate Preparation (2020), the program must have faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

Minimum Faculty Qualifications. At least two school psychology program faculty members (including the program administrator) must hold doctoral degrees with specialization in school psychology and be actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology). Other school psychology program faculty members, as relevant for the program, must hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.

Faculty Resumes. The UAA School Psychology program currently includes the following two faculty: (1) Dr. Hattie Harvey, Professor of School Psychology and Program Director who holds a PhD in School Psychology, an Alaska Type K Advanced Special Services - School Psychologist and is a Nationally Certified School Psychologist (NCSP); and (2) Dr. Anastasiia Iun, an Assistant Professor of School Psychology who holds a PhD in Combined Clinical-School Psychology and the NCSP. CVs are included (see Appendix C).

The program recently hired two additional faculty with start dates of August 2025: (1) Dr. Rachel Chidsey-Brown, an Associate Professor who holds their PhD in School Psychology, their Nationally Certified School Psychologist (NCSP) endorsement, and their Alaska Type C - Special Services School Psychology endorsement; and (2) Dr. Jennifer Knutson, a Term Assistant Professor who holds a PhD in School Psychology and their Alaska Type C - Special Services School Psychology endorsement. CVs are included (see Appendix C).

Staff Assessment Training. Assessments described in #5 above are all required components of NASP Accreditation. Assessment #1 (Praxis II) is a nationally normed licensing exam, so no additional training is necessary. Students complete the exam at an ETS testing center and scores are sent to the University program. Assessment #2 (course grades) are reported by individual program faculty and can be obtained by the Program Directors from UAA Banner. Assessment #3 and #4 includes two components, the first (Professional Competency Self-Assessment) is a nationally utilized tool that has undergone a reliability and validity study; and the second (Practicum/Intern Field-Supervisor Evaluation) follows the recommendations of NASP for indicators of performance on a 5-point scale and has been found to be a valid indicator of candidate's readiness for independent practice at the culmination of internship. Assessment #5 (Performance-based Portfolio Assessment) will be utilized by all program faculty who will complete an evaluation of each candidate's portfolio and submit scores (using the recommended NASP 5-point scale) independently to obtain both interrater reliability and to determine consensus for a final rating among each domain of practice. Lastly, Assessment #6 (Case Studies) is evaluated by at least two program faculty using the NASP Case Study Rubric, which has undergone significant reliability and validity studies. It is required as part of accreditation.

Anticipated Enrollment and Graduates. Based on NASP Professional Standards (2020), the program's faculty-to-student ratio must be no greater than 1 to 12 in the overall program and in instructionally intensive courses containing a significant supervision component. The program anticipates accepting up to 15 qualified candidates per cohort based on full-time equivalency. Students may apply for a full-time or part-time track, thus the numbers may vary depending on the track. As one example, the program may admit 10 full-time candidates and 10 part-time candidates. The program estimates to graduate the following within the next five years, assuming a 90% or more retention, as the NASP Standards for Graduate Education outline specific measures to ensure highest retention possible:

- Spring 2028 - ~~10~~ 16 graduates who enrolled in the full-time track
- Spring 2029 - 10 graduates who enrolled in the full-time track
- Spring 2030 - 10 graduates who enrolled in the full-time track + 10 part-time graduates

8) **Accreditation & Continuous improvement:**

Program Accreditation

The program aims to seek specialized accreditation through the National Association of School Psychologists (NASP) which is recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization. This will ensure quality assurance and provide a pathway for program graduates to apply for NASP's national certification. In following NASP requirements the program must first submit for and request Candidacy Status prior to submitting for full program accreditation, which requires submission of one cycle of data on a cohort of graduates. NASP provides two opportunities per year to submit for Candidacy Status. Thus, the following timeline is proposed including start up:

- Submitted for NASP Candidacy Status ~~August~~ September 1, 2025 (notification January 1, 2026)

- First cohort of full- and part-time candidates begin - Fall 2025
- First cohort of full-time candidates graduate - Spring 2028
- Submit for NASP Full Accreditation: Self-Study - September 15, 2028 (following graduates in Spring 2028) (notification January 1, 2029 for Site-Visit eligibility)
- Schedule Site-Visit by April 15, 2029
- Decision received by June 20, 2029

Continuous Improvement

The program developed an official Academic Assessment Plan, which was reviewed and approved up through the UAA Academic Assessment Committee of the Faculty Senate in December. UAA intentionally encourages programs with specialized accreditation to align their UAA approved assessment plan to their specialized accreditation continuous improvement requirements. Accordingly, the plan outlines how the program will conduct assessment on an annual basis, as per requirements of NASP and includes the following stages: 1) plan and set goals, 2) provide learning opportunities (implementation of coursework), 3) gather and compile evidence [based on Assessments described above], 4) discuss results and make recommendations, and 5) make program improvements by assessing impact.

A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of direct and indirect services to children and youth, families, and schools. The School Psychology Faculty will be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations) both at the individual level based on course assignments, and as a whole group based on the evaluation of the candidate's performance during practicum and internship and on their final portfolio. Use assessment results to evaluate and improve the program.

Annual assessment results are shared with the faculty, students, Program Director, College of Arts and Sciences Assessment Coordinator, and Dean. The dean provides feedback directly to the program, which is used by the program in considering next steps. All plans and reports are published on the UAA Academic Assessment Plans and Reports website. In addition, results are posted on the School Psychology website. The Program Accreditation Coordinator is also responsible for submitting required reporting for external accreditation with the National Association of School Psychologists.

In addition, annual assessment results will be shared and discussed with the Statewide School Psychology Advisory Board to ensure relevancy of the findings, consider improvements from stakeholder perspectives, and obtain feedback for program improvement.

9) **Presentation**
The presentation will be submitted in a separate email, within the 30-day period prior to the presentation.

Appendix A: Letters of Support

1. Anchorage School District
2. Nome Public Schools
3. Alaska Mental Health Trust Authority
4. Alaska State Superintendents Association
5. Governor's Council on Disabilities and Special Education
6. UAA School Psychology Program Advisory Board

January 7, 2025

Alaska Department of Education & Early Development
333 Willoughby Ave, 9th Floor
Juneau, AK 99801

Dear Alaska State Board of Education and Early Development Members,

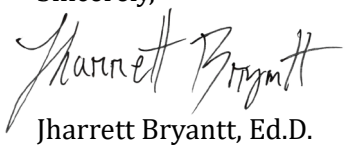
On behalf of the Anchorage School District, I am writing to support the University of Alaska Anchorage's School Psychology program in seeking conditional approval through DEED, enabling program graduates to become eligible for their Alaska Provisional or Initial Type C Special Services – School Psychologist endorsement.

Currently, there is a statewide shortage of school psychologists, with the existing ratio of school psychologists to students (1:1600) significantly exceeding the recommended 1:500 ratio. In Anchorage, we are experiencing, and continue to anticipate, substantial shortages of school psychologists and school psychologist interns. As we strive to enhance and expand our multitiered systems of support and mental health services, we require personnel trained to implement these systems and address the mental health crisis affecting our state. Conditional approval from DEED would allow program graduates to obtain their Alaska Provisional or Initial Type C Special Services – School Psychologist endorsement, helping to bridge a critical workforce gap within the Anchorage School District (ASD).

The Anchorage School District strongly supports the new graduate-level school psychology training program as a means to increase the number of qualified and credentialed school psychologists prepared to deliver high-quality services in Alaska. This program is essential to meeting the workforce demands for school psychologists who possess the knowledge and skills to collaborate with families and school personnel to best serve children with high-intensity needs, including those facing significant mental health challenges. The ASD is partnering with the University of Alaska Anchorage to provide field experiences, mentorship for program scholars, and coordination of job placements. Program participants will gain valuable experience in high-poverty schools and contribute to improved behavioral practices, particularly for students with disabilities. Granting this conditional approval for certification is a vital step in supporting student services across school districts in Alaska.

Thank you for considering this request for conditional approval by DEED.

Sincerely,



Jharrett Bryantt, Ed.D.
Superintendent, Anchorage School District

NOME PUBLIC SCHOOLS
Special Education Department Mary Donaldson, SPED Director
P.O. Box 131, Nome, Alaska 99762 • Telephone (907) 443-6208

March 19, 2024

Office of the Provost
University of Alaska Anchorage
3800 Alumni Drive
Admin./Humanities Bldg, Room 214
Anchorage, AK 99508

Dear Provost Runge,

The Nome School District strongly supports the development of new graduate school psychology training program in order to increase the number of qualified and credentialed school psychologists who are prepared to provide high-quality services in Alaska. Not only is there a state-wide shortage of school psychologists with the current ratio of school psychologists to students (1:1600) substantially higher than the recommended 1:500 ratio, but many rural school districts, including ours rely on contractual school psychological services. This grow-your-own model could help to support internal applicants who want to stay and work in their home communities.

The city of Nome is located on the southern peninsula coast on the Norton Sound of the Bering Sea, with a population of 3,700 recorded in 2020 census. Nome is considered off the road system, meaning it is only accessible by plane from major hubs such as Anchorage, and by boat or snow machine from surrounding smaller villages. Nome Public Schools educates just under 700 students and contains four schools, with a minority enrollment of 80%, 55% being American Indian or Alaska Native, and 13% who receive special education services. All students are eligible for federal free and reduced meals, and state test scores show less than 35% proficient in reading or math across all grades, with a graduation rate is 61.5%. Families in Nome also experience high rates of ACES and mental health issues, and we currently do not have enough mental health supports to fulfill the service needs, including within the schools. The school district does not currently employ a school psychologist, and contracts with one who flies in 3-4 times per year for a few days to complete re-evaluations for special education. We employ one behavior specialist, with a preferred associated degree but not required, but we have had difficulty filling and retaining personnel in this position, and it is currently an open position. Having a school psychologist in our district would have a profound benefit in our school district, both for supporting children with disabilities and high-intensity needs but also to support implementation of new systems, such as Positive Behavior Supports which the state of Alaska is advocating for, and promote equitable practices.

The proposed project by UAA will support the workforce needs for school psychologists who have knowledge and skills to collaborate and coordinate with families and other school personnel to best serve children with high-intensity needs, including those with high-risk mental health needs. The Nome Public Schools is willing to partner with the University to recruit an internal applicant from our district to participate in the new School Psychology training program, provide field experiences, mentorship, and an internship placement in collaboration with the University's rural supervision model.

Thank you for your consideration,

Nome School District
Superintendent

Trust
Alaska Mental Health
Trust Authority

3745 Community Park Loop, Suite 200
Anchorage, AK 99508
Tel 907.269.7960
alaskamentalhealthtrust.org

January 10, 2025

Alaska Department of Education & Early Development
333 Willoughby Ave, 9th Floor
Juneau, AK 99801

Dear Alaska State Board of Education and Early Development Members:

On behalf of the Alaska Mental Health Trust Authority (AMHTA), I am writing to support the University of Alaska Anchorage's School of Psychology program in seeking conditional approval through DEED, enabling program graduates to become eligible for their Alaska Provisional or Initial Type C Special Services- School Psychologist endorsement.

The AMHTA is a state corporation that administers the Alaska Mental Health Trust, a perpetual trust, to improve the lives of beneficiaries. The Trust operates much like a private foundation, using its resources to ensure that Alaska has a comprehensive, integrated mental health program. Beneficiaries of the Trust include the following broad groups of Alaskans who experience mental illness, substance misuse, intellectual and developmental disabilities, traumatic brain injury, Alzheimer's, and related dementia.

There is a statewide shortage of school psychologists, with the existing ratio of school psychologists to students (1:1600) significantly exceeding the recommended 1:500 ratio. Across the State of Alaska, school districts are experiencing a substantial shortage of school psychologists and interns. Additionally, communities and school districts across our state need additional behavioral health services, of which school psychologists can help to play a pivotal role within the school setting. In the recent Strengthening the System II: Alaska's Comprehensive Integrated Mental Health Program Plan 2025-2029, the plan emphasizes prevention, early intervention, and workforce development to help ensure Alaskans receive the appropriate level of care at the right time.

The AMHTA has committed to providing start-up funding for the program's development and initial implementation in FY 25-26. This new graduate program is essential to meeting the workforce demand for school psychologists with the knowledge and skills to collaborate with families and school personnel to best serve children and youth. Granting this conditional approval for certification is a vital step in supporting student services across school districts in Alaska.

Sincerely,

Katie Baldwin-Johnson, COO
Alaska Mental Health Trust Authority

January 14, 2025

Alaska State Board of Education and Early Development
PO Box 110500
Juneau, AK 99811-0500

Dear State Alaska State Board of Education and Early Development Members,

On behalf of the Alaska Superintendents Association (ASA), I am writing to support writing to support the UAA School Psychology program in seeking Conditional Approval through DEED, so that graduates from the program are eligible for their Alaska Provisional or Initial Type C Special Services - School Psychologist endorsement. This program is crucial to increase the number of qualified and credentialed school psychologists who are prepared to provide high-quality services in Alaska. Not only is there a state-wide shortage of school psychologists with the current ratio of school psychologists to students (1:1600) substantially higher than the recommended 1:500 ratio, but many rural school districts rely on contractual school psychological services by individuals living in the lower 48, who may not understand the unique cultural and community values of Alaska. This grow-your-own model could help to support internal applicants who want to stay and work in their home communities.

The program at UAA will support the workforce needs for school psychologists who have knowledge and skills to collaborate and coordinate with families and other school personnel to best serve children with high-intensity needs, including those with high-risk mental health needs. School Psychologists are equipped to provide comprehensive services which can include school-based mental health support and consultation and guidance in using data-

based decision making for school-wide data. The Alaska Superintendents Association is willing to partner with the University to support recruitment from Alaska school districts to provide field experiences, mentorship, and an internship placement in collaboration with the program.

Thank you for your consideration.

Clayton Holland
President, Alaska Superintendents Association

June 12, 2025

Alaska State Board of Education and Early Development
Sally Stockhausen, Chairperson
Alaska Dept. of Education & Early Development
PO Box 110500
Juneau, AK 99811-0500

RE: Conditional approval of UAA MS in School Psychology – Specialist program

Dear Chair Stockhausen,

The Governor's Council on Disabilities and Special Education (the Council) fills a variety of federal and state roles, including serving as the State Council on Developmental Disabilities (SCDD) under the Developmental Disabilities Assistance and Bill of Rights Act and the Special Education Advisory Panel (SEAP), under IDEA, Part B. The Council's mission is to create change that improves the lives of Alaskans with disabilities.

We are writing to express our support for the conditional approval of the UAA Master of Science in School Psychology – Specialist Program so that graduates of the program have a pathway to licensure as a School Psychologist in Alaska. As you may be aware, Alaska experiences a critical shortage of school psychologists, all of whom must be recruited from outside of Alaska to support our children and schools, many of whom are not equipped to support the unique needs of our geographically and culturally diverse communities. This grow-your-own model could help to support internal applicants who want to stay and work in their home communities.

School Psychologists play a critical role in our schools as professionals who help determine eligibility for services and supports for individuals with disabilities under (IDEA). School Psychologists often serve as consultants to teachers and special education teams, offering insights into effective teaching methods and behavioral interventions, and they can help schools adhere to IDEA and other relevant school laws.

In Alaska, students with Specific Learning Disabilities represent the largest proportion of students served under IDEA, followed by Developmental Delays, Other Health Impairment, and Emotional Disturbance according to the state's Section 618 Data Dashboard. We need School Psychologists who are trained to not only identify children with disabilities but also to help

support implementation of school-wide systems, such as Multitiered Systems of Support (MTSS) to prevent and address learning and behavioral needs for ALL students.

The Council strongly encourages the Board to grant conditional approval of the UAA MS in School Psychology – Specialist program. This program will serve a critical gap in our educational system and can help to contribute to improving the lives of children and youth in our state.

Sincerely,

Patrick Reinhart

Patrick Reinhart, Executive Director

Shelly Vendetti Vuckovich

Shelly Vendetti-Vuckovich, Chairperson, SEAP

June 13, 2025

Alaska State Board of Education and Early Development
Sally Stockhausen, Chairperson
Alaska Dept. of Education & Early Development
PO Box 110500
Juneau, AK 99811-0500

RE: Conditional approval of UAA MS in School Psychology – Specialist program

Dear Chair Stockhausen,

The UAA School Psychology Program Advisory Board is writing to encourage you to consider granting *conditional approval* for the UAA Master of Science in School Psychology – Specialist program while they seek NASP accreditation. This Advisory Board was formed in September 2023 with a primary purpose to advise the development of the UAA School Psychology program to ensure it was designed to reflect the needs of Alaska's schools and be accessible statewide for working educators. Composed of members from around the state who hold a variety of education positions, we are deeply committed to ensuring the program's success.

The shortage of school psychologists in Alaska is well documented. Unfilled positions result in larger caseloads, which directly impact the support and services that a school psychologist can provide to students and schools. In more rural areas, this also results in hiring contractors who may provide limited services due limited availability and who lack local knowledge of the community. As documented from the statewide needs assessment conducted by the program, school districts overwhelmingly stated a need for more school psychologists and many rural districts were interested in employing a school psychologist rather than a contractor if one were available. If our goal is to see Alaska's students make improvements in academic outcomes it is critical that we support grow-your-own programs such as this one, which aim to fulfill a critical workforce gap and provide continuity and sustainability in educational programming.

The Advisory Board is committed to providing continuous feedback to the program as well as support their efforts in seeking NASP accreditation. Again, we strongly encourage the Board to grant *conditional approval* of the MS in School Psychology – Specialist program. This approval will help to ensure a pathway for graduates to obtain their Type C Special Services – School Psychologist endorsement.

Thank you for your consideration,

The UAA School Psychology Program Advisory Board

Hilary Turner, EdS, Assistant Director Special Education, Fairbanks Northstar Borough Schools

Kristen Allton, EdS, School Psychologist Lead, MatSu Borough School District

Clayton Holland, Superintendent, Kenai Peninsula Borough School District

Gloria Miller, PhD, Professor Emeritus, University of Denver

Kali Davis, EdS, NCSP, President, Alaska School Psychologists Association

Dr. Jennifer Knutson, Senior Director of Mental Health & Student Support, Anchorage School District

Dr. Ashley Doss, LP, NCSP, Past-President, Alaska School Psychologists Association

Linda Self, EdS, PhD, School Psychologist Lead, Anchorage School District

Rachel Brown-Chidsey, PhD, Professor of Special Education, University of Southern Maine

Mary DuHoux, PhD, Former School Psychologist, Anchorage School District & Itinerant School District, SERRC Alaska

Mary Donaldson, Director of Special Education, Nome Public Schools (past member of advisory board)

Terese Kashi, PhD, School Psychologist, Northwest Arctic Borough School District (past member of the advisory board)

Cassie Wells, PhD, Former Special Education Director, North Slope Borough School District (past member of the advisory board)

Appendix B: Sample Syllabi

- PSY 608: Contemporary Issues in School Psychology
- PSY 615: School Psychology in a Global Society: Professionalism, Law, and Ethics
- PSY 618: School Psychology Assessment I: Assessment with Children and Adolescents School
- PSY 619: School Psychology Assessment II: Cognitive and Academic Assessment
- PSY 633: Academic Interventions
- PSY 691: Children's Mental Health Systems of Care
- PSY 621: School Crisis Prevention, Intervention and Response (revised)
- PSY 695E: School Psychology Internship Student Evaluation

PSY A608 Contemporary Issues and Practices in School Psychology

Course Information

- Course Title: PSY A608: Contemporary Issues and Practices in School Psychology
- CRN #:
- Credits: 3, Graded A-F
- Term: Fall 2025

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and
- Day and Time:

Field Placement Requirement

- This course requires a 15-hour field placement in an elementary school setting.

Catalog Course Description

Introduces the field of school psychology through a contemporary global lens with a focus on the unique needs of each student. Provides an introduction to how school psychologists work collaboratively with families, teachers, and other educators to support access to effective instruction in relation to each student's learning needs. Examines current practices, professional issues and controversies in the field

Registration Restriction: Admitted to the Specialist in School Psychology degree and graduate standing.

Student Learning Outcomes

At the completion of this course, the student will be able to:	How will this outcome be assessed	NASP Domains
1. Describe historical events in school psychology practice and future directions.	Reflection Paper 1 & 2 Asynchronous Module	5, 8, 10
2. Describe the primary roles and functions of a school psychologist with respect for and honoring of individual differences.	NASP Practice Model Self-Assessment Asynchronous Module	2, 7, 8
3. Identify and compare theoretical foundations and contextual influences of school psychology.	Asynchronous Module	1, 9, 10
4. Explain the elements of a multitiered system of supports and the problem-solving model.	Multi-tiered System of Support Project Field Placement Reflection	1, 3, 4
5. Reflect on the critical importance of multicultural issues and culturally sustaining practices related to the practice of school psychology.	Implicit Bias Self-Assessment Field Placement Reflection Asynchronous Module	6, 7, 8
6. Analyze current practices and controversies that shape school psychology practice.	Reflection Paper 2 NASP Practice Model Presentation Asynchronous Module	6, 9, 10
7. Identify current challenges in school psychology and understand future directions for the advancement of school psychology practice.	NASP Position Statement Field Placement Reflection Asynchronous Module	8, 9, 10

Course Design

This course has weekly synchronous sessions via Zoom and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts

- Harrison, S. L., Proctor, S. L., & Thomas, A. (2023). *Best practices in School Psychology* (7th ed.). National Association for School Psychologists.
- Merrell, K. W., Ervin, R. A., Peacock, G.G., & Renshaw, T. (2022). *School psychology for the 21st century, 3rd ed*. Guildford Press.
- Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School psychology in a global society: Roles and functions.* NASP.

