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## School Psychology Program Committee

2024-2025

### Faculty

*Lisa Kelly-Vance*, School Psychology, Program Director

*Brian McKeivitt*, School Psychology

*Adam Weaver*, School Psychology

*Sara Kupzyk*, Applied Behavior Analysis

### Student Officers

*Hannah Canady*, President, 3<sup>rd</sup> year student

*Zoe Timberlake*, Vice President, 2<sup>nd</sup> year student

*TBD*, Secretary, 1<sup>st</sup> year student

Department of Psychology

University of Nebraska at Omaha

6001 Dodge Street | ASH 347 | Omaha, NE 68182-0274 | Phone: 402-554-2592

## UNO School Psychology Homepage

### Core School Psychology Faculty



#### **Lisa Kelly-Vance, Ph.D., Program Director**

##### *Indiana University*

Dr. Kelly-Vance has provided school psychology services to districts in Indiana, Michigan, and Iowa. Prior to coming to UNO in 1995, she worked for the Area Education Agency in Council Bluffs, IA. There, she worked with children who ranged in age from Birth to 21. She also served as the Lead Psychologist and the President of the Iowa School Psychologists Association. Dr. Kelly-Vance was licensed as a School Psychologist in Iowa. She is a member of the National Association of School Psychologists and served on the Board of Directors for six years and she is a Past President of NASP. She is also a member of the Nebraska School Psychologists Association and served as President, University Connections

Chair, Webpage Editor, and Conference Chair. In addition, Dr. Kelly-Vance was the faculty sponsor of the annual summer reading program. Her undergraduate degree is from Purdue University, and she has a MS and PhD from Indiana University.

**Courses taught:** Social Justice, Advocacy and Action, Early Childhood Assessment, Psychology of Exceptional Children, Family Analysis and Treatment, Practicum in School Psychology, Internship in School Psychology, Advanced Educational and Psychological Consultation

**Research interests:** Play assessment and intervention in early childhood; summer reading programs; self-care, early childhood SEBL

**Contact information:** [lkelly-vance@unomaha.edu](mailto:lkelly-vance@unomaha.edu)



#### **Brian McKeivitt, Ph.D.**

##### *University of Wisconsin-Madison*

Dr. McKeivitt served as a school psychologist in Heartland Area Education Agency 11 Iowa for six years before coming to UNO in 2006. There, he provided the full spectrum of school psychology services for children in grades kindergarten through eighth, supervised school psychology practicum students and interns, and coordinated the implementation of school-wide positive behavior support in over 30 schools in central Iowa. Here in Nebraska, Dr. McKeivitt is a regional trainer and consultant for school-wide positive behavior supports and has worked with several local school districts and the Nebraska Department of Education on this work.

He is a Nationally Certified School Psychologist, a certified School Psychologist in Iowa and Nebraska, and a member of NASP and the Nebraska School Psychologists Association (NSPA). Dr. McKeivitt currently serves on the NASP Board of Directors.

**Courses taught:** Professional, Legal, and Ethical Foundations of School Psychology, School Age Assessment, Advanced Educational and Psychological Consultation, Master's Level Practicum, Educational Psychology, and Psychology in the Schools

**Research interests:** School-wide positive behavior support; evidence-based social, emotional, and behavioral interventions; testing accommodations; reliability and validity in assessment

**Contact information:** (402) 554-2498; [bmckevitt@unomaha.edu](mailto:bmckevitt@unomaha.edu)



**Adam Weaver, Ph.D., BCBA**

*Mississippi State University*

Dr. Weaver earned his PhD in School Psychology from Mississippi State University. He is a certified school psychologist in Iowa and worked as a school psychologist for Green Hills Area Education Agency for nine years before coming to UNO in 2013. In this role, Dr. Weaver worked in several rural school districts in southwest Iowa, served on agency level committees, and supervised practicum students. Dr. Weaver has served as a challenging behavior consultant and met requirements for advanced level training in functional analysis from the Iowa Department of Education and the Center for Disabilities and Development at the University of Iowa. He is a Board-Certified Behavior Analyst and teaches the behavior course sequence of the School Psychology program of study.

**Courses taught:** Behavior Analysis and Intervention, Foundations of Assessment, Seminar in Program Evaluation, Psychotherapeutic Interventions, Small n Research Designs

**Research interests:** School-based applied behavioral assessment and intervention, emotional labor among educators, and IEP Team meetings.

**Contact information:** (402) 554-3848; [adamweaver@unomaha.edu](mailto:adamweaver@unomaha.edu)

## Contributing and Adjunct Faculty

**These individuals teach courses in the School Psychology Program and/or serve on the School Psychology Program Committee:**

**Scott Butler**, Ed.D., LPC, Project Harmony

**Yesenia Rodriguez Contreras**, Ed.S., Omaha Public Schools

**Vern Davis-Showell**, Ed.S, Papillion LaVista School District

**Maria Jimenez**, Ed.S., Omaha Public Schools

**Sarah Frampton**, Ph.D., BCBA, UNO Psychology Department

**Sara Kupzyk**, Ph.D., BCBA-D., UNO Psychology Department

**Brigette Ryalls**, Ph.D., UNO Psychology Department

**Vince Winkler**, Ed.S, Green Hills AEA, Iowa

## **School Psychology Program University of Nebraska at Omaha**

This handbook is designed to assist current and prospective students in understanding the structure and procedures of the UNO School Psychology Graduate Training Program. It also covers relevant departmental and graduate school policies. The School Psychology Program Committee regularly reviews and updates the handbook, informing students of any changes.

### **Program Description**

The UNO School Psychology Program trains students to become specialists in School Psychology, offering a wide range of services like consultation, assessment, and intervention. This program is one of six graduate programs within the Psychology Department of the College of Arts and Sciences. Students also take courses from the College of Education, Health, and Human Sciences. The program is staffed by three full-time faculty members with School Psychology degrees and supported by affiliated faculty from related fields. Practitioners in the Omaha metropolitan area schools provide field supervision, collaborate on research, teach courses, and offer feedback on the training program.

Students first earn a 36-credit-hour Master of Science (M.S.) degree in Psychology with an emphasis on School Psychology, which includes two years of coursework and practicum. Following the M.S., students pursue a 36-credit-hour Specialist in Education (Ed.S.) degree in School Psychology, involving an additional year of coursework and practicum, plus a year-long internship. Graduates with an Ed.S. degree qualify for certification as School Psychologists in all states, enabling them to provide psychological services in schools. The UNO School Psychology program is accredited by the National Association of School Psychologists (NASP).

### **Program Philosophy**

Consistent with the mission of the University of Nebraska at Omaha (UNO), the UNO School Psychology Program's mission is to graduate students who have met high levels of academic excellence relevant to the knowledge and skills in the profession of school psychology and have engaged in and are committed to the community. The program is designed to prepare graduates to function as scientist-practitioners in service to children and their families, schools, and communities. The program emphasizes an indirect service delivery approach that is oriented in data-based problem-solving and is responsive to cultural and ecological contexts to address children's emotional, social, and academic development. Our data driven problem-solving model is based on behavioral principles, systems level thinking, and psychological and educational research. Although indirect approaches are emphasized (e.g., consultation, assessment, prevention, and early intervention), graduates are prepared to apply direct

psychological services (e.g., individual, group, and systems level interventions) when conditions warrant.

The program has a strong commitment to social justice in teaching, applied experiences, research and advocacy. The work is rooted in the NASP strategic goal:

**School psychologists have the self-awareness and critical consciousness to engage in and advocate for socially just practices that protect the right of every student to receive high-quality educational access, opportunities, and experiences.**

Diversity, which includes respect for individuals from all aspects of culture, ethnicity, sexual orientation, religious preferences, and socioeconomic background, is valued in applied experiences and our community partners allow for meaningful and diverse community service learning and field experiences that are integrated throughout the core school psychology courses. The diverse metropolitan community of schools serves as a training ground for students in each year of the program. UNO is a metropolitan university that values the dynamic and culturally rich nature of the community, and the program is dedicated to training students in the importance of valuing and serving diverse individuals and groups. The university and the School Psychology Program adhere to applying these values to admissions, training, evaluation, research, and the community through service learning activities. In this capacity, the program provides educational leadership and community development to its constituents.

The sequential and comprehensive nature of the curriculum provides students with a program that builds from year to year, culminating with a year-long internship. Field experiences are integrated with theoretical foundations throughout the training experience.

The program builds on student strengths through close working partnerships between faculty and students in all facets of professional preparation, including professional development goals, individualized supervision, and annual progress reviews. Students have a solid voice in program decisions.

Program faculty engage in reflective practices and continuous improvement. This ongoing assessment of individual and program effectiveness allows the program and its graduates to track progress toward the program's training objectives.

The program meets the *Standards for Graduate Preparation of School Psychologists* set forth by the National Association of School Psychologists (NASP, 2020) and views these standards as an integrated part of the program's general training objectives.

## Training Objectives

The UNO School Psychology Program adheres to the 10 training and practice domains established by the National Association of School Psychologists (NASP, 2020). Additionally, the program has included a focus on professional work characteristics as an extra core training objective. While these standards are common to all NASP-approved programs, our program has several unique features that enhance students' abilities to meet these objectives.

1. **Community-Based Field Experiences:** The program emphasizes community-based field experiences to meet training objectives. Our numerous ties to the greater Omaha metropolitan community enhance students' experiences in coursework, research, fieldwork, and other applied activities.
2. **Exposure to Diversity:** Students gain exposure to diverse populations, including varied race, ethnicity, socioeconomic status, gender, religion, sexual orientation, and disability, through our community connections.
3. **Sequential Coursework:** The program's sequential coursework moves students from closely supervised experiences to more independent practicum work, allowing for gradual development of skills over the training period.

These training objectives are integrated into every aspect of the program. Each course specifies which objectives it addresses, often covering multiple objectives through both theoretical and practical components. Program faculty ensure the interrelated nature of these objectives are clearly understood and articulated in student supervision and coursework.

### Objective 1: Data Based Decision Making

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

### Objective 2: Consultation and Collaboration

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

**Objective 3: Academic Interventions and Instructional Supports**

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

**Objective 4: Mental and Behavioral Health Services and Interventions**

Students understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. Students, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Objective 5: School-Wide Practices to Promote Learning**

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

**Objective 6: Services to Promote Safe and Supportive Schools**

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

**Objective 7: Family, School, and Community Collaboration**

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

**Objective 8: Equitable Practices for Diverse Student Populations**

Students have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in



children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. Students implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. Students demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. Students recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Objective 9: Research and Evidence-Based Practice**

Students have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, students evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Objective 10: Legal, Ethical, and Professional Practice**

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

**Objective 11: Professional Work Characteristics**

Students develop good rapport with students, teachers, staff members, parents, and site supervisors. They engage in professional behaviors that enable them to develop positive relationships (e.g., enthusiasm, dependability, cooperation) and they are reflective practitioners who use feedback to improve performance. They participate in the program's student organization and attend and contribute to local, state, and national conferences.

## UNO School Psychology Program Evaluation

The UNO School Psychology Program strives to provide exemplary training consistent with our program mission and national standards set forth by NASP (2020). Our goal of preparing graduates to provide high quality service to children, families, and schools requires continuous improvement. Thus, the program engages in systematic reflective practice and seeks deliberate feedback as a means for monitoring program quality. We gather data from various sources, both internal and external:

### Internal Sources:

- Student course evaluations: Standardized end-of-course surveys and ongoing qualitative assessments inform instructional effectiveness and guide curriculum adjustments.
- Intervention case outcomes: Assessment of field experience interventions measures the program's impact on children's progress.
- Practicum and internship logs, portfolios, and evaluations: Supervisor ratings gauge students' preparedness across national training domains and program objectives.
- Applied research projects, graduate transcripts, and comprehensive portfolio assessments contribute to a holistic view of student performance.

### External Sources:

- NASP Program Accreditation: Periodic assessment confirms adherence to national standards.
- PRAXIS results: Examination scores indicate student competence.
- Accreditation from the NE Department of Education: External validation of program quality.
- Feedback from alumni, practitioners, and supervisor surveys: Insights from stakeholders inform program enhancements.

## Admissions Policies and Requirements

### Master of Science (M.S.)

#### Admission Evaluation

Admission to the UNO School Psychology Training Program involves an initial evaluation based on an applicant's past career development, potential for success in graduate school, and commitment to a career in School Psychology.

#### Prerequisites

Applicants must meet all Graduate College and Departmental admission requirements, including:

- 15 undergraduate semester hours (or equivalent) of psychology courses, including basic statistics and an upper-level laboratory course focusing on experimental methods, data collection, statistical analysis, and report writing.
- A minimum undergraduate GPA of 3.0.
- A bachelor's degree before starting coursework in the School Psychology Program.

#### Application Requirements

Applicants must submit the following materials, which the School Psychology Program Committee reviews for potential success and alignment with program philosophy:

- Undergraduate and graduate (if applicable) GPA
- Three letters of recommendation
- Statement of purpose
- Senior-authored writing sample (PDF)
- Vita/resume
- Official transcripts
- Interview

## Specialist in Education (Ed.S.)

### Evaluation Process

Students applying for the Ed.S. program are evaluated by the School Psychology Program Committee based on their progress in meeting the training objectives. Those not making adequate progress will be denied admission.

### Admission Requirements

- Students must have earned a Master's degree in School Psychology before being admitted to the Ed.S. program. Some Ed.S. coursework can be taken concurrently with Master's coursework.
- Applications for the Ed.S. program should be submitted during the second year of the Master's program.
- Admission to the Specialist program is contingent upon successful completion of the Master's program and a review by the School Psychology Program Committee.

### Application Submission

All applications must be submitted to the Office of Graduate Studies at UNO by December 15. For more information, visit the [Office of Graduate Studies website](#).

## Student Expectations and Code of Conduct

### Background Check Policies and Procedures

All school psychology graduate students must complete a background check before participating in any PK-12 school-based experiences or practicum activities, including shadowing, classroom observations, assessments, and service learning. This ensures their eligibility to complete program requirements and qualify for state certification or licensure.

#### Background Check Details:

- Conducted by One Source—The Background Check Company, commonly used by Nebraska school districts and UNO for employee background checks.

#### Student Responsibilities:

- Complete the online process to initiate the background check.
- Allow at least one month for processing before any school-based experience.
- Submit necessary forms and pay the vendor fee directly.

