

CIEP 462: Ethics and Professional School Psychology

Fall 2017

Loyola University Chicago

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Class Time: Tuesday, 4:15 pm – 6:45 pm

Class Location: Corboy Law Center – Room 105

COURSE OVERVIEW AND STRUCTURE

Ethics and Professional School Psychology is an introduction and overview of the profession of school psychology. The course consists of activities, lectures, readings, and discussions of the roles and activities of school psychologists. Class sessions and readings are devoted to topics and overall content as follows:

1. The history of school psychology
2. The various roles and functions of school psychologists
3. The cultural and societal context of school psychology practice
4. The relationship between school psychology and special education within a multi-tiered system of support
5. Organization and operation of the schools
6. Emerging service roles and reform: early intervention, consultation, prevention, multi-tiered systems of support, alternative assessment models, etc.
7. Research on effectiveness of services and job satisfaction.
8. Professional issues – ethics, licensure, certification, accreditation, standards, technology & computers.
9. Legal influences and professional standard
10. Relationships with other professionals – educational, mental health professionals, etc.
11. Professional organizations – ISPA, NASP, and APA
12. Current issues and future directions

APA COMPETENCIES COVERED IN THE COURSE

The following APA competencies are covered in this course:

1. **Professional Values and Attitudes:** as evidenced in behavior and comporment that reflect the values and attitudes of psychology.

1E. Professional Identity: Demonstrates beginning understanding of self as professional: “thinking like a psychologist” (at the “readiness for practicum level” at the culmination of the course).

3. **Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting (at the “readiness for practicum level” at the culmination of the course).

3B. Awareness and application of ethical decision making: Demonstrates awareness of the importance of applying an ethical decision model to practice (at the “readiness for practicum level” at the culmination of the course).

3C. Ethical conduct: Displays ethical attitudes and values (at the “readiness for practicum level” at the culmination of the course).

This course is divided into three primary sections. The first section is intended to provide a broad overall introduction to the field of school psychology and an overview of prominent national professional associations in the field and training standards emanating from these groups. The second section provides an overview of the state of field with respect to school psychology functions, roles and competencies and best practices in service delivery.

The third section focuses on ethical guidelines/standards driving the field, the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities.

REQUIRED READINGS

Harrison, P. & Thomas, A. (Ed.S). (2014). *Best Practices in School Psychology Set of 4 volumes*. Washington, DC: National Association of School Psychologists (referred to in list of readings as BP and volume name is listed by title and underlined in assigned readings listed below by week)

Additional readings will be made available either in-class or through the Sakai web site as listed under the week of the course in which the material will be covered.

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

Our School of Education Conceptual Framework *Social Action through Education* and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing 1st year graduate students in School Psychology (Ed.S. and PhD) with an introduction to the state of the field, best practices and ethical decision-making in the field. The course addresses diversity and social justice through a focus on how school psychology service delivery can be adapted to meet the needs of a diverse school population with respect to race/ethnicity, gender, gender identity, sexual orientation, language and socio-economic status. Social justice undergirds the course with a focus on how institutional biases impact school psychology service delivery in schools and how ethics and best practices in school psychology equates with those in the field serving as advocates to help mitigate biases and discrimination of all kinds, whether at the individual, school, community or societal level. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that prevent students from culturally and linguistically diverse backgrounds having access to appropriate educational and mental health supports to meet their needs and how school psychology service delivery models can be implemented with the realities of where schools function today.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our school psychology programs: *Professionalism, Inquiry, and Social Justice*. You will be assessed on all three areas of growth within the course. In this course, we focus on your **professionalism** in your initial understanding of state of the field with respect to school psychology service delivery at the local, state and national level. We began an exploration about the roles and functions of school psychologists through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported in applied school psychology practice by individual school psychologists and as a field. The **inquiry** is focused on how school psychologists in a range of settings, including schools, clinics and hospitals, engage in best practices through

assessment, counseling, intervention, consultation, system change work and other professional activities in addressing a wide range of behavior, social-emotional and academic needs of students in schools today. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology PhD and Ed.S. graduate training programs are assessed on all dispositions in every school psychology course. In CIEP 462, the specific disposition items that are particular to this course relate to having a solid understanding of school psychology service delivery roles and ethical practice and decision-making while enacting such roles. You can find the rubric used by all school psychology faculty to assess your dispositions in the Ed.S. and PhD School Psychology handbooks and posted on LiveText at www.livetext.com (login with your Loyola student ID and then click on the course “CIEP 462”, where the School Psychology disposition rubric will populate).

IDEA OBJECTIVES FOR THE COURSE

The following course objectives are considered to be **important** objectives for the course:

- **Develop ethical reasoning and/or ethical decision-making.**
- **Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.**

The following course objective is considered to be an **essential** objective for the course:

- **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).**

Please see the syllabus addendum to access important Loyola University Chicago School of Education Course Policies and Procedures as well as the rubrics for key assignments.

COURSE ASSIGNMENTS

Please submit all assignments electronically to the corresponding assignment page within Sakai. For assignment #5 (classmate review of school psychology interview, a discussion group will be created by the instructor for sharing classmate write-ups). A description of each assignment is as follows:

- 1. Three Reflections (10% of grade; Each 3.33% of overall class grade per reflection; reflection #1 due on 9/12, reflection #2 due on 10/17 and reflection #3 due on 11/14)**

Three reflections, each of approximately 250 words in length, will be submitted

throughout the semester. You should focus your reflection on any questions, comments, thoughts, and/or reactions to CIEP 462 class readings or discussions as well as experiences you may have as part of your school visits in other courses you are taking within the school psychology program this semester.

2. Paper: Your Ideal School Psychology Service Delivery Model (15% of grade; due on 11/21)

Throughout the semester, we are spending time discussing major roles and functions of school psychologists (what they do), best practices and training/practice standards within the field (e.g., NASP Practice Implementation Model, 2015, NASP Standards, 2015; APA Benchmark Competencies, 2010) and ethical guidance (APA, 2010; NASP, 2010). Given ‘best practices’ and national dialogue around what a school psychologist should do, and your experience thus far in comparing the “ideal” from our readings/discussion to what you see in practice, describe your “ideal” school psychology service delivery model. Within your description, integrate at least three NASP domains in your response (for Ed.S. students) and integrate at least two NASP Domains and one or more APA Benchmark competencies or other APA standard (e.g., APA Standards on Accreditation) (for PhD students) into your response as part of your “ideal” school psychology service delivery model. In your response, please incorporate the following: (1) the ways in which your “ideal” service delivery model could be **facilitated** in a building/district; (2) the **barriers** you might encounter in implementing your ideal service delivery within a building/district; (3) **the local context specific** factors would be important to consider (e.g., urban/rural/suburban setting, school resources, teacher, parent, community, student demographics and (4) the larger policies and sociocultural factors, such as state and federal legislation, educational policies, political shifts and state/federal funding. **If you are a student in the urban fellows program, you will focus on application of your ideal service delivery to urban schools under number “3” above.** While there is not a specific page requirement, you will likely be able to craft a strong response that ranges between five to seven pages.

3. Ethics Presentation- (15% of grade; presentation dates 11/21 and 11/28; one write-up per group due by 11/28)

A major component of this course is an analysis of ethical guidelines and legal mandates that drive school psychology training and practice (e.g., NASP Standards, 2010; APA, 2010). You will likely face many ethical decisions as you prepare to become a school psychologist and ultimately enter practice. Having a problem-solving model as your approach an ethical dilemma will be helpful for you as you enter practice, such as that espoused by NASP. To practice ethical problem solving, you will complete a group project that involves the solution of an ethical dilemma that will be assigned to you by the instructor and drawn from vignettes presented in local, state and national workshops. You will be divided into approximately 6 presentation groups of 3-4 students. You will use professional ethics codes to solve your ethical dilemma. **If you are a student in the PhD school psychology program, your response must incorporate the APA ethical principles as part of your solution.** Your group will review the ethical dilemma, employ a problem-solving model to determine a response to the dilemma and create a write-up of your

findings and a handout summarizing your presentation. You will share your ethical dilemma, solution and handout with the class. Your group will lead a ten minute in-class presentation with the following components:

- 1). A summary of the ethical dilemma and the major ethical and legal issues related to it. In this step, you should outline the major ethical concerns and a description of the parties(s) impacted by it and the impact of any decisions your team would make.
- 2). A description of the major ethical guidelines (e.g., APA Ethical Principles of Psychologists, NASP Ethical Principles) and applicable federal and state legislation that would be relevant to the dilemma.
- 3). Application of a problem-solving model (e.g., NASP ethical problem solving model; McNamara, 2008) which consider all sides of the dilemma and leads to the team determined most optimal solution.
- 4). Description of ultimate solution and rationale for it, based on an incorporation of ethical, legal guidelines and best practices in the field.

4. Interview with a practicing school psychologist who is also a doctoral student in the EdD program- (10% of grade; due on 10/3)

In groups of 2-3, you will interview a practicing school psychologist assigned to you by the instructor who has agreed to be interviewed. The practicing school psychologist is also a student in the Loyola University Chicago EdD program. **If you are a student in the urban fellows program, you will be assigned a school psychologist practicing in an urban setting.** In your groups of 2-3, write an interview protocol that contains questions that you are interested in learning about with respect to practice in the field, the degree to which it aligns to what you are learning about in classes and your readings as well as how the local context your interviewee works in impacts school psychology service delivery (e.g., student/community/family demographics, teacher/administration demographics, student expenditures, history of school psychology service delivery in the building, student-psychologist ratios, professional development opportunities, etc.). You should also provide an opportunity for your interviewee to provide you with any information about school psychology practice that would important for those early in training to know. You will submit one typed document that contains your written interview question and the interviewee responses. **Each individual student** will submit a 1-2 pages analyses of key take home messages and additional information you would like to learn in future training experiences. The interview analysis component should be done an individual basis and submitted to the instructor.

5. Classmate review of interview with a practicing school psychologist- (5% of grade; due on 10/17)

You will review the interview questions and responses from another group who interviewed a practicing school psychologist in a setting that differed from the one in which your group conducted the interview You should analyze the interview

transcript and **each individual student** will submit an individual written analysis that contains the following: (1) the degree to which the other team's interview and responses differed from the one conducted by one's group and (2) how and in what ways the responses were similar as well as different from the one conducted by one's own group and what factors might account for differences in responses across settings (e.g., urban, rural, suburban) student population and personnel, as well as other critical variables and factors unique to each setting.

6. Interview with a leader (local, state or national) in school psychology-(10% of grade; due on 10/31)

Please select a school psychologist who you envision as a leader in the field to interview. You will engage in this activity on an individual basis. Possible interview subjects include but are not limited to chapter authors in Best Practices, persons in leadership in major state, national or international school psychology organizations (e.g., NASP, Division 16 of APA, International School Psychology Association, Illinois School Psychologists Association, school psychology journal editors, and individuals who are doing research, advocacy or practice in an area of school psychology that is of particular interest to you (e.g., bilingual school psychology, MTSS, autism, early childhood, mental health, etc.).

The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Since the person you select is presumably someone of personal interest to you, you have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future? You will submit a typed document that contains your written interview questions, the responses and a 1-2 page individual analysis of key take home messages and additional information that you would like to learn in the future, based on the information that you gleaned from the interview.

7. Parent Interview- (10% of grade; due on 10/24)

For this assignment, you are to identify a parent/primary caregiver of a current or former school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get this parent/caregiver's perspective on what he/she views as the role of families and of schools in facilitating the education of children. Does he/she view educators as being the "experts" and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what way? What types of contacts has he/she received from schools about his/her children and were these contacts helpful?

What I would like you to get at in your interview is this parent/caregiver's view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with their child or children's schools and their reaction to these experiences. Similar to your other interviews, you should submit one document that contains the interview questions, the responses and a 1-2 page analysis of the main take away messages you have learned. In your analysis, you should also describe the implications for your own training and how school psychology as a field can advocate on behalf of parents and families.

8. Administrator Interview – (10% of grade; due on 11/7)

In groups of 2-3, you will interview a building/district administrator (e.g., principal, assistant superintendent, director of special education, director of school psychological services) to gain his/her perspective about the role of the school psychologist, the ideal role of the school psychologist and future directions and aspirations for the field. Similar to other interviews, please submit the interview questions/responses and a 1-2 page individual analysis of the findings.