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
Week 1 *(Dates)*	Orientation and Introduction to School Psychology	Merrell et al., 2022, chapter 1 Song et al., 2019, chapter 1	☐ Week 1 module and exit ticket
Week 2	History of School Psychology: US & Global	Song et al., 2019, chapters 2 & 3	☐ Week 2 module and exit ticket ☐ Sign up for NASP Domain Presentation on BB
Week 3	Theoretical Foundations in School Psychology	Merrell et al., 2022, chapter 2	☐ Week 3 module and exit ticket ☐ NASP Student Membership due
Week 4	Multi-Tiered System of Supports (MTSS) and Data-Driving Problem Solving	Best Practices, Vol 1., chapters 3 & 4 Merrell et al., 2022, chapter 3	☐ Week 4 module and exit ticket ☐ Reflection Paper 1: History of School Psychology
Week 5	Credentialing, Professional	Merrell et al, 2022, chapters 5 & 6 Song et al., 2019, chapter 12	☐ Week 5 module and exit ticket

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
	Associations, and Professional Identity		
Week 6	NASP Practice Model and Introduction to NASP Position Statements	Best Practices, Vol 1., chapters 1, 2 NASP Practice Model Implementation Guide	☐ Week 6 module and exit ticket ☐ NASP Practice Model Presentation Domains
Week 7	Roles and Functions of School Psychologists: Prevention and Wellness	Merrell et al., 2022, chapter 10 Song et al., 2019, chapter 7 Best Practices, Vol 1, chapter 19 Best Practices, Vol 2, chapter 24	☐ Week 7 module and exit ticket
Week 8	Roles and Functions: Consultation and Family-School-Community Partnerships	Song et al., 2019, chapter 8 Best Practices, Vol 1, chapters 20, 21 Best Practices, Vol 2, chapter 34	☐ Week 8 module and exit ticket ☐ Reflection Paper 2: Current Issues in School Psychology
Week 9	Roles and Functions: Assessment	Merrell et al., 2022, chapter 8 Song et al., 2019, chapter 9 Best Practices, Vol 1, chapters 5, 6, 10	☐ Week 9 module and exit ticket
Week 10	Roles and Functions: Instructional Supports and Intervention	Merrell et al., 2022, chapter 9 Song et al, 2019, chapter 10 Best Practices, Vol 1, chapter 22 Best Practices, Vol 2, chapters 5, 6	☐ Week 10 module and exit ticket ☐ NASP Practice Model Self-Assessment
Week 11	Special Education: Current Context and the Role of School Psychologists	Best Practices, Vol 2, chapters 20, 21	☐ Week 11 module and exit ticket
Week 12	Promoting Equal Access Practices in School Psychology	Best Practices, Vol 3, chapters 1, 2, 4 Song et al., 2019, chapter 6	☐ Week 12 module and exit ticket
Week 13	School Psychology in Alaska: Current Context, Challenges and Opportunities	Best Practices, Vol 3, chapters 5, 6 Harvey H. & Russell, R (2023)	☐ Week 13 module and exit ticket
Week 14	Technology use in school psychology	Best Practices, Vol 3, chapter 22	☐ Week 14 module and exit ticket ☐ Multitiered System of Support Project
Week 15	Advocacy and Leadership	*No required readings*	☐ Week 15 module and exit ticket ☐ Field Placement Time Log and Reflection
Week 16	Finals Week	*Final Class Meeting*	☐ NASP Position Statement Paper and Presentation

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are noted below and on Blackboard.

Assignments	***Description***	***Points***	***Due Date***
Attendance and Professionalism	Attend scheduled synchronous online and demonstrate professional behaviors as outlined in the NASP Principles for Professional Ethics.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion *prior* to the scheduled class meeting	5 points each x 15 weeks = 75	Weekly
NASP Student Membership	Join the National Association of School Psychologists as a student member	20	Week 3
Reflection Paper 1: History of School Psychology	Write 3-5 page paper that reflects on one event or aspect in the history of school psychology.	80	Week 4
NASP Practice Model Presentation	Individually or in pairs, select one domain of the NASP Practice Model and make a presentation to the class explaining the purpose, examples, and importance of the domain and how it benefits PK-12 learning outcomes.	80	Week 6
Reflection Paper 2: Current Issue in School Psychology	Write a 3-5 page paper that reflects on a current issue or controversy in school psychology and how this may influence or predict the future of school psychology.	80	Week 8
NASP Practice Model Self-Assessment	Complete the online NASP Domains Self-Assessment and write a brief reflection paper explaining the results.	50	Week 10
Multi-tiered Systems of Support Project	Interview key personnel and conduct a document review about a school district's implementation process of MTSS. Information gathered will include how students are identified for different tiers of services, what sorts of supports are available at each tier, and how students are identified for special education services, or what prevention/intervention methods and processes are being used if their school or district is not implementing MTSS.	100	Week 14
Field Placement Time Log and Reflection	Complete 15 hours of learning in a school setting, record the hours and activities, and write a reflection about what was learned from the observed activities.	85	Week 15
NASP Position Statement Reflection and Presentation	Students select a NASP position statement and critically summarize and present their findings to their peers. The reflection must include a critical analysis of the position statement, evaluate how the topic has shifted from historical school psychology practices, and write a personal reflection connected to your philosophy.	100	Week 16
	TOTAL Points	**XXX**	

Readings

- Harvey, H., & Russell, R. (2023). (2023, October). *Alaska statewide school psychologist needs assessment survey results.* DOI: 10.13140/RG.2.2.18330.41925
- National Association of School Psychologists (2020). *NASP practice model implementation guide*. https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide
- State of Alaska Department of Education and Early Development. (n.d.b). *Provisional special services certificate.* https://education.alaska.gov/teachercertification/certification/special-services-certificates#_Type_B:_Provisional

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

All written assignments are expected to adhere to APA 7th edition. All scholarly papers and handouts, unless otherwise specified, must be **double spaced, Times New Roman 12 pt., with 1-inch margins on an 8.5" x 11" document**. See the following resources for explicit guidelines:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7th Edition.* Washington, D.C.: American Psychological Association. ** For more APA information also see: http://www.apastyle.org/faqs; the DOI handbook: http://www.doi.org/hb; & Purdue OWL http://owl.english.purdue.edu/owl/resource/560/01
- Houghton, P.M., & Houghton, T. J. (2009). *APA: The easy way! (2nd ed.).* Flint, MI: Baker College.
- Strunk, W., & White, E. B. (2000). *The elements of style.* New York: Longman.

A. Weekly Modules + Exit Ticket. (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each

week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

	Points			
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
Points	**0**	**1**	**2**	**3**
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
Points	**0**		**1**	**2**
TOTAL	**5**			

B. **NASP Student Membership**. (20 points) Students will join the National Association of School Psychologists as a student member

Scoring Rubric for NASP Student Membership

	Points	
Peer Response Timeliness	Student did not submit a PDF file verifying a student NASP membership	Student submitted a PDF file verifying a student NASP membership
Points	**0**	**20**
TOTAL	**20**	

C. **Reflection Paper 1: History of School Psychology**. (80 points) Students will write a 3-5 page paper that reflects on one event or aspect in the history of school psychology and includes details about a specific event or aspect of school psychology history including the date(s) and participants, details and explanation of the importance of event or aspect on the history of school psychology, and the current effects of the event or aspect on the school psychology practice.

Scoring Rubric for Discussion Paper 1: History of School Psychology

	Points			
Event or Aspect	No specific school psychology event or aspect is provided	There is at least one sentence about a specific event or aspect of school psychology history	There is at least one paragraph about a specific event or aspect of school psychology history including the date(s) or participants	There is at least one paragraph with details about a specific event or aspect of school psychology history including the date(s) and participants
Points	**0**	**3**	**5**	**10**
Importance	No information about the importance of the event or aspect is provided	There is at least 1 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology	There are at least 2 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology	There are at least 3 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology
Points	**0**	**5**	**15**	**25**

Effects on Current Practice	No information about the effects on current practice is provided	There is at least 1 paragraphs that explain the current effects of the event or aspect on school psychology practice	There are at least 2 paragraphs that explain the current effects of the event or aspect on school psychology practice	There are at least 3 paragraphs that explain the current effects of the event or aspect on school psychology practice
Points	**0**	**5**	**15**	**25**
Conclusion	There is no summary paragraph provided	There is at least one summary paragraph that includes 1 of the following: ● event or aspect ● importance to school psychology ● effects on current practice	There is at least one summary paragraph that includes 2 of the following: ● event or aspect ● importance to school psychology ● effects on current practice	There is at least one summary paragraph that includes all of the following: ● event or aspect ● importance to school psychology ● effects on current practice
Points	**0**	**3**	**5**	**10**
Grammar and Style	The paper uses APA (7th ed) style and includes more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 10 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 5 style or grammar errors
Points	**0**	**3**	**5**	**10**
TOTAL		**80**		

D. **<u>NASP Practice Model Presentation</u>.** (100 points) Students will be assigned one of the domains (either individually or in partners) of the NASP Practice Model and make a presentation to the class that includes the following:

1. NASP Domain number and name;
2. Components;
3. Example;
4. Relevance and importance of the domain and;
5. How it benefits K-12 learning outcomes.

Scoring Rubric for NASP Practice Model Presentation

	Points		
NASP Domain	Neither the number nor name of the NASP Practice Model Domain are provided	The number or name of the NASP Practice Model Domain are provided	The number and name of the NASP Practice Model Domain are provided
Points	**0**	**5**	**10**
Components	None of the components included in the NASP Practice Model Domain are explained	Some of the components included in the NASP Practice Model Domain are explained	All of the components included in the NASP Practice Model Domain are explained
Points	**0**	**5**	**10**
Example	There is no example of what the NASP Practice Model Domain looks like in a school setting	There is a partial example of what the NASP Practice Model Domain looks like in a school setting	There is a detailed example of what the NASP Practice Model Domain looks like in a school setting
Points	**0**	**10**	**20**

Importance	The importance of the NASP Practice Model Domain for comprehensive school psychology services is not explained	The importance of the NASP Practice Model Domain for comprehensive school psychology services is partially explained	The importance of the NASP Practice Model Domain for comprehensive school psychology services is fully explained
Points	**0**	**15**	**30**
Benefits	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are not explained	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are partially explained	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are fully explained
Points	**0**	**10**	**20**
Presentation			
Points	**0**	**5**	**10**
TOTAL		**100**	

E. **<u>Reflection Paper 2: Current Issue in School Psychology</u>**. (80 points) Students will write a 3-5 page paper that reflects on a current issue or controversy in school psychology and includes a description and example of the issue or controversy, why it is important for the field of school psychology, effects on current practices in school psychology, and a conclusion.

Scoring Rubric for Discussion Paper 2: Current Issue in School Psychology

	Points			
Issue or Controversy	No specific issue or controversy is provided	There is at least one sentence that explains the issue or controversy	There is at least one paragraph that explains the details of the issue or controversy	There is at least one paragraph that explains the details of the issue or controversy and includes an example
Points	**0**	**3**	**5**	**10**
Importance	No information about the importance of the issue or controversy is provided	There is at least 1 paragraph that provides details and explanation of the importance of issue or controversy on school psychology practice	There are at least 2 paragraphs that provide details and explanation of the importance of issue or controversy on school psychology practice	There are at least 3 paragraphs that provide details and explanation of the importance of issue or controversy on school psychology practice
Points	**0**	**5**	**15**	**25**
Effects on Current Practice	No information about the effects on current practice is provided	There is at least 1 paragraph that explains the current effects of the issue or controversy on school psychology practice	There are at least 2 paragraphs that explain the current effects of the issue or controversy on school psychology practice	There are at least 3 paragraphs that explain the current effects of the issue or controversy on school psychology practice
Points	**0**	**5**	**15**	**25**

Conclusion	There is no summary paragraph provided	There is at least one summary paragraph that includes 1 of the following: ● issue or controversy ● importance to school psychology ● effects on current practice ● considerations for impact on future practice	There is at least one summary paragraph that includes 2 of the following: ● issue or controversy ● importance to school psychology ● effects on current practice ● considerations for impact on future practice	There is at least one summary paragraph that includes all of the following: ● issue or controversy ● importance to school psychology ● effects on current practice ● considerations for impact on future practice
Points	**0**	**3**	**5**	**10**
Grammar and Style	The paper uses APA (7th ed) style and includes more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 10 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 5 style or grammar errors
Points	**0**	**3**	**5**	**10**
TOTAL	**80**			

F. **<u>NASP Practice Model Self-Assessment</u>.** (110 points) Students will complete the online NASP Domains Self-Assessment and write a reflection paper explaining the results using the template provided. The self-assessment will include:

1. A PDF of the self-assessment completion report;
2. Reflection on the student's strengths and areas of growth for each NASP Practice Domains;
3. A list of at least 3 professional growth goals related to the NASP Domains.

Scoring Rubric for NASP Practice Model Self-Assessment

Points			
Completion Report	A PDF of the self-assessment is not uploaded in Blackboard		A PDF of the self-assessment is uploaded in Blackboard
Points	**0**		**5**
Domain 1	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 2	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 3	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 4	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 5	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**

Domain 6	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 7	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 8	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 9	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Domain 10	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	**0**	**5**	**10**
Goals	There are no professional growth goals related to the NASP Domains	There are 1 or 2 professional growth goals related to the NASP Domains	There are 3 or more professional growth goals related to the NASP Domains
	0	**3**	**5**
TOTAL		**110**	

G. **<u>Multitiered Systems of Support Project</u>** <u>(100 points)</u> Students will Interview key personnel in their field placement and conduct a document review about a school district's implementation process of MTSS. Information gathered will include how students are identified for different tiers of services, what sorts of supports are available at each tier, and how students are identified for special education services, or what prevention/intervention methods and processes are being used if their school or district is not implementing MTSS. A summary of their findings will be reported along with a clear connection to the school psychologist' in MTSS implementation.

(Rubric to be added)

H. **<u>Field Placement Time Log and Reflection</u>.** (85 points) Students will complete 15 hours of learning in a school setting, record the hours, and write a reflection about what they learned from the activities, including:

1. A description of the field placement setting;
2. The types of activities that student completed in the field experience;
3. What the student learned from the field placement experiences, and;
4. The student's goals for future field placement experiences.
5. Time log listing the setting of each field experience encounter, amount of time, and activities included

Students will work with the course instructor and School Psychology Program staff to locate a field placement and complete the required affiliation agreement paperwork to approve the placement. Examples of field placement activities for this course include observing in general and special education classrooms, attending grade-level and school MTSS team meetings, attending IEP meetings, and observing individual assessment sessions. A full list of required activities will be provided on the Blackboard course.

Scoring Rubric for Field Placement Reflection

	Points		
Setting	There is not a description of the field placement setting	There is a description of the field placement setting that includes the school's grade levels or number of students enrolled	There is a description of the field placement setting that includes the school's grade levels and number of students enrolled
Points	**0**	**4**	**10**
Activities	There is no description of the types of activities that the student completed in the field experience	There is a partial description of the types of activities that the student completed in the field experience	There is a detailed description of the types of activities that the student completed in the field experience
Points	**0**	**4**	**20**
Learning	There is neither description nor analysis of what the student learned from the field placement experience.	There is description but not analysis of what the student learned from the field placement experience.	There is description and analysis of what the student learned from the field placement experience.
Points	**0**	**4**	**20**
Goals	There are no learning goals related to school psychology practices included	There is at least 1 learning goal related to school psychology practices included	There are at least 2 learning goals related to school psychology practices included
Points	**0**	**4**	**20**
Time Log	No time log is included:	A time log using the template provided by the instructor and that includes some of the following is included: ● Setting ● Time ● Activities	A time log using the template provided by the instructor and that includes all of the following is included: ● Setting ● Time ● Activities
Points	**0**	**10**	**15**
TOTAL		**85**	

NASP Position Statement Reflection

Students will submit a critical written review and reflection of a position statement from the National Association of School Psychologists (https://www.nasponline.org/research-and-policy/professional-positions/position-statements). In your paper: (a) briefly summarize the position statement and then embed it within historical and cultural contexts; (b) write your personal reaction and position to the statement based upon your own professional identity and experiences within schools and/or with providing school-based psychological services; and, (c) outline a commitment to advocacy for the position, for the field, and to the persons with whom you will work and whom you will serve in the future. You must provide research citations to support your position and reaction.

Scoring Rubric for Position Statement Reflection

Component	Criteria Well Above Ave - Above Average - Average - Below Average - Well Below Ave			Points
The paper summarizes the position statement.	Description of the position is clear, objective, concise. Provides historical, cultural, and specific background knowledge on the position. All additional consideration or supporting details are fully described	Description of the position is clear. The historical context, additional considerations or supporting details were not fully described.	Unclear description of the position. Few or unclear additional considerations or supporting details were presented.	/ 30
The paper comprehensively covers the author's personal reaction and position to the statement based on their professional identity and experiences within schools and/or with providing school based psychological services.	The author comprehensively and clearly explains their stance regarding the position statement. They discuss how it relates to their professional identity, their experiences with school/psychological-based service delivery, and their understanding of school psychology. A minimum of five references are included.	The author explains their stance regarding the position statement. They briefly mention how it relates to their professional identity, their experiences with school-/psychological based service delivery, or their understanding of school psychology. A minimum of three references are included.	The author does not explain their stance regarding the position statement. They have little or no mention of how it relates to their professional identity, their experiences with school-/psychological based service delivery, or their understanding of school psychology. One or no references are included.	/ 25
The paper outlines a commitment to advocacy to the persons with whom the author will work and whom they will serve in the future.	The paper defines the author's version of advocacy and allyship. It has a clear and attainable plan that comprehensively details whom the author will ally with, how this will impact their future service delivery, and whom/ what this is intended to benefit. The author includes a statement of commitment and accountability.	The paper defines the author's version of advocacy and allyship. It has a plan that notes whom the author will ally with, how this will impact their future service delivery, and/or whom/what this is intended to benefit.	The paper poorly defines advocacy and allyship. It has a vague plan that provides little details and path toward attainability. The author does not include a statement of commitment and accountability.	/ 25

The paper is well organized, includes scholarly references (excluding the position statement), demonstrates appropriate spelling/grammar, adheres to APA standards, and conforms to page limits.	The Information is accurate and cited appropriately. The paper is free of spelling and grammatical errors and adheres to APA format (e.g., spacing, labeling, text size, quotation rules, citations). The paper is professionally presented (e.g., organization, clarity, pace) and is within the page limits.	The Information is accurate and cited appropriately. The paper has some spelling and grammatical errors and adheres somewhat to APA format. Professionalism is adequate. Page limits are noted.	The Information is not accurate and cited appropriately. The paper has several spelling and grammatical errors. The assignment does not adhere to APA format. The paper is not professional and shows clear lack of preparation. The page limit is not followed	/ 25
Comments:				/ 105

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

   Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments that do not include a late submission criteria in the rubric can be submitted up to 1-week late for a 10% point penalty or up to 2-weeks late for a 20% point penalty.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your

assignment on time, please contact the instructor in advance to discuss the possibility of an extension.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email
I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID **PSY A608**, your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan
This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone
Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Ultra
Blackboard Ultra is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard Ultra to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. Firefox and Chrome are the recommended browsers to access Blackboard. You can access Blackboard Learn directly or from the UAA website Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com*.

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

PSY A615 School Psychology in a Global Society:

Law, Ethics and Professionalism

Course Information

- Course Title: PSY A615: School Psychology in a Global Society: Law, Ethics and Professionalism
- CRN #:
- Credits: 3, Graded A-F
- Term:

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom
- Day and Time:

Catalog Course Description

Introduces legal and ethical practices in the field of school psychology with a focus on professional standards and using legal and ethical practices in the field of school psychology with a focus on using ethical decision-making model. Discusses special education law, and the professionalism of school psychologists using the National Association of School Psychologists (NASP) Professional Standards and NASP Principles for Professional Ethics.

Course Prerequisite/Co-requisites: Admitted to the Specialist in School Psychology degree.

Student Learning Outcomes

At the completion of this course, the student will be able to:	How will this outcome be assessed	NASP Domains
1. Explain legal and ethical issues in the education of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 505.		8, 10
2. Identify important trends in education laws and policies, including the role of school psychology within special education.		6, 9, 10
3. Access and appraise recent legal decisions affecting special education in public school settings.		9, 10
4. Apply the ethical decision-making model to case examples using the NASP Principles for Professional Ethics.		10
5. Appraise legal and ethical issues in psychoeducational assessment and in the delivery of school-based interventions and indirect services.		1, 4, 10
6. Reflect on one's own professional competencies and characteristics needed for effective practice as a school psychologist.		7, 8, 10

NASP Domains Addressed

- Domain 10: Legal, Ethical, and Professional Practice*

Course Design

This course has weekly synchronous sessions via Zoom plus one hour per week of asynchronous learning content and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours

of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts:

Harrison, S. L., Proctor, S. L., & Thomas, A. (2023). *Best practices in School Psychology* (7th ed.). NASP

Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. L. (2022). *Ethics and law for school psychologists* (8th ed.). Wiley.

Jacob, S., Williams, B. B., & Armestead, L. (2021). *Professional ethics for school psychologists: A problem-solving model casebook* (3rd ed.). National Association of School Psychologists.

List of Required Readings (listed after course calendar)

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard.