#### Information Needed for Background Check:

- Current and previous addresses (past 20 years)
- Current and previous minors residing with the student
- Social Security number, birth date, previous names/aliases
- Driver's license number, telephone number, and email address
- [See One Source's Website for additional background check components](#)

***If you are an employee of UNO or UNMC, you may still need to complete a separate background check for Human Resources.***

#### Report Handling:

- Background check reports are forwarded to designated Psychology Department faculty (currently Brian McKeivitt) and securely maintained.
- Specific results are not shared outside the University of Nebraska system or the Nebraska Department of Education, except to confirm that a student "passed"

#### Screening Process:

- School Psychology faculty screen all reports and may contact students if an issue arises.
  - The Program's screening criteria are determined by the standards set by the Nebraska Department of Education in Rules #20 and #21
- Students may need to provide court documentation for incidents that may affect eligibility for school-based experiences or certification.
- Felony records may require an appeal process with the College of Education's Certification Officer.

#### Additional Requirements:

- Students may need to complete additional background checks during the program.
- Students must immediately report any misdemeanor or felony charges while enrolled, following the outlined steps.

## School Psychology at UNO (SPUNO)

SPUNO is the student organization of the School Psychology graduate program. This organization was originally developed by two graduate students who believed that it was important for the students to obtain more information on topics outside of the classroom that related to the field of School Psychology. Today, SPUNO serves as a resource where students can learn about various community organizations, develop and strengthen their leadership skills, discuss current issues in the field, and receive program updates. The organization functions to promote cohesion among students and faculty, and offers opportunities for professional development beyond the classroom. Meeting agendas include officer and committee updates and discussions about opportunities for research involvement, current trends in the field, guest speakers, volunteer and employment opportunities, and participation at conferences. SPUNO also consists of various committees (see below).

Each year, the members of SPUNO elect officers who take on leadership roles within the School Psychology program. There are various ways in which students can become involved in these roles. Each class is represented by one officer position. These officer positions include President, Vice-President, and Secretary all of whom attend the School Psychology Program Committee's monthly meetings. (Note: If an officer cannot attend the committee meeting, they will find another person from that class to attend.) The School Psychology Program Committee is the governing body of the program and the purpose of these meetings is to make decisions for the program. Students are an integral part of the decisions and together they can vote on non-student issues, such as curriculum modifications and changes in requirements. Their combined voice counts as one vote.

### Leadership and Committees

#### **SPUNO Officers**

Officers meet monthly with the faculty sponsor to plan SPUNO meetings and address any program concerns. The officers are responsible for disseminating program updates to their respective cohorts and collecting information from them when requested.

**President:** Third-year student, spokesperson for SPUNO, presides over meetings

**Vice-President:** Second-year student, serves as Acting President in absence of President

**Secretary:** First-year student, records minutes of meetings, maintains records

#### **Mentoring Committee**

The purpose of the mentoring committee is to provide support to all first-year school psychology students in their transition into the program as well as throughout their first year. Such activities include meeting with new students over the summer, helping with the New Student Orientation, and meeting regularly with first year students. The committee coordinates the student portion of the interview process in the spring

semester, conducts a Question-and-Answer session for School Psychology applicants and interested students, and promotes National School Psychology Week in November.

### **Social Committee**

The social committee organizes social activities for the academic year. They are responsible for coordinating the back to school and end of year parties with the respective faculty member.

### **Philanthropic Committee**

The philanthropic committee determines community needs and organizes activities to meet the needs.

### **Treasurer/Fundraising Committee**

The treasurer has access to the SPUNO account and is responsible for all banking activities. Any officer or member needing funds needs officer approval and the treasurer will then make the transaction. The treasurer also organizes and participates in fundraising activities.

Below is the process for requesting funds:

1. Email treasurer regarding the proposed purchase and include the following information:
  - a. What the request is for
  - b. How much money it will cost
  - c. Who the check will be made out to
2. Approval (please allow one week for approval by email)
  - a. Purchases under \$25 will need to be approved by the treasurer and Program Director.
  - b. Purchases over \$25 will be voted on by SPUNO members.
    - i. An anonymous poll will be taken
    - ii. Votes not cast will be counted as a “Yes”
  - c. Purchases cannot be approved if they make the account drop below the \$50 fundraising budget.
3. Once you receive approval, you may make the purchase.
4. Provide the receipt to the treasurers.
5. Pick up the reimbursement check from MavCard Services Office one week after the receipt is submitted.

### **Wellness Committee**

This committee was created to improve graduate students’ experience within the School Psychology program at UNO by providing information resources and a supportive culture of wellness. In addition, this committee promotes health and wellness among graduate students by providing health information, relaxation tips, and workout groups.

### **Social Media Committee**

This committee provides educational resources and promotes our program and the profession through social media sites such as Facebook, Instagram, and Twitter.

**Professional Association Representatives: NASP & NSPA**

The NSPA Representative serves on the Nebraska School Psychology Association board, assists with conference preparations, attends board meetings, and writes a regular column for the Newsletter. The NASP Representative provides student-directed communications from NASP, promotes the association's activities, and attends student leadership meetings at the NASP annual conference. They also spearhead activities for promoting National School Psychology Week on campus and beyond.

**Diversity, Equity, and Inclusion Committee**

This committee aims to increase graduate students' multicultural competence and humility by providing information on resources, on campus/community events, and coordinating activities that work with, advocate for, and support marginalized and minoritized groups.

**Climate Committee**

This is a student led strengths-based, problem-solving group for students to channel their power to uplift diverse voices and create and maintain a positive program climate.





## SPUNO Officers and Committee Chairs, 2024-2025

### Faculty

Lisa Kelly-Vance (Sponsor), Brian McKeivitt, & Adam Weaver

### Student Officers

**President:** Hannah Canady, **Vice President:** Zoe Timberlake  
**Secretary:**

### Treasurer

**Treasurer:** Katie McCulloch, **Co-Treasurer:** Emily Fuller  
**Members:**

### Professional Association Representatives: NASP/NSPA

**Chair:** Rachel Bentz, **Co-chair:** Hailey Martin  
**Members:**

### Mentoring

**Chair:** Krystal Bauman Febus, **Co-chairs:** Alyssa Breese, Zoe Timberlake  
**Members:**

### Philanthropy

**Chair:** Seth Quinn, **Co-chair:** Erik Zamora  
**Members:**

### Social

**Chairs:** Jacob Beed, Sandy Lopez-Lugo, **Co-chairs:** Gabby Alvarez, Emily Lanspa  
**Members:**

### Social Media

**Chair:** Krystal Bauman Febus **Co-chair:** Alyssa Breese  
**Members:**

### Wellness

**Chair:** Rachel Bentz, Sandy Lopez-Lugo, **Co-chairs:** Alyssa Breese  
**Members:**

### Diversity

**Chair:** Sandy Lopez-Lugo, Bianca Ruiz **Co-Chair:** Gabby Alvarez, Erik Zamora  
**Members:**

### Climate

**Chair:** Dani Christensen, **Co-chair:** Lauryn Lee  
**Members:**

## SPUNO Affinity Groups

### Multilingual Affinity Group

We are dedicated to cultivating a secure and inclusive environment for linguistically diverse students, ensuring that your individual experiences are not merely acknowledged but also affirmed and supported. Together, we explore our diverse perspectives, share experiences, and engage in discussions that uniquely prepare us for success as aspiring linguistically diverse school psychologists. We also offer practical opportunities to review and apply terminology, explore assessments, and engage in insightful conversations with practicing bilingual school psychologists.



## School Psychology Organizations

### National Association of School Psychologists (NASP)

[www.nasponline.org](http://www.nasponline.org)

The national organization provides numerous resources to members and nonmembers. The annual convention is an opportunity for students and faculty to present research and learn about current trends in the field. Information about membership, resources and convention updates can be found online.

