

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

SCHOOL PSYCHOLOGY



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Governors State University CRTL Design Matrix



Program:	School Psychology	
Standards	Assessment/ Methods	Strategy
Standard a	Self-Awareness and Relationships to Others	
Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will		
Standards	Assessment/ Methods	Strategy
<p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.</p>	<p>PSYC 6460: Mindfulness Studies</p> <p>A) Meditation Journal</p> <p>B) Trauma Presentation</p>	<p>A) This activity addresses the “Self-Awareness and Relationships to Others” standard by requiring students to deliberately and regularly contemplate and reflect, in writing (through a guided process), upon aspects of themselves. This process is designed to lead each student to an understanding of their true nature, and is also intended to lead students to awaken compassion within themselves which they then spread in widening circles to others.</p> <p>B) This activity addresses the “Self-Awareness and Relationships to Others” standard by challenging students to understand how mindfulness practices can be used to explore and reduce conflicts, including conflict related to longstanding ethnic and cultural variables, in order to promote understanding and peace.</p>

4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.

5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.

6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.

7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.

8) Educate themselves about students' communities, cultures, and histories.

9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.

10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).

<p>PSYC 7801: Mindfulness in the Helping Professionals</p> <p>A) Research Presentation</p>	<p>This activity addresses the “Self-Awareness and Relationships to Others” standard by requiring students to investigate the integration of mindfulness-based practices and compassion practices in the school setting as a part of their work as school psychologists. As a part of this activity, students must address obstacles that may arise in relation to implementing these practices, which includes potential obstacles related to cultural differences. Completing this activity gives our students the opportunity to recognize and value culturally-based viewpoints different from their own and to explore how different lived experiences can be incorporated into their work.</p>
<p>PSYC 7240: Topics in Multicultural Psychology</p> <p>A) Cultural Immersion Project</p> <p>B) Multicultural Conceptualization Paper</p>	<p>A) This activity addresses the “Self-Awareness and Relationships to Others” standard by requiring students to become familiar with multiple aspects of the lives of individuals from a cultural with which they have little to no understanding or familiarity. Students are required to engage in at least five cultural experiences and reflect upon them in detail in writing. This assignment is designed to increase cultural awareness and sensitivity which includes subjective and objective perceptions of ethnic groups and the role culture plays in human and social behavior.</p> <p>B) This activity addresses the “Self-Awareness and Relationships to Others” standard by requiring students to complete a research-informed film character conceptualization from a cultural perspective with which they are not familiar. Through this activity students explore the importance of educating themselves about the backgrounds of others and how culture, race, and ethnicity impacts an individual’s outlook and how they experience the world.</p>

	<p>PSYC 8930: Consultation and Program Evaluation</p> <p>A) Consultation Report</p>	<p>A) As a part of this assignment, our graduate students are required to address principals of multicultural school consultation and its relationship to their work as school psychologists. This activity addresses the “Self-Awareness and Relationships to Others” standard by requiring students to think critically about the role ethics and multiculturalism plays as part of their Case Consultation project that leads to this Consultation Report. In working with a student and their family and teachers to solve a problem of concern, this activity requires students to think deliberately about the role culture plays in this problem-solving process.</p>
Standard b	Systems of Oppression	
<p>Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the</p>	<p>PSYC 6635: Seminar in School Psychology</p> <p>A) Legal Case Presentation and Summary</p> <p>B) Ethical Dilemma Paper</p>	<p>A) This activity addresses the “Systems of Oppression” standard through requiring students to research, summarize, and present their findings in regards to seminal legal cases in education and special education. These cases have generally resulted from inequitable practices in schools (such as the overrepresentation of minorities in certain educational settings or the unequal distribution of resources to meet the needs of students from diverse backgrounds) and are central to understanding their future role as school psychologists.</p>

<p>system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p> <p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p>		<p>B) As a part of this activity, students consider situational dilemmas that could arise in schools and use ethical codes of conduct to devise collaborative solutions to the dilemmas. Ethical resolution of some of the assigned dilemmas touch on principles of social and racial justice and equity, and are relevant to the “Systems of Oppression” standard.</p>
	<p>PSYC 8910:Practicum in School Psychology</p> <p>PSYC 8866: Advanced Practicum in School Psychology</p> <p>(A school-year-long experience spread across two semesters)</p> <p>A) Case Law Presentation and Review</p> <p>B) Reflection Papers</p> <p>C) NASP Domain Documentation</p>	<p>A) This activity addresses the “Systems of Oppression” standard through requiring students to research, summarize, and present their findings in regards to seminal legal cases related to IDEA and Section 504 of the ADA. These cases have generally resulted from inequitable practices in schools and are central to understanding their future role as school psychologists. Students research and present the nature of the disputes, the rulings and their impact on students in school as well as the field of School Psychology. In considering these legal cases, our graduate students are further exposed to inequities that have existed in our schools and their short-term and long-term negative impact on diverse students.</p> <p>B) This activity addresses the “Systems of Oppression” standard through requiring students to weekly reflect upon, in writing, their experiences at their practicum site (elementary or high school). Among other topics, student discuss activities, challenges, and successes that include considerations of equity and social justice experiences in the school.</p> <p>C) The National Association of School Psychologists (NASP) is considered the leading professional organization in School Psychology and has</p>

		<p>developed 10 domains of practice that are incorporated into School Psychology training programs across the country. This activity addresses the “Systems of Oppression” standard through requiring students to document and reflect upon aspects of their practicum experiences that correspond to each NASP domain of practice, one of which is “Equitable Practices for Diverse Student Populations”. To complete this activity, our students must be aware of diverse characteristics of the students with whom they work, and the impact of these diverse variables on students, school systems, and school psychological practice.</p>
	<p>PSYC 7801: Mindfulness in the Helping Professionals</p> <p>A) Small Group Facilitations</p>	<p>A) This activity requires our graduate students to prepare for and facilitate small group discussions that focus on aspects of mindfulness as it relates to their work in schools. Specifically relevant to the “Systems of Oppression” standard, students participate in two sessions-- Racial Justice: Healing thru mindfulness, and Compassion for Racial Stress. This activity requires our graduate students to critically consider multiple negative consequences that students in schools may experience stemming from inequities linked to racial differences and how mindfulness practices can be used to intervene and heal in the school setting.</p>

Standard c	Students as Individuals	
Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.		
Standards	Assessment/ Methods	Strategy
<p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p>	<p>PSYC 7625: Psychoeducational Assessment and Intervention</p> <p>A) Psychoeducational Test Administration</p> <p>B) Interpretation and Report Writing</p>	<p>A) This activity satisfies the “Students as Individuals” standard by requiring our graduate students to master the collection and analysis of assessment data in order to better understand students learning styles and needs to better inform intervention and classroom instruction. These assessment and intervention procedures include noting and incorporating non-standardized behavioral observations that include cultural influences.</p> <p>B) This activity satisfies the “Students as Individuals” standard by having our graduate students learn to write effective evaluation reports which are important tools for informing parents of their child’s strengths and needs in relation to learning and social-emotional outcomes. Our graduate students must additionally proffer appropriate evidence-based interventions for school and home as a part of this activity, also relevant to this standard. Language differences are taken into account in relation to interventions put forth for home use.</p>

- 5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.
- 6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.
- 7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).

PSYC 7635: Psychodiagnostics I: Intelligence

- A) Cognitive Test Administration
- B) Interpretation and Report Writing

- A) This activity satisfies the “Students as Individuals” standard by requiring our graduate students to master the collection and analysis of assessment data in order to better understand students learning styles and needs to better inform intervention and classroom instruction. These assessment and intervention procedures include noting and incorporating non-standardized behavioral observations that include cultural influences.
- B) This activity satisfies the “Students as Individuals” standard by having our graduate students learn to write effective evaluation reports which are important tools for informing parents of their child’s strengths and needs in relation to learning and social-emotional outcomes. Our graduate students must additionally proffer appropriate evidence-based interventions for school and home as a part of this activity, also relevant to this standard. Language differences are taken into account in relation to interventions put forth for home use.

PSYC 7645: Psychodiagnostics II: Psychobehavioral Assessment

- A) Psychobehavioral Test Administration
- B) Interpretation and Report Writing

- A) This activity satisfies the “Students as Individuals” standard by requiring our graduate students to master the collection and analysis of assessment data in order to better understand students learning styles and needs to better inform intervention and classroom instruction. These assessment and intervention procedures include noting and incorporating non-standardized behavioral observations that include cultural influences.
- B) This activity satisfies the “Students as Individuals” standard by having our graduate students learn to write effective evaluation reports which are important tools for informing parents of their child’s strengths and needs in

		<p>relation to learning and social-emotional outcomes. Our graduate students must additionally proffer appropriate evidence-based interventions for school and home as a part of this activity, also relevant to this standard. Language differences are taken into account in relation to interventions put forth for home use.</p>
	<p>PSYC 8960: Internship in School Psychology I</p> <p>PSYC 8961: Internship in School Psychology II</p> <p>(A school-year-long experience spread across two semesters)</p> <p>A) Academic and Behavioral Problem-Solving Cases (2)</p> <p>B) Internship Log Compilation and Reflections</p>	<p>A) These 2 comprehensive activities require graduate students to incorporate multiple components to understand student strengths and needs. In specific relation to the “Students as Individuals” standard, graduate students must work to understand students partially through communication with families and the student themselves so that their personal experiences are understood and incorporated into the problem-solving process. Graduate students must also identify appropriate evidence-based interventions that incorporate student strengths and allow students to reach their goals in multiple ways, and write interpretive reports to share findings and recommendation with teachers and families.</p> <p>B) This activity meets the “Students as Individuals” standard by requiring graduate students to document their efforts and experiences related to all 10 domains of the National Association of School Psychologists (NASP), one of which is “equitable practices for diverse student populations”. This includes implementing academic and social emotional assessment and intervention practices that address potential influences related to diversity and take into account cultural and linguistic differences and their impact on student social-emotional and academic outcomes and work to enhance the school community.</p>

Standard d	Students as Co-Creators	
<p>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>	<p>PSYC 8858: Advanced Assessment and Intervention</p> <p>A) Psychological Evaluation and Case Presentation</p> <p>PSYC 8960: Internship in School Psychology I</p> <p>PSYC 8961: Internship in School Psychology II</p> <p>(A school-year-long experience spread across two semesters) A) Academic and Behavioral Problem-Solving Cases (2)</p> <p>B) Internship Log Compilation and Reflections</p>	<p>This activity addresses the “Students as Co-Creators” standard by requiring school psychology graduate students to incorporate equitable practices for diverse student populations as they work to develop and implement integrative assessments and interventions that are student-centered and that incorporate students’ backgrounds and perspectives. This activity requires graduate students to gather information from the students with whom they work and use student strengths, including culture-related strengths, to inform assessment and intervention choices.</p> <p>A) These 2 comprehensive activities require graduate students to incorporate multiple components to understand student strengths and needs. In specific relation to the “Students as Co-Creators” standard, graduate students must work to understand and validate students’ personal experiences and use this information as a part of the problem-solving process.</p> <p>B) This extensive activity meets the “Students as Co-Creators” standard by requiring graduate students to document their efforts and experiences related to all 10 domains of the National Association of School Psychologists (NASP), one of which is “equitable practices for diverse student populations”. This includes implementing academic and social emotional assessment and intervention practices that address potential</p>

		influences related to diversity and take into account cultural and linguistic differences and their impact on student social-emotional and academic outcomes and work to enhance the school community.
Standard e	Leveraging Student Advocacy	
Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p> <p>6) Research and offer student advocacy content with real world implications.</p>	<p>PSYC 7301: Risk and Resiliency</p> <p>A) The Matrix of Personal Strengths activity</p> <p>B) Basic Tenets of Risk and Resiliency activity</p>	<p>A) This activity satisfies the “Leveraging Student Advocacy” standard by requiring graduate students to creatively demonstrate an understanding of the four main areas of resilience. In mastering this content, our graduate students are better equipped to offer guidance to students in schools in relation to recognizing and using their own strengths to solve problems, an important component of self-advocacy.</p> <p>B) This activity satisfies the “Leveraging Student Advocacy” standard by requiring graduate students to develop a creative product (such as game or children’s book) to guide students in understand resilience in the face of challenges and risk in schools in order to empower them to express themselves and advocate form themselves in an age-appropriate way.</p>

7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.
8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

PSYC 7801: Mindfulness in the Helping Professionals

A) Weekly Reflections

A) This activity addresses the “Leveraging Student Advocacy” standard by reinforcing mindfulness’ emphasis on being tuned into racial justice and working with students in schools with different backgrounds in a deliberate way. This corresponds to “emphasiz[ing] and connect[ing] with students about their identities, advocacies, and self-interest”. This Weekly Reflection activity requires students to write a two-page reflection that includes insights, challenges, and “questions of curiosity” related to the topic.

PSYC 7429: Psychotherapy Techniques I

A) Role Plays

A) This activity addresses the “Leveraging Student Advocacy” standard by requiring graduate students to practice psychotherapeutic strategies aimed to, in part, empower the students with whom they work so that they may effectively communicate their needs and interests where appropriate, and make appropriate choices consistent with their identities.

Standard f	Family and Community Collaboration	
Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p>	<p>PSYC 8910: Practicum in School Psychology</p> <p>PSYC 8866: Advanced Practicum in School Psychology</p> <p>(A school-year-long experience spread across two semesters)</p> <p>A) Parent Interview</p> <p>B) Comprehensive Assessment and Case Presentation</p> <p>C) NASP Domain Documentation</p>	<p>A) This activity satisfies the “Family and Community Collaboration” standard by requiring graduate students to meet with the parent(s) of a student who is being evaluated to address their academic and social-emotional needs in the school. This Interview activity ensures that family perspectives are incorporated in the assessment and intervention process to better advance student learning outcomes. The parent interview is conducted with cultural competency in mind and requires the participation of a translator where needed to ensure that families can fully participate.</p> <p>B) This activity requires each graduate student to complete all components of a comprehensive assessment of one student. Components of this assessment that meet the “Family and Community Collaboration” standard include gathering background information from family members, working to understand the presenting problems from the family’s perspective, and discussing assessment results and intervention strategies, including strategies appropriate for the home environment, with the parent(s) of the student being assessed. All family collaboration efforts are required to be culturally responsive.</p> <p>C) The National Association of School Psychologists (NASP) is considered the leading professional organization in School Psychology and has developed 10 domains of practice that are incorporated into School Psychology training programs across the country. This activity addresses the “Family and Community Collaboration”</p>

- 6) Develop relationships with families and the community outside of the classroom setting.
- 7) Foster students' cultural understanding and connection to the surrounding community.
- 8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.
- 9) Welcome communication from parents and reply in a timely manner.
- 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.
- 11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

standard through requiring students to document and reflect upon aspects of their practicum experiences that correspond to each NASP domain of practice, one of which is "Family, School, and Community Collaboration". To complete this activity, our students must communicate with families and seek opportunities to incorporate evidence-based strategies to support positive family (and community) influences, including cultural influences, on student academic and behavioral outcomes.

PSYC 8960: Internship in School Psychology I

PSYC 8961: Internship in School Psychology II

(A school-year-long experience spread across two semesters)

A) Academic and Behavioral Problem-Solving Cases (2)

B) Internship Log Compilation and Reflections

A) These 2 comprehensive activities require graduate students to incorporate multiple components to understand student strengths and needs. In specific relation to the “Family and Community Collaboration” standard, graduate students consult with families and teachers as part of the problem-solving process to gather an understanding of the students’ background, learning style and needs, including the impact of culture, in order to best understand the student for whom the process has been implemented. Additionally, graduate students put forth appropriate evidence-based interventions that can include partners in communities outside of the school, parents and family members at home, in addition to strategies implemented in the school. within the school.

B) This activity meets the “Family and Community Collaboration” standard by requiring graduate students to document their efforts and experiences related to all 10 domains of the National Association of School Psychologists (NASP), one of which is “family, school, and community collaboration”. This includes collaborating with others to enhance student learning, mental and behavioral health to enhance the school community.

Standard g	Content Selections in All Curricula	
<p>Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Curate the curriculum. 2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources. 3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens. 4) Ensure assessments reflect the enriched curriculum that has embedded student identities. 5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations. 6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved. 7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum. 8) Ensure text selections reflect students' classroom, community, and family culture.</p>	<p>PSYC 6635: Seminar in School Psychology</p> <p>A) In-class Reflection Papers</p>	<p>In relation to the “Content Selections in All Curricula” standard, this activity explores, over the course of ten written reflections, the various roles and functions of the School Psychologist, including collaboration with teachers, parents, and administrators, and the selection and implementation of assessment and intervention tools and techniques that incorporate multiple sources of information and that consider language, culture, race, and other variables as part of the process.</p>
	<p>PSYC 8858: Advanced Assessment and Intervention</p> <p>A) Psychological Evaluation and Case Presentation</p>	<p>This activity addresses the “ Content Selections in All Curricula ” standard by requiring school psychology graduate students to incorporate equitable practices for diverse student populations as they work to develop and implement integrative assessments and interventions that are student-centered and that incorporate students’ backgrounds and perspectives. This activity requires graduate students to gather information about the students with whom they work from the students themselves as well as from families and teachers in order to gain a comprehensive picture of the student. Our graduate students must also demonstrate the effective use of student strengths, including culture-related strengths, to inform assessment and intervention choices as a part of this activity.</p>

