

UNIVERSITY OF UTAH
Multicultural Assessment in the Schools
Ed Psych 6140/7140
8 a.m. - 4 p.m.

Instructors

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Classroom: SAEC 1253



Required Text:

Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.

Purpose of the Class:

This course will provide students with:

1. A historical and cultural perspective on critical issues in the education of culturally and linguistically diverse (CLD) students and English language learners (ELLs), the identification of disabilities, and the provision of special education services to this population.
2. An understanding of bilingual education, second language acquisition, and normal language development.
3. An understanding of the impact of cultural and linguistic factors on the assessment process of culturally and linguistically diverse students.
4. A comprehensive approach to guide the evaluation of CLD/ELL students with the purpose of conducting nondiscriminatory and fair assessments.
5. Knowledge concerning the role of the bilingual and monolingual evaluator in the assessment of CLD/ELL students.

Class Goal: For students to demonstrate knowledge of theory and best practices in the assessment of CLD/ELL students; exposure to and practice with techniques of assessment of CLD/ELL students; and the development of meaningful recommendations to improve the education of these students.

NCATE Program Standards:

This course is intended to meet the following NCATE standards for School Psychology Training and Practice:

- 2.1 Data-based decision-making and accountability*
- 2.3 Effective instruction and development of cognitive/academic skills*
- 2.5 Student diversity in development and learning*
- 2.11 Information technology*

Course prerequisites:

In order to enroll in this course for credit, you must be a matriculated graduate student in one of the professional psychology programs (clinical, counseling and school) or a practicing psychologist and/or educator.

Assignments:

1. Participation in class discussions.

Grading of class participation: (with regard to class discussion of readings, attention in class, comprehension of material, participation in role plays)

40-50 points - Raises or facilitates discussion with peers; poses thoughtful questions regarding class material; engages in integrative or higher-order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with discussion, poses hypotheticals for the group based on findings); volunteers and eagerly participates in role plays

41-50 points - Pays respectful attention to others' contributions; shares comments on at least one topic discussed in readings during each class period; demonstrates understanding of material and comments are relevant to group discussion; volunteers and participates actively in role plays

31-40 points – Is present and attentive in class; has done the reading and occasionally shares comments on readings; participates in role plays when asked

21-30 points - Is present and attentive in class, but only responds to others' contributions at personal level of experience; may comment about readings at a superficial level; participates in role plays when asked

11-20 points – Periodically late to class; attentive but does not offer comments unless directly asked; shows little evidence of having read or thought about the topic; participates in role plays with little investment or enthusiasm

0-10 points – Periodically late to class or absent; rarely or never contributes to discussion; is unresponsive to others' contributions; generally appears “tuned out” or inattentive in class; resistant to participation in role plays

2. Complete assigned readings

3. Every student will be assigned to ONE of the following two options:
- a. A 30-minute presentation covering one of five research articles regarding contemporary issues in the assessment of CLD/ELLs. *These will be emailed to students by Alicia prior to the beginning of class.* Your presentation should include:
 - An overview of the relevant concepts to be considered in the evaluation of Latino populations as indicated in the article
 - Strengths and weaknesses of the article
 - Implications for practice and clinical recommendations
 - *The student doing the first presentation must be prepared to present on the afternoon of the first day of class, Monday, June 6.* There will be one presentation on each day of class.

Additional articles:

Ford, K.L., Cabell, S.Q., Konold, T.R. Konold, Invernizzi, M., & Gartland, L.B. (2013). Diversity among Spanish-speaking English language learners: Profiles of early literacy skills in kindergarten. *Reading and Writing, 26*, 889–912.

Lipka, O. & Siegel, L.S. (2012). The development of reading comprehension skills in children learning English as a second language. *Reading and Writing, 25*, 1873–1898.

Styck, K.M. & Watkins, M.W. (2013). Diagnostic utility of the Culture-Language Interpretive Matrix for the Wechsler Intelligence Scales for Children—Fourth Edition among referred students. *School Psychology Review, 42*, 367-382.

Sullivan, A.L. (2013). School-based autism identification: Prevalence, racial disparities, and systemic correlates. *School Psychology Review, 42*, 298-316.

Swanson, H.L., Orosco, M.J., & Lussier, C.M. (2012). Cognition and literacy in English Language Learners at risk for reading disabilities. *Journal of Educational Psychology, 104*, 302-320.