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
Week 1 *(Dates)*	The History of school psychology ethics	Jacob et al., 2021, Introduction and Part 1 Jacob et al., 2022, chapter 1	☐ Week 1 Module ☐ Week 1 Exit Ticket ☐ Week 1 Activity posting
Week 2	Ethical codes that guide professional practice in school psychology	Jacob et al., 2022, Appendices A, B NASP Standards, 2020 State of Alaska, 2018	☐ Week 2 Module ☐ Week 2 Exit Ticket ☐ Week 2 Activity posting
Week 3	Legal connections to professional ethics	Jacob et al., 2022, chapter 2	☐ Week 3 Module ☐ Week 3 Exit Ticket ☐ Week 3 Activity posting
Week 4	Educational Law: IDEA	Jacob et al., chapters 4, 5	Week 4 Module Week 4 Exit Ticket Week 4 Activity posting
Week 5	Education law: Statutes and regulations (i.e., Alaska, federal, procedural safeguards)	Alaska DEED, n.d. Alaska DEED, 2020	☐ Week 5 Module ☐ Week 5 Exit Ticket ☐ Week 5 Activity posting ☐ Legal Case Analysis
Week 6	Broad themes in professional ethics	Jacob et al., 2021, Part 2, pp. 23-28 Jacob et al., 2022, chapter 3	☐ Week 6 Module ☐ Week 6 Exit Ticket ☐ Week 6 Activity posting
Week 7	Respecting the Dignity and Rights of all Persons	Jacob et al., 2021, Part 2, pp. 29-54 Jacob et al., 2022, chapter 6	☐ Week 7 Module ☐ Week 7 Exit Ticket ☐ Week 7 Activity posting ☐ NASP Ethics Analysis
Week 8	MID-TERM BREAK	NO READINGS	☐ No assignments
Week 9	Professional Competence and Responsibility	Jacob et al., 2021, Part 2, pp. 55-111	☐ Week 9 Module ☐ Week 9 Exit Ticket

Week/ Date	*Topic*	*Readings*	*Activities/Assignments*
	Honesty and Integrity in Professional Relationships	Jacob et al., 2022, chapters 7, 8	☐ Week 9 Activity posting ☐ Ethics Case Simulation
Week 10	Responsibility to schools, families, communities, the profession, and society	Jacob et al., 2021, Part 2, pp. 112-138 Jacob et al., 2022, chapter 9	☐ Week 10 Module ☐ Week 10 Exit Ticket ☐ Week 10 Activity posting ☐ Ethics Simulation Reflection
Week 11	Ethical problem solving methods	Best Practices, Vol. 3, chapter 20 Jacob et al., 2021, Part 3, pp. 139-152	☐ Week 11 Module ☐ Week 11 Exit Ticket ☐ Week 11 Activity posting
Week 12	Privacy, informed consent, confidentiality and record keeping	Jacob et al., 2022, chapter 3 Alaska DEED, 2020	☐ Week 12 Module ☐ Week 12 Exit Ticket ☐ Week 12 Activity posting
Week 13	Ethics and the NASP Practice Model	Jacob et al., 2021, Part 4, pp. 153-158 & part 5 NASP Practice Model Implementation Guide	☐ Week 13 Module ☐ Week 13 Exit Ticket ☐ Week 13 Activity posting ☐ Comparison of Alaska Educator and NASP Ethics
Week 14	The role of ethics in supervision of school psychologists	Jacob et al., 2022, chapters 11, 12	☐ Week 14 Module ☐ Week 14 Exit Ticket ☐ Week 14 Activity posting
Week 15	Legal procedures to address ethics complaints	State of Alaska, 2018 NASP Complaint Procedure	☐ Week 15 Module ☐ Week 15 Exit Ticket ☐ Week 15 Activity posting
Week 16	Final projects	None	☐ Ethics Case Study

Required Readings:

- Ayanwale, M.A., Samusi, I.T., Adelnan, O.P., Aruleba, K.D., Oyelere, S.S. (2022). Teachers' readiness and intention to teach artificial intelligence in schools." *Computers and education. Artificial intelligence* 3 (2022): 100099. https://doi.org/10.1016/j.caeai.2022.100099
- National Association of School Psychologists (2020). *NASP practice model implementation guide*. https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide
- National Association of School Psychologists (2024). *Resolving complaints*. https://www.nasponline.org/standards-and-certification/professional-ethics/resolving-complaints
- National Association of School Psychologists (2020). *The professional standards of the National Association of School Psychologists*. https://www.nasponline.org/standards-and-certification/nasp-practice-model.

- State of Alaska. (2018). Code of ethics of the education profession. https://education.alaska.gov/ptpc/pdf/Code-of-ethics-fullpage.pdf
- State of Alaska Department of Education and Early Development. (n.d.a). Notice of procedural safeguards: Parental rights for special education. https://www.asdk12.org/cms/lib/AK02207157/Centricity/ModuleInstance/31752/Procedural-Safeguards.pdf
- State of Alaska Department of Education and Early Development. (2020, February). *Guidance for special education personnel: Selected regulations and information regarding Alaska special education.* https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	*Description*	*Points*	*Due Date*
Attendance	Students will attend scheduled synchronous online and the on-campus weekend class sessions.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.	5 points each x 15 weeks = 75	Weekly
Weekly Activities	Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content	5 points each x 15 weeks = 75	Weekly
Legal Case Analysis	Students will select a legal case (case law finding) related to school psychology and analyze its implications for ethical practice.	100	Week 4
NASP Ethics Analysis	Students will select one section of the NASP Ethics and analyze how it does or does not address the rights of students from diverse backgrounds.	150	Week 6
Ethics Case Simulation	Students will be assigned a role in a mock situation involving NASP professional ethics and the instructional needs of a student and portray that role in a simulation meeting.	100	Week 8
Ethics Simulation Reflection	Students will write a reflection paper about the ethics case simulation.	50	Week 10
Comparison of Alaska Educator and NASP Ethics	Students will select a topic covered in both the Alaska Educator and NASP ethics and write a paper that explains how the two sets of ethics are similar and/or different.	150	Week 13
Ethics Case Study	Students will be given a summary of a school-based situation involving a possible ethical violation and write a detailed case study that identifies all NASP Standards involved, the steps recommended to resolve the situation, and recommendations for follow-up steps.	100	Week 16
Final Exam	Students will complete a final exam covering all material in the course	100	Week 16
	TOTAL Points	**1000**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

A. **Weekly Modules + Exit Ticket**. (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

	Points			
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
Points	**0**	**1**	**2**	**3**
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
Points	**0**		**1**	**2**
TOTAL	**5**			

B. **Weekly Activities**. (15 x 5 = 75 points) Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content

Scoring Rubric for Weekly Activities

	Points	
Exit Ticket	Weekly activity not completed	Weekly activity completed
Points	**0**	**3**
Timeliness	Activity completed after deadline	Activity completed on time
Points	**0**	**2**
TOTAL	**5**	

C. **<u>Legal Case Analysis</u>.** (100 points) Students will select one of the following legal cases related to school psychology, analyze its implications for ethical practice, and present a summary of the case to the class. The presentation will include the following:

- Slideshow presentation with the following details:
  - Description of the case: Describe the situation parameters.
  - Legal/ethical issues in the case: Identify potential ethical and legal issues involved, refer to specific ethical-legal guidelines, include related cases (and previous cases it overruled, if applicable) and include references to at least two additional sources which discuss the case..
  - Implications of the case: Evaluate the rights, responsibilities, and welfare of all affected parties.
  - School psychology impact of the case: Generate potential impact for school psychology policy and practice from the case and enumerate the consequences and cost/benefits of each.
- 1-page handout for classmates that provides the following information:
  - Case name
  - Year of decision
  - Summary of main issues
  - Court decision

- Implications for school psychology

The following legal cases can be used for this assignment:

- Brown v. Bd. of Ed. (1954)/Plessy v. Ferguson (1896)
- Hobson v. Hansen (1967)
- Tinker v. Des Moines Independent Community School District (1969)
- Diana v. State Bd. of Ed. (1970)
- Mills v. District of Columbia Bd. of Ed. (1972)
- Pennsylvania Association for Retarded Children (PARC) v. Pennsylvania (1972)
- Lau v. Nichols (1974)
- Tarasoff v. Regents of Univ. of Cal. (1974, 1976)
- Parents in Action on Special Ed. (PASE) v. Hannon (1980)
- Brookhart v. Illinois State Bd. of Ed (1982)
- Hendrick Hudson Central School Dist. Bd. of Ed. v. Rowley (1982)
- Irving Independent Sch. Dist. v. Amber Tatro (1984)
- Larry P. v. Riles. (1980)/Marshall v. Georgia (1984)
- Honig v. Doe (1988)
- Oberti v. Borough of Clementon Bd. of Ed. (1993)
- Endrew F. v. Douglas County School District (2017)

Scoring Rubric for Legal Case Analysis

	Points		
Description	Unclear description of the problem situation. Few or unclear additional considerations or supporting details were presented.	Description of the problem situation is clear. The historical context, additional considerations or supporting details were not fully described.	Description of the problem situation is clear, objective, concise. Provides historical and specific background knowledge on the law. All additional considerations or supporting details are fully described
Points	**0**	**10**	**20**
Ethical/Legal Issues	The issues noted are not well tied to NASP guidelines. No additional resources were consulted. Persons were not considered.	The issues noted are accurately linked to NASP guidelines. One added resource was consulted and referenced. Persons were identified but reasons were not fully or well described.	The issues noted are accurately linked to NASP and APA guidelines and other relevant special education laws and cases. Two other resources were consulted and referenced. Key school personnel were identified with a clear reason for their inclusion.
Points	**0**	**10**	**20**
Implications	Neither implications nor cultural issues were well considered for affected parties.	Big picture implications were considered for most affected parties. Cultural issues were raised but not fully explained.	Big picture implications were carefully considered for all affected parties, including students, families, teachers, administrators, other school personnel, and the psychologist. Rights, principles, welfare, and responsibilities of all are highlighted. Consideration of cultural issues salient to the decision are included.
Points	**0**	**10**	**20**
School Psychology Impact	Policy and practice ideas are specified but considerations were not clear or fully explained.	Two ideas are clearly specified with an adequate consideration of short and long-term, pros and cons for each idea.	Provides three specific ideas for how this law has affected the profession and practice of school psychology. The ideas are clearly specified with full consideration given to short and long- term, pros and cons for each idea.
Points	**0**	**10**	**20**
Presentation	The presentation Information is not accurate and cited appropriately. The presentation and handout have several spelling and grammatical errors. The assignment does not adhere to APA format. The presentation is not professional and shows clear lack of preparation and practice.	The presentation Information is accurate and cited appropriately. The presentation and handout have some spelling and grammatical errors and adheres mostly to APA format. The presentation and handout are within time and page constraints; there is adequate demonstration of professionalism, preparation, and practice.	The presentation Information is accurate and cited appropriately. The presentation and handout are free of spelling and grammatical errors and adhere to APA format (e.g., spacing, labeling, text size, quotation rules, citations). The presentation is professionally presented within the allotted time and clearly demonstrates rehearsal and effort (e.g., organization, clarity, pace). The handout provides a clear, accurate summarization, with facts about and links to the law and other associated resources
Points	**0**	**10**	**20**
TOTAL		**100**	

D. **NASP Ethics Analysis.** (150 points) Students will select one section of the NASP Ethics and analyze how it does or does not address the rights of students from diverse backgrounds. The paper will include the following sections:

1. Number and name of the NASP ethics section;
2. School psychology practices covered by the section;
3. Description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds; and
4. A reflection on what was learned from this assignment.

Scoring Rubric for NASP Ethics Analysis

	Points			
Section of Ethics	Neither the number nor name of the NASP ethics section are included		Number or name of the NASP ethics section are included	Number and name of the NASP ethics section are included
Points	**0**		**5**	**10**
Practices Covered	School psychology practices covered by the section are not included	School psychology practices covered by the section are listed but not explained		School psychology practices covered by the section are listed and explained in detail
Points	**0**	**15**		**30**
Rights of Diverse Students	There is not description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There 1 paragraph covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There are 2 paragraphs covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There are 3 or more paragraphs covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds
Points	**0**	**25**	**75**	**100**
Reflection	There is not a reflection on what was learned from this assignment		There is at least one paragraph with a reflection on what was learned from this assignment	
Points	**0**		**10**	
TOTAL	**100**			

E. **Ethics Case Simulation.** (100 points) Students will be assigned a role in a mock simulation involving NASP professional ethics and the instructional needs of a student and portray that role in a mock case meeting by:

1. Preparing for the role in advance of the simulation;
2. Identifying and describing the ethical problems in the situation;
3. Offering and explaining recommended next steps that are in the student's best interest;
4. Interacting in a professional manner with other students participating in the simulation.

Scoring Rubric for Ethics Case Simulation

	Points		
Preparation	The student was not prepared for the role in advance of the simulation	The student was partially prepared for the role in advance of the simulation	The student was fully prepared for the role in advance of the simulation
Points	**0**	**15**	**30**
Ethical problems	The student neither identified nor described the ethical problems in the situation during the simulation	The student named but did not describe the ethical problems in the situation during the simulation	The student identified and described the ethical problems in the situation during the simulation
Points	**0**	**15**	**30**
Next Steps	The student did not recommend next steps that are in the mock student's best interest	The student recommended but did not explain the reasons for next steps that are in the mock student's best interest	The student recommended and explained the reasons for next steps that are in the mock student's best interest
Points	**0**	**15**	**30**
Professionalism	The student demonstrated nonprofessional behaviors during the simulation	The student interacted in a professional manner with others participating in the simulation	
Points	**0**	**10**	
TOTAL	**100**		

F. **<u>Ethics Simulation Reflection</u>.** (50 points) Students will write a reflection paper about the ethics case simulation that includes:

1. Assigned simulation name and role;
2. Description of the ethical problem included in the simulation as well as the NASP ethical standards that apply to the problem;
3. Description of simulation events from assigned role's perspective;
4. Description of ethical decision-making steps used during the simulation;
5. Analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards.

Scoring Rubric for Ethics Simulation Reflection

	Points		
Name and Role	Neither the assigned simulation name nor role provided	Assigned simulation name or role provided	Assigned simulation name and role provided
Points	**0**	**1**	**2**
Ethical problems	There is neither a description of the ethical problem included in the simulation nor the NASP ethical standards that apply to the problem	There is a description of the ethical problem included in the simulation or the NASP ethical standards that apply to the problem	There is a description of the ethical problem included in the simulation as well as the NASP ethical standards that apply to the problem
Points	**0**	**10**	**10**
Simulation Events	There is no description of simulation events from assigned role's perspective	There is a partial description of simulation events from assigned role's perspective	There is a complete description of simulation events from assigned role's perspective
Points	**0**	**10**	**10**
Decision Making	There is no description of the ethical decision-making steps used during the simulation	There is a description of some of the ethical decision-making steps used during the simulation	There is a description of all the ethical decision-making steps used during the simulation
Points	**0**	**10**	**10**
Analysis	No analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards is provided	There is 1 paragraph with analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards	There are 2 or more paragraphs with analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards
Points	**0**	**9**	**18**
TOTAL		**50**	

G. **<u>Comparison of Alaska Educator Ethics and NASP Standards</u>.** (150 points) Students will select a topic covered in both the Alaska Educator and NASP ethics and write a paper that explains how the two sets of ethics are similar and/or different and includes the following:

1. Numbers and name of the Alaska and NASP ethics sections included in the comparison;
2. Description of the school psychology practices covered in the selected Alaska Educator Ethics section;
3. Description of the school psychology practices covered in the selected NASP Standards section;
4. Description and analysis of how the selected sections of the Alaska Educator Ethics and NASP Standards are similar or different; and
5. A reflection on what was learned from this assignment.

Scoring Rubric for Comparison of Alaska Educator Ethics and NASP Standards

	Points			
Section of Alaska Educator Ethics	Neither the number nor name of the Alaska Educator Ethics section are included		Number or name of the Alaska Educator Ethics section are included	Number and name of the Alaska Educator Ethics section are included
Points	**0**		**5**	**10**
Section of NASP Standards	Neither the number nor name of the NASP Standards section are included		Number or name of the NASP Standards section are included	Number and name of the NASP Standards section are included
	0		**5**	**10**
Alaska Ethics Practices Covered	School psychology practices covered by the section are not included		School psychology practices covered by the section are listed but not explained	School psychology practices covered by the section are listed and explained in detail
Points	**0**		**10**	**20**
NASP Standards Practices Covered	School psychology practices covered by the section are not included		School psychology practices covered by the section are listed but not explained	School psychology practices covered by the section are listed and explained in detail
Points	**0**		**10**	**20**
Description and Analysis	There is no description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There is 1 paragraph with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There are 2 paragraphs with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There are 3 or more paragraphs with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and different
Points	**0**	**25**	**50**	**75**
Reflection	There is not a reflection on what was learned from this assignment		There is at least one paragraph with a reflection on what was learned from this assignment	
Points	**0**		**15**	
TOTAL	**150**			

H. **Ethics Case Study.** (100 points) Students will be given a summary of a school-based situation involving a possible ethical violation and write a detailed case study that includes:

1. Type of ethical violation
2. The people involved
3. All NASP Standards involved
4. The steps recommended to resolve the situation, and
5. Recommendations for follow-up steps (e.g., professional learning, report to licensing office, legal action).

Scoring Rubric for Ethics Case Study

	Points			
Violation	There is no information about the type of violation	There is at least 1 sentence that summarizes the facts of the ethical situation	There is at least 1 paragraph that partially summarizes the facts of the ethical situation	There is at least 1 paragraph that accurately summarizes the facts of the ethical situation and indicates the type of violation.
Points	**0**	**5**	**10**	**15**
People	Neither the people nor their roles are included	There is a listing of all the people involved in the situation	There is a partial listing of all the people involved in the situation and their roles	There is a complete listing of all the people involved in the situation and their roles
Points	**0**	**5**	**10**	**15**
NASP Standard(s)	No information about the relevant NASP standards is included	The specific number(s) or section title(s) for the NASP standard(s) is/are included	The specific number(s) and section title(s) for the NASP standard(s) is/are included	The specific number(s) and section title(s) for the NASP standard(s) is/are included and accurate
Points	**0**	**5**	**10**	**15**
Steps	There is explanation of no more than 3 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of 4 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of 6 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of all the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action
Points	**0**	**20**	**30**	**40**
Recommendations	No follow up recommendations are provided	There is 1 paragraph that provides details for recommended follow-up procedures	There are 2 paragraphs that provide details for recommended follow-up procedures	There are 3 or more paragraphs that provide details for recommended follow-up procedures
Points	**0**	**5**	**10**	**15**
TOTAL	**100**			

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

   Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty. Note that late submission of research proposal assignments will affect your feedback and subsequent submissions.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email
I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID **PSY A608**, your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan
This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone
Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn
Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. Firefox and Chrome are the recommended browsers to access Blackboard. You can access Blackboard Learn directly or from the UAA website Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Therefore, you should not make any reproductions of any of the content posted in the Blackboard shell. You should not distribute any of the content to any other party. The content in Blackboard is for your private study in the mastery of this subject matter.

This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (7th ed.). You can access information about the manual at the following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com*.

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

PSY A618 School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents

Course Information

- Course Title: Assessment I: Culturally Inclusive Assessment with Children and Adolescents
- CRN #:
- Credits: 3, Graded A-F
- Term:
- Registration restriction: Admitted to the Master of Science in School Psychology – Specialist

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and attendance for an on-campus weekend of instruction at the Anchorage campus
- Day and Time:

Catalog Course Description

Introduces assessment practices in the evaluation, selection, administration, scoring, and interpretation of measures of academic, cognitive, and social-emotional functioning. Examines methods for using assessment practices that take into account an understanding of individual, contextual, and systemic factors that influence learning and wellness. Covers theories and purposes of assessment, legal and ethical considerations, family partnerships during the assessment process, and application of the problem-solving approach for data-based decision making.

Course Prerequisite/Co-requisites: PSY A615 with a minimum grade of B

Student Learning Outcomes

At the completion of this course, the student will be able to:	How will this outcome be assessed	NASP Domains
1. Demonstrate understanding of the basic principles of psychological measurement to assess student outcomes in relation to interventions and special education eligibility.	Class discussions, practice administration of curriculum-based measures, final exam	1, 3, 4
2. Evaluate the role of reliability, validity, and other psychometric properties as they relate to the use of standardized, norm-referenced assessments to inform data-based decision making.	Class discussions, practice administration of curriculum-based measures, Presentation about culturally informed assessment practices, final exam	1, 8, 9
3. Understand and use a culturally informed collaborative problem-solving model to provide the bases for legally defensible and ethical school-based assessments, including special education evaluations.	Class discussions, parent interview, Presentation about culturally informed assessment practices, final exam	1, 8, 10
4. Understand and select culturally informed sources of information about student learning, behavior, and social emotional competence (e.g., record reviews, interviews, curriculum-based measures, and rating scales).	Class discussions, practice administration of curriculum-based measures, parent interview, final exam	1, 7, 8
5. Address the importance of collaborating with family members during all phases of school-based assessment with respect, humility, compassion, openness, and curiosity.	Parent interview, final exam	7, 8, 10
6. With supervision, demonstrate use of culturally informed sources of information about student learning, behavior, and social emotional competence, and interpret results as part of data-based decisions within an MTSS.	Class discussions, practice administration of curriculum-based measures, Presentation about culturally informed assessment practices, final exam	1, 3, 8
7. With supervision, communicate assessment findings with family members, students, and teachers in culturally informed, professional, and collaborative ways.	Class discussions, practice CBM report, Presentation about culturally informed assessment practices, final exam	7, 8, 10

Course Design

This course has 14 weekly synchronous sessions via Zoom and one in-person, on-campus meeting and uses Blackboard Ultra as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts

- Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology* (7th ed.). National Association of School Psychologists.
- Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement* (2nd ed.). Guilford Press.
- Wycoff, K., & Franzee, B. (2019). *Essentials of trauma-informed assessment and intervention in school and community settings.* Wiley Publishing.
- Ysseldyke, J.E., Chaparro, E.A., & VanDerHeyden, A.M. (2023). Assessment in special and inclusive education (14th ed.).

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/Date	***Topic***	***Readings (complete prior to class meeting)***	***Activities/Assignments***
Week 1 *(Dates)*	History of school-based assessment practices	Silva et al. (2021) Stiggins (2005) Ysseldyke et al., 2023, chapter 1	□ Week 1 Module □ Week 1 Exit Ticket □ Week 1 Activity Posting
Week 2	Problem Solving and Assessment for Intervention	VanDerHeyden & Burns (2018)	□ Week 2 Module □ Week 2 Exit Ticket □ Week 2 Activity Posting
Week 3	Sources of information	Ysseldyke et al., 2023, chapter 2	□ Week 3 Module □ Week 3 Exit Ticket

Week/Date	***Topic***	***Readings (complete prior to class meeting)***	***Activities/Assignments***
			□ Week 3 Activity Posting
Week 4	Legal Requirements	Alaska Department of Education and Early Development (2020), pp 17-40 Harrison et al. (2023), chapter 21 Ysseldyke et al., 2023, chapter 3	□ Week 4 Module □ Week 4 Exit Ticket □ Week 4 Activity Posting □ Parent interview
Week 5	Conducting a record review	Harrison et al. (2023), chapter 5	□ Week 5 Module □ Week 5 Exit Ticket □ Week 5 Activity Posting □ Permission/assent forms
Week 6	Assessment of Diverse Learners	Harrison et al. (2023), Vol 1 chapters 10 & 11 Ysseldyke et al., 2023, chapter 6	□ Week 6 Module □ Week 6 Exit Ticket □ Week 6 Activity Posting □ Observe in a classroom
Week 7	Conducting interviews	Wycoff & Franzee (2019)	□ Week 7 Module □ Week 7 Exit Ticket □ Week 7 Activity Posting
Week 8	Conducting individualized assessments	Harrison et al. (2023), chapters 9, 19, & 21	□ Week 8 Module □ Week 8 Exit Ticket □ Week 8 Activity Posting □ Practice reading CBM □ Presentation about culturally informed assessment practices
Week 9	Reading CBM	Acadience reading manual Hosp, Hosp, & Howell (2016), chapters 1, 2, 3, & 4	□ Week 9 Module □ Week 9 Exit Ticket □ Week 9 Activity Posting □ Practice math CBM □ Presentation about culturally informed assessment practices
Week 10	Math CBM	Acadience math manual Harrison et al. (2023), chapter 7 & 8 Hosp, Hosp, & Howell (2016), chapters 7 & 8	□ Week 10 Module □ Week 10 Exit Ticket □ Week 10 Activity Posting □ Practice writing CBM
Weeks 11 & 12 on campus weekend	Writing CBM	Hosp, Hosp, & Howell (2016), chapters 6 & 7	□ Weekend Module □ Weekend Exit Ticket □ Weekend Activity Posting □ Reading and math CBM due
Week 13	Adaptive assessments	Ysseldyke et al., chapter 18	□ Week 13 Module □ Week 13 Exit Ticket □ Week 13 Activity Posting □ Writing CBM due
Week 14	Evaluating and interpreting results for data-based decision making	Miciak & Fletcher (2019) Hosp, Hosp, & Howell, chapter 10	☐ Week 14 Module ☐ Week 14 Exit Ticket ☐ Week 14 Activity Posting ☐ Sample ESER ☐ CBM Report due

Week/Date	***Topic***	***Readings (complete prior to class meeting)***	***Activities/Assignments***
Week 15	Explaining evaluation results	Harrison et al. (2023), chapters 13 & 24 Ysseldyke et al., 2023, chapters 20 & 21	□ Week 15 Module □ Week 15 Exit Ticket □ Week 15 Activity Posting □ Study for final exam
Week 16 Final Week	Review	Review all assigned readings	□ Final Exam

Required Readings (provided on Blackboard)

- Alaska Department of Education and Early Development. (2020, February). Guidance for special education personnel: Selected regulations and information regarding Alaska special education. https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf
- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Meadows Center for Preventing Educational Risk. https://files.eric.ed.gov/fulltext/ED606380.pdf
- Silva, M. R., Collier-Meek, M. A., Codding, R. S., Kleinert, W. L., & Feinberg, A. (2021). Data collection and analysis in response-to-intervention: A survey of school psychologists. *Contemporary School Psychology, 25*, 554-571.
- Stiggins, R. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan, 87*, 324-328.
- VanDerHeyden, A. M., & Burns, M. K. (2018). Improving decision making in school psychology: Making a difference in the lives of students, not just a prediction about their lives. *School Psychology Review, 47*(4), 385-395.

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	***Description***	***Points***	***Due Date***
Attendance	Students will attend scheduled synchronous online and the on-campus weekend class sessions.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.	5 points each x 15 weeks = 75	Weekly
Weekly Activities	Students will complete a weekly activity linked to course content, which will include either a response to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content	5 points each x 15 weeks = 75	Weekly
Interview parent of child with IEP	Students will interview a parent of an Alaska child with an IEP using the questions posted online and write a report summarizing and analyzing the parent's experiences.	150	Week 4
Parent Permission and Child Assent	Students will submit signed parent permission and child assent for participation in practice curriculum-based measurement activity.	50	Week 5
Reading Curriculum-Based Measurement	Students will administer and score a practice assessment of assigned Acadience curriculum-based measures of reading with a school-age student.	50	Week 11
Math Curriculum-Based Measurement	Students will administer and score a practice assessment of assigned Acadience curriculum-based measures of math with a school-age student.	50	Week 11
Writing Curriculum-Based Measurement	Students will administer and score a practice assessment of curriculum-based measures of writing with a school-age student.	50	Week 12
CBM Report	Students will write a summary report of student performance on the reading, math, and writing CBM.	50	Week 14
Presentation about culturally informed assessment practices	Students will locate and synthesize research about culturally informed assessment practices and present the findings to the class.	100	Week 15
Final Exam	Students will complete a take-home final essay examination	200	Week 16
TOTAL Points		**1000**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

A. Weekly Modules + Exit Ticket. (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

	Points			
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
Points	**0**	**1**	**2**	**3**
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
Points	**0**		**1**	**2**
TOTAL	**5**			

B. Weekly Activities. (15 x 5 = 75 points) Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content

Scoring Rubric for Weekly Activities

	Points	
Exit Ticket	Weekly activity not completed	Weekly activity completed
Points	**0**	**3**
Timeliness	Activity completed after deadline	Activity completed on time
Points	**0**	**2**
TOTAL	**5**	

C. **Parent Interview**. (150 points). Each student will interview a parent (or guardian) of a child with an IEP using the following questions and write a report summarizing and analyzing the parent's experiences.

1. When was your child first referred to special education?
2. Who made the referral?
3. What were the concerns that led to the referral?
4. What is your child's special education eligibility category?
5. What assessment procedures were used as part of the comprehensive evaluation for your child? (if needed, prompt with the following)
    a. Were you interviewed?
    b. Were the teachers interviewed?
    c. Were prior school records reviewed?
    d. Was your child observed in the classroom?
    e. Were individualized tests administered?
    f. Were there other assessments used?
6. What services and specially designed instruction is included in your child's IEP?
7. How often does the teacher or another person from the school provide updates on your child's progress?
8. How helpful is your child's IEP in meeting their learning needs?
9. What else do you wish the school team knew about your child?
10. What, if any, other information about your experiences with special education services would you like to share?

Scoring Rubric for Parent Interview

	Criteria	
Student's age	The student's current age is not listed at the top of the report	The student's current age is listed at the top of the report
Points	0	10
Student's grade	The student's current grade is not listed at the top of the report	The student's current grade is listed at the top of the report
Points	0	10
Interview questions	The interview questions and the parent's answers are not included in the report	The interview questions and the parent's answers are included in the report
Points	0	50
Analysis	There is no analysis of the parent's answers.	There are two or more paragraphs that analyze the parent's answers in relation to Alaska legal requirements for special education comprehensive evaluations
Points	0	50
Field Hours	The field experience spreadsheet is not completed	The student recorded the total hours spent and reflection on conducting the interview in the field experience spreadsheet
Points	0	10
Reflection	There is not a reflection paragraph	There is at least one paragraph that explains what was learned from the interview and what additional questions remain.
Points	0	20
TOTAL	150	

C. **<u>Parent Permission and Student Assent Forms</u>**. (50 points) Students will obtain and submit both parent permission and child assent for a school-age student (ages 5-18) who will complete the practice curriculum-based measures. **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

Permission Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
Points	0	50

D. **<u>Reading Curriculum-Based Measurement</u>**. (50 points). Each student will conduct a practice administration of the following Acadience reading CBMs:

1. First Sound Fluency
2. Phoneme Segmentation Fluency
3. Nonsense Word Fluency
4. Oral Reading Fluency

The required information to be included on the practice protocol is:

1. Total items attempted
2. Number of errors
3. Number correct

Scoring Rubric for Acadience Reading

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	2
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	2
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
TOTAL	50	

E. **Math Curriculum-Based Measurement.** (50 points). Each student will conduct a practice administration of the following Acadience math CBMs:

1. Beginning Quantity Discrimination
2. Number Identification Fluency
3. Next Number Fluency
4. Advanced Quantity Discrimination
5. Missing Number Fluency
6. Computation

The required information to be included on the practice protocol is:

A. Total items attempted
B. Number of errors
C. Number correct

Scoring Rubric for Acadience Math

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	1
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	1
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
TOTAL	50	

6. **<u>Writing Curriculum-Based Measurement</u>**. (50 points). Each student will conduct a practice administration of writing CBM and score it using the following metrics:
   a. Total words written
   b. Words spelled correctly
   c. Correct word sequences

   The required information to be included on the practice protocol is:
   4. Total items attempted
   5. Number of errors
   6. Number correct

Scoring Rubric for CBM Writing

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	3
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	2
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
TOTAL	50	

7. **CBM Report (50 points).** Students will write a summary report of student performance on the reading, math, and writing CBM. The report will follow a template posted by the instructor and analyze student scores in relation to available benchmarks and norms. The report will include the following:

   a. Information about the practice student, including a pseudonym, birthdate, enrolled grade, and grade level of CBM items administered.
   b. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM reading subtests.
   c. Narrative summary of CBM reading scores.
   d. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM math subtests.
   e. Narrative summary of CBM math scores.
   f. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM writing scoring methods.
   g. Narrative summary of CBM writing scores.
   h. Overall summary of student's CBM performance compared with national benchmarks.
   i. Recommendations for the student based on CBM scores.

Scoring Rubric for CBM Report

Criteria					
Practice student information	There are not any details about the practice student.	The report includes , including 1 of the following details about the practice student: ● Pseudonym ● Birthdate ● Enrolled grade ● Grade level of CBM items administered	The report includes , including 2 of the following details about the practice student: ● Pseudonym ● Birthdate ● Enrolled grade ● Grade level of CBM items administered	The report includes , including 3 of the following details about the practice student: ● Pseudonym ● Birthdate ● Enrolled grade ● Grade level of CBM items administered	The report includes , including all of the following details about the practice student: ● Pseudonym ● Birthdate ● Enrolled grade ● Grade level of CBM items administered
Points	0	4	6	8	10
Reading Summary Table	No table with the reading CBM data is provided	There is a table that includes the reading CBM number of items correct for:: ● First Sound Fluency ● Phoneme Segmentation ● Nonsense Words ● Oral Reading fluency	There is a table that includes the reading CBM number of items attempted, or total number correct for: ● First Sound Fluency ● Phoneme Segmentation ● Nonsense Words ● Oral Reading fluency	There is a table that includes the reading CBM number of items attempted, errors, and total number correct, for: ● First Sound Fluency ● Phoneme Segmentation ● Nonsense Words ● Oral Reading fluency	There is a table that includes all of the following reading CBM number of items attempted, errors, total number correct, and normative benchmark for: ● First Sound Fluency ● Phoneme Segmentation ● Nonsense Words ● Oral Reading fluency
Points	0	2	3	4	5
Narrative summary of reading scores	No summary of reading CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the reading CBM.		There is at least one paragraph that explains and interprets the student's scores on the reading CBM.	
Points	0	3		5	
Math Summary Table	No table with the math CBM data is provided	There is a table that includes the math CBM number of items correct for:: ● Beginning Quantity Discrimination ● Number Identification Fluency ● Next Number Fluency ● Advanced Quantity Discrimination ● Missing Number Fluency ● Computation	There is a table that includes the math CBM number of items attempted, or total number correct for:: ● Beginning Quantity Discrimination ● Number Identification Fluency ● Next Number Fluency ● Advanced Quantity Discrimination ● Missing Number Fluency ● Computation	There is a table that includes the math CBM number of items attempted, and errors for: ● Beginning Quantity Discrimination ● Number Identification Fluency ● Next Number Fluency ● Advanced Quantity Discrimination ● Missing Number Fluency ● Computation	There is a table that includes all of the following math CBM number of items attempted, errors, and total number correct for: ● Beginning Quantity Discrimination ● Number Identification Fluency ● Next Number Fluency ● Advanced Quantity Discrimination ● Missing Number Fluency ● Computation
Points	0	2	3	4	5
Narrative summary of math scores	No summary of math CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the math CBM.		There is at least one paragraph that explains and interprets the student's scores on the math CBM.	
	0	3		5	
Writing Summary Table	No table with the writing CBM data is provided	There is a table that includes the writing CBM number of items correct for:: ● Total Words Written ● Words Spelled Correctly ● Correct Word Sequences	There is a table that includes the writing CBM number of items attempted, or total number correct for:: ● Total Words Written ● Words Spelled Correctly ● Correct Word Sequences	There is a table that includes the writing CBM number of items attempted, and errors for: ● Total Words Written ● Words Spelled Correctly ● Correct Word Sequences	There is a table that includes all of the following writing CBM number of items attempted, errors, and total number correct for: ● Total Words Written ● Words Spelled Correctly ● Correct Word Sequences ● Benchmark for each score
Points	0	2	3	4	5
Narrative summary of writing scores	No summary of writing CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the writing CBM.		There is at least one paragraph that explains and interprets the student's scores on the writing CBM.	
Points	0	3		5	
Summary	No summary is provided	There is at least one sentence that summarizes the student's CBM scores.		There is at least one paragraph that summarizes and compares the student's CBM scores with available normative benchmarks.	
Points	0	3		5	
Recommendations	No recommendations are provided.	There is one recommended next step based on the CBM screening data.	There are 2 recommended next steps based on the CBM screening data.	There are 3 recommended next steps based on the CBM screening data.	There are 4 or more recommended next steps based on the CBM screening data.
	0	2	3	4	5
TOTAL	50				

8. **<u>Presentation about Culturally Informed Assessment Practices</u>** (100 points). Students will locate and synthesize research about culturally informed assessment practices and present the findings to the class. The presentation will include the following:

a. Slides that include:
   i. Overview of presentation
   ii. Details from 5 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings
   iii. Synthesis of information from all 5 studies
   iv. Comparison of culturally informed assessment practices with traditional school psychology assessment practices
   v. Specific recommendations for assessment practices
   vi. Reflection on the assignment and what was most surprising in the findings
   vii. List of references in APA format for all research articles reviewed
b. Handout for classmates that includes
   i. List of references in APA format for all research articles reviewed
   ii. Summary of specific recommendations for assessment practices

Scoring Rubric for Presentation about Culturally Informed Assessment Practices

Criteria						
Overview	No overview is provided			There is a slide that provides a general overview of the topics covered in the presentation		
Points	0			5		
Details	No details from peer-reviewed research studies about culturally informed assessment practices,are included	Details from 1 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings are provided	Details from 2 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings are provided	Details from 3 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings are provided	Details from 4 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings are provided	Details from 5 peer-reviewed research studies about culturally informed assessment practices, including the research method and findings are provided
Points	0	5	10	15	20	25
Synthesis	No synthesis is provided		A synthesis that integrates the findings from some of the studies is provided		A synthesis that integrates the findings from all 5 studies is provided	
Points	0		5		10	
Comparison	No comparison is provided		A comparison of the findings from some of the studies with current/traditional school psychology practices is provided		A comparison of the findings from all 5 studies with current/traditional school psychology practices is provided	
Points	0		5		10	
Recommendations	No recommendations are provided	1 specific recommendation for providing culturally informed school psychology practices is provided	2 specific recommendations for providing culturally informed school psychology practices are provided	3 specific recommendations for providing culturally informed school psychology practices are provided	4 specific recommendations for providing culturally informed school psychology practices are provided	5 or more specific recommendations for providing culturally informed school psychology practices are provided
Points	0	5	10	15	20	25
Reflection	No reflection is provided			A reflection that includes what the student found most surprising is provided		
Points	0			5		
References	No references are included		There is a list of some but not all references or the list does not use APA (7th) formatting		There is a list in APA (7th) format of all 5 research studies reviewed	
Points	0		5		10	
Handout	No handout is provided		There is a handout provided for all class members that includes both a list of references in APA format for all research articles reviewed **or** a summary of specific recommendations for assessment practices, but not both		There is a handout provided for all class members that includes both a list of references in APA format for all research articles reviewed **and** a summary of specific recommendations for assessment practices	
Points	0		5		10	
TOTAL	100					

Course Policies

a. <u>Evaluation:</u> Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval. Students must attend the on-campus weekend as part of class content in order to pass the class. Substantial circumstances may be discussed with the instructor, and may require re-taking the class.

   Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([**PSY A618**]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan
This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone
Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

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For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (7th ed.). You can access information about the manual at the following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

UAA College of Arts and Sciences
UNIVERSITY of ALASKA ANCHORAGE

PSY A619 Assessment II: Applications of Culturally Inclusive Assessment with Children and Adolescents

Course Information

- Course Title: School Psychology Assessment II: Applications of Assessment with Children and Adolescents
- CRN #:
- Credits: 4 (2 + 4L)
- Term: Summer
- Registration restriction: Admitted to the Master of Science in School Psychology – Specialist

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: On-campus instruction at the Anchorage campus during summer term
- Day and Time:
  Class: Monday, Tuesday, Wednesday 9:00 - 11:00 am
  Lab Monday, Tuesday, Wednesday 1:00 – 2:00 pm

Course fees

This course includes a $150 course fee that is used to supplement costs of student's assessment protocols and assessment kits that are used in the course.

Catalog Course Description

Teaches students advanced skills for the selection, administration, scoring, and interpretation of culturally appropriate measures of academic and cognitive skills. Embedded within a problem-solving model, students conduct supervised assessments using broad academic achievement tests, and cognitive measures to address learning challenges among school-age children and adolescents. Focuses on the use of assessment data, along with other sources of information, to write comprehensive evaluation reports that are linked to students' learning needs

Course Prerequisite/Co-requisites: PSY A618 with a minimum grade of B.

Student Learning Outcomes

1. Apply a culturally informed and collaborative problem-solving model to understand complex student needs and select appropriate nondiscriminatory assessments.		1, 7, 8, 10
2. Discuss and explain research related to culturally informed assessment practices, including various models for determining eligibility for special education services.		1, 8, 9, 10
3. Select, administer, score, and interpret culturally appropriate academic and cognitive assessments as part of comprehensive evaluations.		1, 3, 8
4. Integrate other sources of information (e.g., record reviews, curriculum-based measurements, interviews, observations, rating scales) with findings from selected academic and cognitive assessments.		1, 7, 8
5. Write culturally informed and legally defensible comprehensive evaluation reports that are accessible and understandable for families, students, teachers, and others.		1, 8, 10
6. With supervision, communicate assessment findings with family members, students, and teachers in culturally informed, professional, and collaborative ways.		7, 8, 10

Course Design

This course will meet on the Anchorage campus during the first 5-week summer session and includes both classroom sessions to learn about various culturally inclusive assessment practices as well as practice testing sessions conducted through the UAA Psychological Service Center. In order to meet the required content time of a 4-credit course (2 + 4 Lab), students will participate in 6 hours per week of class (30 total) plus 6 hours per week of lab. It is expected that

students will spend time outside of class to complete required readings and written assignments. *Note: the time for this course is equivalent to a 4-credit course offered over a typical 16-week semester.*

This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts:

- Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology* (7th ed.). National Association of School Psychologists.
- Schneider, W., Lichten, E. O., Mather, N., & Kaufman, N. L.. (2018). *Essentials of assessment report writing: Essentials of psychological assessment* (2nd ed.). Wiley Publishers.
- Ysseldyke, J.E., Chaparro, E.A., & VanDerHeyden, A.M. (2023). Assessment in special and inclusive education (14th ed.). Course Calendar/Schedule

Course Calendar

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard.

