SPSY 672 Schools as Systems Practicum
3 Credits, Fall, 2019
Wednesday 10:30-1:10
Center for Psychological Services, 203N, Fairfax Campus

Faculty
Name: Nicole Beadles, PhD, NCSP
Office Hours: Wednesdays 3-4, or by appointment
Office Location: 1706 Thompson Hall
Office Phone: 703-993-5127
Email Address: nbeadles@gmu.edu

Prerequisites/Corequisites

Recommended corequisite: SPSY 671.

University Catalog Course Description
Provides contextual understanding of how districts, schools and classrooms operate; job responsibilities of the school psychologist; role of colleagues in the schools; special education process; various team structures and functioning; MTSS implementation; systems-level initiatives; organizational change; program evaluation; and use of data for school/student improvement. Requires semester-long practicum in the schools shadowing a school psychologist, and weekly class meetings.

Course Delivery Method
This course will be delivered using a practicum and seminar format. Students spend 8 hours per week in the schools and attend seminar weekly.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Learn about the various roles school psychologists have in schools
2. Understand how school psychologists collaborate with others as parts of teams.
3. Become familiar with roles and responsibilities of other people who work closely with the school psychologist (e.g. administrators, department chairs, reading specialists, speech language pathologists, OTs, behavior specialists)
4. Articulate and describe MTSS and how schools implement services at each level, particularly prevention efforts/tier 1 services for academics and behavior.
5. Become familiar with how schools use data to monitor and measure educational outcomes
6. Identify and understand school-wide practices to promote learning
7. Identify and understand preventative and responsive services in school
8. Learn about the special education eligibility process

9. Become familiar with leadership, system change and program evaluation issues in education

Professional Standards
This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

II. Data Based Decision Making
IV. Direct and Indirect Services: Student level services
      Element 4.1 Interventions and instructional support to develop academic skills
      Element 4.2 Intervention and mental health services to develop social and life skills
V. Direct and Indirect Services: Systems level services – schools
      Element 5.1 school wide practices to promote learning
      Element 5.2 preventative and responsive schools
VI. Direct and Indirect Services: systems level services – family school collaboration services
VIII. Research, Program Evaluation, Legal, Ethical and Professional Practice
      Element 8.1 Research and program evaluation
      Element 8.2 Legal and ethical professional practice

Required Texts
Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: building academic and behavioral success in schools.* New York, NY: The Guilford Press. ISBN: 9781462522484

Blackboard articles as assigned.

Recommended Text
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

- Students are expected to spend 6 to 8 hours in a school building each week shadowing a school psychologist. This can be broken into 2 days, or all can be done in one day. A log will be turned in documenting your experience, signed by the supervising psychologist and the student. The log should include an entry for each day in the school, including the date, arrival/departure time, total hours in the school that day, and a brief summary of your activities. Total hours overall must be included. 30 points.

- Shadowing write-ups: Students are expected to complete a two-page write-up based on their school experiences that week. There is a given topic noted in the class schedule each week, try to follow that schedule for the write-up. Your writing should include information you have learned in your school by talking with various people in various roles in the building (or in your district). The write-up should be about two pages, double spaced, regular

margins, 12 pt font. Include how you sought the information in your school building (e.g. who did you speak to?), what you found out, how it relates to your personal experiences and readings, and your reaction to what you learned (one paragraph should suffice for this last part). 10 write-ups, 5 points each, for a total of 50 points.

- Discussion Leader: Each week student(s) will lead small group discussion of that day's reading. Students will sign up on the first day of class for dates to lead discussion. On that date, discussion leaders will provide a list of discussion points to the group. Lead two discussions, 5 points each (10 points total).

- Final Reflection: Students will choose a topic related to a school or district-wide issue they've become aware of at their practicum site (e.g. truancy, bullying, school climate, behavior problems, suicide prevention, parent involvement, reading scores, implementation of a new initiative, etc.). The goal of this reflection is to think about how your school or district has approached this issue, what they have done or attempted to do to address it, and if the approach is working (or not). Students are to relate their reflection to readings and class discussion. 5 pages, double spaced. 10 points.

Other expectations
- As this is a seminar, students are expected to attend all classes, come on time, remain throughout class, and contribute regularly and thoughtfully to class discussions.
- Complete readings prior to class and come prepared to discuss the reading as well as your experience in the schools thus far. This is the time to participate fully in related activities, ask questions, engage with your peers, and discover how things are done across schools and school systems.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

Log of school hours – 20 pts
Shadowing write ups – 50 pts
Discussion lead - 10 pts
Final reflection – 20 pts
Total = 100 pts

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100; A = 93-98; A- = 90-92
B+ = 87-89; B = 83-86; B- = 80-82
C = 70-79
F = below 70

Professional Dispositions

As you will be spending time in a school building, it is expected that you will follow NASP ethical standards, all applicable procedures relevant to your school district, and laws regarding school practice.

 See also https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Class/Date	Topic	Shadowing write-up suggestions	Readings/Assignment Due
1 8/28	Introduction to course, shadowing expectations and assignments, discussion lead sign up, syllabus		
2 9/4	Leadership and change		Fullan Chs. 1 & 2 Discussion Leader: Nicole
3 9/11	Leadership and change		Fullan Ch. 3 Discussion Leader:
4 9/18	Leadership and change Role of the school psychologist Allies for the school psychologist	Describe the role of your school psychologist. What is the balance of job responsibilities? With whom does the school psychologist work closely? Interview that person, and/or social worker and school counselor and describe collaboration and relationship, why it's important.	Fullan Ch. 4 Discussion Leader: Shadowing Write-up
5 9/25	Leadership and change	Interview an administrator, what is their understanding of school psychology/SP role? How do they work with the school psychologist?	Fullan Ch. 5 Discussion Leader: Shadowing Write-up
6 10/2	Leadership and change	Interview an administrator, ask about their role as a leader. What is easy, what is difficult? What lessons did you learn, and what ideas can you adopt as a school psychologist?	Fullan Chs. 6 & 7 Discussion Leader: Shadowing Write-up
7 10/9	Prevention in the schools	What types of prevention efforts exist in your school?	Brown-Chidsey & Bickford Chs. 1, 2, 3 Discussion Leader:

		What initiatives/programs support learning and behavior for all students? Think about academic, mental health, behavioral.	Shadowing Write-up
8 10/16	Risk factors, community partnerships Core instruction and learning standards (learning goals)	What are the risk factors that affect your school's population? How does your school address this? How does your school build relationships in the community? Describe some of the learning objectives associated with each grade level.	Brown-Chidsey & Bickford Chs. 4, 5 Discussion Leader: Shadowing Write-up
9 10/23	Teams in schools Use of data	What teams exist in your school? (e.g. grade level, content specific, local screening, school improvement) How is data managed and used by your school teams?	Brown-Chidsey & Bickford Chs. 6, 7, 8 Discussion Leader: Shadowing Write-up
10 10/30	Effective instruction for all students	Observe a gen ed class Observe team taught class Interview a gen ed teacher Describe the method(s) of instruction that you observe.	Brown-Chidsey & Bickford Chs.14, 15 Discussion Leader: Shadowing Write-up
11 11/6	ELLs Reaching critical mass	How does your school support ELLs? Does the data in your school suggest 80% success at Tier 1? Why or why not?	Brown-Chidsey & Bickford Chs.16, 17, 18 Discussion Leaders (2): Shadowing Write-up
12 11/13	Universal screening and problem solving	Describe the universal screening that is used in your school. How are children identified if not succeeding? What is the problem-solving process in your school?	Brown-Chidsey & Bickford Chs. 19, 20 Discussion Leader: Shadowing Write-up
13 11/20	Progress monitoring, using data, and Tier 3 Change at a broader level	Describe your school's process from screening to sped eligibility. How do children move across tiers, and how are these decisions made? What services are provided at these tiers? What are your district's goals for school psychology, how are they communicated, implemented and measured?	Brown-Chidsey & Bickford Chs. 21, 22, 23 Discussion Leaders (2): Shadowing Write-up
11/27	NO CLASS	THANKSGIVING BREAK	
14 12/4	Wrap up, final thoughts and		**Final reflection due**

| | discussion of experiences | | **Logs due 12/11** |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .