The Florida Agricultural and Mechanical University

Tallahassee, Florida 32307
Course Outline

Course Numbers
SPS 6205

Course Title
Advanced Consultation Techniques

Credits
3

Clock Hours Per Week
9

Department: Psychology
College: Arts and Sciences or College of Education

Prerequisites: Acceptance to School Psychology Graduate Program.

Required Textbooks:


LiveText Electronic Membership - Required

Faculty Member: Dr. DeAnna M. Burney
Term and Year: Spring 2009-20010

Office Location: Gore Education Center, Unit C, Rm. 301
Campus Telephone: 412-7870

Office Hours

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<tr>
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<th>Monday</th>
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<th>Wednesday</th>
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<tr>
<td>(Others by Appointment)</td>
<td>11:30 AM – 1:00 PM</td>
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Course Description

This course is designed to provide students with a fundamental knowledge base of educational professionals (school psychology, counselor educators, and school social work) as an applied science in the fields of Psychology and Education. This course will discuss the historical and current foundations of school and community consultation, examine the various roles and functions of school psychologists, school counselors, and school social workers, focus on topics of professional evaluation and accountability, examines such topics as training, professional standards, issues of accreditation, and professional development, discuss professional practitioner challenges, best practices in delivering services in both educational and mental health settings, as well as historical and current ethics and law for practice and service delivery to students with disabilities. Emphasis will be given to service delivery within the context of IDEA – Response to Intervention (RTI), No Child Left Behind, and Read First for School Age students.
State and National Professional Standards for Training:
RTI-TOT Module Adherence

This course adheres to guidelines of the National Association of School Psychologists, the Florida Adopted Subject Area Competencies (FASAC), Accomplished Practices, and the Sunshine State Standards. The conceptual framework, which guides the work for this course, is the Integrated Model.

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The School Psychology Program, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional school psychologists and Counselor Educators who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The School Psychology Program endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, ESOL Performance Standards and those guidelines and standards from other learned societies and professional organizations.

The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework:

The Unit’s Conceptual Framework is consistent with and complements the College of Education and the University’s Mission statements. The shared vision of the Professional Education Unit is to prepare exemplary professionals who are able to go into the educational institutions of Florida, the nation and the world armed with knowledge, skills, and dispositions that will facilitate learning for students, support interactions and partnerships with community stakeholders, and engender on-going professional development for themselves and others. The conceptual framework provides direction for programs, courses, teaching, candidate performance, scholarship, service, and Unit accountability. It describes an exemplary School Psychology professional who is exemplary in knowledge, reflection, and commitment to democratic values and service to diverse communities.

The School Psychology Program at Florida A&M University is committed to training professionals who have expertise in the depth and diversity of both psychology and education. This training is accomplished within a Scientist-practitioner model, which emphasizes comprehensive school psychological services using a social and cognitive behavioral learning theory orientation that recognizes the impact of children and their families’ individual differences.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1
  • Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

• CF 2
  • Through this focal area, the FAMU professional education candidate will:

| CF: 2.3 (K) | Knows fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitates access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

• CF 3
  • Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: | Interact with students, families and other stakeholders in a manner |
### CRITICAL THINKING

- **CF4**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F</th>
<th>I</th>
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<tbody>
<tr>
<td>4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>4</td>
<td>1,4</td>
</tr>
<tr>
<td>4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>1,4</td>
<td>1,8</td>
</tr>
<tr>
<td>4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>8</td>
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### PROFESSIONALISM

- **CF 5**
- Through this focal area, the FAMU professional education candidate will:

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<th>CF:</th>
<th>Description</th>
<th>F</th>
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<tbody>
<tr>
<td>5.1 (K)</td>
<td>Know the content</td>
<td>8</td>
<td>1</td>
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<tr>
<td>5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>3,7</td>
<td>9</td>
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<tr>
<td>5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
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<tr>
<td>5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>7</td>
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<tr>
<td>5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>2</td>
<td>6</td>
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<tr>
<td>5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>9</td>
<td>5,9</td>
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### URBAN/RURAL EDUCATION

- **CF6**
- Through this focal area, the FAMU professional education candidate will:

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<th>CF:</th>
<th>Description</th>
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<tr>
<td>6.1 (S)</td>
<td>Be able to work in school settings with varied levels of human and material resources.</td>
<td>9,10,11</td>
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<tr>
<td>6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>11</td>
<td>3</td>
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<tr>
<td>6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>5, 11</td>
<td>2,3</td>
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<tr>
<td>6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>5,11</td>
<td>6</td>
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Upon the completion of this course the exemplary professional educator will:

1. Identify and discuss the role of a consultant as one of change and innovation. (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0., FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

2. Demonstrate knowledge of professional issues and standards in school psychology. (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0., FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.).

3. Demonstrate knowledge of the roles and functions of professional educators (i.e., school psychologists and counselors) when determining a student’s eligibility for special education and alternative service delivery systems (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0, FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

4. Critically discuss state and national legislation set to improve student learning (IDEA 2004, NCLB, and Read First (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0, FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

5. Demonstrate the ability to critically discuss current controversial issues in eligibility determination for students who need assessment for possible ESE services (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

6. Demonstrate knowledge of the need to apply the Response to Intervention processes prior to psychological assessment (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0, FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

7. Identify, develop, and evaluate research based interventions for students demonstrating academic and or behaviors difficulty (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0, FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

8. Provide a background to understand the environment created by the teaching profession. School Psychology trainees will become familiar with the most effective methods for instructing and guiding all students, including those that are physically, mentally, economically, socially, emotionally, culturally and linguistically different (ESOL) (INTASC 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0, FEAPS, 1.0, 2.0., 3.0., 4.0., 5.0., 6.0., 7.0., 8.0., 9.0., 10.0; ESOL, 2.0.5.0., 13.0., 14.0., 18.0., 19.0.,22.0., 24.0.; SAE 14.0., 15.0., 16.0., 17.0., 18.0., 19.0., 20.0., 24.0., 25.0., 26.0.; NASP 2.2., 2.3., 2.5., 2.6., 2.8., 2.10.)

9. Discuss best practices in delivering services in both educational and mental health settings, as well
as historical and current ethics and law for practice and service delivery to students with disabilities (INTASC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, FEAPS, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0; ESOL, 2.0.5.0, 13.0, 14.0, 18.0, 19.0, 22.0, 24.0; SAE 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0, 24.0, 25.0, 26.0; NASP 2.2, 2.3, 2.5, 2.6, 2.8, 2.10.)

10. Identify and discuss the consultee resistance factors (INTASC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, FEAPS, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0; ESOL, 2.0.5.0, 13.0, 14.0, 18.0, 19.0, 22.0, 24.0; SAE 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0, 24.0, 25.0, 26.0; NASP 2.2, 2.3, 2.5, 2.6, 2.8, 2.10.)

11. Assist individuals and groups in establishing a helping alliance within schools and mental health facilities (INTASC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, FEAPS, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0; ESOL, 2.0.5.0, 13.0, 14.0, 18.0, 19.0, 22.0, 24.0; SAE 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0, 24.0, 25.0, 26.0; NASP 2.2, 2.3, 2.5, 2.6, 2.8, 2.10.)

12. Demonstrate effective consultation skills and organization structure (INTASC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, FEAPS, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0; ESOL, 2.0.5.0, 13.0, 14.0, 18.0, 19.0, 22.0, 24.0; SAE 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0, 24.0, 25.0, 26.0; NASP 2.2, 2.3, 2.5, 2.6, 2.8, 2.10.)

13. Identify and discuss ethical and legal concerns associated with the consultation process (INTASC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, FEAPS, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0; ESOL, 2.0.5.0, 13.0, 14.0, 18.0, 19.0, 22.0, 24.0; SAE 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0, 24.0, 25.0, 26.0; NASP 2.2, 2.3, 2.5, 2.6, 2.8, 2.10.)

Overall Objectives of the Course

Graduates of the FAMU professional programs have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. They use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Alignment with the Program Sequential Curriculum Model, NCATE standards, and Florida Board of Education Accomplished Practices: CLP 6445, PSY 6317, SPS 6626, PSY 6216, PSY 6206, PSY 6945, SPS 948, SPS 6226, MHS 5200.

Students in this course will:

1. Systematically collect information to identify and define strengths and needs of students and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made.
   a) Demonstrate knowledge of and use varied models and methods of assessment, including processes for testing, observing, and interviewing, to collect data for making decisions.
   b) Use a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment.
   c) Collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children’s school achievement and personal competence.
   d) Evaluate children all environments to identify aspects that facilitate or impede learning or behavioral changes and identify how environmental factors and children’s characteristics
interact to affect academic and social/behavioral outcomes. They define problems in ways that identify desired goals (e.g., academic and/or behavioral) are measurable, are agreed upon by those involved, are linked appropriately to assessment strategies.

e) Link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children’s competence and prevent difficulties or disabilities.

f) Evaluate the outcomes of interventions, by determining the relationship between the actual outcome and the desired goals articulated in the decision-making process.

2. Collect data on students, educational and health programs, classroom environments, and other aspects of schools and other agencies to analyze problems and needs, use those data to determine service delivery and measure the outcomes of a decision-making process.

3. Use knowledge of assessment and data based decision making to assist school and other agency administrators in meeting program accountability responsibilities.

4. apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems to (a) identify factors that influence learning and behavior; (b) evaluate outcomes of classroom, building, and system initiatives; and (c) implement problem solving practices designed to meet general public accountability responsibilities.

II. Consultation and Collaboration:

Alignment with the Program Sequential Curriculum Model, NCATE standards, and Florida Board of Education Accomplished Practices: CLP 6445, PSY 6317, SPS 6626, PSY 6216, PSY 6206, PSY 6945, SPS 948, SPS 6226, MHS 5431, MHS 5600, MHS 6800.

Students in this course will:

1. demonstrate positive interpersonal skills that are used effectively in a variety of professional relationships.

2. employ effective behavioral, mental health, collaborative, and/or other consultation approaches.

3. use consultation and collaboration skills with individuals of diverse backgrounds and characteristics to address a range of problems and concerns.

4. have the knowledge and skills necessary to facilitate communication and collaboration with students, school personnel, families, community professionals, and others.

5. function as change agents by clearly considering, presenting, and demonstrating information to promote change at the levels of the individual student, classroom, building, district, and/or other agency.

6. have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs as well as knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.

7. develop methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior.
8. provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.

9. have a current, professional knowledge base of research on classroom climate, ecological and behavioral approaches to classroom management, and the ability to develop, implement, and evaluate behavior change programs (individual, group, classroom, etc.).

10. incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to work transitions.

11. are knowledgeable about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

12. recognize and articulate the subtle racial, class, gender, cultural, and other biases that they and others may bring to their work and strive to reduce and eliminate the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.

13. have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in students development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes.

14. have knowledge of individual differences, abilities, and disabilities and actively acknowledge, support, and integrate the activities and talents of all students into instructional programs and other settings. ESOL

15. develop academic and social/behavioral interventions that reflect knowledge and understanding of students and families' cultures, backgrounds, and individual learning characteristics. ESOL

16. develop interventions that are tailored to the individual needs and characteristics of the students for whom they are designed. ESOL

The Preparation of exemplary School Psychology professional at FAMU will be guided and characterized by certain essential, measurable qualities (outcomes) as defined by state and national standards and competencies:

- Florida Adopted Subject Area Competencies (FASAC – School Psychology)
- Florida Professional Educator Accomplished Practices (FPEAP)
- NCATE Standards (NCATE)
- ESOL Performance Standards (ESOLPS)
- National Association of School Psychologists (NASP)
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**1.10 Knowledge**
1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

1.20 Dispositions

1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

1.30 Performances

1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

**Standard 2: Student Learning:** The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge

2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

2.12 The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.13 The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

2.20 Dispositions

2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances

2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

**Standard 3: Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.15 The teacher has a well--grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

3.20 Dispositions

3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.24 The teacher is sensitive to community and cultural norms.

3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

3.30 Performance Indicators

3.31 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

3.34 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.

Standard 4: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge

4.11 The teacher understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4.12 The teacher understands the principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions

4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.23 The teacher values the use of educational technology in the teaching and learning process.
4.30 Performances

4.31 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4.33 The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.36 The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning.

**Standard 5: Learning Environment**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge

5.11 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

5.12 The teacher understands how social groups function and influence people, and how people influence groups.

5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5.15 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

5.20 Dispositions

5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5.24 The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.

5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances

5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

5.32 The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.34 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5.35 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

5.36 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Standard 6: Communication:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**6.10 Knowledge**

6.11 The teacher understands communication theory, language development, and the role of language in learning.

6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.

6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.

6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

**6.20 Dispositions**

6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6.23 The teacher is a thoughtful and responsive listener.

6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

**6.30 Performance**

6.31 The teacher models effective communications strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

6.32 The teacher supports and expands learner expression in speaking, writing, and other media.

6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping stimulate students to question.

6.34 The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

6.35 The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, including educational technology, to enrich learning opportunities.
**Standard 8: Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**8.10 Knowledge**

8.11 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their further growth and development.

8.12 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13 The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

**8.20 Dispositions**

8.21 The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

**8.30 Performance**

8.31 The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate student's progress and performances, and modify teaching and learning strategies.

8.32 The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8.35 The teacher monitors her/his own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8.36 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents/guardians, and other colleagues.

**Standard 9: Reflection and Professional Development** : The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**9.10 Knowledge**

9.11 The teacher understands the historical and philosophical foundations of education.

9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
9.13 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions

9.21 The teacher values critical thinking and self-directed learning as habits of mind.

9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.

9.23 The teacher is willing to give and receive help.

9.24 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9.25 The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

9.30 Performance

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.32 The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.33 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard 10: Collaboration, Ethics, and Relationships: The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

10.10 Knowledge

10.11 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.

10.12 The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

10.13 The teacher understands and implements laws related to student's rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

10.20 Dispositions

10.21 The teacher values and appreciates the importance of all aspects of a child's experience.

10.22 The teacher is concerned about all aspects of child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

10.23 The teacher respects the privacy of students and confidentiality of information.

10.24 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.

10.25 The teacher is willing to work with other professionals to improve the overall learning environment for students.

10.30 Performances
10.31 The teacher participates in collegial activities designed to make the entire school a productive learning environment.

10.32 The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

10.33 The teacher can identify and use community resources to foster student learning.

10.34 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

10.35 The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

10.36 The teacher acts as an advocate for students.

**Florida Educator Accomplished Practices**

1. Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.  
   **DIVERSITY**

2. Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.  
   **ASSESSMENT**

3. Plans, implements, and evaluates effective instruction in a variety of learning environments.  
   **PLANNING**

4. Uses and understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.  
   **HUMAN DEVELOPMENT AND LEARNING**

5. Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.  
   **LEARNING ENVIRONMENTS**

6. Uses effective communication techniques with students and all other stakeholders.  
   **COMMUNICATIONS**

7. Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.  
   **CRITICAL THINKING**

8. Uses appropriate technology in assessing student skills and learning processes.  
   **TECHNOLOGY**

9. Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students.  
   **ROLE OF THE TEACHER (SCHOOL PSYCHOLOGIST)**

10. Engages in continuous professional quality improvement for self and school.  
    **CONTINUOUS IMPROVEMENT**

11. Demonstrates knowledge and understanding of the subject matter.  
    **SUBJECT MATTER KNOWLEDGE**

    **ETHICS**
ESOL STANDARDS

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree Standard.

2. Recognize the major differences and similarities among the different cultural groups in the United States.

3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

4. Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.

5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

7. Locate and acquire relevant resources in ESOL methodologies.

8. Select and develop appropriate ESOL content according to student levels of proficiency in listen, speaking, reading, and writing, taking into account.

9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.

10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

11. Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing.

12. Apply content-based ESOL approaches to instruction.

13. Evaluate, design and employ instructional methods and techniques appropriate to learners’ socialization and communication needs, based on knowledge of language as a social phenomenon.

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school levels.

16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.

18. Provide interventions to accommodate the various learning styles and cultural backgrounds of students.

19. Consider current trends and issues related to the testing of linguistic/culturally diverse students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.

21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content meta-cognition.

22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by each school.

24. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency

<table>
<thead>
<tr>
<th>Educator Professional Competencies and Skills Addressed During the Course</th>
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</thead>
<tbody>
<tr>
<td>1. Applies knowledge of theories of measurement and test construction as a role of a school psychologist.</td>
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<tr>
<td>2. Understands the role of a school psychologist, school counselor, and social worker when implementing evaluation procedures to school age children including those from other ethnic, cultural, linguistic, and economic groups.</td>
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<tr>
<td>3. Knowledge of evaluation approaches for specialized population, recognize the assets and limitations of standardized tests, determine appropriate specialized instruments and techniques in the assessment of students with low incidence handicaps and interpret data.</td>
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<tr>
<td>4. Knowledge of psychoeducational report writing, synthesize and interpret data from a variety of sources, relate and explain diagnostic findings in comprehensive written psychological reports.</td>
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<tr>
<td>6. Knowledge of personality. Recognize and apply the basic theories of personality.</td>
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<tr>
<td>8. Knowledge of exceptionalities – identify and distinguish characteristics of exceptional students.</td>
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<tr>
<td>9. Knowledge of learning – recognize the basic principles or theories of learning.</td>
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<tr>
<td>10. Knowledge of motivation – recognize the basic principles or theories of motivation.</td>
</tr>
<tr>
<td>11. Knowledge of intelligence/cognition recognize or analyze the major theories and models of intelligence/cognition.</td>
</tr>
<tr>
<td>12. Knowledge of biological bases of behavior – identify basic brain-behavior relationships, recognize the symptoms of substance abuse and child abuse and their effects on behavior of children and adolescents.</td>
</tr>
<tr>
<td>13. Knowledge of social and cultural bases of behavior – recognize the effects of social, cultural, and ethnic factors on the behavior of children and adolescents.</td>
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<tr>
<td>14. Knowledge of organization and operation of schools/school systems.</td>
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<tr>
<td>15. Knowledge of models and principles of instruction.</td>
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<tr>
<td>16. Knowledge of exceptional student education – identify and apply current criteria for classification of ESE students and identify factors and apply procedures involved in the development and implementation of an individualized educational program (IEP).</td>
</tr>
<tr>
<td>17. Knowledge of educational alternative programs.</td>
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</tbody>
</table>
21. Knowledge of counseling – apply major theories and techniques of individual counseling and group counseling.


23. Knowledge of professional school psychology: the historical development.

24. Knowledge of professional standards of practice – recognize and apply professional standards of practice in school psychology.

25. Knowledge of professional ethics – recognize and apply the guidelines for professional conduct as stated in the ethical codes of FASP, NASP, APA, and Florida code of ethics for the teaching profession (State Board of Education Rule 6B-1.001 through 6B-1.006).

26. Knowledge of federal and state rules and regulations – recognize specific federal, state, and local regulations and policies related to school psychology.

27. Knowledge of litigation/landmark court decision – recognize the implication of landmark court decisions related to the practice of school psychology and recognize the role of the school psychologist in legal proceedings (i.e., serving as an expert witness).


29. Knowledge of research, statistics, and program evaluation – apply knowledge of statistics and research methods to program evaluation in school psychology, recognize dominant research designs in school psychology and the appropriateness of their implementation.

National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and Standards for Training and Field Placement Programs in School Psychology should be fully integrated into graduate level curricula, practical, and internship. Domains are more fully illustrated on Page 22.

National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Database decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

2.3 **Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.8 **Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including Standards for Training and Field Placement Programs in School Psychology family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologist’s access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program. Standards for Training and Field Placement Programs in School Psychology

3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.

3.2 The internship is collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.
(Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)

3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.

Continued
National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers. Further guidance regarding the assessment of candidate performance is provided in a companion NASP document.

V. PROGRAM SUPPORT/RESOURCES

Note: Programs in units/institutions accredited or undergoing review by the National Council for Accreditation of Teacher Education (NCATE) do not need to provide a response to the standards in Section V as part of the NASP program review process. Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.
## VI. COURSE OUTLINE: TOPICS, READINGS, AND ASSIGNMENTS

### Spring Schedule 2006

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>Module ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td><strong>Week 1 – January 7</strong></td>
<td>Introduction to Class Part I Consultation and Consultants, Collaboration and Collaborators Consultation Defined Characteristics of Consultation</td>
<td>P.C.C. Chapter 1: Introduction and Overview</td>
<td>Assignments Discussed: Article Assignments Professional Pres Case study Live Text Port Exams In-Service Pres</td>
</tr>
<tr>
<td><strong>Week 2 – January 14</strong></td>
<td>Characteristics of Effective Consultants and Collaborators Skills Necessary for Consultants and Collaborators Internal and External Consultants Roles of Consultants III. Part II - A Generic Model of Consultation IV. The Stages of Consultation Entry Stage Diagnosis Stage Implementation Stage Disengagement Stage</td>
<td>P.C.C. Chapter 2: P.C.C. CPT 3, The Stages of Consultation and Collaboration Consultants, Consultees, and Collaborators</td>
<td>Case Study 1 Due Case Study 1 Due Student Led Discussion and Role Play</td>
</tr>
<tr>
<td><strong>Week 3 – January 21</strong></td>
<td>Phase One: Exploring Organizational Need</td>
<td>P.C.C. CPT 3 – Entry Stage</td>
<td>Case Study 2 Due Student Led Discussion and Role Play</td>
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<tr>
<td><strong>Martin L. King Day</strong></td>
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<tr>
<td><strong>Week 4 – January 28</strong></td>
<td>Phase Two: Contracting Phase Three: Physically Entering System Phase Four: Psychologically Entering System Resistance to Consultation Multicultural Aspects Related to Entering System</td>
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<tr>
<td>Module 5</td>
<td>Phase One: Gathering Information</td>
<td>P.P.C. CPT. 4 - Diagnosis Stage</td>
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<tr>
<td>Week 5 – February 4</td>
<td>Phase Two: Defining the Problem</td>
<td>Read Reauthorization of IDIEA 2005 on internet</td>
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<td>Phase Three: Setting Goals</td>
<td>Obtain on Internet Additional Handouts Provided</td>
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<td>Phase Four: Generating Possible Interventions</td>
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<tr>
<th>Module 6</th>
<th>Phase One: Choosing an Intervention</th>
<th>P.P.C CPT. 5 - Implementation Stage</th>
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<tbody>
<tr>
<td>Week 6 – February 11</td>
<td>Phase Two: Formulating a Plan</td>
<td>Case Study 3 Due</td>
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<tr>
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<td>Phase Three: Implementing the Plan</td>
<td>Student Led Discussion and Role Play</td>
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<td>Phase Four: Evaluating the Plan</td>
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<tr>
<th>Module 7</th>
<th>Phase One: Evaluating the Consultation Process</th>
<th>P.P.C. CPT 6 - Disengagement Stage</th>
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<tbody>
<tr>
<td>Week 7 – February 18</td>
<td>Phase Two: Planning Post Consultation Matters</td>
<td>Student Led Discussion and Role Play</td>
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<tr>
<td></td>
<td>Phase Three: Reducing Involvement and Follow-up</td>
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<td>Phase Four: Terminating</td>
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<table>
<thead>
<tr>
<th>Module 8</th>
<th>Ethical and Professional Issues</th>
<th>P.P.C. CPT 7 – Ethical/Legal Professional Legal Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8 – February 25</td>
<td>Ethical Issues</td>
<td>Ethical/Legal Consultation Paper Due</td>
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<td>Ethical Issues m</td>
<td>Student Led Presentations</td>
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<td></td>
<td>Organizational Consultation</td>
<td>Student __________</td>
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<td></td>
<td>The Consultant and the Law</td>
<td>Student __________</td>
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<td>Student __________</td>
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<tr>
<td>Module 9</td>
<td>The Pragmatic Issues of Working Within an Organization&lt;br&gt;The Influence of Organizational Theory&lt;br&gt;Dealing with Organizational Change</td>
<td>P.P.C. CPT 8&lt;br&gt;The Nature of Organizations</td>
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<tr>
<td>March 3.10.08&lt;br&gt;SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
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<tr>
<td>Module 10</td>
<td>Concepts of Organizational Consultation Organization Consultation Defined Case Study</td>
<td>P.P.C. CPT 9&lt;br&gt;Organizational Consultation Key</td>
</tr>
<tr>
<td>Week 10– March 17</td>
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<tr>
<td>Module 11</td>
<td>Mental Health Consultation Defined&lt;br&gt;Key Concepts of Mental Health Consultation The Consultation Process</td>
<td>P.P.C. CPT 9 – Mental Health Consultation</td>
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<tr>
<td>Week 11– March 24</td>
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<tr>
<td>Module 12</td>
<td>Key Concepts of Behavioral Consultation Behavioral Consultation Defined The Consultation Process</td>
<td>P.P.C. CPT 10 – Behavioral Consultation</td>
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<tr>
<td>Week 12– March 31</td>
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</table>
| Module 13 | Chapter 11 - Behavioral Consultation  
Key Concepts of Behavioral Consultation  
Behavioral Consultation Defined  
The Consultation Process  
Case Study | P.C.C. CPT 11  
Organizational Construction | Case Study 6  
LiveText Portfolio  
Due – Share with Professor Burney for grading.  
Student Led Discussion and Role Play |
| Module 14 | P.C.C. 12  
School-Based Consultation and Collaboration | Case Study 7  
Student Led Discussion and Role Play |

### Teaching Methods
- Professor Lectures
- Role Play/Demonstrations
- Discovery Through Research
- Case Study
- Inquiry Through Research
- Concept Attainment
- Independent Study
- Professional Readings
- Peer discussions/peer teaching

### Methods of Evaluation
The evaluation forms utilized in assessing student teaching performance are as follows:
- Student attendance and participation in class. (Prompt Attendance)
- Case Studies
- Research article review
Student Presentations

Course Exams

Professional In-Service Presentations
  - Pre/Post Assessment of In-service
  - Satisfaction Survey of In-Service

E-Portfolio Final Assessment

Course Activities

This class will be divided into two parts: Lecture and Computer Based Clinical Practice. Lectures will be held on Mondays during the time identified in the syllabus. Computer Based Practice will occur during the week at the student’s discretion. Lectures will typically be devoted to the scheduled topic for the day, which will be covered through both lecture and discussion. Computer based clinical practice will be devoted to case studies to completed and presented in class individually. Students are expected to attend each class, to have read the assigned material before each class period, and to turn in assignments for each class period on time. Students who will not be able to attend class must notify the professor in advance and arrange to hand in assignments as soon as possible thereafter. A letter for excused absences will need to be obtained from the Deans office.

A Special Note To You: Make sure you know what is coming up and plan for it. If you find yourself having difficulty with any aspect of this course, please see the professor as soon as possible. I am happy to help you...but you must let me know that you need assistance.

Module Course Assignments:

1. **Class Attendance.** Students are required to attend all classes on time.

2. **Class Participation and Student Led Discussions.** Participation in class will be monitored and counts towards each student's grade. Thus, your preparation and questions for discussion are mandatory. In addition to weekly participation, student will be responsible for leading the class discussion two times (i.e., article review and book review) during the semester. Each Student will plan for the presentation of the material covered in the readings for their designated week, which could include (but is not limited to) lecture, small group activities, video, etc. **Each student must consult with the instructor for suggestions regarding specific topics, and discussion questions must be handed out to the class one week prior to the presentation.** Topics and dates will be determined during the first class meeting.

3. **Case Study.** Each student will be required to complete case studies. Case studies are designed to assess your initial ability to apply consultation techniques to organizational and structural change. You will be graded specifically on your knowledge of consultation and the ability to apply these skills to the scenario and or case study of the week. During this course you will complete 7 case studies which will be discussed during each class. Student assignment will be made to lead the discussion of the week. It is important that each Student be prepared to discuss the case study in a scholarly manner.

4. **Article Reaction Papers.** Each student will be required to complete 3 Consultation Research papers during the semester. Each paper should include at least 5 research articles no older than 5 years and should be included in your reference section. Research papers provide an opportunity for students to express their opinions and thoughts about a reading. **Note:** These papers are spaced throughout semester and noted on the syllabus indicating the due date. (See syllabus). The reaction papers should be 1-2 pages in length, and include your critical reactions regarding the readings, class discussions, and/or lecture. Although the paper should have a professional quality and must be written in APA (2001) style, statements such as "The reviewer believe"..." or "The reviewer thinks..." are appropriate. You will not be graded on your
opinions, but rather the way in which they are expressed in written format. The student should assume that the instructor has read the article. Therefore, an extended summary of the reading is not appropriate. More important to include are your reactions to the ideas being presented in the reading - Do you agree? Disagree? Why? How does this reading relate (or not) to what you have seen in schools? How does the current article relate to previous readings and relevant theoretical and applied issues? How does the article extend the literature?

The papers should be well organized and follow a logical progression. Reaction papers may reference content of other courses or other articles you are reading on your own as they relate to what you are saying about this class. Students will receive feedback regarding their writing skills, as well as their integration of the information presented in class. You should be careful to reference the phases and roles used in consultation, strategies for implementation should be discussed in depth.

5. **Course Exams.** Three written debate exams will occur during the semester. These exams will occur during Mid-term and Final exams. It is important to use cumulative information gained during the semester to answer questions. You will need a Blue Book for these exams.

7. **Completion of required readings before each class meeting.** You are expected to be an active participant in class discussions, so please come to class prepared. Class participation will be graded.

8. **Professional Consultation In-Service Presentation.** Each student will select a consultation model and prepare a power point presentation describing the model. In your presentation you should describe the model, use, discuss the phases of consultation, and discuss how this model can be used in school psychological practice, specific mention should be made to the area of school psychology practice the model is most relevant.

9. **E-Portfolio Course Submissions:** The FAMU E-Portfolio Assessment Rubric is one of the assessment measures by which School Psychology Trainees are evaluated. Student’s Generic Performance, Content Knowledge, and Clinical Practice Skills are evaluated regularly throughout the program. You will be required to submit all of your assignments into your E-Portfolio under the appropriate Florida Educator Accomplished Practice Category. **Training will be provided before submissions can be started. It is required that you purchase your LiveText materials during this class.**

The FAMU E-Portfolio Assessment Rubric is one of three assessment measures by which School Psychology Trainees are evaluated. Student’s Generic Performance, Content Knowledge, and Clinical Practice Skills are evaluated regularly throughout the program.

The E-Portfolio Rubric is a systematic manner by which school psychology candidates demonstrate content, pedagogical and professional knowledge; skills and dispositions necessary to help all students learn. The Rubric is based on the 12 Accomplished Practices. Each Standard yields 3 scores (except: the Accomplished Practice Continuous Improvement).

- Skill Level
- Disposition
- Knowledge

Score range:
- Favorable (Exemplary) 4 pts
- Acceptable (Targeted) 3pts
- Marginal (Satisfactory) 2pts
- Unacceptable (Unsatisfactory) 1pt
An acceptable average is necessary for each Accomplished Practice. Any Marginal or unacceptable sections must be redone to the satisfaction of the evaluation team in order to complete the program.

Portfolios are evaluated regularly:
- During major courses
- During Field Clinical Experiences
- Admission for Student Internship
- During Student Teaching (at least three occasions)

The professor will provide formative and summative feedback on each of the 12 Accomplished Practices. All candidates must complete an electronic portfolio with a 70% average or better to graduate.

VI. Grading Breakdown

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Student Led Class Discussion/</td>
<td>100</td>
</tr>
<tr>
<td><em>(professional presentation – PowerPoint)</em></td>
<td></td>
</tr>
<tr>
<td>Research Papers</td>
<td>300</td>
</tr>
<tr>
<td>Course Exams</td>
<td>200</td>
</tr>
<tr>
<td>Case Studies</td>
<td>200</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Professional In-Service Presentation</td>
<td>100</td>
</tr>
<tr>
<td><em>(professional presentation PowerPoint)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**Please note: all grades are computed and averaged equally.**

The grades for the course will be based upon the following criteria:

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80</td>
<td>B</td>
</tr>
<tr>
<td>79 – 70</td>
<td>C</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
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</tbody>
</table>
The evaluation forms utilized in assessing student teaching performance are as follows:

1. Pre-service candidates will complete a training program evaluation at the end of the semester, which will describe their satisfaction with the training content, delivery, pace of delivery, content knowledge, and practical skills learned during the twelve week training program.

2. Achievement and expected competencies will be measured using course exams, collaborative group projects, case studies, research articles, Live-text Portfolios, and candidate in-service presentations.

3. Assessments of the module will occur throughout the project, which will allow for modifications of training plans to occur to further enhance the training implementation.

4. Achievement and expected competencies will be measured using course quizzes or course exams, collaborative group projects, and candidate presentations. In addition, candidate presentations will be evaluated by personnel within Florida A&M school district.

Impact and Evidence of Training Module

1. Evidence that will be used to demonstrate that the instructional module has been institutionalized into pre-service programs.

   - Candidate Satisfaction Survey
   - Final Course grades
   - Examination grades
   - Case Studies
   - School district In-service training evaluation (FAMU DRS School District)
     i. Pre/Post evaluation of student In-service Presentation
     ii. Satisfaction survey of student In-service Presentation

References, Supplemental Material and Student Support

The Cultural and Linguistic Diversity Interest group is comprised of school psychologists throughout the state who are interested in multicultural issues and are also members of the Florida Association of School Psychologists (FASP). This interest group is dedicated to providing its members with information regarding best practice procedures to be used in the assessment, consultation and intervention of culturally and linguistically diverse students. Members have expressed an interest in a number of issues such as the over-representation of minority students in special populations (EMH, EH), the under-representation of minority students eligible for Gifted programming, the need for improving multicultural and ESOL training for educators, and the availability of current information regarding effective assessment techniques, interventions, and resources related to this student population.

Interest group members are encouraged to consult with each other and share questions, thoughts and feelings about different cultural/linguistic issues. Through this sharing process, members can improve their cultural competence.

The following websites provide information that may be useful when addressing issues related to cultural and linguistic diversity. Additional information/resources on related topics will be posted periodically.

The National Association of School Psychologists (NASP) offers a variety of resources to help practitioners improve their cultural competence.

www.nasponline.org/culturalcompetence/index.html
The International School Psychology Association (ISPA), which was founded in 1972, is the only organization representing school psychologists worldwide. ISPA provides the opportunity to establish international communication networks that can help improve education throughout the world by sharing scientific knowledge, experience and expertise.

Continued:

References, Supplemental Material and Student Support

www.ispaweb.org
For information about the second annual summit on English language acquisition and a new initiative to help parents play a more active role in their child’s education, visit:

www.ncela.gwu.edu/summit.htm
The following websites provide information that may be useful when addressing issues related to cultural and linguistic diversity. Additional information/resources on related topics will be posted periodically. The National Clearing House for Bilingual Education provides materials, discussion groups, and an on-line library. http://www.ncbe.gwu.edu
The National Information Center for Children and Youth with Disabilities (NICHCY) provides in depth information both in English and in Spanish regarding a number of disabilities, as well as questions and answers regarding IDEA and IEPs, http://www.nichcy.org/publist.htm
http://www.nichcy.org/pubs/spanish/spanlist.htm
The Center for Literacy provides questions and answers in both English and in Spanish regarding new and fun ideas that will help students improve reading and writing skills.

http://www.ncbe.gwu.edu/miscpubs/flame/reading.htm
http://www.ncbe.gwu.edu/miscpubs/flame/readingsp.htm
The National Association of School Psychologists (NASP) provides information (tips for parents and educators) in English, Spanish, and Creole regarding the recent tragic acts of terrorism, and effective strategies to assist children in working through their emotions.

http://www.nasponline.org/NEAT/terrorism.html
http://www.nasponline.org/NEAT/tolerance.html


Download or order the book at: http://www.air.org/ldsummit


IDEIA 2004 Resources:

NASP IDEA Information webpage for legislative text, legislative updates, summary of the new law and the IDEA reauthorization process, extensive references, reports, recommendations for regulations, and additional information and weblinks:

http://nasponline.org/advocacy/IDEAinformation.html
Continued:

References, Supplemental Material and Student Support


LD Online Discussion Forum- NASP recently hosted an online discussion as an introductory activity to the President’s Special Strand. Read the Q & A discussion by participants and the panelists from the President’s Special Strand and other NASP experts by linking to: http://www.naspcenter.org/eventinstructions.html

**Special Note**

The School Psychology Program shares the University’s commitment to eliminating barriers to the education of all students accepted and enrolled in our programs and courses. Therefore, this professor will make every effort to follow the policies and procedures outlined by the University and articulated by the Office of Disabled Student Academic Services. Students may contact the Disabled Student Services Office for more information.

Students are responsible for notifying faculty of any disability that may affect their learning processes and are encouraged to provide the Disabled Student Services Office with all documentation of said disability.

**University Policy on Religious Observances**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**E-Mail Communication**

E-mail is used often as an effective method of communication between students and their professor. The professor considers sending e-mail the same as sending hard copy, so students should check their e-mail frequently. Additionally, students should take advantage of this form of communication as questions and ideas arise throughout the course.

**Ethical and Professional Conduct**

The highest levels of ethical and professional conduct are expected of all professional school psychologists and school psychologists in training. At Florida A&M, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work Characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students:

1. Adaptability
2. Communication Skills
3. Respect for Human Diversity
4. Effective Interpersonal Relations
5. Ethical Responsibility
6. Initiative and Dependability
**Article Review Readings and Student Presentations**


VIII. Recommended Texts for Book Review (Choose from one of the following):


THE PROFESSOR RESERVES THE RIGHT TO ALTER OR CHANGE THE SYLLABUS AS NEEDED.
(This syllabus is non-negotiable)