<p>9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.</p> <p>10) Use a resource tool to assess the curriculum and assessments for biases.</p> <p>11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.</p> <p>12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.</p>	<p>PSYC 7801: Mindfulness in the Helping Professionals</p> <p>A) Research Presentation</p>	<p>This activity meets this course’s goals to use mindfulness techniques to enhance relationships with students and teachers and demonstrate the application of mindfulness-based interventions to help students with a variety of needs. Within the school psychologist’s purview, this activity meets the “Content Selection in all Curricula” standard in that our graduate students learn to select assessment and intervention tools and strategies that are appropriate for and representative of students from a variety of cultural backgrounds, and that take into account student’s strengths and differences.</p>
	<p>PSYC 8930: Consultation and Program Evaluation</p> <p>A) Applied Consultation Case</p>	<p>As a part of this assignment, our graduate students are required to address principals of multicultural school consultation and its relationship to their work as school psychologists. This activity addresses the “Content Selections in All Curricula” standard by requiring students to think critically about the role ethics and multiculturalism plays as part of their Case Consultation, which must result in the selection of assessment and intervention tools and procedures that take into account multiple perspectives, including those shaped by multiculturalism and ethical considerations. In acknowledging cultural diversity and its importance in successful school outcomes, our School Psychology students advance assessment and intervention practices that incorporate relevant aspects of the cultural identities of the students and families with whom they work.</p>

Standard h	Student Representation in the Learning Environment	
<p>Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community. 2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages. 3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc. 4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p>PSYC 8930: Consultation and Program Evaluation</p> <p>A) Applied Consultation Case</p>	<p>As a part of this assignment, our graduate students are required to address principals of multicultural school consultation and its relationship to their work as school psychologists. This activity addresses the “Student Representation in the Learning Environment” standard by requiring our graduate students to think critically about the role ethics and multiculturalism plays as part of their Case Consultation, which includes multiple components such as ensuring that parents can communicate in their preferred language, that the students who are being supported have access to culturally and linguistically appropriate assessment tools and techniques, and that intervention tools and techniques are linguistically and culturally relevant (in addition to other concerns such as being at the students’ instructional level, etc..) Our graduate students are required to address multicultural considerations as a part of this Applied Case Consultation activity.</p>
	<p>PSYC 8910: Practicum in School Psychology</p> <p>PSYC 8866: Advanced Practicum in School Psychology</p> <p>(A school-year-long experience spread across two semesters)</p>	<p>A) This activity requires each graduate student to complete all components of a comprehensive assessment of one student. Components of this assessment that meet the “Student Representation in the Learning Environment” standard by ensuring that assessment materials and intervention strategies and tools are culturally appropriate and representative of students from diverse backgrounds. Materials used</p>

<p>A) Comprehensive Assessment and Case Presentation</p> <p>B) Written Reflections</p>	<p>for these purposes are required to be available in the student’s dominant language.</p> <p>B) This activity meets the “Student Representation in the Learning Environment” standard by requiring students to reflect, in writing, upon readings related to best practices in “delivering culturally responsive, tiered-level supports for youth”. These tiered supports are an important part of “upholding systems of support that create, promote, and sustain a welcoming and inclusive [school] community”, an element of this standard.</p>
<p>PSYC 8960: Internship in School Psychology I</p> <p>PSYC 8961: Internship in School Psychology II</p> <p>(A school-year-long experience spread across two semesters)</p> <p>A) Academic and Behavioral Problem-Solving Cases (2)</p> <p>B) Internship Log Compilation and Reflections</p>	<p>A) These 2 comprehensive activities require graduate students to incorporate multiple components to understand student strengths and needs. In specific relation to the “Student Representation in the Learning Environment” standard, graduate students select assessment tools and techniques in a culturally competent matter that allows the student under evaluation to feel included and represented.</p> <p>B) This activity meets the “Student Representation in the Learning Environment” standard by requiring graduate students to document their efforts and experiences related to all 10 domains of the National Association of School Psychologists (NASP), one of which is “equitable practices for diverse student populations”. This includes implementing academic and social emotional assessment and intervention practices that address potential influences related to diversity and take into account cultural and linguistic differences and their impact on student social-emotional and academic outcomes and work to enhance the school community.</p>