9. Annotated Bibliography (15% of grade; due on 12/5)

Aligned with the M.Ed. Portfolio for the annotated bibliography (<https://www.livetext.com>), select one of the ten NASP domains and do the following (cut and modified from the Med. Portfolio rubric to fit one NASP domain, ultimately you will do this activity for all 10 NASP domains):

- Indicate which NASP domain you are selecting for this assignment
- Select three articles, books, or book chapters that address the NASP domain you selected
- Provide a clear and concise originally-written summary of each article.
- Follow APA formatting rules

***Review the Med Portfolio Rubric for the annotated bibliography in its entirety so that you can best utilized this course assignment as a model for the other 9 NASP domains you will add to your bibliography for the portfolio due in the spring semester.**

OVERALL FINAL GRADE CALCULATION

A= 92.5 points or Higher

A- = 89.5-92.49

B+ = 87.5-89.49

B = 82.5-87.49

Etc.

Schedule of Readings and Topics (readings, topics, and assignments subject to change based on pace of course and issues that arise during instruction):

Week 1- Introduction-August 29th, 2017

Discussion of Readings:

None

Week 2-The Past, Present, and Future of School Psychology- September 5, 2017

Discussion of Readings:

BP Data-Based and Collaborative Decision-Making: (Chapter 1) p 9-24 (Armistead & Smallwood).The National Association of School Psychologists *Model for comprehensive and integrated school psychological services*.

BP Data-Based and Collaborative Decision-Making (Chapter 4). p. 71-86 (Ysseldyke & Reschly).The evolution of school psychology: Origins, Contemporary Status and Future Directions.

BP Best Practices Foundations (Chapter 29). p. 383-400 (Fagan). Trends in the history of school psychology in the United States

Swanlund, L., Satchwell, M., & Pesce, R. (2017). *School psychology practice in Illinois Revised (Part I). School Psychology in Illinois*. Illinois School Psychologists Association (ISPA): Author (posted on Sakai).

Swanlund, L., Satchwell, M., Lawrence, E., & Pesce, R. (2017). *School psychology practice in Illinois Revised (Part II). Forthcoming in School Psychology in Illinois*. Illinois School Psychologists Association (ISPA): Author. (posted on Sakai)

Week 3: Becoming and Working as a School Psychologist-September 12th, 2017

Discussion of Readings:

Skalski, A. K., Minke, K., Rossen, E., Cowan, K. C., Kelly, J., Armistead, R., & Smith, A. (2015). *NASP Practice Model Implementation Guide*. Bethesda, MD: National Association of School Psychologists. (posted on Sakai)

BP Data-Based and Collaborative Decision-Making (Chapter 2) p. 25-40 (Pluymert). Problem-solving foundations for school psychological services.

BP Data-Based and Collaborative Decision-Making (Chapter 3) p. 41-70 (Stoiber). A comprehensive framework for multitiered systems of support in school psychology.

*Week 4 - Consultation and the “Science” of School Psychology-
September 19th, 2017*

Discussion of Readings:

BP Data-Based and Collaborative Decision-Making (Chapter 29) p. 449-460 (Erchul & Young). Best practices in school consultation.

BP Data-Based and Collaborative Decision-Making (Chapter 30) p. 461-482. (Kratochwill, Altschaeffl and Bice-Urbach). Best practices in school-based problem solving, consultation: Applications in prevention and intervention systems

BP Data-Based and Collaborative Decision-Making (Chapter 33) p. 509-524 (Rosenfield)
Best practices in instructional consultation and instructional consultation teams.

Week 5 - Prevention and Intervention I: Academic Assessment/RTI-September 26th, 2017

Discussion of Readings:

BP Best Practices in Student Level Services (Chapter 1) p. 9-18 (Martinez) Best practices in instructional strategies for reading in general education.

BP Best Practices in Data Based and Collaborative Decision Making (Chapter 7) p. 121-132 (Albers & Kettler). Best practices in universal screening.

BP Best Practices in Data Based and Collaborative Decision Making (Chapter 10) p. 159-170 (Howell & Hosp). Best practices in curriculum-based evaluation

National Association of School Psychologists. (2016). *Integrated Model of Academic and Behavioral Supports* [Position statement]. Bethesda, MD: Author. (posted on Sakai)

Week 6 - Prevention/Intervention I: Mental Health-October 3rd, 2017

Discussion of Readings:

BP Best Practices System Level Services (Chapter 11) p. 149-164. (Doll, Cummings, & Chapla). Best practices in population-based school mental health services.

BP Best Practices System Level Services (Chapter 12) p. 165-180 (McKevitt & Braaksma Fynaardt). Best practices in developing a positive behavior support system at the school level.

Dever, B.V., Kamphaus, R.W., Dowdy, E., Raines, T.C., & DiStefano, C. (2013). Surveillance of middle and high school mental health risk by student self-report screener. *Western Journal of Emergency Medicine*, XIV (4), 384-390. (posted on Sakai)

Week 7 FALL BREAK: NO CLASS-October 10th, 2017

Week 8 - The School Psychologist's Role as Developer and Shaper of School Culture-October 17th, 2017

Discussion of Readings:

BP Best Practices System Level Services (Chapter 2) (Knoff) p 29-42. Best practices in strategic planning, organizational development, and school effectiveness.

BP Best Practices Foundations (Chapter 24) p 315-328. (Nagle & Glover Gagnon). Best practices in designing and conducting a needs assessment.

Week 9 - Family/School/Community Collaboration-October 24th, 2017

Discussion of Readings:

BP Best Practices System Level Services (Chapter 33) (Miller & Kraft) p. 479-490. Best Practices in Partnering with Parent in School-Based Services

BP Best Practices System Level Services (Chapter 34) (Miller, Lines, & Fleming) p. 491-504. Best Practices in Family-School Collaboration for Multi-Tiered Service Delivery

BP Best Practices System Level Services (Chapter 35) (Minke & Jenson) p. 505-518. Best practices in facilitating family-school meetings.

Week 10 - Leadership/Systems Change-October 31st, 2017

Discussion of Readings:

BP Best Practices System Level Services (Chapter 1) (Castillo & Curtis). p. 11-28 Best Practices in systems-level change.

BP Best Practices System Level Services (Chapter 13) (Adelman & Taylor) p 181-196.

BP Data Based and Collaborative Decision-Making (Chapter 35) (Eckert, Russo, & Hier) p. 541-552

Week 11 - Foundations in Ethical School Psychology Practice-November 7th, 2017

Discussion of Readings:

APA (2012). *Ethical principles of psychologists and code of conduct*. American Psychological Association. Washington, DC: Author.

National Association of School Psychologists (2010). *Principles for Professional Ethics*. Bethesda, MD: National Association of School Psychologists.

BP Best Practices Foundations (Chapter 32) (Jacob) p. 437-448. Best practices in ethical school psychological practice.

BP Best Practices Foundations (Chapter 33) (Klose & Lasser) p. 449-458. Best Practices in the Application of Professional Ethics.

McNamara, K. & Jacobs, S. (2008). *Making ethical decisions in challenging situations*. NASP Ethics and Professional Practice Committee (posted on Sakai)

Week 12 - School Psychology and the Law-November 14th, 2017

Discussion of Readings:

BP Best Practices Foundations (Chapter 31) (McBride, Willis & Dumont) p. 421-436. Best practices in applying legal standards for students with disabilities.

Week 13 – Sociocultural Factors in Education and School Psychology-November 21st, 2017

Discussion of Presentation:

Alexander, M. (2013) The New Jim Crow: 2013 George E. Kent Lecture: <https://www.youtube.com/watch?v=Gln1JwDUI64> (video posted on Sakai to review prior to class)

Discussion of Readings:

Staats, C. (2015) Understanding implicit bias: What educators should know. *American educator*, 29-35 (posted on Sakai)

Week 14 - School Psychology, Social Justice, Equity and Cultural Competence-November 28th, 2017

Discussion of Readings:

BP Best Practices Foundations (Chapter 1) (Miranda) p 9-20. Best practices in increasing cultural competency.

BP Best Practices Foundations (Chapter 2) (Shriberg & Moy) p. 21-32. Best practices in school psychologists acting as agents of social justice.

BP Best Practices Foundations (Chapter 3) (Proctor & Meyers) p. 33-48. Best practices in primary prevention in diverse schools and communities.

BP Best Practices Foundations (Chapter 4) (Jones) p. 49-60. Best practices in providing culturally responsive interventions.

Week #15 -Class Wrap-Up-December 5th

Readings:

None

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation please go to the following link:

<http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Key Assignment Instructions and Rubrics

Annotated Bibliography

Annotated Bibliography (15% of grade; due on 12/5)

Aligned with the M.Ed. Portfolio for the annotated bibliography (<https://www.livetext.com>), select **one** of the ten NASP domains and do the following (cut and modified from the Med. Portfolio rubric to fit one NASP domain, ultimately you will do this activity for all 10 NASP domains):

- Indicate which NASP domain you are selecting for this assignment
- Select three articles, books, or book chapters that address the NASP domain you selected
- Provide a clear and concise originally-written summary of each article.
- Follow APA formatting rules

***Review the Med Portfolio Rubric Live Text screenshot below so that you can best utilize this course assignment as a model for the other bibliography entries when you create a bibliography for all 9 NASP domains for the annotated bibliography component of your M.Ed. portfolio due in the spring semester.**

Annotated Bibliography

The annotated bibliography will consist of 30 annotations. Write three annotations per each of the ten NASP domains.

Annotated Bibliography Guidelines

- Select three articles, books, or book chapters that address each of the 10 NASP Domains (i.e., three articles per NASP domain for a total of 30 annotations).
- Indicate which NASP domain each article, book, or book chapter addresses.
- Provide a clear and concise originally-written summary of each article.
- Follow APA formatting rules.

Additional Annotation Requirements

- Articles, books, or book chapters must be selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic.
- Articles, books, or book chapters must adequately represent school psychology's body of literature.
- Articles, books, or book chapters must be published within the last five years.
- Annotations must reflect independent development of the annotated bibliography
- Do not use resources (e.g., Best Practices) multiple times, as this assignment is intended to familiarize you with peer review journals and the depth of the field.

MEd Portfolio Annotated Bibliography Rubric

| | Target (0.000 pt) | Acceptable (0.000 pt) | Unacceptable (0.000 pt) |
|--|--|---|---|
| Annotated Bibliography | Annotated bibliography includes 30 annotations (three annotations for each NASP domain) and indicates which NASP domain each summary addresses. | Annotated bibliography includes 30 annotations (three annotations for each NASP domain) and indicates which NASP domain each summary addresses. | Annotated bibliography includes 30 annotations (three annotations for each NASP domain) and indicates which NASP domain each summary addresses. |
| Annotations | Annotations are clear and concise summaries of each article, book, or book chapter. It is evident annotations are independently developed. | Annotations are unclear or overly descriptive summaries of each article, book, or book chapter. It is evident annotations are independently developed. | Annotations are incoherent or it is evident annotations are not independently developed. |
| Journals / Scholarly Resources | All articles, books, or book chapters published within the last five years AND selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic. | All articles, books, or book chapters published within the last five years OR selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic. | All articles, books, or book chapters not published within the last five years and/or not selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic. |
| Annotated Bibliography Total Assessment | Candidate must receive no more than one section rated as Acceptable (with all others rated at the Target level). | All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable. | Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard. |

Ethical Dilemma Presentation Rubric

| CIEP 462 Ethical Dilemma Presentation Components | Does not Meet Standards | Partially Meets Standards | Meets Standards | Exceeds Standards |
|--|---|---|---|--|
| Summary of major ethical issues and a description of the potential impact on each party involved | Major ethical issues not adequately summarized and potential impact on each party not clearly described | Either major ethical issues not adequately summarized or potential impact on each party not clearly described | Major ethical issues adequately summarized and potential impact on each party clearly described | Major ethical issues and potential impact on each party is described at an exceptional level |
| Summary of relevant ethical and legal guidelines | Relevant ethical and legal guidelines are not adequately summarized | Relevant ethical and legal guidelines are marginally summarized | Relevant ethical and legal guidelines are summarized at an acceptable level | Relevant ethical and legal guidelines are summarized at an exceptional level |
| Application of ethical problem solving model (McNamara & Jacobs, 2008) to arrive at the most optimal solution using pertinent ethical/legal issues and current best practices in the field and potential impact on each party involved | Ethical problem solving model is either not applied or not applied in an adequate manner | Ethical problem solving model is marginally applied | Ethical problem solving model is adequately applied | Ethical problem solving model is applied at an exemplary level. |
| Description and rationale for final decision through incorporation of the ethical problem solving model (McNamara & Jacobs, 2008) | No or weak rationale for final decision based on the ethical problem solving model | Marginal or weak rationale or final decision based on the ethical problem solving model | Acceptable rationale for final decision based on the ethical problem solving model | Exceptional rationale for final decision based on the ethical problem solving model |