### Nebraska School Psychologists Association (NSPA)

<https://nspa.wildapricot.org>

NSPA provides members with regular newsletters and opportunities for professional development. An Outstanding Student from each training program is recognized at the fall conference. The UNO student is selected by the School Psychology Program Committee.

## Coursework

### **Master of Science in Psychology**

#### **Proseminars**

PSYC 9040: Proseminar: Learning

PSYC 9560: Proseminar: Developmental Psychology

PSYC 9130/MMI 913: Applied Statistics

#### **School Psychology Core Coursework**

PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology

PSYC 8520: Foundations of Assessment

PSYC 8530: Early Childhood Assessment

PSYC 8540: School Age Assessment

PSYC 8576: Behavior Analysis and Interventions

PSYC 8590: Psychology of Exceptional Children

PSYC 8850: Social Justice, Advocacy, and Action

PSYC 8970: Master's Level Practicum in School Psychology

Multicultural Education course (List available from Program Director)

**Total Credit Hours: 36**

### **Specialist in Education in School Psychology**

(Successful completion of Master's Degree courses is required.)

PSYC 8250: Family Analysis and Treatment

PSYC 8550: Psychotherapeutic Interventions

PSYC 9100: Small N Research Designs

PSYC 9320: Seminar in Program Evaluation

PSYC 9750: Assessment and Intervention for English Learners

PSYC 9770: Crisis Intervention Strategies and Techniques

PSYC 9780: Advanced Educational and Psychological Consultation

PSYC 9940: School Psychology Applied Research Project (3 credit hours)

PSYC 9970: Ed.S. Level Practicum in School Psychology (6 credit hours)

PSYC 9980: Internship in School Psychology (6 credit hours)

**Total Credit Hours: 36**

## Program of Study

### **FIRST YEAR**

#### ***Fall***

PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology (3 credits)

PSYC 8520: Foundations of Assessment (3)

PSYC 9040: Proseminar: Learning (3)

#### ***Spring***

PSYC 8540: School Age Assessment (3)

PSYC 8590: Psychology of Exceptional Children (3)

PSYC 9130/MMI 913: Applied Statistics (3)

PSYC 9100: Small N Research Designs; Ed.S. level course (3)

#### ***Summer***

Multicultural Course (3) (list of course options available from program director)

### **SECOND YEAR**

#### ***Fall***

PSYC 8530: Early Childhood Assessment (3)

PSYC 8576: Behavior Analysis and Intervention (3)

PSYC 8970: Master's Level Practicum in School Psychology (1)

PSYC 9560: Proseminar: Developmental Psychology (3)

#### ***J-term***

PSYC 8970: Master's Level Practicum in School Psychology (1)

#### ***Spring***

PSYC 8550: Psychotherapeutic Interventions; Ed.S. level course (3)

PSYC 8850: Social Justice, Advocacy, and Action (3)

PSYC 8970: Master's Level Practicum in School Psychology (1)

PSYC 9780: Advanced Educational and Psychological Consultation; Ed.S. level course (3)

#### ***Summer***

PSYC 9750: Assessment and Intervention for English Learners (3) (May also be taken during the summer between the first and second year)

**THIRD YEAR*****Fall***

PSYC 9320: Seminar in Program Evaluation (3)

PSYC 9940: School Psychology Applied Research Project (3)

PSYC 9970: Ed.S. Level Practicum in School Psychology (3)

***J-term***

PSYC 9970: Ed.S. Level Practicum in School Psychology (1)

***Spring***

PSYC 8250: Family Analysis and Treatment (3)

PSYC 9770: Crisis Intervention Strategies and Techniques (3)

PSYC 9970: Ed.S. Level Practicum in School Psychology (2)

**FOURTH YEAR*****Fall***

PSYC 9980: Internship in School Psychology (3)

***J-term***

PSYC 9980: Internship in School Psychology (1)

***Spring***

PSYC 9980: Internship in School Psychology (2)



## Applied Experiences

### Course-based Experiences

*Note: These experiences are subject to availability.*

#### Service Learning

PSYC 8590: Psychology of Exceptional Children

Students collaborate with a local community agency to enhance mental health services.

PSYC 8530: Early Childhood Assessment

Students work with the early childhood population through regular preschool visits at a local Head Start, focusing on providing social-emotional learning experiences.

PSYC 8576: Behavior Analysis and Intervention

Students partner with school psychologists and teachers to practice behavioral assessment techniques, consult on behavior, and propose changes to behavior support plans.

PSYC 8550: Psychotherapeutic Interventions

Students work to develop and conduct small group interventions to support the mental health and academic needs of secondary students.

PSYC 9780: Advanced Educational and Psychological Consultation

Students work with a local school district to collect, analyze, and summarize classroom-, school-, or district-wide data relating to academic or behavioral performance of students. Students may also participate in district data team and problem-solving team meetings. Projects vary per semester, but typically involve presenting findings to school district staff and making recommendations to staff based on those findings.

## Practicum Experiences

### ***Master's Level Academic Multi-tiered Systems of Supports Practicum***

In addition to course-based applied experiences, students will also complete a Master's Level Practicum during their second year.

#### **Description and Setting**

The Master's practicum is a year-long 100-hour supervised experience that focuses on academic assessment and intervention in several local school districts. Students will engage in a variety of activities related to reading, math, and/or writing assessment and intervention in individual and small group settings using a multi-tiered systems of supports framework. Additionally, students will have a university seminar one hour per week to discuss field work as well as current issues in academic assessment, instruction, and intervention.

#### **Requirements**

During their second year, students register for the Master's level practicum (PSYC 8970) and complete the minimum 100 clock hours across the entire year but **register for 1 credit in the Fall, 1 credit during J-term, and 1 credit in the Spring.** Students are required to work in local schools on academic cases, attend all university seminar class meetings, maintain a record of hours and activities, complete all course assignments, engage in supervision with faculty, demonstrate critical professional work characteristics, and act in a manner consistent with ethical principles for the profession of psychology.

#### **Supervision and Student Evaluation**

The course instructor provides supervision and will evaluate each student. In addition, on site supervision is provided by a school staff member with whom students work (e.g., academic interventionist, instructional coach). This staff member also will be asked to complete an evaluation each semester.

### ***Specialist in Education Level School-Based Practicum***

#### **Description and Setting**

The purpose of the school-based practicum is for students to integrate and apply their knowledge and skills to the delivery of school psychology services in the public schools in a year-long experience. The school-based practicum can potentially encompass the Birth–21 continuum and the spectrum of school psychology services. Placements are in the Omaha Metro area and students participate in activities that prepare them for internship. Practicum placements are selected by the university practicum supervisor with input from other faculty.

#### **Requirements**

The school-based practicum is a minimum of 400 hours completed during the UNO academic year in consecutive semesters. **Students register for 3 credit hours in the**

**fall semester, 1 credit during J-term, and 2 credits during the spring semester.**

Students register for PSYC 9970 in the fall and spring semesters and develop an individualized plan that includes a set of specific and ambitious goals reflecting each of the Program Objectives. The student develops the plan collaboratively with the site supervisor, and it is approved by the university supervisor. The practicum student shall maintain a log of activities and supervision received. Students enrolled in practicum will receive a separate practicum handbook with more detailed information about practicum expectations.

**Supervision**

The practicum student is assigned to one or more school psychologist(s) who is responsible for evaluating and monitoring his/her activities. The supervising psychologist must have a minimum of two years of experience as a school psychologist and hold valid certification. Students are required to receive a minimum of one hour of individual, face-to-face supervision per week from the supervisor. In addition, the student is required to attend weekly university supervision meetings. Throughout the practicum year, the on-site supervisor and the university supervisor shall maintain close coordination of and communication about the practicum student's performance.

**Internship Experience****Eligibility**

Students are eligible to apply for an internship when their coursework is near completion, and they have approval from the Program Director. An internship placement and its conditions require approval from the Program Director. In order to start the internship, students must have all required coursework completed except the 6 hours of internship credit. This site may be in any school district or other approved site where the internship and supervision requirements can be met.

**Application Process:**

The application process varies by school district. Students should call the personnel office in the district where they are considering applying and ask for an application. At that time, they can also ask if there are any internship openings projected. Students should also update their vita and develop an application portfolio to take to interviews that provides samples of their work. The Program Director writes letters of recommendation for all students who are applying for internship, stating that the student is eligible for certification. Other letters of recommendation should be solicited from professors and supervisors. Each year, the Program Director meets with those students applying for internship to discuss the application process, interviewing, and developing portfolios. The NASP website also has numerous resources for job seekers.

**Requirements:**

An internship of at least 1,200 clock hours must be completed. The internship experience must be full-time and continuous over two consecutive semesters. **Students register for 3 credit hours in the fall semester, 1 credit during J-term, and 2**



**credits during the spring semester.** With special approval, it is potentially possible to do the internship on a half-time basis over four consecutive semesters. The student shall receive three credit hours for each of the two semesters. To fulfill the Ed.S. degree program requirements, a grade of "B-" or better must be earned in both semesters of the internship. Any endorsement for full certification by the University requires being awarded the Ed.S. degree. An intern orientation meeting is held at the end of the spring semester and all requirements are reviewed at that meeting. Interns are required to receive two hours per week of face-to-face supervision from an on-site supervisor, as well as monthly supervision from the university supervisor and other faculty. On-site supervisors must be appropriately credentialed school psychologists with a minimum of three years of experience.

The intern shall maintain a log of activities (including techniques, instruments, methods and strategies used, the service recipients, and time required) and supervision received throughout the entire school contract. The content of supervision should be specified in the log. All identifying information should be removed from logs. The intern will submit logs, via email, to the university supervisor on a schedule determined by the university supervisor. The university supervisor will review the logs and provide feedback. Interns will be provided with a separate internship handbook that details all internship requirements.

**Setting:**

Students are responsible, with the assistance of the program faculty, for securing their own internship site. This site may be in any school district or other approved site where the internship and supervision requirements can be met. A minimum of 600 hours must be in a school setting, but all 1,200 clock hours must involve school psychology services. Students who wish to spend a portion of their hours in a non-school setting must receive approval from the School Psychology Program Committee.



## Psychology Department TA Assignments

### Funding Allocation

We want to fund as many students as possible but there are very few openings each year. For that reason, our goal is to try to assign each student a TA position for one year of the program. The number of openings fluctuates so this may not happen every year. The priority is given to students in their second year of the program. The justification is that faculty can get to know students' strengths during year one in the program and make appropriate decisions.

*It is rare for the psychology TA positions to be awarded for more than one year. This makes other positions on campus preferable because they are typically renewed.*

### Assignment Process

Psychology department TA positions are assigned by faculty. To be considered for a position, students must be (1) in good standing in the program and (2) have applied for other GA/TA positions on campus. The program has a small allotment of TA positions to assign, and these assignments will be made in the spring semester for the following fall. Occasionally, additional openings will become available in the summer and students will be contacted if they are selected. Students are assigned to faculty by the department chair and cannot select which faculty for whom they want to be a TA.

### Application Procedure

- Program director accepts applications in spring (date will be announced).
- Interested students email director with:
  - Applied GA/TA positions and application statuses.
  - Details about need.
  - Self-ratings of Professional Work Characteristics from Program Handbook.

### Selection Criteria

- Based on:
  - Applications to other campus positions.
  - Professional work characteristics.
  - Academic progress and achievements.
  - Consideration of need.

### School Psychology TA Positions (no applications required)

- Lab TA: Selected based on faculty criteria
- Assessment TA: Selected based on performance in PSYC 8530 and 8540

## For Students Interested in Obtaining Board Certified Behavior Analyst (BCBA) Certification

The UNO School Psychology graduate training program is designed to provide all students with sufficient training to meet the mental and behavioral health needs of the students they will serve. For students in our program who are motivated to receive additional training in Applied Behavior Analysis (ABA) and wish to become Board Certified Behavior Analysts, it is possible to meet coursework eligibility requirements under “Pathway 2: Behavior Analytic Coursework” (see pp. 8-10 in BCBA Handbook [<https://www.bacb.com/BCBA-Handbook>]).

Under this pathway, there are four requirements that must be met to obtain BCBA certification: (1) graduate degree, (2) behavior-analytic coursework requirements, (3) supervised fieldwork requirements, and (4) obtaining a passing score on the BCBA examination.

### 1. Graduate Degree

As the BCBA is a graduate-level credential, all CBAs must have a master’s degree or higher. For UNO School Psychology students, this requirement is met after Year 2 when students obtain their Master of Science degree.

### 2. Coursework Requirements

The UNO Psychology Department also offers a MS degree in ABA. This is a Verified Course Sequence (VCS) program verified by the Association for Behavior Analysis International (ABAI). The UNO School Psychology program shares many classes with the UNO ABA program; however, school psychology students interested in obtaining the BCBA credential will need to take two additional classes during their three years of coursework at UNO in order to meet behavior-analytic coursework requirements.

The two additional courses are: MMI 957 – Applied Behavior Analysis, AND either MMI 870 – Ethics & Law for Psychology and ABA, or PSYC 9910 – Special Topics in ABA Ethics for School Psychologists.

Currently, both MMI 957 and MMI 870 are offered only during Fall semesters. Because of the schedule and workload during Fall of the second year, school psychology students who are interested in obtaining the BCBA credential should consider taking MMI 957 in the Fall of their first year or third year. PSCY 9910 will be offered during the J-term session on a three year rotation if permitted by the department and may be taken as an alternative to MMI 870.

Beginning in January 2027, coursework requirements for the BCBA will also include a course in Organizational Behavior Management. UNO's ABA program will begin offering PSYC 9160 – Behavior Analytic Approaches to Organizational Change and Human Performance Improvement, which will meet this requirement, in Spring 2025. Students who plan to take the BCBA examination after January 2027 should plan to take this course in Spring of their third year in the program.

To enroll in MMI courses, students will need to complete an intercampus registration. Once approved, students can register for MMI courses with no permission number required. The link to intercampus registration is: <https://www.unmc.edu/gradstudies/admissions/steps-to-admission/intercampus-enrollment.html>

### 3. Supervised Fieldwork Requirements

In order to apply for the BCBA examination, the Behavior Analyst Certification Board (BACB) requires that supervised fieldwork in behavior analysis accompany completed coursework requirements. There are two types of fieldwork: “Supervised Fieldwork” and “Concentrated Supervised Fieldwork.” Students may accrue hours in only one of the categories or may combine the two types.

Supervised Fieldwork. 2000 hours of fieldwork are required and five percent of hours must be supervised with at least four supervision meetings per month.

Concentrated Supervised Fieldwork. 1500 hours of fieldwork are required, and ten percent of hours must be supervised with at least six supervision meetings per month.

