The Florida Agricultural and Mechanical University

Tallahassee, Florida 32307
Course Outline

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clock Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 6999</td>
<td>Psycho-Educational Assessment I</td>
<td>3</td>
<td>15 Lecture, 15 Laboratory, 0 Demonstration</td>
</tr>
</tbody>
</table>

**Department:** Psychology       **College:** Arts and Sciences

**Prerequisites:** Acceptance to School Psychology Graduate Program.

**Required Textbooks:**

Stopwatch, tape recorder, & clipboard.

(also see references): LiveText membership

**Faculty Member:** Dr. DeAnna M. Burney       **Term and Year:** Fall 2008-2009

**Office Location:** Gore Education Center, Unit C, Rm. 301       **Campus Telephone:** 599-3014

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Others by Appointment)</td>
<td>12:00 PM – 2:00 PM</td>
<td>2:00 AM - 3:00 PM</td>
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**Course Description**

This course is designed to enable students to develop initial competence in the administration, scoring, interpretation, and reporting of psychometric tests assessing intellectual functioning (i.e., Stanford Binet, WISC-IV, WJ-III Tests of Cognitive Ability), general achievement (i.e., WJ-III Tests of Achievement, WAIS), and behavior/socio-emotional functioning (Achenbach CBCL, Devereaux, depression scales). In addition, it is designed to provide students with an understanding of the various ways intelligence has been defined; current controversies regarding how to interpret intelligence test scores; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and interpretation of assessment instruments; and the appropriate selection and use of tests with special populations. Students also will become familiar with additional standardized and individually administered tests of intellectual functioning, achievement (i.e., reading, writing, and mathematics), and visual-motor perception.
This course adheres to guidelines of the National Association of School Psychologists and the Florida Adopted Subject Area Competencies (FASAC), Florida Accomplish 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 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.

**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:*

<table>
<thead>
<tr>
<th>CF: 2.3 (K)</th>
<th>Knows fundamental concepts in technology.</th>
<th>F: 12</th>
<th>I: 1,6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understands fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S,D)</td>
<td>Facilitates access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

### VALUES

**• CF 3**

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

<table>
<thead>
<tr>
<th>CF: 3.1 (S)</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F:11,6</td>
<td>I: 9,10</td>
</tr>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
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### CRITICAL THINKING

**• CF 4**

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

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

### PROFESSIONALISM

**• CF 5**

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

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

### URBAN/RURAL EDUCATION

**• CF 6**

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

| CF: | Be able to work in school settings with varied levels of | F:9,10,11 |
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| 6.1 (S) | human and material resources. | I: 10 |
| 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

### National, State, and PEU Standards Addressed in the Course

**Guidelines used in Developing Course Objectives:**

The Preparation of exemplary professional at FAMU will be guided and characterized by certain essential, measurable qualities (outcomes) as defined in the:
- Florida Essential Generic Teaching Competencies (FEGC)
- Florida Adopted Subject Area Competencies (FASAC)
- Florida Professional Educator Accomplished Practices (FPEAP)
- Florida Education Standards Commission
- Florida Department of Education (FDOE)
- NCATE Standards (NCATE)
- ESOL Performance Standards (ESOLPS)
- National Association of School Psychologists (NASP)
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

### Overall Goals and Objectives of the Course

**Course Behavioral Objectives:**

**Alignment with the Program Sequential Curriculum Model, National Association of School Psychologists, NCATE standards, and Florida Board of Education Accomplished Practices:**

**Upon completion of this course, the student will:**

1) Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of the WJ-III Tests of Cognitive Ability, the WJ-III Tests of Achievement, the WAIS and other cognitive assessments.

2) Observe, record, and report relevant student behaviors in the testing situation.

3) Demonstrate knowledge of legal, professional, and ethical standards regarding the assessment and reporting of intellectual and academic functioning as measured course examinations attaining a grade of 80% or higher.

4) Demonstrate appropriate means for establishing and maintaining rapport in the testing situation as noted in psychological reports on course examinations attaining a grade of 80% or higher.

5) Demonstrate cultural sensitivity in the administration and interpretation of assessment instruments as observed and scored during laboratory check-offs in course.

6) Explain how race, culture, and social class may impact scores on tests of intellectual functioning and how differences in average IQ scores between various groups in American society might be understood as measured on examinations and noted in psychological reports on course examinations attaining a grade of 80% or higher.
7) Describe the differences between ipsative and normative interpretation of test scores and the controversies that currently exist in the field over test score interpretation as demonstrated on course examinations attaining a grade of 80% or higher.

8) Demonstrate an understanding of exceptional student education categories and criteria for placement in the state of Florida as observed on course examinations attaining a grade of 80% or higher.

9) Demonstrate a working knowledge of various other individually-administered tests of intelligence and achievement as measured by psychological protocols and reports attaining a grade of 80% or higher.

10) Integrate information from tests, observations of behavior, and interviews in a written report suitable for parents and teachers and attaining a grade of 80% or higher on protocols and report.

11) Demonstrate an understanding of the guidelines to follow when testing children from special populations (e.g., LEP and bilingual, mentally disabled, gifted, brain injured, low incidence handicaps, preschoolers) as measured by course examinations and attaining a grade of 80% or higher.

12) Demonstrate an understanding of how to explain to parents and teachers in jargon-free language the findings of a psycho-educational assessment attaining a grade of 80% or higher when presenting orally psychological results.

13) Knowledge of current controversial issues in school psychology and the ability to critically discuss these issues course examinations attaining a grade of 80% or higher.

14) To 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) as observed in course examinations attaining a grade of 80% or higher.

15) 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 as observed in class discussions and course examinations attaining a grade of 80% or higher.

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

1.33 The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1.34 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

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

2.21 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

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.

2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.33 The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
**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
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The use of 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.

4.22 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

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).

4.32 The teacher uses multiples teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

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.

4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspective to encourage critical thinking.

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.

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.

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.
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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
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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

12. Adheres to the Code of Ethics and Principles of Professional Conduct of the Educations Profession in Florida. ETHICS
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.

### School Psychology Competencies and Skills Addressed During the Course – SAE FTCE

1. Applies knowledge of theories of measurement and test construction as a role of a school psychologist.
2. Understands the role of a school psychologist when implementing evaluation procedures to school age children including those from other ethnic, cultural, linguistic, and economic groups.
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.
4. Knowledge of psychoeducational report writing synthesizes and interprets data from a variety of sources, relate and explain diagnostic findings in comprehensive written psychological reports.
6. Knowledge of personality. Recognize and apply the basic theories of personality.
8. Knowledge of exceptionailities – identifies and distinguishes characteristics of exceptional students.
9. Knowledge of learning – recognize the basic principles or theories of learning.
10. Knowledge of motivation – recognize the basic principles or theories of motivation.
11. Knowledge of intelligence/cognition recognizes or analyzes the major theories and models of intelligence/cognition.
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.
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.
14. Knowledge of organization and operation of schools/school systems.
15. Knowledge of models and principles of instruction.
16. Knowledge of exceptional student education – identifies and applies current criteria for classification of ESE students and identifies factors and applies procedures involved in the development and implementation of an individualized educational program (IEP).
17. Knowledge of educational alternative programs.
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 – recognizes and applies 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 of 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.
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, practica, and internship. Domains are more fully illustrated on Page 22.

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. Databased 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.

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, Standards for Training and Field Placement Programs in School Psychology 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.
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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 psychologists access, evaluates, and utilizes 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 requires 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.

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.

Specific Behavioral Objectives

I – Type Objectives - Objectives which emphasize instructional activities directly related to clinical practice performance, such as planning an implementing learning activities, assessing pupil progress, and establishing democratic psychological procedures.

S – Type Objectives - Objectives concerning supportive aspects of psychological practice, such as maintaining skillful involvement in school – community activities, and developing cooperative working relations with other student teachers, teachers, administrators, and other school personnel.

I Type Objectives: Instructional Aspects of Clinical Practice

1. Demonstrates understanding and administration of assessment involved in testing PK-12 grade students.
2. Locates, organizes, prepares and uses a range of appropriate instructional materials and equipment.
3. Encourages the development of interest in and enthusiasm for learning activities.
4. Establishes effective democratic procedures in practice.
5. Makes realistic provisions for a wide range of individual differences.
6. Phrases questions definitely and clearly to stimulate reflective thinking. Distributes questions well to attain wide participation.
7. Identifies, analyzes and diagnoses learning difficulties and devises and implements appropriate remedial procedures.
9. Evaluates pupil progress in terms of instructional objectives.

Course Outline

S - Types Objective: Supportive Aspects of Clinical Practice

1. Works cooperatively with other student teachers, teachers, administrators, and other personnel.
2. Is familiar the total curriculum of the school.
3. Exhibits professional responsibility, ethics, and leadership.
4. Discovers and utilizes community resources.
5. Demonstrates the capacity and desire for the self-renewing of clinical competence.
## Course Behavior Objective Alignment with Course Assessments and Professional Standards

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**Course:** College of Arts & Sciences  
**Department:** Psychology  
**Course Number:** SPS 6999  
**Course Title:** Psycho-educational Assessment I  
**Term:** Fall 2008
### Course Topical Outline

<table>
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<th>Date</th>
<th>Read/Complete</th>
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<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Jan. 10</strong></td>
<td>PT CPT 1, 2</td>
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<td>Review of Syllabus</td>
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<td>CIA 1, 2</td>
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<td><strong>⇒ Defining Assessment: The Problem Solving Model</strong></td>
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<td><strong>⇒ History of Psychological Testing</strong></td>
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<td>CIA 3,4</td>
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<td><strong>⇒ Foundations of Cognitive Abilities</strong></td>
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<td></td>
<td>Teglasi &amp; Freeman (1983)</td>
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<td><strong>⇒ Administering Tests to Children</strong></td>
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<td><strong>⇒ Building and Maintaining Rapport in Test Adm.</strong></td>
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<td>PT, Ch., 4,7</td>
<td>Overview of Psychometric Properties and Subtests.</td>
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<td>CIA 4, 17</td>
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<td><strong>⇒ Historical Survey and Theories of Cognitive Abilities/intelligence</strong></td>
<td><strong>1st WJ Cog Practice Due</strong></td>
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<td><strong>⇒ Three Stratum Theory of Cog. Abilities</strong></td>
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<td><strong>⇒ The Cattell-Horn-Carroll Theory</strong></td>
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<td><strong>4th &amp; 5th WJ-Cog</strong></td>
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<tr>
<td></td>
<td>SAT Ch. 21</td>
<td></td>
<td><strong>⇒ Theories of Group/Individual testing</strong></td>
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<td></td>
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<td><strong>⇒ Perceptual Motor Skills and abilities</strong></td>
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<td><strong>⇒ Interpretation and sample report</strong></td>
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<td><strong>⇒ Understanding Broad and construct variables</strong></td>
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<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td>WJ-III - Ach Interpretation Demonstration Practice and Discussion Review scoring</td>
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<tr>
<td><strong>Feb. 14</strong></td>
<td>CIA 11, 25</td>
<td></td>
<td><strong>⇒ Foundations of Achievement Testing</strong></td>
<td><strong>Exam 1 Today</strong></td>
</tr>
<tr>
<td></td>
<td>PT Ch. 8</td>
<td></td>
<td><strong>⇒ Interpretation of the WJ-III Achievement</strong></td>
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<tr>
<td></td>
<td>Essential of Woodcock Johnson Handout Technical Manual</td>
<td></td>
<td><strong>⇒ Individual/Group Testing</strong></td>
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<td><strong>Corrected Report Due</strong></td>
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<td><strong>Return in WJ</strong></td>
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<tr>
<td>Week 7</td>
<td>Highlights</td>
<td>procedures /Computer scoring</td>
<td>⇒ Understanding Broad and construct variables</td>
<td>Cog. Kit</td>
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<tr>
<td>PT 8</td>
<td>SAT Ch. 19</td>
<td>Review scoring of first WJ-III Achievement</td>
<td>⇒ Foundations of Achievement Testing ⇒ Gf-Gc Theory ⇒ Review of Achievement skills ⇒ Behavior Observations in academic settings</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>1st and 2nd WJ-Ach protocols/Report due</td>
<td>Introduction of WJ-Ach demonstration to class on Video</td>
<td>Performance Assessment ⇒ Achievement Assessment ⇒ Understanding Broad Scores and Construct variables</td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td>Oral Presentations Of Assessment (Cog/Achievement)</td>
<td>CIA 13</td>
<td>Share first WJ-III achievement in small groups;</td>
<td>Quiz #2⇒ Assessment of culturally and linguistically diverse children ⇒ Interpretation of the WJ-III Achievement ⇒ Cross Battery Assessment</td>
</tr>
<tr>
<td>Week 9</td>
<td>3rd, 4th, &amp; 5th WJ-Ach protocols/Report due</td>
<td>SAT Ch. 17</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<tr>
<td>Mch 6</td>
<td>Return WJ-III Ach</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10</td>
<td>1st WAIS protocol due</td>
<td>PT Ch. 6; CIA 14, 23, 24</td>
<td>Introduction of the WAIS ⇒ Demonstration of WAIS</td>
<td>Assessment of Intelligence ⇒ Introduction to WAIS ⇒ Mental Disabilities Defined for Children and Adults ⇒ Special Education Eligibility in Florida</td>
</tr>
<tr>
<td>Mch 20</td>
<td>Week 11</td>
<td>CIA 14, 24</td>
<td>Demonstration of WAIS ⇒ Interpretation of WIAT</td>
<td>Cognitive Abilities ⇒ Special Education Eligibility in Florida ⇒ Integrating Problem Solving into Mental Health Decision Making</td>
</tr>
<tr>
<td>Mch 27</td>
<td>2nd WAIS protocol due/Report Due</td>
<td>CIA 7</td>
<td>Practice scoring interpretation of WAIS ⇒ Introduction of Personality testing. Intro of the RCMAS ⇒ Practice/review/interpretation</td>
<td>PASS Theory ⇒ Personality Assessment: Application and Issues ⇒ Origins of Personality Testing ⇒ Personality Assessment ⇒ DSM in the Schools</td>
</tr>
<tr>
<td>Apr. 03</td>
<td>Week 12</td>
<td>PT Ch. 13, 14</td>
<td>Introduction of the Devereux Scale of Mental Disorders/Practice and review interpretation.</td>
<td>Future view of Testing ⇒ Personality Assessment</td>
</tr>
<tr>
<td>Apr. 10</td>
<td>Assessment Presentations/Research Paper Due</td>
<td>PT Ch. 15</td>
<td>Final Examination</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
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<td>Apr. 17</td>
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</table>
Course Evaluation

1) **Procedures for Administering Tests to Volunteers**

a) Test results and/or reports may not be shared with students, adults, parents, or other interested or concerned parties. Test results may not be used for instructional planning, classification, screening, programming decisions, or recommendations. This condition must be clarified with volunteers prior to their participation.

b) The confidentiality of all test results, protocols, conclusions, and recommendations will be strictly maintained in class discussions and peer review. All references to volunteers will be by first name and last initial only.

c) Informed parental consent and permission will be obtained for all minor volunteers. All adult volunteers also will provide informed consent. A signed informed consent form must accompany all materials submitted for supervisor and instructor review.

2) **Completion of Assignments**

a) All assignments must be completed and submitted by the due dates noted on the syllabus.

b) Incompletes will be awarded only under rare and unusual circumstances and with prior instructor approval. This class will be divided into two parts: Lecture and lab activities. Lectures will typically be devoted to the scheduled topic for the day, which will be covered through both lecture and discussion. Lab activities will be devoted to supervised practice administering standardized tests, scoring exercises, review of protocols and reports, problem-solving of difficult administrations, and opportunities for questions and clarification. 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 instructor in advance and arrange to hand in assignments as soon as possible thereafter.

_A Word to the Wise:_ 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 me as soon as possible. I am happy to help you...but you must let me know that you need assistance.