- b. Using the **Interpretive Supplement: Instructional Interventions for English Language Learners Related to the Woodcock-Muñoz Language Survey–Revised (NU)** at riversidepublishing.com/products/wmls/pdf/IIP_2010_Bulletin.pdf or **Intervention Central** at interventioncentral.org/response-to-intervention, each student will each select an intervention that addresses one of the following domains:
 - oral language
 - oral reading fluency
 - reading comprehension.

Your 40-minute presentation will include a demonstration of the intervention, using a PowerPoint outline, and a handout to be given in class detailing the intervention, as follows:

- Name
- Description of the intervention and its validity for use with CLD/ELLs
- Materials
- Preparation
- Steps in implementing intervention
- References

Following the presentation, students will demonstrate how to implement the intervention with one another. The handout provided should help other students in the class use the intervention in the future. Presentations will take place on Thursday and Friday afternoon. Please indicate the day of your preference on a sign-up sheet to be given in class on Monday afternoon.

6. Multicultural evaluation. Half of the students will complete this requirement during Fall 2016, and the other half will complete it during Spring 2017. You will indicate the semester of your preference on a sign-up sheet to be given in class on Monday afternoon. The evaluation will be under the supervision of Dr. Hoerner, and will include:
 - Review of records
 - Teacher interview
 - Parent interview using an interpreter
 - Classroom observations
 - Intelligence testing using a nonverbal measure
 - Academic assessment
 - Interpretation of language proficiency assessment
 - Personality, behavioral and/or adaptive testing as needed
 - Evaluation summary to be completed on Goalview, including recommendations
 - Attendance at the eligibility/IEP meeting and sharing the results of your evaluation with the team via an interpreter

In order to complete this requirement, students will have to register for one credit of Ed Ps 6142/7142 in Fall or Spring. The syllabus for that class will be distributed by Alicia on Monday.

GRADING CRITERIA

Activity	Points Possible	Percent
Class participation	50	50%
Presentation of research-based guidelines for psychological assessment with Hispanics OR Presentation of an evidence-based academic intervention for ELLs	50	50%
Total	100	100%

Grade	% of Points Earned	Grade	% of Points Earned
A	95-100	C	74-79
A-	90-94	D	70-73
B+	87-89	E	69
B	83-86		
B-	80-82		

COURSE OUTLINE

Monday June 6 - SESSION 1 (morning) - Janiece

INTRODUCTION:

Background of multiculturalism.
History of multicultural school psychology.

ENGLISH LANGUAGE LEARNERS (ELLs) IN UTAH

Demographics and issues.

DISPROPORTIONALITY:

Disproportionality in representation of ethnic groups in special education.

Monday June 6/SESSION 1 (afternoon) - Alicia

INTRODUCTION TO ELL/LEP/CLD CONCEPTS:

Definitions; learning considered within a cultural context; assessment of ELL/LEP/CLD students: What's in a name?

PERSPECTIVES ON BILINGUALISM:

Language development and second language acquisition.

THE REFERRAL AND ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS.

Preventing inappropriate referrals. Research findings using RTI (Response to Intervention) model and curriculum-based measurement (CBM) with ELL students.

Readings: from textbook

1. *Chapter 2: Disproportionate representation of diverse students in special Education*
2. *Chapter 3: Legal and ethical requirements for the assessment of culturally and linguistically diverse students*
3. *Chapter 4: Bilingual education and second-language acquisition: Implications for assessment and school-based practice*
4. *Chapter 5: Pre-referral considerations for culturally and linguistically diverse students*

Tuesday, June 7/SESSION 2 - Janiece

BILINGUAL EDUCATION:

Thomas and Collier (1997) and criticisms.

PRINCIPLES OF NON-BIASED ASSESSMENT:

Environmental, cultural and emotional variables affecting second language acquisition and school achievement of culturally and linguistically diverse students. Best practices in ELL assessment. Video practice.

QUANTITATIVE ASSESSMENT AND UNIT2:

Psychometric issues in the assessment of linguistically diverse students. Cognitive assessment: UNIT2.

CROSS-BATTERY ASSESSMENT:

Flanagan, Ortiz and Alfonso's model to determine assessment of the influence of cultural and linguistic factors in student achievement (www.crossbattery.com).

Readings: from textbook

1. *Chapter 10: Conceptual measurement and methodological issues in cognitive assessment of culturally and linguistically diverse individuals*
2. *Chapter 11: Cognitive assessment of culturally and linguistically diverse individuals: an integrated approach*
3. *Chapter 12: Assessment of academic achievement: Practical guidelines*
4. Sternberg, R. & Grigorenko, E. Ability testing across cultures. In L.A. Suzuki, U.G. Ponterotto & P.J. Meller (Eds.) (2001) *Handbook of multicultural assessment* (Chapter 14). San Francisco, CA: Jossey-Bass

Wednesday, June 8/SESSION 3 – Janiece

QUALITATIVE ASSESSMENT

BEHAVIORAL AND PSYCHOLOGICAL ASSESSMENT:

Informal and dynamic assessment, behavioral and psychological measures.

Readings:

1. Kohn, S., Scordia, D., Esquivel, G. (2007). Personality and behavioral assessment: Considerations for culturally and linguistically diverse individuals. In G. Esquivel, E. Lopez and S. Nahari, *Handbook of multicultural school psychology: An interdisciplinary perspective*, Mahwah, N.J.: Lawrence Erlbaum Associates.
2. Jensen, M. (2003). Excerpts from Dynamic Assessment workshop notebook.
3. Echevarria, J., Vogt, M., Short, D. *Making content comprehensible for English language learners*. (Also available at <http://www.misd.net/bilingual/ELL.pdf>)
4. Cloud, N. Culturally and linguistically responsive instructional planning. In A. Artiles & A. Ortiz (Eds.) (2002) *English language learners with special education needs: Identification, assessment, and instruction* (Chapter 6) Washington, D.C.: Center for Applied Linguistics

Thursday June 9/SESSION 4 - Alicia

QUANTITATIVE ASSESSMENT (continued):

Wechsler Nonverbal Scale of Ability (WNV), Leiter-3, Cognitive Assessment System - 2nd Edition

LANGUAGE ASSESSMENT IN PSYCHOLOGICAL AND EDUCATIONAL TESTING:
Assessment of linguistic competence.

RTI and EFFECTIVE INSTRUCTION WITH ELL STUDENTS:

Readings: from textbook

Chapter 9: Language proficiency assessment: the foundation for psychoeducational assessment of second-language learners

Friday, June 10/SESSION 5 - Alicia

GENERATING HYPOTHESES:

Generating useful hypotheses about strategies that enhance students' academic, social and emotional functioning.

INTEGRATION AND REPORTING RESULTS OF ASSESSMENTS:

Discussion of case studies involving psychological assessment of English language learners in the schools. Traditional and Response to Intervention approaches.

WORKING WITH INTERPRETERS:

Readings: from textbook

Chapter 6: The use of interpreters in the assessment process and school-based practice

Electronic reserve:

Articles are on electronic reserve at the following link:

[http://utah-](http://utah-primoprod.hosted.exlibrisgroup.com/primoprod.library/libweb/action/search.do?fn=search&ct=search&tab=uuu_alma_cr_restricted)

[primoprod.hosted.exlibrisgroup.com/primoprod.library/libweb/action/search.do?fn=search&ct=search&tab=uuu_alma_cr_restricted](http://utah-primoprod.hosted.exlibrisgroup.com/primoprod.library/libweb/action/search.do?fn=search&ct=search&tab=uuu_alma_cr_restricted) (cut and paste into browser)

You may also access course reserves by selecting the course reserves tab in the Marriott Library catalog, <http://search.library.utah.edu>.

Additional information on using course reserves can be found in the Course Reserve “How to” Guide at http://campusguides.lib.utah.edu/course_reserves_guide. It provides a walkthrough that will explain searching courses, filtering courses and how to access copyrighted material from off campus.

IMPORTANT INFORMATION

Confidentiality: *For all class activities in which you observe or work with clients and their families, it is essential that proper informed consent procedures be adhered to. You also must adhere to the highest ethical standards and maintain clients' families' privacy at*

all times. Whenever possible, do not use actual names in any discussion during class or in any written assignments.

Need for Accommodation: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Note: There will be no content accommodations for students who object to course content due to their personal or religious beliefs.

Class atmosphere: It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Prevent disruptions by turning off and refraining from use of cell phones and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor's permission.
- Adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning it is expected that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Following the Student Code, there is a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