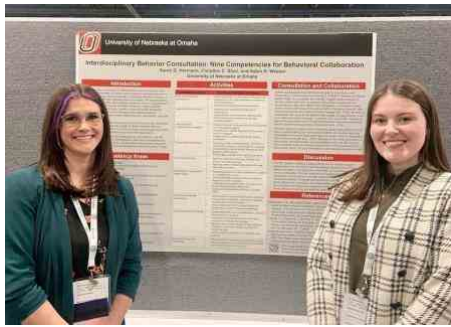
Some of these hours may be accrued through applied experiences built into our School Psychology program of study. However, because many of the applied experiences in our program are in areas outside of behavior analysis and because school-based supervisors with BCBA certification are difficult to find, it is not a realistic expectation to obtain these hours only through our program. There are several options for students who wish to obtain the necessary supervised fieldwork. Part-time or summer employment opportunities exist (e.g., Munroe-Meyer Institute, Above and Beyond Therapy, etc.) in which supervised hours may be accumulated. Another option is to obtain these hours during or after the internship year. The BACB allows hours to be accrued for up to five years. Thus, students who start to gain hours during their first year have until the year after internship to meet fieldwork requirements.

More information can be found at: <https://www.bacb.com/bcba/>

#### 4. BCBA Examination.

Students who have successfully completed the required coursework and have met supervised fieldwork requirements can apply to take the BCBA examination. More information on the exam and how to apply can be found at:

<https://www.bacb.com/examination-information/>



### Student Research

The scientist-practitioner model emphasizes the importance of utilizing empirically based practices. To this end, the UNO School Psychology Program trains students to be critical thinkers when reading research and to be able to conduct independent research projects in schools.

#### Research Advising

Faculty will assign students a research advisor during the first semester of the M.S. program. Once assigned to an advisor, the student will work with that faculty member to learn about research in school psychology, receive guidance for the small n research proposal, and ultimately complete the Ed.S. Applied Research Project.

#### Research Participation

##### *First Years*

Students are required to participate in research activities led by a UNO School Psychology faculty member and/or other graduate students throughout their graduate studies. It is the faculty member's responsibility to ensure that the experiences include a balance of reading and involvement, with enough breadth and depth for the student to meet the objectives (i.e., develop critical thinking skills in research, conduct independent research project) of research participation. While hours vary, students should expect to contribute a minimum of 50 hours per semester. Students log their activities and hours and include the log in their Comprehensive Portfolio.

Suggested research and professional development experiences:

Attend Proposals and Defenses  
Work with Research advisor to develop interest areas to pursue  
Read research articles  
Attend conferences  
Attend research presentations

Required activity:

Students' faculty research advisors will guide them through the process of developing and writing their paper for the Small n class. The timeline is as follows:

- Proposal topics must be submitted to the faculty advisor by **December 1<sup>st</sup>** of the first semester. A short paper describing the topic and research questions should be submitted. Each advisor will review expectations for this paper with advisees.
- An outline of the literature review must be submitted to the faculty advisor by **February 10<sup>th</sup>** of the second semester.
- A complete literature review must be submitted to the faculty advisor by **April 1<sup>st</sup>** of the second semester.

**Second years**

Students engage in research through their courses by applying small n research design to interventions, utilizing empirically supported interventions, and pursuing more knowledge about specific interests that may lead to their EdS project.

**Third years**

Students will conduct their EdS project selecting one of the options:

Option A: Use a practicum case, small group, or program evaluation (cannot be the same project you are using for PSYC 9320: Seminar in Program Evaluation) as your project. You will write a thorough literature review for your proposal and a final paper for your defense, working with your advisor throughout the semester.

Option B: Conduct a study outside of practicum. If this option is selected, work will most likely occur during the student's second year in the program. The student will work with their research advisor to determine the need for IRB approval.

**Guidelines for the Ed.S. Applied Research Project**

The Ed.S. applied research project addresses educational needs and demonstrates the student's capacity to conduct research in applied settings and/or to meet the needs of the profession. School Psychology students will be required to: (a) develop and complete an original project that is approved by the student's advisor and other committee members; (b) collect and analyze data obtained in the research; (b) orally defend the final written draft of the Ed.S. research project to the student's advisor and committee members; and (d) submit a manuscript to the graduate office (using the ProQuest system). Students also are highly encouraged to present their research at a professional conference.

**Proposals and Defenses – Tentative Dates**

- Proposals will be scheduled for a day in *early October*.
- Defenses will be scheduled during *finals week*.
- All paperwork and processes related to the graduate office and ProQuest remain the same.
- Students will register for PSYC 9940 in the *fall semester of the 3rd year*.

**Project Development and Proposal**

During the fall semester of their third year, students will develop their project under the supervision of their advisor. Students also have the option of conducting their research outside of practicum. If the latter option is chosen, students can collect and analyze data at any time, but they will participate in the same proposal/defense timeline as those who do their project as part of practicum. The latter option may include the need for IRB approval.

At a minimum of one week prior to the proposal, students provide their committee with a thorough written review of the relevant literature and a detailed description of the proposed methodology.

At the proposal, students present a PowerPoint detailing the rationale for the study, literature support, research questions, and methodology. Committees will consist of the school psychology faculty and a faculty member from a department other than Psychology.

Upon approval of the proposed project, the committee members will sign the project proposal approval form, which serves as the student's contract for the methodology. Any changes must be approved by the committee. The committee will also sign the Supervisory Committee Form.

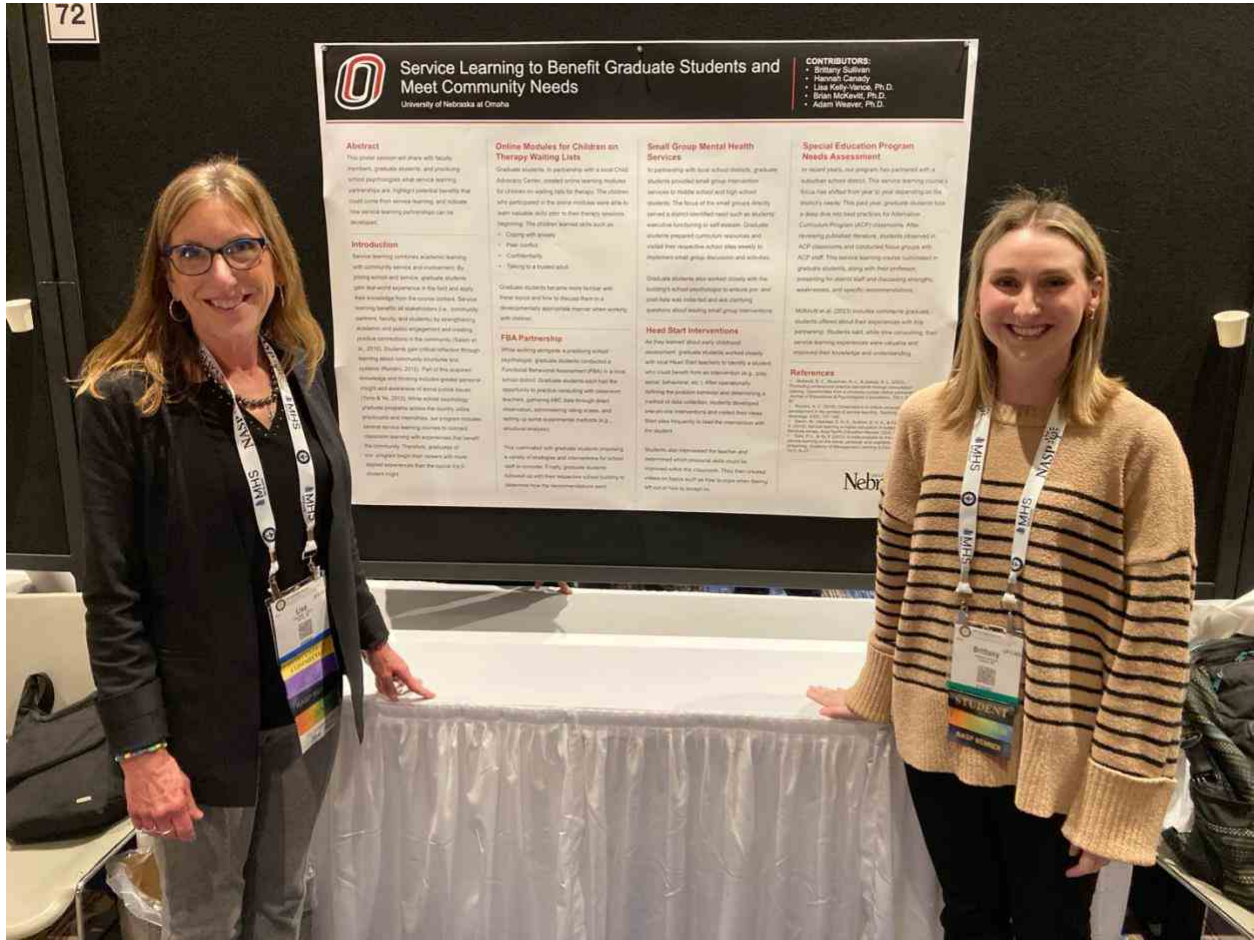
**Defense**

Once data is collected and analyzed, students write up their project in manuscript-ready format, utilizing the Guidelines for Authors in any of the core school psychology journals. Students provide their manuscript to their committee one week prior to the scheduled defense. At the defense, students will present the results and discussion to the committee.

*Extensions may be requested if a student is unable to complete the project by finals week. Requests for extensions should be made in writing to the program director who will bring the request to the program committee.*

*Projects must be defended before the program director can sign off on certification/licensure for internship.*





## Ed.S RESEARCH PAPERWORK

### **Proposal Paperwork**

- Obtain signatures on the two forms using the following procedures:

### Thesis Proposal Approval Form

### Appointment of Supervisory Committee for Master's and EdS Candidates Form

- 1) Student Researcher emails School Psychology TA to begin the paperwork
  - a) *Include the name of your outside representative in the email*

TA: Lauryn Lee (laurynlee@unomaha.edu)

- 2) TA sends half-filled-out forms to the Student Researcher via DocuSign
  - a) **The student adds their name, NUID, title, date, and signature**
- 3) Student Researcher sends an email to their Outside Representative to inform them that a signature email will come from the School Psychology TA
- 4) School Psychology TA will send out for all signatures once the 2 forms are filled out
  - a) **Chair, Members, Outside Representative, and Grad Program Chair (Dr. Brigitte Ryalls)**
- 5) School Psychology TA will save the fully signed **form in OneDrive Folder**

### **Defense Paperwork**

- Make revisions to your research paper and have your advisor review them.
  - Assistance can be obtained for [formatting and submission](#)
  - See also: [EdS Paper Formatting & ProQuest Submission How To](#)
- Once revisions are approved, use the following procedures:

### Report on Completion of Degree Form

- 1) Submit EdS paper to ProQuest (confirmation date needed for form)
  - a) [Create a ProQuest account](#) to upload approved PDF file of project
  - b) **CC or forward all correspondence with ProQuest and journal editors to your Program Director and Research Advisor**
- 2) Student Researcher emails School Psychology TA to begin paperwork **AND** provide copies of their **Title Page and Abstract**
- 3) TA sends form to Student Researcher via DocuSign to fill out name, NUID & title
- 4) School Psychology TA will send out for all signatures once the form is filled out
  - a) **Chair, Members, and Outside Representative**
- 5) TA will send fully signed form, Title Page, & Abstract to Amy Kica.

### Additional Information

- If you have any questions, please get in touch with the Program Director and the School Psychology TA. Together they can work to address any questions or concerns.
- EdS paperwork will be sent to both you and your research advisor to keep for your records.



- Check DegreeWorks on [MavLink](#) periodically to ensure that paperwork has been submitted and reviewed. There should be green checkmarks next to documents that have been completed, submitted, and reviewed by the Office of Graduate Studies.
- Forward all EDT Administrator/ProQuest emails to **the Program Director and your research supervisor**.
  - This does not include emails to edit/revise your EdS paper.

## Research Support

### Office of Sponsored Programs and Research (SPR)

Funds may be available for student research through the Graduate Research and Creative Activity (GRACA) and the University Committee on Research and Creative Activity (UCRCA). The application deadline for GRACA is November 1 while the UCRCA accepts applications the first working day of each month (by 11:59pm) October through March. For more details regarding the application process read the proposal guidelines and complete the application found on the Office of Research and Creative Activity student website: <http://www.unomaha.edu/office-of-research-and-creative-activity/students/index.php>

### General Manuscript Guidelines

#### I. Introduction and Statement of the Problem

- A. Reason why the study is important
- B. How the study will contribute to the field of school psychology
- C. Set the stage for your literature review

#### II. Literature Review (justification of your research questions)

- A. Related research
  1. Use headings – these should reflect the main topics of your paper that include all related research and theory
  2. Operationally define all your variables (will probably use these variables as your headings)
  3. Organize your literature review by main ideas, not by previous studies. Previous studies are used to support your main ideas.
- B. Summary/Conclusion
  1. Provide a summary that pulls together all the main points of your literature review
  2. State why/how your study will make a unique contribution to our knowledge base in the proposed area of study
- C. Current Study
  1. Briefly state what you will do in this study (i.e., methodology)
  2. State your research question(s)
  3. State your hypothesis/hypotheses, supported by literature review

#### III. Method (used to answer your research questions)

- A. Participants
  1. Sample size
  2. Selection criteria
  3. Participant recruitment procedures
  4. Age, grade, gender, ethnicity (when applicable)
  5. Income level

- B. Setting
- C. Materials/Measures/Instruments (use only the terms that apply to your research) - quantitative measure of your variable(s)
  - 1. Description of the measure
  - 2. Rationale for including this measure
  - 3. Description of the scores reported from the measure
  - 4. Reliability and validity of the measure and justification that they are sufficient
- D. Procedures – design of the study
  - 1. Groups used in the study
  - 2. How groups were formed
  - 3. Experimental and measurement procedures given to each group (be very specific so the procedures could be replicated)
  - 4. Sequential order of procedures
  - 5. How procedures relate to research question(s)
  - 6. A rationale for the procedures used in terms of the research questions
- E. Analysis – how you operationalized the research question as a statistical analysis.
  - 1. The name and description of the statistical analysis used
  - 2. Clear explication of the independent and dependent variables

#### IV. Results (findings – answer to your research questions)

- A. Organized according to research question
- B. Present descriptive data first
- C. Use tables for larger amounts of data

#### V. Discussion (the meaning of the findings)

- A. General summary of findings (1 paragraph)
- B. Interpretations of findings
  - Organize by research questions
  - Emphasize main points or “take home” messages
  - Relate findings to your literature review (use citations)
- C. Implications for School Psychologists
- D. Limitations and Suggestions for Future Research
- E. Conclusion

#### VI. References

#### VII. Appendices (as applicable)

\*Your papers must strictly adhere to APA style. Technical writing is important. Resources are available in Dr. Kelly-Vance’s office to assist you with both of these requirements.