*Week 1 only includes 3 days of class (Tuesday - Thursday) whereas weeks 2-5 are Monday - Thursday

Week	***Day***	***Topic***	***Readings (read prior to class on Monday)***	***Activities/Assignments***
Week 1 *(May 25 - 31)* *(May 25 Memorial Day - no class)*	W1 Class 1: Tuesday 9:00 - 12:00	Syllabus & Course Overview Culturally-inclusive School-based Assessments and Decision Making	Alaska Department of Education and Early Development (2020), pp 17-40 Ysseldyke et al. (2023), chapters 1, 2, 9 VanDerHeyden & Burns (2018)	□ Assessment Discussion Board 1 □ In-class Activity 1
	Lab 1: Tuesday 1:00 - 4:00	Orientation to the Psychological Services Clinic		□ PSC Assessment Library Agreement and Check-out form □ Lab Participation Form
	W1 Class 2: Wed 9:00 - 12:00	School-based Assessment & Decision Making cont' Common Test Calculations: Chronological Age, Raw Score Conversions	Ysseldyke et al. (2023), chapters 4, 5, 6, 17, 21 Harrison et al. (2023), chapter 4	□ Data-based Decision Making Activity (in-class)
	W1 Lab 2: Thursday 9:00 - 12:00	Introduction to Wechsler Tests (WISC-V, WAIS-IV, WPPSI-IV)		□ Lab Participation Form

Week	***Day***	***Topic***	***Readings (read prior to class on Monday)***	***Activities/Assignments***
Week 2 *(June 1 - June 7)*	W2 Class 1:	Conducting Culturally Informed Cognitive Assessments	WISC-V manual WJ-COG manual Harrison et al. (2023), chapters 10 & 11	□ Assessment Discussion Board 2 □ Moc Cognitive Assessment (In-Class)
	W2 Lab 1:	WISC-V Administration w peers		□ WISC-V practice administration □ Lab Participation Form
	W2 Class 2:	WISC-V and WJ-COG Scoring, Analysis and Interpretation	*Essentials of WISC-V chapters*	□ Scoring Activity (In-class)
	W2 Lab 2:	WISC-V Administration w/ child or adolescent		□ Lab Participation Form
Week 3 (June 8 - 14)	W3 Class 1:	Introduction to common broad achievement tests (WJ-ACH, WIAT-IV, KTEA, KBIT)	Holman et al., (2023) WJ-ACH or WIAT-IV manual Ysseldyke et al., chapters 12, 13, & 14	□ Assessment Discussion Board 3 □ WISC-V protocol due □ WISC-V peer review due
	W3 Lab 1:	WJ-ACH administration w peers	NA	□ Lab Participation Form
	W3 Class 2:	WJ-ACH Scoring, Analysis, and Interpretation	WJ-ACH Manual Fletcher & Miciak (2019)	□ Scoring Activity (In-Class)
	W3 Lab 2:	WJ-ACH or WIAT-IV administration w/ child or adolescent		□ Lab Participation Form □ WJ-ACH or WIAT-IV administration
Week 4	W4 Class 1:	Introduction to non-verbal assessments	Best Practices (2023), Vol 2, chapter 21 UNIT-2 or CTONI-2 assessment manual	□ Assessment Discussion Board 4 □ WJ-ACH or WIAT-IV protocol due □ WJ-ACH or WIAT-IV peer review due
	W4 Lab 1:	UNIT-2 or CTONI-2 administration w peers		□ Lab Participation Form
	W4 Class 2:	UNIT-2 or CTONI-2 Scoring, Analysis, and Interpretation	UNIT-2 or CTONI-2 assessment manual	□ Scoring Activity (In-Class)
	W4 Lab 2:	UNIT-2 or CTONI-2 administration w/ child or adolescent	(refer to manuals)	□ Lab Participation Form
Week 5	W5 Class 1:	Writing Culturally Informed Evaluation Reports	Best Practices (2023), Vol 1, chapter 13 Schenider et al. (2018), chapters 3, 4, 6, 7 Hass & Carrie (2014) Hollman et al. (2023)	□ Assessment Discussion Board 5 □ UNIT-2 or CTONI-2 protocol due □ UNIT-2 or CTONI-2 peer review due
	W5 Lab 1:	Evaluate and Practice Report Writing	(refer to manuals)	□ Lab Participation Form

Week	Day	Topic	Readings (read prior to class on Monday)	Activities/Assignments
	W5 Class 2:	Communicating Results to Families and Schools with Accessibility and Utility	Ysseldyke et al., chapters 23, 24 Best Practices (2023), Vol 2, chapter 34	□ Interview Question Prep
	W5 Lab 2:	Practice Mock IEP Meeting		□ Assessment Reflection □ Practice Psychoeducational Evaluation Report

Required Readings:

- Alaska Department of Education and Early Development. (2020, February). Guidance for special education personnel: Selected regulations and information regarding Alaska special education. https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf
- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Meadows Center for Preventing Educational Risk. https://files.eric.ed.gov/fulltext/ED606380.pdf
- Hass, M., & Carriere, J. A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. DOI:10.1002/9781394260584.
- VanDerHeyden, A. M., & Burns, M. K. (2018). Improving decision making in school psychology: Making a difference in the lives of students, not just a prediction about their lives. *School Psychology Review, 47*(4), 385-395.

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	Description	Points	Due Date
Attendance	Students will attend scheduled on campus classes (10) and lab sessions (10) X points per class x 20 =	150	
Parent permission and child assent	Students will submit signed parent permissions and child assents for participation in 3 different practice assessment activities.	40	
Peer review of cognitive protocol	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the WISC-V	20	
Cognitive protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the WISC-V	150	
Peer review of academic protocol	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the WIAT-4	20	
Academic protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the WIAT-4	150	
Peer review of non-verbal protocol	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the UNIT-2 assessment	20	

Assignments	*Description*	*Points*	*Due Date*
Non-verbal protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the UNIT-2 assessment	150	
Computer-based assessment protocol and score report	Students will administer, score, and submit the examiner protocol and student booklet for the standard battery subtests of the Woodcock-Johnson Fifth edition (WJ-V) Academic or Cognitive assessment	100	
Observed practice administration	Students will demonstrate mastery of selected assessments during an observed practice administration of subtests from those covered in the course.	100	
Practice evaluation report	Students will write a practice evaluation report based on the results of their practice WISC-V and academic assessment results.	100	
TOTAL Points		**1000**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 100
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

A. **Parent Permission and Student Assent Forms**. (50 points) Students will obtain and submit both parent permission and child assent for one, two, or three school-age students (ages 5-18). **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

	Criteria	
Permission Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
Points	0	40

B. **Peer Review of Practice Assessment.** (20 points each). Each student will be assigned a classmate's practice protocol to review and check for administration and scoring errors on the WISC-V, WIAT-4, and UNIT-2 practice assessments. Students will use the administration and scoring manual for each assessment to review and provide feedback on the assigned protocol.

Scoring Rubric for Peer Review of Practice Assessment

	Criteria		
Student details	No details about the practice student including the student's pseudonym, date of birth and grade are not checked and noted	Some details about the practice student including the student's pseudonym, date of birth and grade are checked and noted	All details about the practice student including the student's pseudonym, date of birth and grade are checked and noted
Points	0	5	10
Score accuracy	The scores for subtests were not checked with an indicator of accuracy nor any variations noted in the protocol	The scores for some subtests were checked with an indicator of accuracy or any variations noted in the protocol	The scores for all subtests were checked with an indicator of accuracy or any variations noted in the protocol
Points	0	10	20
General Feedback	There is a no feedback summary that provides details about errors noted in the protocol	There is a feedback summary that provides details about some errors noted in the protocol	There is a feedback summary that provides details about all errors noted in the protocol
	0	5	10
TOTAL	20		

C. **Cognitive Assessment for Children (Hand-Scored).** (150 points). Each student will conduct a practice administration of the core subtests of one of the following cognitive assessments for school-age children, score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED.

- Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC-II NU)
- Wechsler Individual Scale for Children, Fifth Edition (WISC-V)

Students must earn at least 145 points on the protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal item for all subtests administered
6. Accurate ceiling item for all subtests administered
7. Accurate raw score for all subtests administered
8. Accurate standard score for all subtests administered
9. Accurate 95% confidence interval for all subtests administered
10. Accurate percentile rank all subtests administered
11. Accurate standard score for all indices/composites in the core battery
12. Accurate 95% confidence interval for all indices/composites in the core battery
13. Accurate percentile rank for all indices/composites in the core battery
14. Accurate full-scale standard score
15. Accurate full-scale 95% confidence interval
16. Accurate full-scale percentile rank

WISC-V PROTOCOL RUBRIC ON NEXT PAGE

C. **WIAT-4 Protocol.** (150 points). Each student will conduct a practice administration of the core composite subtests of the Wechsler Individual Achievement Test, Fourth Edition, hand score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED. Students must earn at least 145 points on the WIAT-IV protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal, ceiling, and raw score totals as well as accurate standard scores, confidence intervals, and percentile ranks for the 6 or 7 tests in the Standard Battery:

K-1	2-3	4-12
Word Reading	Word Reading	Word Reading
Reading Comprehension	Reading Comprehension	Reading Comprehension
Alphabet Writing Fluency	Spelling	Spelling
Spelling	Sentence Composition	Sentence Composition
Math Problem Solving	Math Problem Solving	Essay Composition
Numerical Operations	Numerical Operations	Math Problem Solving
		Numerical Operations

6. Accurate standard scores, confidence intervals, and percentile ranks for the reading, writing, and math composites

Scoring Rubric for Hand-Scored Cognitive Protocol

Criteria		
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted	All pages of the examiner protocol that were administered are submitted
Points	0	5
Student Protocol	All pages of the student protocol that were completed are not submitted as a digital PDF file	All pages of the student protocol that were completed are submitted as a digital PDF file
Points	0	5
Graduate Student's Name	Graduate student's name is not on protocol	Graduate student's name is on protocol
Points	0	5
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	5
Birthdate	The practice student's real birthdate is not on the protocol	The practice student's real birthdate is on the protocol
Points	0	5
Testing Date	The actual testing date is not on the protocol	The actual testing date is on the protocol
Points	0	5
Subtest Basal Items		The accurate basal item was administered for all subtests included
Points		10
Subtest Ceiling Items		The accurate ceiling item was administered for all subtests included
Points		10
Subtest Raw Scores		The accurate raw score is calculated for all subtests administered
Points		10
Subtest Standard Scores		The accurate standard score is calculated for all subtests administered
Points		10
Subtest Confidence Interval		The accurate 95% confidence interval is calculated for all subtests administered
Points		10
Subtest Percentile Rank		The accurate percentile rank is calculated for all subtests administered
Points		10
Index/Composite Standard Score		The accurate standard score is calculated for all core indices/composites
Points		10
Index/Composite Confidence Interval		The accurate 95% confidence interval is calculated for all core indices/composites
Points		10
Index/Composite Percentile Rank		The accurate percentile rank is calculated for all core indices/composites
Points		10
Full Scale Standard Scores		The accurate standard score is calculated for the full-scale score
Points		10
Full Scale Confidence Interval		The accurate 95% confidence interval is calculated for the full-scale score
Points		10
Full Scale Percentile Rank		The accurate percentile rank is calculated for the full-scale score
Points		10
TOTAL	150	

Scoring Rubric for WIAT-4 Protocol

Criteria						
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted as a digital PDF file			All pages of the examiner protocol that were administered are submitted as a digital PDF file		
Points	0			2		
Student Protocol	All pages of the student protocol that were completed are not submitted as a digital PDF file			All pages of the student protocol that were completed are submitted as a digital PDF file		
Points	0			2		
Graduate Student's Name	Graduate student's name is not on protocol			Graduate student's name is on protocol		
Points	0			1		
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol			A pseudonym for the practice student is on the protocol		
Points	0			1		
Birthdate	The practice student's real birthdate is not on the protocol			The practice student's real birthdate is on the protocol		
Points	0			2		
Testing Date	The actual testing date is not on the protocol			The actual testing date is on the protocol		
Points	0			2		
Subtest Accuracy	Basal		Ceiling		Raw Score	
	Basal item is not correct	Basal item is correct	Ceiling item is not correct	Ceiling item is correct	Raw score is not correct	Raw score is correct
1. Word Reading	0	3	0	3	0	3
2. Reading Comprehension	0	3	0	3	0	3
3. Spelling	0	3	0	3	0	3
4. Alphabet/Sentence/Essay	0	3	0	3	0	3
5. Math Problem Solving	0	3	0	3	0	3
6. Numerical Operations	0	3	0	3	0	3
Subtest and Composite Score Computation Form	Standard Score		Confidence Interval		Percentile Rank	
	Standard Score is not correct	Standard Score is correct	Confidence Interval is not correct	Confidence Interval is correct	Percentile Rank is not correct	Percentile Rank is correct
1. Word Reading	0	3	0	3	0	3
2. Reading Comprehension	0	3	0	3	0	3
3. Spelling	0	3	0	3	0	3
4. Alphabet/Sentence – or --	0	3	0	3	0	3
5. Sentence/Essay	0	3	0	3	0	3
6. Math Problem Solving	0	3	0	3	0	3
7. Numerical Operations	0	3	0	3	0	3
Reading Composite	0	3	0	3	0	3
Writing Composite	0	3	0	3	0	3
Mathematics Composite	0	3	0	3	0	3
Subtest & Composite Score Computation Form	The form includes errors in one or more of the following: ● Student pseudonym ● Grade ● Age ● Test Date ● Norms			The form includes correct information for all of the following: ● Student pseudonym ● Grade ● Age ● Test Date ● Norms		
Points	0			5		
TOTAL	150					

D. UNIT-2 Protocol. (150 points) Each student will conduct a practice administration of the core composite subtests of the Universal Nonverbal Intelligence Test, Second Edition, hand score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED. Students must earn at least 145 points on the UNIT-2 protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal, ceiling, and raw score totals as well as accurate standard scores, confidence intervals, and percentile ranks for the 6 subtests:
   - Symbolic Memory
   - Nonsymbolic Memory
   - Analogic Reasoning
   - Spatial Memory
   - Numerical Series
   - Cube Design
6. Accurate standard scores, confidence intervals, and percentile ranks for the 6 composites:
   - Memory
   - Reasoning
   - Quantitative
   - Standard Battery With Memory
   - Standard Battery Without Memory
   - Full Scale Battery

UNIT-2 SCORING PROTOCOL ON NEXT PAGE

Scoring Rubric for UNIT-2 Protocol

Criteria						
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted as a digital PDF file			All pages of the examiner protocol that were administered are submitted as a digital PDF file		
Points	0			5		
Graduate Student's Name	Graduate student's name is not on protocol			Graduate student's name is on protocol		
Points	0			4		
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol			A pseudonym for the practice student is on the protocol		
Points	0			4		
Birthdate	The practice student's real birthdate is not on the protocol			The practice student's real birthdate is on the protocol		
Points	0			4		
Testing Date	The actual testing date is not on the protocol			The actual testing date is on the protocol		
Points	0			4		
Subtest Accuracy	Basal		Ceiling		Raw Score	
	Basal item is not correct	Basal item is correct	Ceiling item is not correct	Ceiling item is correct	Raw score is not correct	Raw score is correct
1. Symbolic Memory	0	2	0	2	0	2
2. Nonsymbolic Quantity	0	2	0	2	0	2
3. Analogic Reasoning	0	2	0	2	0	2
4. Spatial Memory	0	2	0	2	0	2
5. Numerical Series	0	2	0	2	0	2
6. Cube Design	0	2	0	2	0	2
Standard Score Accuracy	Standard Score		Score Range		Percentile Rank	
	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
1. Symbolic Memory	0	2	0	2	0	2
2. Nonsymbolic Quantity	0	2	0	2	0	2
3. Analogic Reasoning	0	2	0	2	0	2
4. Spatial Memory	0	2	0	2	0	2
5. Numerical Series	0	2	0	2	0	2
6. Cube Design	0	2	0	2	0	2
Index Score Accuracy	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
Memory	0	3	0	3	0	3
Reasoning	0	3	0	3	0	3
Quantitative	0	3	0	3	0	3
Standard Battery with Memory	0	3	0	3	0	3
Standard Battery without Memory	0	3	0	3	0	3
Full Scale	0	4	0	4	0	4
TOTAL	150					

E. Observed Practice Test Administration (100 points). Students will demonstrate mastery of selected assessments during an observed practice administration of subtests from those covered in the course. The practice test administration will be conducted individually with each student and the instructor will select 3 subtests from those covered during the course and the student will administer each one to a teaching assistant while the instructor observes the administration. In order to earn credit for this assignment, the student must make no more than 2 administration errors on each subtest. If the student makes more than 2 errors on a subtest, the observed practice test administration can be repeated up to 3 times.

Scoring Rubric for Observed Practice Test Administration

Criteria		
Rapport	Student does not welcome the practice student to the testing session appropriately and/or does not establish rapport before the testing begins.	Student welcomes the practice student to the testing session appropriately and establishes rapport before the testing begins.
Points	0	25
Subtest 1 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
Points	0	25
Subtest 2 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
Points	0	25
Subtest 3 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
Points	0	25
TOTAL	100	

F. Practice Evaluation Report. (200 points) Students will write a sample evaluation report that summarizes the results of either the practice WISC-V or UNIT-2 and the WIAT-4 assessments. The report will take into consideration the needs of individuals from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds. The students will use a report template provided by the instructor to write the report. A student must earn at least 190 points on this assignment to pass the course. Revision and resubmission are allowed. The requirements for the practice report are as follows:

1. Header which includes the word CONFIDENTIAL
2. Student's name
3. Student's grade
4. Student's birthdate
5. Date(s) of testing
6. Chronological age (based on the last testing date)
7. Examiner name and credentials
8. Referral question
9. Student background information
10. Assessments administered
11. Observations during assessment and statement of validity
12. Observation in the classroom
13. WISC-V or UNIT-2 assessment results table with the following data for all subtests given and for the index scores:
    a. standard score
    b. confidence interval
    c. percentile rank
14. Analysis of WISC-V or UNIT-2 data
15. WIAT-IV assessment results table with the following data for all subtests given and for the composite scores:
    a. standard score
    b. confidence interval
    c. percentile rank
16. Analysis of the WIAT-IV data
17. Summary of all data (i.e., background, observation, assessment results)
18. Recommendations
19. Signature

Scoring Rubric for Practice Evaluation Report

Criteria						
Confidential Header	A CONFIDENTIAL header does not appear on each page			A CONFIDENTIAL header appears on each page		
Points	0			5		
Student's Name	A made-up student name is not included			A made-up student name is included		
Points	0			5		
Student's Grade	The made-up student's grade is not included			The made-up student's grade is included		
Points	0			5		
Student's Birthdate	The real birthdate for the student is not included			The real birthdate for the student is included		
Points	0			5		
Examiner Name and Credentials	The graduate student's and degrees are not included			The graduate student's and degrees are included		
Points	0			5		
Referral Question	A made-up referral question that matches the results is not included			A made-up referral question that matches the results is included		
	0			10		
Student Background Information--	No student background is included	1 paragraph that describes a fictional student background that includes where the student first attended school or the number of years in the current school, or the student's grades from the prior grade		2 paragraphs that describe a fictional student background that includes where the student first attended school, and/or the number of years in the current school, and/or the student's grades from the prior grade	3 or more paragraphs that describe a fictional student background that includes where the student first attended school, the number of years in the current school, and the student's grades from the prior grade	
Points	0	10		20	30	
Assessments Administered	A list of the required assessments is not included			A list of the required assessments is included		
Points	0			5		
Assessment Observations and Validity	A paragraph with a real testing observation summary is not included			A paragraph with a real testing observation summary is included		
Points	0			5		
Classroom Observation Summary	A paragraph with a made-up classroom observation summary is not included			A paragraph with a made-up classroom observation summary is included		
Points	0			5		
WISC-V or UNIT-2 Results Table	A table with either the WISC-V or UNIT-2 standard scores, confidence intervals and percentile ranks for all subtests and indices is not included			A table with either theWISC-V or UNIT-2 standard scores, confidence intervals and percentile ranks for all subtests and indices is included		
Points	0			20		
WISC-V or UNIT-2 Results Analysis	A paragraph that summarizes either the WISC-V or UNIT-2 results is not included			A paragraph that summarizes either the WISC-V or UNIT-2 results is included		
Points	0			20		
WIAT-IV Results Table	A table with the WIAT-IV standard scores, confidence intervals and percentile ranks for all subtests and composites is not included			A table with the WIAT-IV standard scores, confidence intervals and percentile ranks for all subtests and composites is included		
Points	0			20		
WIAT-IV Results Analysis	A paragraph that summarizes the WIAT-IV results is not included			A paragraph that summarizes the WIAT-IV results is included		
Points	0			20		
Summary of all data	No summary paragraph is included	1 summary paragraph is included		2 summary paragraphs which explain the key findings and clinical impressions are included	3 or more summary paragraphs which explain the key findings and clinical impressions are included	
Points	0	10		20	30	
Recommendations	No instructional recommendation is included	1 instructional recommendation is included	2 instructional recommendations are included	3 instructional recommendations are included	4 instructional recommendations are included	5 or more instructional recommendations are included
Points	0	1	2	3	4	5
Signature	The graduate student's typed name is not included			The graduate student's typed name is included		
Points	0			5		
TOTAL	200					

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty if they obtain approval from the course instructor. If a student misses more than one class session it might be necessary to complete make-up assignments or repeat the course. Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day .

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension. See 'f' below for assignment policy.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course. The assignments in this course prepare future school psychologists to complete culturally appropriate psychological assessments to meet professional standards. Completing all of the course assignments with at least 90% accuracy is necessary to earn credit for the course. Due to the highly interactive nature of this course, students who miss class or lab for any reason may have to repeat the course and/or complete make-up assignments.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email
I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([**PSY A618**]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan
This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone
Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn
Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. Firefox and Chrome are the recommended browsers to access Blackboard. You can access Blackboard Learn directly or from the UAA website Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

Permissions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction.
One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Therefore, you should not make any reproductions of any of the content posted in the Blackboard shell. You should not distribute any of the content to any other party. The content in Blackboard is for your private study in the mastery of this subject matter.

This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (7th ed.). You can access information about the manual at the following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

PSY/SWK/EDSE A691 Children's Mental Health Systems of Care

Course Information

- Course Title: PSY/SWK/EDSE A691 Children's Mental Health Systems of Care
- CRN #: 51241-551/51240-551/51370-551
- Credits: 3, Graded A-F
- Term: Summer 2024

Instructor Information

- Name: Hattie Harvey, PhD
- Telephone: (907)786-4464
- Email: haharvey@alaska.edu;
- Office Location: NSB 228
- Office Hours: by virtual appointment

Course Meeting Information

- This course is asynchronous, there is not a class meeting time. The course requires weekly reading, assignments, and eLearning modules.

Catalog Course Description

Examines systems of care as a coordinated network of home, community, and school-based services and supports that are multidisciplinary and in partnership with children, youth and families. Addresses the cultural and linguistic needs of families to promote healthy development and meet the challenges of children and youth with mental and behavioral health needs.

Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe key components of a systems of care approach to supporting the mental and behavioral health needs of children, youth, and their family system, including a focus on cultural contexts.
2. Demonstrate knowledge of how federal and state legislation and policies impact children's mental health systems of care.
3. Differentiate and evaluate evidence-based promotion, prevention and intervention programs across settings (home, community, school).
4. Locate local, state and national resources related to children's mental and behavioral health.
5. Argue a rationale for a comprehensive system of care to promote healthy development and address mental and behavioral health needs of children and youth.

NASP Domains Addressed

- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations

Course Design

This is a web-based eLearning course using Blackboard for asynchronous interactions. All assignments will be submitted in Blackboard and I will communicate with you through weekly Blackboard announcements, individual feedback on assignments, and individual emails as needed. You will be required to interact with your peers in your blackboard discussion group and for your group project. Synchronous meetings or phone calls can be arranged by appointment or via office hours.

PSY A691 meets the requirements for an elective course in the M.S. in Clinical Psychology and in the Master of Social Work, and is a required course for the Graduate Certificate in Children's Mental Health.

Course Materials and Required Textbook

This course uses a variety of Open-Educational Resources (OERs), all of which are available on the Blackboard course.

Selected chapters from the following text (all available on Blackboard):

- Piles, S. A. (2010). *Building a systems of care: A primer* (2nd ed.). Georgetown University Center for Child and Human Development.

Course Calendar/Schedule

Due Date and Submission Information:

- ☐ For this class, each week begins on a Monday and ends on a Sunday evening.
- ☐ **Weekly learning modules are due by 11:59pm** on Sunday of each week. This include a combination of videos, assigned readings, lecture, and a culminating knowledge check.
- ☐ **Discussion assignments** –All 1st posts are to be completed by Sunday of each week, and you have up to 1 week to respond to your peers. **Group Discussion 1st posts will not be accepted late.**

Week/Date	***Topic***	***Readings & Activities***	***Assignments Due (by Sunday 11:59pm)***
Week 1 May 20 - 26	Guiding Principles and of Children's Mental Health Systems of Care Cultural and Linguistic Competence and Humility	Week 1 Module Piles, S. A. text – Introduction & Part I (p 1-38) Douglas, N. (2015). Services for children with mental illness: A systems of care approach. In N. Douglas, J. Owens, & L. J. Berlin (Eds.) *Children's Mental Health: Strategies for Providing High Quality and Cost Effective Care.* Center for Child and Family Policy at Duke University. Miller et al. (2013). Sustaining and expanding systems of care to provide mental health services for children, youth, and families across America. *American Journal of Community Psychology, 49,* 566-579.	☐ Start HERE Module (due 5/26) ☐ Week 1 Module (due 5/26)
Week 2 May 27- June 2	Children's Mental Health in Circumpolar North and the Alaska Context	Week 2 Module Alaska Department of Family and Community Services. (2023, April). *Overview of Alaska's behavioral health system of care for children.* U.S. Department of Justice Investigation in Alaska's Behavioral Health System for Children (2021) Bornstein, M. H. (2013, October 12). Parenting and child mental health: A	☐ Week 2 Module (due 6/2) ☐ Discussion Board #1 ☐ Submit for Community Interview Approval

Week/Date	*Topic*	*Readings & Activities*	*Assignments Due (by Sunday 11:59pm)*
		cross-cultural perspective. *World Psychiatry*, *12*(3), 258–265. Ullrich, J. (2019). For the love of our children: an Indigenous connectedness framework. *AlterNative: An International Journal of Indigenous Peoples*, *15*(2), 121-130.	
Week 3 June 3 - 9	Trauma-Informed Care and Multidisciplinary Approaches to Children's Mental Health	Week 3 Module Complex Trauma in Children and Adolescents (2023). National Child Traumatic Stress Network) Bartlett, J. D., Smith, S., & Bringewatt, E. (2017). *Helping young children who have experienced trauma: Policies and strategies for early care and education*. Child Trends. Palfrey, N., Ryan, R. & Reay, R. E. (2023). Implementation of trauma-specific interventions in a child and adolescent mental health service. *Journal of Child and Family Studies, 32,* 1722–1735. Practical Guide for Implementing a Trauma-Informed Approach (2023, June). SAMSHA Strategies to Improve Mental Health Care for Children and Adolescents (2016), SAMSHA	☐ Week 3 Module (due 6/9)
Week 4 June 10 - 16	Federal and State Legislation and Policies Affecting Children's Mental Health	Week 4 Module Department of Justice Settlement Report with Anchorage School District Restraint and Seclusion Resource Document, U.S. Department of Education New Laws to Combat Youth Mental Health Crisis (2023), Edweek	☐ Week 4 Module (due 6/16) ☐ Discussion Board #2 ☐ Passion Project Plan Sign-up

Week/Date	***Topic***	***Readings & Activities***	***Assignments Due (by Sunday 11:59pm)***
		Protecting Youth Mental Health: U.S. Surgeon General's Advisory (2021) School-Based Medicaid	
Week 5 June 17 - 23	Public Health: Promotion, Prevention and Intervention Part I: CDC, Department of Health and Human Services, Parental Incarceration, Child Welfare	Week 5 Module University of Minnesota Extension Children, Youth and Family Consortium. (2012, January). *The impact of trauma on infants: Research summary*. Children, Youth & Family Consortium Children's Mental Health eReview, Child Welfare Series. [PDF Newsletter] Poehlmann, J., Dallaire, D., Loper, A. B., & Shear, L. D. (2010). Children's contact with their incarcerated parents: Research findings and recommendations. *The American Psychologist*, *65*(6), 575–598	☐ Week 5 Module (due 6/23) ☐ Passion Project Plan Overview
Week 6 June 24 - 30	Public Health: Promotion, Prevention and Intervention Part II: Juvenile Justice System, Behavioral Health Services and Primary Care	Week 6 Module National Academies text (2017), p. 31 – 40 ~~King, D. (2023, April). *The continuum of Adolescent Behavioral Healthcare in Alaska: DOH Behavioral Health Roadmap Presentation.* Alaska Hospital and Healthcare Association.~~ Huber, B. J. et al. (2016). Overcoming barriers to rural children's mental health: An interconnected systems public health model. *Advances in School Mental Health Promotion, 9,* 219 – 241.	☐ Week 6 Module (due (6/30) ☐ Discussion Board #3 ☐ Community Interview
Week 7 July 1 - 7	Community and Home-Based Services Part I: Early Childhood Systems of Care	Week 7 Module Alaska's Early Childhood Environmental Scan (2020)	☐ Week 7 Module (due 7/7)

Week/Date	*Topic*	*Readings & Activities*	*Assignments Due (by Sunday 11:59pm)*
		Alaska' Early Care and Learning System (2023) Early Childhood Systems Building Resource Guide (2023), Childcare Technical Assistance Center Reducing Early Childhood Exclusionary Practices in Alaska (2020) Corr, C., Santos, R. M. (2017). Not in the same sandbox": Cross-systems collaborations between early intervention and child welfare systems. *Child and Adolescent Social Work Journal, 34,* 9–22.	
Week 8 July 8 - 14	Community and Home-Based Services Part II: Behavioral Health Evidence-Based Interventions; Families Psychosocial Interventions	Week 8 Module Garland, A. F., et al (2013). Improving community-based mental health care for children: Translating knowledge into action. *Administration and policy in mental health*, *40*(1), 6–22.	☐ Week 8 Module (due 7/14) ☐ Discussion Board #4
Week 9 July 15 - 21	School-Based Mental Health Part I: Evidence-based Approaches - Multitiered Systems of Support and Interconnected Systems Framework	Week 9 Module Kilgus, S. P., Reinke, W. M., & Jimerson, S. R. (2015). Understanding mental health intervention and assessment within a multi-tiered framework: Contemporary science, practice, and policy. *School Psychology Quarterly, 30*(2), 159–165. Positive Behavioral Interventions and Supports (PBIS) reading (TBD) Weist et al. (2022). A randomized control trial on the interconnected systems framework for school mental health and PBIS. *Journal of School Psychology, 94,* 49-65.	☐ Week 9 Module (due 7/21)
Week 10 July 22 - 28	School-Based Mental Health Part II: Trauma-Engaged Schools;	Week 10 Module	☐ Week 10 Module (7/28)

Week/Date	*Topic*	*Readings & Activities*	*Assignments Due (by Sunday 11:59pm)*
	Connectedness; Behavioral Health in Schools; Leveraging School-Based Medicaid	Transforming Schools: A Trauma-Engaged Framework for Alaska Schools (Department of Education and Early Development). Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists (2021), NASP Lyon, A. R. et al. (2019). Collaborative care to improve access and quality in school-based behavioral health. *Journal of School Health, 89,* 1013-1023.	☐ Discussion Board #5
Week 11 July 29 – Aug 3	Exam Week		☐ Passion Projects (due 8/1)

Course Assignments

Note: Detailed descriptions and rubrics for ALL assignments are on your Blackboard course shell.

Assignments	*Description*	*Points*	*Due Date*
Start HERE Module: Course Overview	Complete the Start HERE module. Includes a meet and greet discussion board post and a participation form.	10	May 26
Weekly Learning Modules + Knowledge Checks	Complete a weekly learning module, which includes a combination of readings, videos, website exploration and a knowledge check quiz to demonstrate your understanding and completion of the module. Points are earned for the module (by completing a participation form) and completion of the Knowledge Check Quiz.	10 modules x 5 points = 50 10 quizzes x 10 points = 100	Weekly
Collaboration in Systems of Care Activities (posted on discussion board)	Complete a total of 5 discussion boards that are reflective of the course topics with a specific focus on collaboration across systems of care and application of best practices. The group discussion assignments are built into learning modules. You may respond with either written or a video response. ALL first posts are due on by Sunday evening (at the end of the module) and you have 1	5 x 10 points each = 50	1 – 6/2 2 – 6/16 3 – 6/30 4 – 7/14 5 – 7/28

Assignments	*Description*	*Points*	*Due Date*
	week to respond to a peers question. **Late first posts are not accepted but you can reply for partial credit (up to 3 points).**		
Community Person of Interest *(formerly Stakeholder)* Interview and Presentation	First, you will conduct background research on and choose an agency/organization of interest in CMH systems of care (i.e., Social Work, Education, Early Childhood MH, Juvenile Justice, Psychology, Counseling, Public Health, OCS, Native Associations, etc.). You may review the list of options listed in Blackboard. Second, you will interview a person of interest from this system and create a visual presentation of your choice reflecting your findings (choices for presentations are provided on Blackboard). Guiding interview questions are provided and you will also create your own questions based on your research. You will create to artifacts: 1) written interview summary and 2) add to our class google slides presentation summarizing key points from your interview.	25 (Write up) 25 (Presentation)	Approval – 6/2 Written Interview Summary – 6/30 Interview Presentation on Google Slides – 6/30
Systems of Care Passion Project (Group or Individual)	You will develop an applied systems of care Passion Project (PP), identifying a current issue related to children's mental health systems of care. Your PP should be personally meaningful and transformative and be readily meaningful within a school district or community agency. The goal of the project is to use systems of care principles and CMH evidence-based promotion, prevention, or intervention practices to positively impact children, youth, and families. In addition, your PP should reflect authoritative and research supported CMH theories and best practices tied clearly to content covered in this class.	75	Signup 6/16 Plan 6/23 Final 8/1
Total Points		**335**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	301.5+
B	80-89%	268-301
C	70-79%	234.5-267
D	60-69%	201-234

Grade	Grading Scale by Percentages	Grading Scale by Points
F	< 60%	<201

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above. Note that all final grades will be posted on Blackboard grade center.

c. Attendance Policy: Online courses require active participation. Your instructor is required to verify attendance for financial aid and other purposes. Attendance in online courses is first determined by login dates until the first engagement activity commences. Common engagement activities include discussion forum posts, live chat sessions, and assignment submissions. Simply logging in periodically will, therefore, not count as attendance in this course.

d. Late Assignments/Make-up Policy: Assignments should be submitted in Blackboard on the date due. Forgetting or missing the assignment deadline is not an exceptional circumstance. **Assignments can be submitted up to 2-weeks late for a 20% point penalty.** Note that group discussion first posts are not accepted late due to the nature of the assignment, but replies can be posted for partial credit (5 points).

   To be eligible for full credit on assignments, assignments must be submitted to the instructor by the due date/time specified in this syllabus. **Late and make-up assignments will not be accepted for full credit except in cases of documented severe illness, situations that have the prior approval of the instructor and/or situations that the instructor agrees were wholly unavoidable circumstances and beyond the control of the student.** Documentation of severe illnesses or circumstances that have dramatically and negatively impacted the student's life must be submitted to the course instructor at the student's earliest opportunity to be considered viable. Having a positive COVID-19 test is not in and of itself considered a severe illness unless the student provides medical documentation of experiencing illness which prevents them from completing course requirements. It is the student's responsibility to contact the course instructor to explain the circumstances and determine the potential of late and make-up assignments acceptance and it is solely the student's responsibility to obtain and submit supporting documentation to the course instructor.

e. Assignments: Students must complete the modules and assignments listed in the syllabus. Detailed information and rubrics are found on blackboard.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

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Email

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Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

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Written Style Requirements
The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (6th ed.). You can access information about the manual at the following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

STUDENT RESOURCES

Learning Commons

UAA Care Team

Consortium Library link

Disability Support Services (DSS)

The **Student Health and Counseling Center and the Psychological Services Center** both offer low cost, confidential services to help you manage personal challenges. Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.

Informational Technology (IT) Services

UNIVERSITY ACADEMIC POLICIES AND PROCEDURES

Academic Integrity
Academic integrity is a basic principle that requires that students only take credit for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, examinations, or other academic work

that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. For more information, visit https://www.uaa.alaska.edu/students/dean-of-students/academic-integrity/index.cshtml https://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/

ADA Policy
The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. UA system is committed to the goal of providing each qualified student an equal opportunity to pursue a college education regardless of disability. Efforts will be made toward meeting reasonable requests for services to students with disabilities eligible under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current documentation that supports the requested services Additional information may be accessed at the DSS Office or online at https://www.uaa.alaska.edu/students/disability-support-services/.

Permissions

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Incomplete Grades

Religious Holiday or Cultural Observance Policy
If a class meeting occurs on a religious holiday or cultural observance day and you are obligated to miss class for this event, you must notify the instructor in writing by the end of the second week of the semester.

Safety on Campus

Notice of Nondiscrimination and Title IX)

Student Code of Conduct

PSY A663 Academic Supports and Interventions

Course Information

- Course Title: Academic Supports and Interventions
- CRN #:
- Credits: 3, Graded A-F
- Term:
- Registration restriction: Admitted to the Master of Science in School Psychology – Specialist

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and attendance for an on-campus weekend of instruction at the Anchorage campus
- Day and Time:

Catalog Course Description

Prepares school psychologists to collaborate with families, teachers, and others to design, implement, and evaluate evidence-based academic interventions that consider the biological, cultural, and social influences on academic skills. Focuses on the design, implementation, fidelity, progress monitoring and evaluation of culturally relevant instructional accommodations, modifications, and interventions within a multitiered system of supports (MTSS) to promote successful academic outcomes.

Student Learning Outcomes

At the completion of this course, the student will be able to:	How will this outcome be assessed	NASP Domains
1. Describe the history of the multi-tiered system of supports (MTSS) model and features of culturally informed and evidence-based academic interventions**.**		2, 3
2. Consult and collaborate with families and other building-level educators within an MTSS framework in the design, delivery, and monitoring of academic supports and interventions, including a review of core instruction and interventions.		1, 5
3. Use and interpret curriculum-based measures (CBM) for data-based decision making to identify students' academic learning needs with an MTSS framework (i.e., universal, targeted, intensive).		2, 3
4. Critically analyze research on academic interventions and determine appropriateness based on individual and contextual factors.		1, 4
5. Differentiate between curriculum and instructional modifications, adaptations and strategic intervention for meeting academic performance goals.		3
6. Use a variety of data sources to design, deliver, and evaluate academic accommodations, modifications, and interventions that are culturally informed, evidence-based, and aligned with students' learning needs.		2, 3, 4
7. Identify intervention fidelity evaluation tools and use them to review intervention fidelity.		2, 3

8. Write inclusive reports that summarize student intervention outcomes and communicate results and recommendations to families, educators, and other team members.		5, 7

NASP Domains Addressed

Domain 2: Consultation and Collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 5: School-Wide Practices to Support Learning

Course Design

This course has weekly synchronous sessions via Zoom and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts:

- Brown-Chidsey, R., & Wilkinson, S. (In press). *Practical handbook of multi-tiered systems of support: Building integrated academic and behavioral success in schools (2nd. ed.)*. Guilford Press.
- Bryant, D. P. (Ed.). (2021). *Intensifying mathematics interventions for struggling students*. Guilford Press.
- Graham, S., MacArthur, C. A., & Hebert, M. A. (2018). *Best practices in writing instruction* (3rd ed.). Guilford Press.
- Shapiro, E. S., & Clemens, N.H. (2023). *Academic skills problems: Direct assessment and intervention* (5th ed.). Guilford Press.
- Wanzek, J., Al Otaiba, S., McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. Guilford Press.

List of Required Readings (listed after course calendar)

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
Week 1 *(Dates)*	History and purpose of academic interventions in schools	Brown-Chidsey & Wilkinson, chapters 2, 3, 4 Shapiro & Clemens, chapter 1	□ Readings □ Attend Zoom session
Week 2 *(Dates)*	Features of culturally informed and effective academic interventions	Brown-Chidsey & Wilkinson, chapters 17 Gonzalez et al., 2022 Shapiro & Clemens, chapters 2, 3	□ Readings □ Attend Zoom session □ Submit parent permission and student assent forms
Week 3 *(Dates)*	Research on evidence-based academic interventions: The instructional hierarchy and instructional routines	Brown-Chidsey & Wilkinson, chapters 15, 16 Shapiro & Clemens, chapters 4, 5	□ Readings □ Attend Zoom session □ Select specific skill for intervention lessons
Week 4 *(Dates)*	Reading interventions	Wanzek et al., chapters 1, 2, 3, 4	□ Readings □ Attend Zoom session □ Submit draft lesson plan
Week 5 *(Dates)*	Math interventions	Bryant (Ed.), chapters 1, 2, 4, 6	□ Readings □ Attend Zoom session
Week 6 *(Dates)*	Writing interventions	Graham et al, chapters 1, 9, 15, 16	□ Readings □ Attend Zoom session □ Submit final lesson plans
Week 7 *(Dates)*	Study skills interventions	Shapiro & Clemens, chapters 6, 7, 8	□ Readings □ Attend Zoom session □ Begin intervention and progress monitoring
Week 8 *(Dates)*	Progress monitoring methods	Acadience Learning website and materials Brown-Chidsey & Wilkinson, chapters 22, 23	□ Readings □ Attend Zoom session □ Continue intervention and progress monitoring
Week 9 *(Dates)*	Prevention-based academic supports: Multi-tiered system of supports	Brown-Chidsey & Wilkinson, chapters 6, 7, 8	□ Readings □ Attend Zoom session □ Continue intervention and progress monitoring

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
Week 10 *(Dates)*	Case Examples	Shapiro & Clemens, chapter 9 Brown-Chidsey & Wilkinson, chapter 30	□ Readings □ Attend Zoom session □ Continue intervention and progress monitoring □ Submit draft case study report
Week 11 *(Dates)*	Intervention logistics	Brown-Chidsey & Wilkinson, chapters 14, 18	□ Readings □ Attend Zoom session □ Continue intervention and progress monitoring
Week 12 *(Dates)*	Interpreting progress monitoring data	Brown-Chidsey & Wilkinson, chapter 24	□ Readings □ Attend Zoom session □ Continue intervention and progress monitoring
Week 13 *(Dates)*	Using intervention data in evaluation reports	Brown-Chidsey & Wilkinson, chapters 27, 28, 29	□ Readings □ Attend Zoom session □ Work on final case study report
Week 14 *(Dates)*	Final Presentations	As assigned by students	□ Readings □ Attend Zoom session □ Submit final case study report

Required Readings:

Acadience Learning. (n.d.). https://acadiencelearning.org/acadience-reading/k-grade6/

Gonzalez, J. E., Durán, L., Linan-Thompson, S., & Jimerson, S. R. (2022). Unlocking the promise of multitiered systems of support (MTSS) for linguistically diverse students: Advancing science, practice, and equity. *School Psychology Review, 51*(4), 387-391.

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	***Description***	***Points***	***Due Date***
Attendance	Students will attend scheduled video-conference (Zoom) and on campus class sessions.	150	
Parent permission and child assent	Students will submit signed parent permission and child assent forms for participation in an academic intervention.	50	
Culturally informed problem-solving interview with parent(s) and/or teacher(s)	Students will conduct an interview with the practice child's parent(s) and/or teacher(s) that incorporates knowledge and demonstration of culturally informed consultation practices. The interview will focus on identifying the child's learning strengths and preferences as well as learning needs in relation to the child's cultural and linguistic heritage.	200	
Intervention literature review	Students will locate and synthesize at least 5 peer-reviewed articles that describe research findings for studies of a specific academic intervention program or method. The research findings will be summarized in a formal written paper that explains the methods and findings from each article as well as the appropriateness of the intervention for students from diverse cultural and linguistic backgrounds.	150	
Academic intervention plan	Students will develop an intervention plan that utilizes the findings from the problem-solving interview and intervention literature review with a focus on developing a culturally-aligned intervention that reflects the student's strengths and learning needs. The intervention plan will provide details for intervention implementation including who will implement lessons, their frequency and duration, and what progress measure will be used to evaluate intervention outcomes.	150	
Problem solving case study report	Students will write a problem solving case study report that summarizes the components and outcomes of the academic intervention. The problem-solving report will be evaluated according to the NCSP Problem-Solving Report Rubric and describe (1) foundational elements, (2) problem identification, (3) problem analysis, (4) intervention, and (5) evaluation.	300	
TOTAL Points		**1000**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 100
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignments

A. **<u>Attendance and Participation in Synchronous Zoom Sessions</u>**. (10 x 15 = 150 points). This is a skill development course and participation is essential in order for students to access and benefit from the planned activities. All students are expected to attend and participate in 3 synchronous Zoom sessions. If a student does not attend any sessions, zero points will be awarded.

Scoring Rubric for Synchronous Zoom Sessions

Criterion	Points		
Engagement	Student did not attend session	Student attended but did not participate in session	Student attended and participated in all session activities by talking, posting on the discussion board, or other activities
Points	**0**	**10**	**15**
TOTAL	**15**		

B. **<u>Parent Permission and Student Assent Forms</u>**. (50 points) Students will obtain and submit both parent permission and child assent for one school-age students (ages 5-18) who will participate in an academic intervention with progress monitoring. **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

Permission Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
Points	0	50
TOTAL	**50**	

C. **<u>Draft Lesson Plan</u>**. (50 points). Students will draft one reading, math, writing, or study skills lesson to be used in the Intervention and Progress Monitoring Project. The draft lesson plan will be submitted using a template posted by the instructor in and provide the following information:

- Specific skill to be learned
- Rationale for teaching this skill to your student
- The correction procedures for all types of student errors in the lesson
- The progress measure to use with the lesson
- Lesson script for 1 (first) lesson that includes
  - What the teacher does and says;
  - The correct student responses; and
- All printable student learning materials created for the lesson (if any)

The score for this assignment is temporary and will be replaced by the final reading unit and lesson plan score.

SCORING RUBRIC FOR DRAFT LESSON PLAN ON NEXT PAGE

Scoring Rubric for Draft Lesson Plan

Criterion	Points		
Specific Skill	Specific skill to be taught not included	Specific skill to be taught listed but not described	Specific skill to be taught listed and described
Points	**0**	**3**	**5**
Rationale	No rationale is included.	There is at least one paragraph that explains the student's learning need.	There is at least one paragraph that explains the student's learning need and how the selected skill instruction will address it.
Points	**0**	**3**	**5**
Progress Measure	No progress measure is listed.	A progress measure is listed but is either not appropriate or there is no explanation for how it aligns with the specific skill to be taught	An appropriate progress measure is listed with an explanation for how it aligns with the specific skill being taught.
Points	**0**	**3**	**5**

Lesson Script	No script for the lesson activities is included.	There is a detailed narrative script that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script that includes both of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**15**	**30**

Correction Procedure	A correction procedure for student errors that includes the exact words the teacher must say is not included.	A correction procedure for student errors that includes the exact words the teacher must say is included.
	0	**5**
Student Materials	All student forms are not included in the lesson document.	All student forms are included in the lesson document.
Noted	Absent	Present
TOTAL	**50**	

D. **<u>Series of 6 Lesson Plans</u>**. (300 points). Students will review the instructor feedback on the draft reading, math, writing, or study skills lesson and make corrections as needed and then write 5 additional lessons using the same format. The final lesson plans will be submitted using a template posted by the instructor in and provide the following information:

- Specific skill to be learned
- Rationale for teaching this skill to your student
- The correction procedures for all types of student errors in the lesson
- The progress measure to use with the lesson
- Lesson script for 6 lessons that includes
  - What the teacher does and says;
  - The correct student responses; and
- All printable student learning materials created for the lesson (if any)

SCORING RUBRIC FOR SERIES OF 6 LESSON PLANS ON NEXT PAGE

Scoring Rubric for 6 Lesson Plans

Criterion	Points			
Specific Skill	Specific skill to be taught not included	Specific skill to be taught listed but not described	Specific skill to be taught listed and described	
Points	**0**	**10**	**20**	
Rationale	No rationale is included.	There is at least one paragraph that explains the student's learning need.	There is at least one paragraph that explains the student's learning need and how the selected skill instruction will address it.	
Points	**0**	**10**	**20**	
Progress Measure	No progress measure is listed.	A progress measure is listed but is either not appropriate or there is no explanation for how it aligns with the specific skill to be taught	An appropriate progress measure is listed with an explanation for how it aligns with the specific skill being taught.	
Points	**0**	**10**	**20**	
Lesson 1 Script	No script for the lesson activities is included.	There is a narrative script for lesson 1 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 1 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 1 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Lesson 2 Script	No script for the lesson activities is included.	There is a narrative script for lesson 2 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 2 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 2 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Lesson 3 Script	No script for the lesson activities is included.	There is a narrative script for lesson 3 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 3 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 3 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Lesson 4 Script	No script for the lesson activities is included.	There is a narrative script for lesson 4 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 4 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 4 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Lesson 5 Script	No script for the lesson activities is included.	There is a narrative script for lesson 5 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 5 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 5 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Lesson 6 Script	No script for the lesson activities is included.	There is a narrative script for lesson 6 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 6 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 6 that includes all of the following: 1. What the teacher does and says 2. The correct student responses
Points	**0**	**10**	**20**	**30**
Correction Procedures	No correction procedures are included.	A correction procedure with the exact teacher script for all one lesson activity is described.	Correction procedures that include the exact teacher scripts for all 6 lesson activities are described.	
Points	**0**	**30**	**60**	
Student Materials	All student forms are not included in the lesson document.	All student forms are included in the lesson document.		
Noted	Absent	Present		
TOTAL	**300**			

E. Case Study Report. (300 points). Students will obtain written permission from a school-age child and their parent(s) and then implement a series of 6 reading, math, writing or study skills lessons created for the above assignment. In addition, the student will conduct weekly progress monitoring using an appropriate measure. The student will submit a draft and a final version of a written report about the case study intervention and progress data. The draft report will include selected report sections and the final report will include all the report sections.

The DRAFT report will include the following sections:

1. Background history of student that includes the following:
   - Pseudonym
   - Date of birth
   - Current age
   - Current grade
   - Date when reading problems began
   - Description of reading problems
2. Hypothesis of the reason for the skill deficits
3. Specific skill to be taught in the lessons
4. Explanation for why the intervention was selected and how it is expected to address the observed problem
5. Intervention frequency (lessons/week) and duration (minutes/lesson)
6. Appropriate progress measure used and description of how it measures the intervention skill

The FINAL report will include revised versions of the above and the following sections:

7. Graph displaying the following:
   - X axis labeled with dates of progress data collection
   - Y axis labeled with the range of possible point values on the progress measure
   - At least 3 baseline data points
   - At least 6 intervention data points
   - A goal line drawn from the students last baseline data point to the goal score
8. Detailed description that summarizes the student's progress data, including the effect size.
9. Recommended next steps to help the student
10. Reflection on the intervention process and what you would do differently in the future

SCORING RUBRIC FOR REPORT ON FOLLOWING PAGE

Scoring Rubric for Case Study Report

Criteria							
Background History	None of the following are included: Pseudonym, Date of birth, Current age, Current grade, Date when problem began, Description of problem	1 of the following are included: Pseudonym, Date of birth, Current age, Current grade, Date when problem began, Description of problem	2 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem	3 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem	4 of the following are included: Pseudonym, Date of birth, Current age, Current grade, Date when problem began, Description of problem	5 of the following are included: Pseudonym, Date of birth, Current age, Current grade, Date when problem began, Description of problem	All 6 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem
Points	**0**	**10**	**20**	**30**	**40**	**50**	**60**
Hypothesis	An hypothesis of the reason for the problem is not included				An hypothesis of the reason for the problem is included		
Points	**0**				**20**		
Specific Skill	Specific skill to be taught not included				Specific skill to be taught listed but not described	Specific skill to be taught listed and described	
Points	**0**				**10**	**20**	
Explanation	Explanation of why intervention was selected is not included				Explanation of why intervention was selected is included		
Points	**0**				**30**		
Frequency & Duration	The frequency and duration of the intervention are not included				The frequency and duration of the intervention are included		
Points	**0**				**10**		
Progress Measure	The specific approved progress measure used to collect weekly progress data is not described				An appropriate progress measure used to collect weekly progress data is listed but not described	An appropriate progress measure used to collect weekly progress data is listed and described	
Points	**0**				**10**	**20**	
Graph	Either no graph or a graph that displays none of the following: X axis labeled with dates of progress data collection, Y axis labeled with the range of possible point values on the progress measure, At least 3 baseline data points, At least 6 intervention data points, A goal line drawn from the students last baseline data point to the goal score	A graph that displays 1 of the following: X axis labeled with dates of progress data collection, Y axis labeled with the range of possible point values on the progress measure, At least 3 baseline data points, At least 6 intervention data points, A goal line drawn from the students last baseline data point to the goal score	A graph that displays 2 of the following: X axis labeled with dates of progress data collection, Y axis labeled with the range of possible point values on the progress measure, At least 3 baseline data points, At least 6 intervention data points, A goal line drawn from the students last baseline data point to the goal score	A graph that displays 3 of the following: X axis labeled with dates of progress data collection, Y axis labeled with the range of possible point values on the progress measure, At least 3 baseline data points, At least 6 intervention data points, A goal line drawn from the students last baseline data point to the goal score	A graph that displays 4 of the following: X axis labeled with dates of progress data collection, Y axis labeled with the range of possible point values on the progress measure, At least 3 baseline data points, At least 6 intervention data points, A goal line drawn from the students last baseline data point to the goal score	A graph that displays all 5 of the following: ● X axis labeled with dates of progress data collection ● Y axis labeled with the range of possible point values on the progress measure ● At least 3 baseline data points ● At least 6 intervention data points ● A goal line drawn from the students last baseline data point to the goal score	
Points	**0**	**10**	**20**	**30**	**40**	**50**	
Descriptive Summary	No description of outcomes is included	1 sentence with a description of outcomes is included		1 paragraph with a description of outcomes is included		2 or more paragraphs with a description of outcomes that describe the student's progress and the effect size is included	
Points	**0**	**10**		**20**		**40**	
Next Steps	No recommended next steps are included	1 recommended next step is included		A list of 2 recommended next steps is included		A list of 3 or more recommended next steps is included	
Points	**0**	**10**		**20**		**30**	
Reflection	There is not a final section of the report that includes a personal reflection about the intervention process and what things could be changed in the future			There is a final section of the report that includes a personal reflection about the intervention process and what things could be changed in the future			

Points	**0**	**20**
TOTAL	**300**	

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

   Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty. Note that late submission of research proposal assignments will affect your feedback and subsequent submissions.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([**PSY A618**]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone

Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn

Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. Firefox and Chrome are the recommended browsers to access Blackboard. You can access Blackboard Learn directly or from the UAA website Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (7th ed.). You can access information about the manual at the following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com*.

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

PSY A621 School Crisis Prevention, Intervention, and Response

Course Information

- Course Title: PSY A621 School Crisis Prevention, Intervention, and Response
- CRN #:
- Credits: 3, Graded A-F
- Term: Summer Year 1

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: On campus
- Day and Time: This course requires weekly reading, assignments, and eLearning modules.

Catalog Course Description

Introduces crisis prevention, intervention, and response and the role of the school psychologist in an educational setting with relation to the multitiered system of support (MTSS) framework. Uses the PREPaRE framework to develop an in-depth understanding of the prevention, protection, mitigation, response, and recovery in crisis situations. Adapts and applies crisis response to inform recovery and support within school psychology practice.

Course Prerequisite/Co-requisites: Admitted to the Master of Science in School Psychology - Specialist

Special Note: Requires completion of PREPaRE Workshop 1 (7 hrs) & PREPaRE Workshop 2 (13 hrs)

Student Learning Outcomes

At the completion of this course, the student will be able to:	**How will this outcome be assessed**	**NASP Domains**
1. Understand the role of the school psychologist in emergency management and crisis. preparation.	PREPaRE Workshop 1 Certificate PREPaRE Workshop 2 Certificate Discussion Board	6
2. Conduct suicide and nonsuicidal self -injury assessments in a culturally response, supportive manner.	Discussion Board Case Study Case Simulation	4, 6
3. Demonstrate knowledge of how to provide psychological triage, stabilize individuals in crisis, and support students, school personnel, and families during and after a crisis.	PREPaRE Workshop 2 Discussion Board Exam	4, 6
4. Conduct behavioral threat assessments, support safety planning, and provide postvention support in a multidisciplinary team environment.	Discussion Board Exam Case Study	2, 6
5. Apply ethical, legal, and professional practices in crisis response and management.	Discussion Board Exam Case Study	6, 10
6. Identify and practice self-care strategies as a component of crisis response and for the prevention of secondary trauma.	Self-Care Plan	6

Course Design

This course has weekly synchronous sessions via Zoom and uses Blackboard Ultra as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts

- Brock, S., Nickerson, A., Reeves, M. L., Conolly, C., Jimerson, S., Pesce, R., & Lazzaro, B. (2014). *School crisis prevention and intervention: The PREPaRE model* (2nd ed.). National Association of School Psychologists.
- Brock, Stephen, E. & Jimerson, Shane, R. (Ed) (2012). *Best Practices in School Crisis Prevention and Intervention, Second Edition*. NASP Publications.
- Harrison, S. L., Proctor, S. L., & Thomas, A. (2023). *Best practices in School Psychology* (7th ed). NASP. (Selected Chapters noted on course calendar below).

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
Week 1 *(Dates)*	Introduction to school crisis and prevention	Brock et al (2014) Chapter 1: Background Knowledge Brock et al. (2012) Section 1: Promoting Mental Health, and Preventing and Preparing for Crises	Start Here Module Week 1 Module
Week 2	Preparation for Crisis Response & Interventions	Brock et al. (2012): Ch. 12 & 13	Week 2 Module Discussion Board
Week 3	Understanding the Role of	Brock et al. (2012) Ch. 9-11	Week 3 Module Discussion Board

Week/ Date	***Topic***	***Readings***	***Activities/Assignments***
	Prevention in Crisis Response		
Week 4	PREPaRE Workshop 1	Pre-reading & videos from Workshop 1	Week 4 Module Posttest for Workshop 1
Week 5	PREPaRE Workshop 2	Pre-reading & videos from Workshop 2 Brock et al. (2012) Ch. 14-16	Week 5 Module Posttest for Workshop 2
Week 6	Cultural, Ethical, and Legal Considerations	Brock et al. (2012): Ch. 17-18	Week 6 Module Discussion Board Reflection Paper Due
Week 7	Self-Care	Brock et al. (2012): Ch. 20	Module 7 Discussion Board Self-Care Plan Due
Week 8	Supporting Specific Crises	Brock et al. (2012): Ch. 22, 29. 30-31	Module 8 Discussion Board
Week 9	Suicide & Violent Ideations	Brock et al. (2012): Ch.24-27	Module 9 Discussion Board Presentations
Week 10	Recovery & Evaluation	Brock et al (2012): Ch. 32-35 *Optional: Brock et al (2012): Ch. 36-37*	Module 10 Discussion Board Presentations (cont'd) NASP Practice Model Assignment Due
Week 11 *(Exam Week)*		*Final Exam*	Final Exam

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	***Description***	***Points***	***Due Date***
Participation and Attendance (10%)	Students will arrive on-time to all class sessions and be prepared to engage in class discussions and activities.	10 pts x 11 weeks = 110 points	Weekly assignments
Modules + Exit Ticket	Students will regularly post reflection statements and comment on at least 2 other students' reflections regarding each week's discussion involving crisis prevention, intervention, and response ***prior*** to attending class each week.	5 points each week x 11 weeks = 55 points	Weekly assignments
PREPaRE Workshop 1: Comprehensive Safety Planning: Prevention Through Recovery	Students will complete the 6.5 hour PREPaRE Workshop 1 where they will learn the components of emergency response and management.	150	Certificate due 1 week after completion of PREPaRE Workshop 1
PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools	Students will complete the 13.5 hour PREPaPRE Workshop 2 course where they will learn the fundamentals of delivering crisis response mental health interventions.	200	Certificate due 1 week after completion of PREPaRE Workshop 2
Reflection Paper 1: Understanding psychological triage and safety planning	Students will write a 3-6 page paper where they will reflect on what they understand about psychological triage, the nuances of safety planning, and the importance of a multidisciplinary team in threat assessments.	100	Week 9
NASP Practice Model Assignment	In alignment with Domain 6: Services to Promote Safe & Supportive Schools, where they will choose to upload a model emergency operations plan, crisis response plan following a critical incident, or a safety plan from a behavioral threat assessment for a mock school district.	85	Week 10

Assignments	*Description*	*Points*	*Due Date*
Self-Care Plan	Students will develop a self-care plan and write a 2-5 page reflection paper identifying areas of strength where they currently practice strong self-care practices as well as areas of potential need for growth to expand their skills.	80	Week 7
Presentation	Utilizing a vignette case study, students will share the ethical, legal, and professional implications in crisis care management and response.	70	Week 10
Final Exam	Students will complete a final exam on all details involving crisis response, safety planning, behavioral threat assessments and safe suicide care.	150	Week 11
TOTAL Points		**1000**	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Course Policies

a. Evaluation: Successful completion of all assignments.

b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.

c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely

communication as well as preparation for class discussions and activities. Students may miss one class without a point penalty or prior approval.

Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.

e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.

f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([**PSY A6XX**]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan
This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone
Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Ultra Learn
Blackboard Ultra is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. Firefox and Chrome are the recommended browsers to access Blackboard. You can access Blackboard Learn directly or from the UAA website Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit Blackboard Support, or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.
Permissions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction.
One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Therefore, you should not make any reproductions of any of the content posted in the Blackboard shell. You should not distribute any of the content to any other party. The content in Blackboard is for your private study in the mastery of this subject matter.

This course may not be recorded (through video, audio, or photographs) without permission of the instructor.
Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the APA *Publication Manual* (7th ed.). You can access information about the manual at the

following website: http://www.apastyle.org or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

Consortium Library link
Disability Support Services (DSS)
Informational Technology (IT) Services
Learning Commons
UAA Care Team

UAA provides mental health services to support the academic success of students. The Student Health and Counseling Center and the Psychological Services Center both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

Academic Integrity
Incomplete Grades
Safety on Campus
UAA Compliance, Rights, and Title IX
Student Code of Conduct
Smoke and Tobacco-Free

SCHOOL PSYCHOLOGY PROGRAM

Practicum and Internship Field Supervisor Evaluation of Candidate
PERFORMANCE-BASED COMPETENCIES

Candidate Name: _____ Practicum Student ___ Intern ___

Field Supervisor: _____ Date of Evaluation: _____

Directions: This evaluation tool is completed at the end of the fall and spring semesters during both Practicum (PSY 695D) and Internship (PSY 695E) by the candidate and supervisor. Supervisor evaluation of candidates is based upon observation, reports from teachers, students, parents, and candidate self-assessment. Please note that this tool examines the developmental growth of candidates from practicum through internship. It is essential to read each item to carefully determine the candidate's level of competence according to the scale provided. This tool should be used to plan activities that enable the candidate to demonstrate each competency. In rare cases, there may be no opportunity in the placement for the candidate to demonstrate a competency. In these cases, the candidate must be proactive by consulting with the course instructor. A rating of one may be used to indicate lack of opportunity, but this should be limited. Ratings of 0 are never acceptable and will result in a plan of remediation following the steps outlined in the Program Handbook.

Practicum candidates: At the end of the fall and spring semesters of practicum, candidates are rated on 23 skill areas and 10 work dispositions and characteristics**.** Candidates are expected to complete practicum with ratings of 2 for a Meets Expectations score of 42. Ratings at end-year of practicum are shared with university internship supervisor to tailor supervision and supports during the internship transition. For areas rated below 2, field supervisors and candidates must provide supplemental information on candidate skills, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship. The course instructor will review the information and determine the candidate's final course grade. In some cases, extension of the practicum may be required; in such cases, the remediation plan steps outlined in the Program Handbook will be followed. In other cases, the information will be used to provide support during the transition to internship.

Internship Candidates: At the end of the fall and spring semesters of internship, interns are rated on 34 competencies and 10 work dispositions and characteristics. It is expected that interns will obtain scores of at least 3 on all items by the end of internship for a Meets Expectations score of 102. If at the final evaluation the intern has failed to demonstrate the required competencies and work characteristics at a level of 3, the candidate and field supervisor will submit statements indicating whether the candidate has or has not met the standard at a level sufficient to enter the profession. The course instructor will review the internship evaluation data and statements and make the final decision about the candidate's course grade. In some cases, final ratings of 2 (Emerging) may result in extension of the internship to provide more opportunities for the intern to demonstrate competencies and work characteristics. In other cases, final ratings of 2 (Emerging) will not require extension of the internship. If, at any time, an intern receives ratings of 0 (Unsatisfactory) on any competency or work characteristic, a remediation plan is put into place following the steps outlined in the Program Handbook. If unsatisfactory ratings continue, the program or the site supervisor may decide to terminate the internship. If a field supervisor or the program terminates an internship placement, the student will fail the internship course and, unless there are extenuating circumstances, will not be eligible for another placement.

Use these ratings to evaluate candidate's skills in the following practice areas:

0: Unsatisfactory	1: Novice (limited experience or opportunity)	2: Intermediate (practical application)	3: Advanced (applied theory)	4: Expert (recognized authority)
The candidate does not display the knowledge and skills to perform the competency in the field even with opportunities to practice, extensive supervision, and guidance from the field supervisor.	There has been no opportunity in the field setting. Or the competency is new and the candidate requires continuous and extensive supervision to apply the competency in the field setting.	Candidate skills are developing through experience in the field. Understands and can discuss terminology, concepts, and issues related to the competency. Expected to need help performing the competency in the field setting.	Candidate is applying and enhancing knowledge and skills in the field. Applies knowledge and skills needing minimal guidance for success. Help from supervisor is needed periodically but can usually perform the skill independently.	Candidate demonstrates performance level of an independently practicing, highly competent school psychologist. Recognized as a resource for colleagues, capable of coaching others in the application of the skill.
Unacceptable at any point in training	***During practicum***	***End of practicum***	***End of internship***	***School psychologist practitioner***

Domain 1: Data-Based Decision Making							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
1	Candidate accurately **analyzes assessment data** to identify evidence-based instruction to improve academic, SEB and/or life skills skills.	Candidate **inaccurately analyzes** data to identify and develop instruction interventions and supports.	Candidate has **emerging** understanding of data analysis. Requires **high supervision** to accurately analyze data.	Candidate has **conceptual understanding** of data analysis methods. Needs **appropriate supervision** to accurately analyze data.	Candidate **uses knowledge** to **independently** and accurately analyze data.	Candidate uses **advanced knowledge** to model best practices in data analysis.	
2	**Candidate uses data to understand, develop or evaluate** practices that promote relevant family school collaboration	Candidate is unable to use data to understand, develop, or evaluate family-school collaboration practices.	Candidate has **limited** skill in using data to understand, develop, or evaluate family-school collaboration practices.	Candidate has **emergin**g skill in using data to understand, develop, or evaluate family- school collaboration practices.	Candidate is **competent** in using data to understand, develop, or evaluate family-school collaboration practices.	Candidate is **proficient** in using data to understand, develop, or evaluate family-school collaboration practices.	

Domain 1: Data-Based Decision Making							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
3	Candidate **systematically evaluates the effectiveness** of academic and social emotional, behavior (SEB), and/or life skills interventions, and supports **using technology to** monitor skill growth (e.g., progress monitoring)	Candidate i**nappropriately or inaccurately** evaluates the effectiveness of academic, SEB and/or life skills instruction interventions and supports.	With **high supervision**, candidate effectively and appropriately evaluates the effectiveness of academic, SEB and/or life skills instruction, interventions, and supports.	With **appropriate supervision**, candidate effectively and appropriately evaluates the effectiveness of academic, SEB and/or life skills instruction, interventions, and supports.	**Systematically and independently** evaluates the effectiveness of academic, SEB and/or life skills instruction, interventions and supports.	Candidate **models best practices** in the systematic evaluation of academic, SEB and/or life skills instruction, interventions and supports.	

Domain 1. Data-Based Decision Making							
The following items are rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
4	Candidate **systematically evaluates the effectiveness** of interventions **and applies modifications** for academic skills, student social emotional, behavior (SEB), and/or life skills based on data	Candidate **inappropriately or inaccurately** evaluates or modifies the effectiveness of academic SEB and/or life skills interventions and supports	With **high supervision,** candidate appropriately evaluates and modifies the effectiveness of academic, SEB and/or life skills interventions and supports.	With **appropriate supervision,** candidate appropriately evaluates and modifies the effectiveness of academic, SEB and/or life skills interventions and supports.	**Systematically** evaluates and modifies the effectiveness of academic, SEB and/or life skills interventions and supports.	Candidate **models best practices i**n the systematic evaluation and modification of academic, SEB and/or life skills interventions and supports.	

Domain 2: Consultation and Collaboration							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
5	Candidate **effectively communicates assessment results** to a problem solving team or an evaluation team.	Candidate **ineffectively or inappropriately** communicates assessment results **Regular, intensive supervision** and additional practice is needed.	Candidate demonstrates **limited skills** sharing assessment results. Has difficulty summarizing, reads directly from report. **Supervisor directly**	Candidate demonstrates e**merging skills** in sharing assessment results. Is able to accurately summarize information from the report. **Supervisor assists** with	Candidate demonstrates **strong** communication skills when sharing results. Is able to clearly and accurately summarize information and responds to most	Candidate demonstrates **Exceptional** skills **w**hen sharing assessment results. Is able to summarize complex information and answers questions **independently,**	

Domain 2: Consultation and Collaboration							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
			assists the candidate in communicating.	communicating results.	questions **independently and appropriately.**	**appropriately, and thoughtfully.**	
6	Candidate **effectively collaborates** with school staff to support students' academic, mental health, social emotional, and life skills. **Appropriately communicates** with school staff within limits of confidentiality to best support students.	Candidate **ineffectively** or **inappropriately** collaborates and communicates with school staff to support student needs.	Candidate demonstrates **emerging skills** in collaborating and communicating with school staff to support student needs.	Candidate demonstrates **competency** in collaborating and communicating with school staff to support student needs.	Candidate **consistently and effectively** collaborates and communicates with school staff to support student needs.	Candidate **models best practices** and demonstrates **exceptional** communication and collaboration skills when working with school staff to support student needs	

Domain 2. Consultation and Collaboration							
The following item is rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
7	Candidate **collaborates** with school-based teams in the implementation of prevention based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) **to reduce risk and increase protective factors**	Candidate cannot effectively collaborate with school-based teams to implement prevention-based programs.	Candidate **has not had opportunities to collaborate** with school-based teams in the implementation of prevention-based programs.	Candidate is **aware of and/ or observes** school-based team collaboration in the implementation of prevention-based programs.	Candidate **collaborates** with school based teams in the implementation of prevention-based programs.	Candidate **facilitates** school-based team collaboration in the implementation of prevention-based programs.	

Domain 3. Academic Interventions and Instructional Supports							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
8	Candidate **selects, collects and properly stores** valid, reliable and appropriate **assessments** from a variety of methods (record review, interview, observation, tests) and from a variety of sources (parents, teachers, students) to assess student academic strengths and needs.	Candidate has an **inaccurate** understanding of assessment methods and is not able to select and collect appropriate assessment data.	Candidate has **emerging** understanding of assessment methods. Needs **high supervision** to select and collect appropriate assessment data.	Candidate has a **conceptual understanding** of assessment methods. Needs **appropriate supervision** to select and collect assessment data.	Candidate **uses knowledge** to **independently** select and collect appropriate assessment data. May consult on challenging cases.	Candidate **uses advanced knowledge** in selecting and collecting assessment data.	
9	Candidate effectively **communicates assessment findings in a written report** that includes background information, behavioral/testing observations, assessment results interpretation, and appropriate recommendations.	Candidate demonstrates **poor skills** in report writing. Reports lack clarity, professionalism and Includes **many** grammatical or technical errors.	Candidate demonstrates **emerging skills** in report writing. Reports include grammatical or technical errors.	Candidate demonstrates **competency** in report writing. Reports are **professional** and include **very few** grammatical errors and no technical errors.	Candidate demonstrates **strong** report writing skills. Reports are **professional, clear,** and free from grammatical and technical errors.	Candidate **consistently** Demonstrates **exceptional** report writing skills. Reports are **professional, clear and skillfully communicate assessment findings.**	

Domain 3. Academic Interventions and Instructional Supports							
The following item is rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
10	Candidate **effectively implements or guides implementation** of evidence-based individual or small group academic interventions (e.g., reading, writing, math, or executive functioning).	Candidate **is unable to** effectively implement or guide implementation of individual or small group academic interventions.	Candidate has awareness of and/ or **observes** the implementation of individual or small group academic interventions**.**	With **occasional supervision**, candidate **effectively implements or guides implementation of** individual or small group academic interventions	Candidate **independently and effectively implements or guides implementation** of individual or small group academic Interventions.	Candidate **models best practices** in the implementation of individual or small group academic Interventions.	

Domain 4. Mental and Behavioral Health Services and Interventions							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
11	Candidate demonstrates awareness of the **impact of cultural, biological, and environmental factors** on behavioral presentation, social emotional skills, and life skills	Candidate is **not sensitive** to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate has **emerging sensitivity** to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills, and life skills	Candidate **demonstrates sensitivity** to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate **practices in a manner that is sensitive** to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate **consistently and skillfully** practices in a manner that is sensitive to the impact of cultural, biological and environmental factors on behavioral presentation social emotional skills and life skills	
12	Candidate **effectively implements or guides implementation of** behavior Interventions plans (BIP)	Candidate **is unable to** implement or guide implementation of BIPs	Candidate **is aware of** the implementation of BIPs and **contributes with high supervision**	With **supervision,** candidate **implements or guides implementation of** BIPs	Candidate **independently and effectively implements or guides implementation of** BIPs	Candidate **models best practices** in the implementation of BIPs	

Domain 4. Mental and Behavioral Health Services and Interventions							
The following items are rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
13	Candidate **uses technology to collect** and **analyze behavioral assessment data** to effectively conduct a Functional behavior Assessment (FBA)	Candidate **lacks** understanding of FBA methods and is not able to select, collect, and analyze FBA data.	Candidate has **Emerging** understanding of FBA methods. Needs **high supervision** to select, collect, and analyze FBA data	Candidate has **conceptual under-standing** of FBA methods. Needs **appro-priate supervision** to select collect, and analyze FBA data	Candidate **uses knowledge** to select, collect, and appropriately analyze FBA data.	Candidate **uses advanced knowledge to model best practices** in selecting, collecting, and analyzing FBA data.	
14	Candidate **effectively implements** evidence-based individual or small group counseling or social skills interventions.	Candidate **does not** effectively implement individual or small group counseling or social skills interventions.	Candidate **is aware of** implementation of counseling or social skills interventions and **contributes with high supervision.**	With **appropriate supervision**, candidate **implements** individual or small group counseling or social skills interventions.	Candidate **independently implements** individual or small group counseling or social skills interventions.	Candidate **models best practices** in the implementation of individual or small group counseling or social skills interventions.	

Domain 5. School-wide Practices to Promote Learning							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
15	Candidate **systematically assesses the quality of research** to **critically evaluate the evidence base** related to promoting schoolwide learning and mental health.	Candidate has **ineffective** understanding of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate has **emerging understanding** of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate has **conceptual understanding** of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate **uses knowledge** of research findings as the foundation for developing or promoting implementation of **schoolwide** practices and policies.	Candidate **uses advanced knowledge** of research findings as the foundation for developing or promoting implementation of **schoolwide** practices and policies.	
16	Candidate is **sensitive** to individual characteristics, learning needs, and culture related to **schoolwide** programs and policies	Candidate is **insensitive** to individual characteristics, learning needs, and cultures related to **schoolwide** practices and policies.	Candidate demonstrates **emerging sensitivity** of individual characteristics, learning needs and cultures related to **schoolwide** practices and policies.	Candidate **demonstrates sensitivity** to individual characteristics, learning needs and cultures related to **schoolwide** practices and policies.	Candidate **practices** in a manner that is sensitive to individual characteristics learning needs, and cultures related to **schoolwide** practices and policies.	Candidate consistently **practices in a manner** that is sensitive to individual characteristics, learning needs, and cultures related to **schoolwide** practices and policies.	

Domain 5. School-wide Practices to Promote Learning							
The following items are rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
17	Candidate **engages in systems-level problem solving** (e.g., MTSS team) with colleagues to plan, implement, and/or evaluate **schoolwide** practices that promote learning and mental health	Candidate **unable to engage** in **systems-level** problem-solving with key stakeholders	Candidate is **aware** of systems-level problem solving, but has not had the opportunity to become involved.	Candidate **observes systems-level** problem solving to develop **schoolwide** practices.	Candidate **participates** in **systems-level** problem solving process to develop **schoolwide** practices.	Candidate **facilitates a systems-level** problem-solving process to develop **schoolwide** practices.	
18	Candidate **engages in school-wide reviews of data** (e.g., universal screening, attendance, discipline) to understand, develop, promote, and/or evaluate the effectiveness of the implementation of **schoolwide** policies and practices.	Candidate **unable to engage** in school- wide reviews of data, has **limited** skills in using data.	Candidate is **aware** of school-wide reviews of data, but has not had the opportunity to become involved.	Candidate observes as others engage in school-wide reviews of data, has **emerging** skill in using data to develop, implement, and/or evaluate **schoolwide** policies and practices.	Candidate participates in school-wide reviews of data, is **competent** in using to develop, implement, and/or evaluate **schoolwide** policies and practices.	Candidate facilitates school-wide reviews of data, is **proficient in** using data to develop, implement, and/or evaluate **schoolwide** policies and practices.	

Domain 6. Services to Promote Safe and Supportive Schools							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
19	Candidate **systematically reviews the quality of research** to critically **evaluate the evidence base** to address systemic risk factors (e.g. truancy, dropout, bullying, suicide, or school violence) and promote wellness and resilience.	Candidate **does not understand** risk factors contributing to systemic problems and/or practices to promote wellness.	Candidate has a **limited** understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has **emerging** understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has **a conceptual understanding** of risk factors contributing to systemic problems and/ or practices to promote wellness	Candidate **uses knowledge** of risk factors in collaborating to address risk factors contributing to systemic problems and/ or practices to promote wellness.	
20	Candidate **demonstrates knowledge of relevant standards, regulations and school-level procedures** in crisis and prevention work.	Candidate **does not understand** standards, regulations, and school-level crisis procedures and prevention work.	Candidate has a **limited** understanding of **standards, regulations and school-level procedures** in crisis and prevention work.	Candidate has **emerging** under-standing of **relevant standards, regulations and school-level procedures** in crisis and prevention work.	Candidate has **a conceptual under-standing** of **relevant standards, regulations and school-level procedures** in crisis and prevention work.	Candidate uses **knowledge of relevant standards, regulations and school-level procedures** in crisis and prevention work.	

Domain 6. Services to Promote Safe and Supportive Schools							
The following items are rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
21	Candidate **demonstrates awareness** of the role of **culture and context** in risk and prevention practices.	Candidate is **unaware or unwilling to acknowledge** the role of culture and content in risk and prevention practices.	Candidate has a **limited awareness** of the role of culture and context in risk and prevention practices.	Candidate has **emerging awareness** of the role of culture and context in risk and prevention practices.	Candidate has **clear awareness** of the role of culture and context in risk and prevention practices.	Candidate **uses awareness** of the role of culture and context in risk and prevention system wide to inform practice.	
22	Candidate **develops, has awareness of,** and/or **implements** existing crisis prevention and intervention services.	Candidate has **inaccurate knowledge** of school crisis and prevention plans and protocols.	Candidate has **limited knowledge** of school crisis prevention plans and protocol.	Candidate has **knowledg**e of school crisis prevention plans and protocols.	Candidate **displays or is capable of displaying supervised implementation** of school crisis prevention plans and protocols.	Candidate **actively participates** on crisis team and contributes knowledge of best practice (e.g. PREPaRE curriculum).	

Domain 7. Family, School, and Community Collaboration							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
23	Candidate **evaluates research** as a foundation for effective service delivery to promote family-school collaboration.	Candidate has **limited** understanding of evidence-based practices that promote family- school collaboration.	Candidate has **emerging understanding** of evidence-based practices that promote family- school collaboration.	Candidate has **conceptual understanding** of evidence-based practices that promote family-school collaboration.	Candidate **uses knowledge** of research findings as the foundation for promoting family- school collaboration.	Candidate **uses advanced knowledge** of research findings as the foundation for promoting family- school collaboration.	
24	Candidate is **sensitive** to family characteristics, learning needs, and culture when engaging with families.	Candidate is **insensitive** to family characteristics learning needs, and cultures.	Candidate demonstrates **emerging sensitivity** of family characteristics, leaning needs and cultures.	Candidate **demonstrates sensitivity** to family characteristics, learning needs and cultures.	Candidate **practices** in a manner that is sensitive to family characteristics, learning needs, and cultures.	Candidate **consistently practices** in a manner that is sensitive to family characteristics, learning needs, and cultures.	
25	Candidate **engages families** to promote student success (e.g. learning, positive behavior, and/ or social-emotional health).	**Rarely or ineffectively** engages families.	Demonstrates **emerging skills** when engaging families in promoting student success.	**Consistently and effectively** engages families in promoting student success.	**Facilitates family engagement through** effective collaboration with caregivers and colleagues through shared discussion and joint decision making.	Is able to **model** effective family engagement with and among colleagues through shared discussion and joint decision making.	

Domain 8. Equitable Practices for Diverse Student Populations							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
26	Candidate applies knowledge of best practices concerning academic assessment instruction, intervention. And supports for students with **developmental differences**, and abilities/ disabilities	Candidate has **ineffective** understanding of best practices to support academic outcomes of students with developmental differences, and abilities/disabilities.	Candidate has **limited understanding** of best practices to support academic outcomes of students with developmental differences and abilities/disabilities.	Candidate has an **emergin**g **understanding** of best practices to support the academic outcomes of students with developmental differences, and abilities/disabilities.	Candidate has a **conceptual understanding** of best practices to support the academic outcomes of students developmental differences, and abilities/disabilities.	Candidate **models** the use of best practices to support the academic outcomes of students with developmental differences, and abilities/ disabilities.	
27	Candidate demonstrates knowledge of cultural variables in academic assessment, instructional interventions, and supports for students.	Candidate has an **ineffective** understanding of cultural variables in academic decision-making.	Candidate has **emerging** understanding of cultural variables in academic decision-making.	Candidate has a **conceptual understanding** of cultural variables in academic decision-making.	Candidate **uses knowledge of** cultural variables to select academic assessment instruction, intervention, and supports.	Candidate **models** the use of cultural variables to select academic assessment, instruction, intervention and supports.	

Domain 8. Equitable Practices for Diverse Student Populations							
The following items are rated during internship only.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
28	**Advocates for access** to supports within the school and community for all families.	Candidate has **limited** skill in promoting family engagement practices and community supports.	Candidate has **emerging** skill in promoting family engagement practices and community supports.	Candidate is **competent** in promoting family engagement practices and community supports.	Candidate is **proficient** in promoting family engagement Practices and community supports.	Candidate is **highly skilled** in promoting family engagement practices and community supports.	
29	Candidate **promotes fairness in** school policies and programs	Candidate is not committed to the promotion of fairness in policies and programs.	Candidate has **limited** knowledge of promoting fairness in policies and programs.	Candidate has **emerging** knowledge of how to promote fairness in policies and programs.	Candidate has a **conceptual understanding** of how to promote fairness in policies and programs.	Candidate **uses knowledge** to promote fairness in school policies and programs.	

Domain 9. Research and Evidence-Based Practice							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
30	**Candidate evaluates** a cumulative body of **research** as a foundation for effective service delivery to support student academic skill development (e.g., reading, writing, math, and executive functioning skills).	Candidate **ineffectively** evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.	Candidate has **emerging skills** in the evaluation and synthesis of research. **Initial use of** research as a foundation for service delivery.	Candidate demonstrates **basic skills** in the evaluation and synthesis of research and **can use research** as a foundation for service delivery.	Candidate demonstrates **strong skills** in the evaluation and synthesis of research. **Consistently** uses research as a foundation for effective service delivery.	Candidate demonstrates **exceptional skills** in the evaluation and synthesis of research. **Shares advanced knowledge** of research with others.	
31	Candidate **evaluates** a cumulative body of **research** findings to support student mental health, behavior social, emotional, and life skills	Candidate **ineffectively** evaluates and synthesizes research. Does not use research to guide practice.	Candidate has **emerging skills** in the evaluation of research, **Sometimes** uses research to guide practice.	Candidate demonstrates **competency** in the evaluation of research. **Frequently** uses research to guide practice.	Candidate demonstrates **strong skills** in the evaluation and synthesis of research **Consistently** uses research as a foundation for service delivery.	Candidate demonstrates **exceptional skills** in the synthesis of research. **Shares knowledge** of research with others to promote effective service delivery	

Domain 10. Legal, Ethical, and Professional Practice							
The following items are rated in practicum *and* internship.							
#	**Candidate skill** *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*	**Rating**
32	Candidate demonstrates knowledge of legislation and regulations relevant to general and special education systems.	Candidate has **inaccurate** understanding of legislation and regulations relevant to general and special education systems.	Candidate has **emerging understanding** of legislation and regulations relevant to general and special education systems.	Candidate has **Basic understanding** of legislation and regulations relevant to general and special education systems. Requires support from supervisor.	Candidate **uses knowledge t**o assist school personnel an families adhere to general and special education regulations.	Candidate u**ses advanced knowledg**e to assist school personnel and families adhere to general and special education regulations.	
33	Candidate understands and adheres to federal and state regulations in the determination of eligibility for special education.	Candidate demonstrates **inaccurate knowledge and/or does not apply knowledge** of legal ethical and professional practice.	With **high supervision,** candidate demonstrates and applies knowledge of legal, ethical, and professional practice.	With **appropriate supervision,** candidate demonstrates and applies knowledge of legal, ethical, and professional practice.	Candidate **independently** demonstrates and applies knowledge of legal, ethical and professional practice. **May seek input** for cases.	Candidate uses **advanced knowledge** to **independently and consistently** engage in professional, legal, and ethical practices.	
34	Candidate **demonstrates knowledge of legislation** (e.g. FERPA) **and regulations** (e.g. procedural safeguards) related to the rights of families.	Candidate has **limited** understanding of legislation and regulations relevant to the rights of families	Candidate has **emerging understanding** of legislation and regulations relevant to the rights of families	Candidate has **conceptual understanding** of legislation and regulations relevant to the rights of families	Candidate **uses knowledge** to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families	Candidate **uses advanced knowledge** to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families	

Total Score at the End of Practicum _____/92
Meets Expectations = Minimum score of 46

Total Score at the End of Internship _____/136
Meets Expectations = Minimum score of 102 (with no scores below 3)

Practicum ratings (skip for internship placement)

1. Were any of the ratings in the above form below a 2? Yes ___ No ___
    a. If yes, complete the following section.
    b. If no, skip this section and complete the work dispositions and characteristics section
2. If yes, please list the Number and Candidate Skill and provide a summary of the candidate's current skills in that area, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship.

Number	Candidate Skill	Summary of Current Skill	Opportunities in the Placement

3. Please describe the candidate's preparedness to progress to internship:

Professional Dispositions and Work Characteristics

Please evaluate the candidate's **professional dispositions** and **work characteristics** according to the following criteria:

0: Unsatisfactory	1: Inconsistent	2: Emerging	3: Competent	4: Exemplary
The candidate does not display the required behaviors to the degree necessary for successful performance in schools at this time, remediation is necessary.	Candidate has the necessary behaviors in his/her repertoire but is inconsistent in employing them in the school setting or has not had the opportunity.	Candidate has the necessary behaviors in their repertoire, employs them with guidance from the field supervisor.	Candidate has the necessary behaviors and employs them appropriately in school situations.	Candidate not only has the necessary behaviors but engages in exemplary conduct appropriate for modeling by other professionals.

Disposition/Characteristic	Rating 0-4
1. Demonstrates accountability to self and others	
2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others	
3. Demonstrates effective interpersonal awareness and communication skills	
4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures	
5. Demonstrates initiative in soliciting, accepting, and integrating feedback	
6. Demonstrates self-awareness of mental and emotional stability, and ability to manage stress	
7. Demonstrates and integrates ethical and legal standards and principles of the profession	
8. Demonstrates progress towards independence as school psychologist	
9. Demonstrates engagement in reflective activities	
10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the differences of all others	

Total Score at the End of Practicum _____/40
Meets Expectations = Minimum score of 20

Total Score at the End of Internship _____/40
Meets Expectations = Minimum score of 32
(with no scores below 3)

Please Describe the Candidate's Strengths:

Please Describe the Candidate's Continued Areas of Growth:

Supervisor Name:	Candidate Name:
Supervisor Signature:	Candidate Signature:
Date:	Date: