Stephan F. Austin State University
Perkins College of Education
Department of Human Services and Educational Leadership
SPED 5362.700: Instructional Strategies for Exceptional Learners
Summer II 2024

Instructor: Lisa McCleary, Ph.D., LP, LSSP, BCBA-D, NCSP
Pronouns: she/her/hers
Office: 
Office Hours: F: 8:00-10:00 virtual
Office Phone: 
Credits: 3
Other Contact Information: NA
Email: lisa.mccleary@sfasu.edu

Course Time & Location: M-R 8:00-9:55 online

Prerequisites:

This course meets virtually via Zoom.

I. Course Description:
“Methods of evaluation and remediation of sensory and perceptual deficiencies.”
This course is designed to provide knowledge and skills to school personnel in understanding and implementation of scientifically-validated instruction procedures with students with disabilities.

SPED 5362 “Instructional Strategies for Exceptional Learners” (3 credits) typically meets four times each week (M-R) in 115-minute segments for 5 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each day to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They
seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

General:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

In the Perkins College of Education, we value and are committed to:

- academic excellence through critical, reflective and creative thinking
- life-long learning
- collaboration and shared decision-making
- openness to new ideas and innovation and change
- integrity, responsibility, diligence and ethical behavior
- and service that enriches the community.

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the applied knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned in previous program courses and those learned throughout the course in an applied manner.

The School Psychology program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program’s philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.
Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:

- **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

- **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and
supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

- **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

While all domains of NASP are included to some degree within the course, domains 1, 3, 5, and 8 are the primarily represented in this course.

**Program Learning Outcomes (PLO): Program Specific**

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multilayered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological
factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. Domain 2: Consultation and Collaboration. School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

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Student Learning Outcomes (SLO): Course Specific

1. Understand the principles of learning and the effects of disabilities on students’ learning.
2. Understand learning environments that are responsive to the strengths and needs of learners with disabilities.
3. Understand curricula and instruction that fosters student learning, achievement, and competence in current and future environments.
4. Understand multicultural issues related to interventions focused on academic and mental health issues and data-based decision making.
5. Read and discuss the role of assessment information in making recommendations about educational programming that responds to learners identified needs and enhance their educational functioning.
6. Identify methods of classroom assessment to enhance instruction including: observational, curriculum-based, criterion-based, and norm-referenced. Also, discuss how to use assessment data to enhance knowledge about and instruction for students with diverse needs.
7. Identify the stages of learning and list methods by which each may be accomplished.
8. Operationalize several potential academic target behaviors and describe common monitoring procedures, e.g., frequency, time sampling, task analysis and per opportunity, and methods to summarize and display this information.
9. Discuss instructional strategies and the role of proof and verification in their development, and identify methods to implement.
10. Identify factors that influence the maintenance of learned skills and methods to promote maintenance.
11. Identify factors that influence the generalization of academic skills and discuss methods to promote stimulus and response generalization of academic skills.
12. When given a variety of classroom situations which include academic and social difficulties, students will analyze and prescribe strategies.
13. Analyze methods of SLD identification for eligibility based on current research.
14. Understand how to design, implement, and maintain an effective RTI framework within a school setting.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Syllabus Agreement Form (Pass/ Fail): As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form.
This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. **Course Confidentiality Agreement Form (Pass/Fail):** Students must complete and return the attached course confidentiality agreement form assuring that course discussions will remain confidential. This form must be received before the end of the first class. Questions and concerns regarding the course confidentiality agreement form must be brought to the attention of the instructor immediately.

3. **Professionalism (Pass/Fail):** Students will be evaluated based on their ability to exhibit professionalism.
   Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program, practicum, or internship placement.

4. **Quizzes (100 points/29%):** Twenty-six quizzes will be given during the semester. At the end of the semester, 13 quizzes will be randomly selected to count for a grade and the lowest three quizzes will be dropped. Each selected quiz is worth up to 10 points. Each quiz will cover information from one specific chapter.

5. **Research Paper: SLD Determination (100 points/29%):** Each student will write a 12–15-page (excluding title page and references) paper on at least three different methods of identifying/determining eligibility for a specific learning disability (SLD). Examine each method in depth, noting the pros and cons of each method as well as its ability to address diversity in development and cultural diversity. Then, summarize the literature and present the method you believe is the best and a rationale for your belief. In order to find appropriate peer-reviewed research-based references a substantial literature review will be required before you begin writing the paper. All papers must have strict adherence to the APA manual. The paper should be written in APA Style’s Professional Style, use Times New Roman and 12-point font, and contain no quotes.

5. **Academic Interventions/Instructional Strategy Handouts (100/29%):** Each student will create handouts for 5 academic interventions or instructional strategies. For each of the 5 research-based academic interventions, students will create a parent handout, a teacher handout, and a fidelity checklist. Each handout should include three representative peer-reviewed citations on the handout. The handouts should also include directions on how to collect progress monitoring data. Each student must have one math intervention, one reading intervention, one writing intervention, one instructional strategy, and can choose what the fifth academic intervention or instructional strategy is.

6. **Reflection Posts (50 points/14%):** Each Thursday you are to submit a 1–2-page reflection paper based on the reading and experiences you have had that week, related to course content. The focus should be on the content of the material assigned for that week, but you may also reflect on information from previous weeks in the semester as well. The post should not be a summary of the material, but a reflection on how content within the material applies to life, particularly within the profession of school psychology. After posting your reflection, respond to at least one of your peer’s reflection posts. Your response to a peer’s post must occur by the Friday of that week. Ten points will be assigned for each week based on the content of your reflection post and response to your peer’s posts.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wanting to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for
the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

IV. Evaluation and Assessments (Grading):

Grading Policy

1. Syllabus Agreement Form Pass/Fail
2. Course Confidentiality Form Pass/Fail
3. Professionalism Pass/Fail
4. Research Paper 100 points
5. Academic Handouts 100 points
6. Quizzes 100 points
7. Reflection Posts 50 points

A = 90-100% 315-350 points
B = 80-89% 280-314 points
C = 70-79% 245-279 points
D = 60-69% 210-244 points
F = <60% 0-209 points

Attendance: Students are expected to attend ALL classes. Incompletes will be given under limited circumstances (e.g., personal situations, illness). The University/Human Services and Educational Leadership Department policy for incompletes will be used (consult these guidelines). Make-up procedures must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

Posting Grades
Grades will be posted on D2L. Student performance cannot be reported or discussed on the phone or through email.
### V. Tentative Course Outline/Calendar: Other readings may be assigned

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>Understand the principles of learning and the effects of disabilities on students' learning.</td>
<td>Class discussion and activities</td>
<td>-Quizzes&lt;br&gt;-Homework&lt;br&gt;-Research Paper&lt;br&gt;-Reflection Posts</td>
<td>[PLO-3, 5, 6, 8; NASP-3, 5, 6, 8]</td>
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<tr>
<td>Understand learning environments that are responsive to the strengths and needs of learners with disabilities.</td>
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<td>-Quizzes&lt;br&gt;-Homework&lt;br&gt;-Research Paper&lt;br&gt;-Academic Handouts&lt;br&gt;-Reflection Posts</td>
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<td>Understand curricula and instruction that fosters student learning, achievement, and competence in current and future environments.</td>
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<td>[PLO-3, 5, 6, 7, 8; NASP-3, 5, 6, 7, 8]</td>
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<td>Understand multicultural issues related to interventions focused on academic and mental health issues and data-based decision making.</td>
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<td>[PLO-1, 3, 4, 8; NASP-1, 3, 4, 8]</td>
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<td>Read and discuss the role of assessment information in making recommendations about educational programming that responds to learners identified needs and enhance their educational functioning.</td>
<td>Class discussion and activities</td>
<td>-Quizzes&lt;br&gt;-Homework&lt;br&gt;-Research Paper&lt;br&gt;-Reflection Posts</td>
<td>[PLO-1, 3, 5, 6, 7, 8; NASP-1, 3, 5, 6, 7, 8]</td>
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<td>Identify methods of classroom assessment to enhance instruction including: observational, curriculum-based, criterion-based, and norm-referenced. Also, discuss how to use assessment data to enhance knowledge about and instruction for students with diverse needs.</td>
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<td>[PLO-1, 3, 4, 5, 6, 8; NASP-3, 5, 6, 8]</td>
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<td>Identify the stages of learning and list methods by which each may be accomplished.</td>
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<td>[PLO-3, 5, 6; NASP-3, 5, 6]</td>
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<tr>
<td>Operationalize several potential academic target behaviors and describe common monitoring procedures, e.g., frequency, time sampling, task analysis and per opportunity, and methods to summarize and display this information.</td>
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<td>[PLO-3, 5, 6, 7; NASP-3, 5, 6, 7]</td>
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<td>Discuss instructional strategies and the role of proof and verification in their development, and identify methods to implement.</td>
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<td>[PLO-3, 5, 6, 7, 8; NASP-3, 5, 6, 7, 8]</td>
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<td>Identify factors that influence the maintenance of learned skills and methods to promote maintenance.</td>
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<td>[PLO-3, 4, 5, 6, 7, 8; NASP-3, 4, 5, 6, 7, 8]</td>
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<td>When given a variety of classroom situations which include academic and social difficulties, students will analyze and prescribe strategies.</td>
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<td>[PLO-3; NASP-3]</td>
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<td>Analyze methods of SLD identification for eligibility based on current research.</td>
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<td>[PLO-5, 6, 10; NASP-5, 6, 10]</td>
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<td>Understand how to design, implement, and maintain an effective RTI framework within a school setting.</td>
<td>Class discussion and activities</td>
<td>Class discussion and activities</td>
<td>[PLO-5, 6, 10; NASP-5, 6, 10]</td>
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<tr>
<td>Core Curriculum Objectives</td>
<td>Course Assignments</td>
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</tbody>
</table>
| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | - Quizzes  
- Homework  
- Research Paper  
- Academic Handouts  
- Reflection Posts |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | - Professionalism  
- Quizzes  
- Homework  
- Research Paper  
- Academic Handouts  
- Reflection Posts |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | - Quizzes  
- Homework  
- Research Paper  
- Reflection Posts |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | - Professionalism  
- Homework  
- Reflection Posts |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | - Syllabus Agreement Form  
- Confidentiality Agreement Form  
- Professionalism  
- Quizzes  
- Homework  
- Research Paper  
- Reflection Posts |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | - Professionalism  
- Quizzes  
- Homework  
- Academic Handouts  
- Reflection Posts |
## Tentative Course Schedule and Other Important Dates

<table>
<thead>
<tr>
<th>Wk/Class Session</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/1</td>
<td>*7/8</td>
<td>Course introduction/syllabus</td>
<td>Ch. 1 – Historical Background for RTI</td>
<td>Syllabus Agreement Form DUE</td>
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<td></td>
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<td>Kovaleski et al.</td>
<td>Course Confidentiality Form DUE</td>
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<td>Quiz 1</td>
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<td>1/2</td>
<td>7/9</td>
<td>Ch. 3 – The MTSS</td>
<td>Kovaleski et al.</td>
<td>Quiz 2</td>
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<td>Ch. 4 – Determining Student Risk</td>
<td>Kovaleski et al.</td>
<td>Quiz 3</td>
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<tr>
<td>1/3</td>
<td>7/10</td>
<td>Ch. 5 – Determining Inadequate Academic</td>
<td>Kovaleski et al.</td>
<td>Quiz 4</td>
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<td>Ch. 6 – Determining Responsiveness to Int</td>
<td>Kovaleski et al.</td>
<td>Quiz 5</td>
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<td>Ch. 7 – Ruling Out Other Conditions and In</td>
<td>Kovaleski et al.</td>
<td>Quiz 6</td>
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<td>Ch. 8 – Observing the Student w/in the Instr</td>
<td>Kovaleski et al.</td>
<td>Quiz 7</td>
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<td>Post reflection #1</td>
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<td>1/4</td>
<td>7/11</td>
<td>Ch. 9 – Synthesizing Data to Determine</td>
<td>Essentials</td>
<td>Quiz 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 10 – Using RTI to Evaluate SLD in R</td>
<td>Lopez et al.</td>
<td>Quiz 9</td>
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<td></td>
<td></td>
<td>Kovaleski et al.</td>
<td>Quiz 10</td>
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<td></td>
<td>Kovaleski et al.</td>
<td>Quiz 11</td>
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<tr>
<td>2/5</td>
<td>7/15</td>
<td>Ch. 7 – Educating Culturally &amp; Linguistically</td>
<td>Essentials</td>
<td>Quiz 12</td>
</tr>
<tr>
<td></td>
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<td>Ch. 10 – Cultural Adaptations of a School-</td>
<td>Lopez et al.</td>
<td>Quiz 13</td>
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<tr>
<td>2/6</td>
<td>7/16</td>
<td>Ch. 11 – Using RTI to Evaluate SLD in WE</td>
<td>Essentials</td>
<td>Quiz 14</td>
</tr>
<tr>
<td></td>
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<td>Ch. 12 – Using RTI to Evaluate SLD in M</td>
<td>Lopez et al.</td>
<td>Quiz 15</td>
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<td>Kovaleski et al.</td>
<td>Quiz 16</td>
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<td>Kovaleski et al.</td>
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<tr>
<td>3/9</td>
<td>7/22</td>
<td>Ch. 2 – Phonological Awareness</td>
<td>Essentials</td>
<td>Quiz 17</td>
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<td></td>
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<td>Ch. 3 - Phonics</td>
<td>Essentials</td>
<td>Professionalism Rubric</td>
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<tr>
<td>3/10</td>
<td>7/23</td>
<td>Ch. 4 – Reading Fluency</td>
<td>Essentials</td>
<td>Quiz 18</td>
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<td>PAPER DUE</td>
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<tr>
<td>3/11</td>
<td>7/24</td>
<td>Ch. 5 – Vocab. &amp; Reading Comp.</td>
<td>Essentials</td>
<td>Quiz 19</td>
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<td>Post reflection #3</td>
</tr>
<tr>
<td>4/13</td>
<td>7/29</td>
<td>Ch. 6 – Spelling</td>
<td>Essentials</td>
<td>Quiz 20</td>
</tr>
<tr>
<td>4/14</td>
<td>7/30</td>
<td>Ch. 7 – Written Expression</td>
<td>Essentials</td>
<td>Quiz 21</td>
</tr>
<tr>
<td>4/15</td>
<td>7/31</td>
<td>Ch. 8 – Culturally Responsive Mathematics</td>
<td>Essentials</td>
<td>Quiz 22</td>
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<tr>
<td>4/16</td>
<td>*8/1</td>
<td>Ch. 9 – Counseling LGBTQ YOC</td>
<td>Essentials</td>
<td>Quiz 23</td>
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<td>Post reflection #4</td>
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<td>HANDOUTS DUE</td>
</tr>
<tr>
<td>5/17</td>
<td>8/5</td>
<td>Ch. 9 – Math Problem Solving</td>
<td>Essentials</td>
<td>Quiz 24</td>
</tr>
<tr>
<td>5/18</td>
<td>8/6</td>
<td>Ch. 10 – Cognitive Abilities</td>
<td>Essentials</td>
<td>Quiz 25</td>
</tr>
<tr>
<td>5/19</td>
<td>8/7</td>
<td>Ch. 2 – The Legal Boundaries for RTI</td>
<td>Essentials</td>
<td>Quiz 26 (Essentials Ch. 10 only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kovaleski et al.</td>
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<td></td>
<td>Post reflection #5</td>
</tr>
</tbody>
</table>

*All papers are to be submitted in APA format through Desire2Learn.*

### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Texts:**

**Recommended Texts:**

Additional reading assignments may be assigned during class.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that
can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

• Other important course-related policies:

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**III: Other SFA Policy Information**

**Course Policy:**
All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

**IX: Resources**

**On-campus Resources:**
- **The Dean of Students Office (Rusk Building, 3rd floor lobby)**
  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  936.468.7249
dos@sfasu.edu
- SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  Human Services Room 202 • 936-468-1041
- **The Health and Wellness Hub “The Hub”**
  Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  936.468.4008
  thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**X. Additional Information:**
**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – **Code of Ethics and Standard Practices for Texas Educators.**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee.** The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions.
Research Paper: SLD Determination

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using peer-reviewed journal articles, the student explains the pros and cons of three research-based methods for identifying SLD.</td>
<td></td>
</tr>
<tr>
<td>Student provides a description of each method’s ability or inability to account for diversity in development.</td>
<td></td>
</tr>
<tr>
<td>Students provide a description of each method’s ability or inability to account for cultural diversity.</td>
<td></td>
</tr>
<tr>
<td>Student provides a summary of the research literature for each of the three SLD identification methods.</td>
<td></td>
</tr>
<tr>
<td>Student concludes with a recommendation for schools to use the most evidence-based SLD identification method.</td>
<td></td>
</tr>
<tr>
<td>Student concludes with recommendations for overcoming known obstacles and pitfalls of the recommended SLD identification method.</td>
<td></td>
</tr>
<tr>
<td>The literature review follows APA Style (professional style format), 12-point font, Times New Roman, and contains no quotes.</td>
<td></td>
</tr>
<tr>
<td>The literature review is within 12-15 pages of content, not including a title page and references.</td>
<td></td>
</tr>
<tr>
<td>The literature review is organized logically and is clearly and concisely written.</td>
<td></td>
</tr>
<tr>
<td>The literature review is free of spelling, typographical, and grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Total Score: ______ X 2 = ______/100

NASP Domain 5 School-Wide Practices to Promote Learning
NASP Domain 8 Diversity in Development and Learning
Academic Interventions/Instructional Strategy Handouts

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
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<tbody>
<tr>
<td>5 Academic interventions or instructional strategies consisting of</td>
<td></td>
</tr>
<tr>
<td>-1 reading intervention</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>-1 math intervention</td>
<td></td>
</tr>
<tr>
<td>-1 writing intervention</td>
<td></td>
</tr>
<tr>
<td>-1 instructional strategy</td>
<td></td>
</tr>
<tr>
<td>-1 student selected intervention or instructional strategy</td>
<td></td>
</tr>
<tr>
<td>Each of the 5 academic interventions/instructional strategies include</td>
<td></td>
</tr>
<tr>
<td>-parent handout</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>-teacher handout</td>
<td></td>
</tr>
<tr>
<td>-fidelity checklist</td>
<td></td>
</tr>
<tr>
<td>Each handout includes 3 APA Style references of representative peer-reviewed journal articles demonstrating support for the intervention.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student provides a BRIEF summary of the intervention/strategy and who it is useful for.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student explains how to implement the intervention/strategy in the parent and teacher handouts.</td>
<td>3 6 9 12 15</td>
</tr>
<tr>
<td>The fidelity checklist contains clear directions and indicates each step of the intervention/strategy (i.e., provide a task analysis of the intervention steps).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student identifies a CBM(s) for collecting progress monitoring data for each intervention/strategy.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The documents are free of spelling, typographical, and grammatical errors.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: ________ X 2 = ________/100

NASP Domain 3 Academic Assessment/Intervention
Please rate your candidate on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the candidate’s suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A candidate whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most candidates will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of candidates in this range meets normal expectations.

4 = Above Standard. Performance and judgment of candidates in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the candidate on the item.

Acceptable performance on these professional work characteristics is an important component of our students’ evaluation. Please review each item carefully.

1. Respect for Human Diversity
   a. Candidate is sensitive to racial issues.  1 2 3 4 5 N
   b. Candidate is sensitive to cultural issues.  1 2 3 4 5 N
   c. Candidate is sensitive to the needs of all learners.  1 2 3 4 5 N
   d. Candidate is sensitive to people of all sexual orientations.  1 2 3 4 5 N
   e. Candidate professionally encourages inclusion in school settings.  1 2 3 4 5 N
   f. Candidate is aware of the challenges that diversity issues may pose in the schools  1 2 3 4 5 N

2. Effective Communication Skills
   a. Candidate’s written work is free of spelling errors.  1 2 3 4 5 N
   b. Candidate’s written work is free of grammatical errors.  1 2 3 4 5 N
   c. Candidate’s spoken language is free of grammatical errors.  1 2 3 4 5 N
   d. Candidate can clearly express ideas in writing.  1 2 3 4 5 N
   e. Candidate can clearly express ideas verbally.  1 2 3 4 5 N
   f. Candidate can explain complex ideas in simple language.  1 2 3 4 5 N
   g. Candidate expresses themselves using professional language.  1 2 3 4 5 N

3. Effective Interpersonal Relations
   a. Candidate demonstrates understanding of others’ points of view.  1 2 3 4 5 N
   b. Candidate is empathetic of others.  1 2 3 4 5 N
   c. Candidate is supportive of others.  1 2 3 4 5 N
   d. Candidate resolves conflict situations in a professional manner.  1 2 3 4 5 N
   e. Candidate approaches others for assistance when needed.  1 2 3 4 5 N

4. Ethical Responsibility
   a. Candidate demonstrated knowledge of ethical guidelines of the profession.  1 2 3 4 5 N
   b. Candidate can apply ethical guidelines to situations within practice.  1 2 3 4 5 N
   c. Candidate does not exceed areas of competence in professional practice.  1 2 3 4 5 N

5. Self-Awareness, Self-Evaluation, and Self-Reflection
   a. Candidate adapted to the academic demands of the program.  1 2 3 4 5 N
b. Candidate is aware of the potential impact of personal values and beliefs on clients, peers, and faculty.  
1 2 3 4 5 N

c. Candidate independently identifies problem situations.  
1 2 3 4 5 N

d. Candidate engages in problem solving to address problem situations.  
1 2 3 4 5 N

e. Candidate has adapted to the emotional demands of the program.  
1 2 3 4 5 N

6. Initiative and Dependability
a. Candidate is organized.  
1 2 3 4 5 N

b. Candidate meets important deadlines.  
1 2 3 4 5 N

c. Candidate anticipates the needs of students/clients.  
1 2 3 4 5 N

7. Openness to Processes of Training and Instruction
a. Candidate welcomes performance feedback.  
1 2 3 4 5 N

b. Candidate receives feedback in a thoughtful and reflective manner.  
1 2 3 4 5 N

c. Candidate actively seeks to resolve issues raised by trainers.  
1 2 3 4 5 N

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development
a. Candidate responded professionally to negative feedback or reprimand.  
1 2 3 4 5 N

b. Candidate successfully completed a remediation plan.  
1 2 3 4 5 N

c. Candidate sought out assistance in dealing with a critical professional issue.  
1 2 3 4 5 N

d. Candidate entered and completed therapy to resolve issues or problems.  
1 2 3 4 5 N

Do you have any comments about this candidate that you would like to add?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
School Psychology Class Confidentiality Agreement

I, ___________________________ hereby affirm my commitment to maintaining the utmost confidentiality of any information shared during the ______________ course. I understand that this confidentiality is essential to protect the clients/students, parents, teachers, and other school personnel we may be working with and myself.

As a participant in the graduate school psychology course, I recognize the importance of maintaining confidentiality and protecting the privacy of individuals involved in the course. We understand that discussions, assignments, and case studies may involve sensitive and personal information, which must be treated with the utmost care and respect. Therefore, I agree to abide by the following confidentiality statement:

- I will not disclose, publish, or share any information discussed or provided in the ______________ course without permission from all parties involved or under circumstances in which I must to comply with the law (e.g., court order).
- I will strictly use the shared information solely for educational purposes within the scope of the ______________ course. I recognize the need to exercise caution and take all necessary precautions to prevent unauthorized access, use, or disclosure of any confidential information. This includes using ear buds or a headset during class.
- Confidentiality Obligation: I understand that any information shared by my peers, instructors, or clients during the course is strictly confidential. I will not disclose, discuss, or share any identifying or sensitive information outside of the course setting, without explicit permission from the individuals involved.
- Privacy and Anonymity: I will make every effort to ensure the privacy and anonymity of individuals discussed in the course. When discussing case studies or examples, I will refrain from using real names or any other personally identifiable information unless given explicit consent.
- Respectful Communication: I will engage in respectful and professional communication when discussing topics in the course. I will maintain a supportive and non-judgmental environment that fosters open dialogue, while ensuring that personal information remains confidential.
- Protection of Course Materials: I acknowledge that course materials, including readings, lecture notes, and presentations, are the intellectual property of the instructors and authors. I will not distribute or share these
materials with individuals who are not enrolled in the course, unless authorized to do so.

- Safeguarding Digital Information: I will take appropriate measures to protect digital information shared within the course. This includes using secure platforms, maintaining strong passwords, and refraining from sharing course-related information through unsecured channels.
- Reporting Breaches: In the event of a suspected or actual breach of confidentiality, I will promptly report the incident to the instructor or course coordinator. I understand that breaches of confidentiality may have ethical and legal consequences, and I will cooperate fully in any investigation or resolution process.
- By participating in the graduate school psychology course, I acknowledge and agree to uphold this confidentiality statement. I understand that failure to comply with this statement may result in disciplinary action or other appropriate measures, such as removal from the program.

By signing below, I affirm that I have read and understood the importance of maintaining confidentiality. I acknowledge that any breach of this agreement may have serious consequences for both the clients and myself. I commit to upholding these obligations of confidentiality both during and after my participation in the _____________ course.

Printed Name: _______________________

Student's Signature: _______________________ Date: _____________________
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPED 5362, Summer II 2024. My class meets on __________ (days) at _________ (time).

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus. I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________  _______________
Signed        Date