Here are the assignments you are responsible for this semester:

1) **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.

2) **Completion of activities in class and in lab.** The purpose of these assignments is to acquaint you with specific concepts and procedures and give you initial practice in applying them in an atmosphere where you can receive feedback from the instructor, your supervisor, and your peers. All classroom assignments will be graded on a completed/not completed basis.

3) **Three (3) in-class Exams.** These will be administered throughout the semester and will cover both reading and lecture material. **You will need a Blue Book for Exams.**

4) **Oral Test presentations summarizing one Psychological Test (cognitive, achievement, behavior, socio-emotional).**

5) **Eight (8) completed and scored WJ-III Cognitive protocols.** On-going report writing will be required. You will have on-going opportunities to perfect your report. The final report will reflect the final grade for report writing. Protocols and reports will be cross-checked for accuracy and given a grade based on accuracy. A rubric will be used for scoring protocols and reports.
6) **Eight (8) completed and scored WJ-III Achievement protocols.** On-going report writing will be required. You will have on-going opportunities to perfect your report. The final report will reflect the final grade for report writing. Protocols and reports will be cross-checked for accuracy and given a grade based on accuracy. A rubric will be used for scoring protocols and reports.

7) **Four (4) completed and scored WISC-IV protocols.** On-going report writing will be required. You will have on-going opportunities to perfect your report. The final report will reflect the final grade for report writing. Protocols and reports will be cross-checked for accuracy and given a grade based on accuracy. A rubric will be used for scoring protocols and reports.

8) **Two (2) completed protocols and (1) report of the WAIS.** These will be cross-checked for accuracy and given a grade based on accuracy. A rubric will be used for scoring protocols and reports.

9) **Live-Text Electronic Portfolio Submission** – Three artifacts should be submitted into your electronic portfolio for Assessment.

**Course Evaluation**

The final grade will be comprised of nine (9) factors with the following point values:

A rubric will be used to score all assignments. The following scale is used for course grading

<table>
<thead>
<tr>
<th>Rubric Scored – Likert Scale</th>
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<tbody>
<tr>
<td>Favorable (Exemplary) 4 pts</td>
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<tr>
<td>Acceptable (Targeted) 3 pts</td>
</tr>
<tr>
<td>Marginal (Satisfactory) 2 pts</td>
</tr>
<tr>
<td>Unacceptable (Unsatisfactory) 1 pt</td>
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<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100 percentage points</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80 percentage points</td>
<td>B</td>
</tr>
<tr>
<td>79 – 70 percentage points</td>
<td>C</td>
</tr>
<tr>
<td>69- 60 percentage points</td>
<td>D</td>
</tr>
<tr>
<td>59 – below</td>
<td>F</td>
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</tbody>
</table>

**Teaching Methods**

- Lectures
- Demonstrations
- Laboratory Work
- Discovery Through Research
- Inquiry Through Research and Critical Thinking
- 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.
- Assessment of Cognitive, Achievement, & Intellectual.
- Psychological Reports
- Written debate Exams
- Assessment Presentation and Research Paper
- Assessment Interpretive Oral Report
- Live Text submissions and Reflective Statements

Live Text Portfolio

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

Rubric Scored – Likert Scale

- 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 FPEAPs Practices. All candidates must complete an electronic portfolio as part of their progression and completion of the school psychology graduate program.
The student teacher’s final grade will be determined jointly by the Field Supervisor, Practicum Supervisor’s Student Evaluation Form and Program Director, which will determine the E-Portfolio Final Assessment. All appraisal, evaluations, attendance sheets and Time Distribution Forms submitted during the semester will serve as the basis for determining what grade a student has earned.

<table>
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<tr>
<th>Course Policies</th>
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<tr>
<td><strong>Student Conduct and Discipline Codes</strong></td>
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<tr>
<td><strong>100.0 Rights Reserved unto the University in matters of Student Conduct:</strong></td>
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<tr>
<td>The university reserves the right by the authority vested in the President to expel or suspend any student or group of students, pending a hearing, who fail to cease or desist in activities which disrupt or tend to disrupt the normal university operations.</td>
</tr>
<tr>
<td><strong>EXPECTED CLASS BEHAVIOR:</strong></td>
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<tr>
<td>• All students are expected to attend all of the scheduled classes. Absenteeism will affect final grade,</td>
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<tr>
<td>• All students are expected to arrive to class on time. Excessive tardiness will affect final grade.</td>
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<td>• All students are expected to behave in a professional, courteous and respectable manner during class.</td>
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<td>• During class discussions and presentations, please reframe from talking.</td>
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<tr>
<td>• Hats and/or caps are not permitted to be worn during class period.</td>
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<tr>
<td>• Foul language or cursing will not be permitted. Students who display disruptive behavior will be asked to leave and/or be dropped from the class.</td>
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<tr>
<td>• When arriving to class late, do not walk in front of the presenter while he/she is speaking. Wait before you take a seat. Do not leave the room while a presenter or faculty is speaking.</td>
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<tr>
<td>• Beepers and cell-phones must be turned off during class.</td>
</tr>
<tr>
<td><strong>CLASS PARTICIPATION:</strong> Class participation enhances learning for all, especially for those who participate. In order to demonstrate active class participation, students must participate in classroom discussions and complete assigned readings and activities. Further evidence of class participation is observed positive contributions to class discussions every class period. Consistency in preparedness, professional behavior and attendance are also considered in determining final grade.</td>
</tr>
<tr>
<td><strong>ATTENDANCE/ABSENCES/TARDINESS:</strong> Regular attendance for the full class period is imperative to pass this course. Students must arrive at each class on time. Students who arrive late and/or leave early are considered disruptive to the class. The result of such behavior will affect one’s grade in the course. All Students will start with 100 points for Attendance. Attendance/absence/tardiness policies governing the course include the following:</td>
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<tr>
<td>• For 3hr-credit classes meeting once a week or 5hr-credit classes meeting twice a week, twenty points are deducted for each absence. One absence is excused before points are deducted. Five points will be deducted for tardiness or leaving early up to ten minutes; ten points up to twenty minutes and those who arrive after or leave before 20 minutes of each class will be marked as absent (20 points).</td>
</tr>
<tr>
<td><strong>&quot;INCOMPLETE GRADES&quot;:</strong> An &quot;I&quot; grade cannot be assigned in lieu of earning grades of &quot;C,&quot;&quot;D&quot; and &quot;F.&quot; Missing exams (including the final) does not justify an &quot;I&quot; grade. An &quot;I&quot; may be assigned for a student who, due to unusual circumstances, fails to complete the course requirements, AND who has otherwise earned a grade of at least &quot;C.&quot;</td>
</tr>
<tr>
<td><strong>EXAMINATIONS:</strong> When exams are given: there will be No-make-ups under any circumstances; Absolute Zero Tolerance for Late Assignments; and NO assignments will be accepted after time of due date. No Excuses. You may turn in your assignments before the due date.</td>
</tr>
<tr>
<td><strong>CHEATING/ PLAGIARIZING:</strong> Students who cheat on exams and/or plagiarize/copy on assignments and/or research projects will receive an “F” grade for the course and will be referred for disciplinary action through the university, which may result from dismissal from the program.</td>
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<tr>
<td><strong>PROJECTS &amp; ASSIGNMENTS:</strong> Students may be asked to submit the assignments via blackboard digital drop box (professor discretion). Students are expected to complete all assignments, activities, and projects when due- (absence from class is &quot;No Excuse&quot;). Absolute Zero Tolerance for Late Assignments: NO assignments will be accepted after time of due date. No Excuses. You may turn in your assignments before the due date. All work must be completed using word processing/ graphic software. Do not turn-in incomplete work.</td>
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<tr>
<td>Note: Students are responsible for lost mailed or delivered assignments. Projects and assignments should be submitted in electronic form that is on a CD when requested. Students should plan to provide copies of work by</td>
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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.

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

VI. Articles and Chapters


THE PROFESSOR RESERVES THE RIGHT TO ALTER OR CHANGE THE SYLLABUS AS NEEDED.

(This syllabus is non-negotiable)