## Artificial Intelligence

**A note about the use of artificial intelligence (AI; e.g., ChatGPT):** You have likely heard about AI and how it can be used in a variety of ways. Much attention has been paid to the use of AI tools by students to complete assignments, and it is critical to use such tools responsibly and ethically. Because of your important future work as a school psychologist with students, teachers, administrators, and caregivers, it is necessary to understand the material you are learning and complete assignments on your own. You are required to acknowledge the use of AI in any work you submit for class, research, or other activities. Text directly copied from AI sites must be treated as any other direct quote and properly cited.

The UNO School Psychology Program has developed guidelines regarding the use of AI. The guidelines aim to foster responsible and ethical use of AI within the school psychology program, ensuring that technology enhances, rather than compromises, the quality of education and support provided to students.

### *Ethical Considerations:*

- Maintain student confidentiality – AI is not FERPA or HIPPA compliant. Exercise caution when handling sensitive student information.

### *Use in Class Assignments and Research:*

- Can use to generate ideas
- Do not use to write any assignment
- Can use to check and improve grammar, spelling, etc.

### *Use with Interventions/IEPs:*

- AI can assist in generating ideas but human expertise is necessary to tailor plans and programs to the unique needs of students.

### *Cultural Sensitivity*

- AI tools may not account for cultural nuances.
- AI may contain bias; exercise awareness and critical evaluation.

### *Originality and Accuracy:*

- Work generated by AI may not be original and could contain plagiarism.
- Always fact-check AI-generated work for accuracy and reliability.

*Due to the ever-changing nature of AI, students must receive continuous education on its use, ethical considerations, and emerging developments in the field.*

## Student Evaluation

### Master's Level Evaluation

- Course assessments (e.g., grades, specific rubrics, papers, and other outcome measures)
- Extra-curricular products (professional presentations, grant and conference proposals)
- Interactions with faculty, students, and other professionals
- Progress of case consultations in practicum and other field experience settings
- Ed.S. Applied Research Project progress (e.g., literature review, proposal, data collection)
- Master's Comprehensive Portfolio evaluation (See below)
- School Psychology Program Annual Review (Faculty evaluations)

### Master's Degree Comprehensive Portfolio

#### Description

Students are required to submit a Comprehensive Portfolio (CP) toward the end of their Master's work. A portfolio is a systematic and purposeful collection of work that documents a student's professional competencies within the program's training objectives. The CP meets the graduate school's Master's level comprehensive examination requirement. The portfolio is intended to represent the student's progress towards meeting program outcomes and his or her ability to effect positive change for children, schools, and families. Thus, it is a formative and summative evaluation of student progress through the program's training objectives. As a formative assessment, the portfolio enables the student to identify areas of strengths and weaknesses that can be targeted for improvement in subsequent years of the program. As a summative assessment, the portfolio demonstrates attainment of the competencies set forth by the program for completion of the Master's Degree.

#### Purpose

1. To demonstrate the student's progress towards and accomplishment of the program's training objectives
2. To allow the student to self-reflect on his or her progress towards meeting the program's training objectives
3. To provide the student with feedback about his or her performance relative to the program's training objectives
4. To allow faculty to evaluate the effectiveness of the program and to use information from portfolios to make positive programmatic changes

## Content

The portfolio consists mostly of original documents created by the student for the purpose of demonstrating competency with the program's training objectives. These documents, as well as additional contents, are described below:

### 1. Curriculum Vita

A curriculum vita is an extended resume that details your professional accomplishments, including education, employment, research experience, presentations and publications, service, and professional affiliations.

### 2. Reflection on Personal Strengths and Needs for Improvement

Evaluate your strengths and weaknesses relative to each of the 11 program objectives. With regard to each objective, indicate what your skills are and how you developed those skills. State what you are competent in and what areas you need to continue to work on. Your reflection statement should be no more than **5 pages**.

### 3. Samples of Your Best Work

To demonstrate your competencies as a developing school psychologist, choose up to three samples of what you consider your best work up to this point (other than assessment/intervention reports). Consider including items that show competence in several domains. Include an introductory statement explaining what the work sample is, why you chose it, and what training objectives it addresses.

### 4. Assessment/Intervention Reports

Submit one report each from PSYC 8530 and practicum (PSYC 8970). The report should document both your assessment and intervention procedures and outcomes. Select your best report from each class.

### 5. Self-rating of Competence

Using the Annual Review of Student Progress form, evaluate yourself on the contents of each training domain. Turn in your ratings as part of your portfolio.

### 6. Goals for School-based Practicum

Identify specific goals you have set for yourself for your school-based practicum year. You should identify 2-3 goals within each training objective.

### 7. Practicum Placement Form

Include the Practicum Placement Form on which you indicate preferences for school-based practicum.

### 8. Research Hours

Include the fall and spring semester log of your first-year research activities.



## Evaluation

### Personnel:

Core School Psychology Faculty

### Evaluation Steps:

1. Students will present the portfolio to the faculty evaluation committee on the date designated below. Students should provide **one electronic copy to a specified OneDrive folder**.
2. Faculty will review the portfolios.
3. Evaluation will be based on the portfolio's contents, as well as knowledge about the student's performance from coursework, research, and other experiences. Based on their evaluations, faculty will generate questions or discussion points to which the student will respond in an oral defense meeting. The purpose of the questions is to allow faculty members to request additional information related to the objectives and/or to engage the student in more in-depth discussion about a topic.
4. Students will respond to faculty questions/discussion points in front of the evaluation committee during a pre-specified portfolio defense meeting time. During this time, students will also obtain feedback about their performance and discuss strengths, weaknesses, and plans of action.
5. Oral feedback will be provided to the student by committee members during the defense.

### Criteria:

Evaluation of portfolios is completed using the School Psychology Evaluation/Annual Review Form

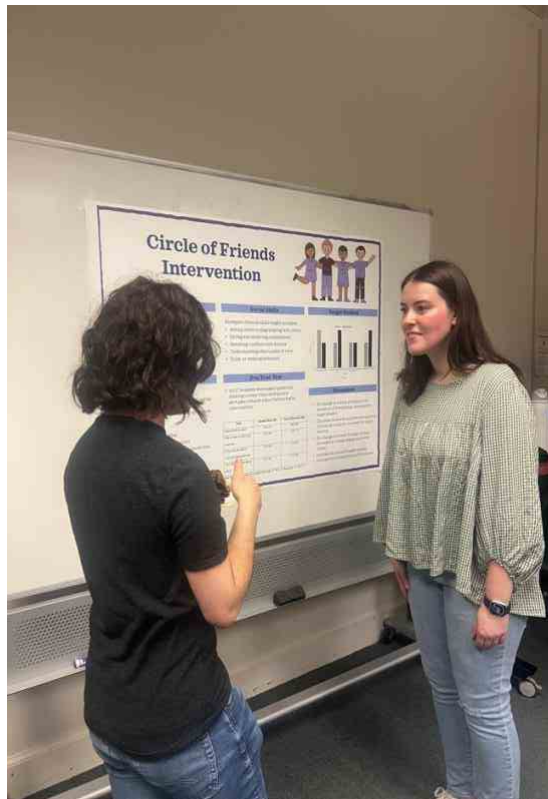
Master's students must receive an average of 3.0 or higher on each training objective. Any score below 3.0 will necessitate remediation. The student and committee will develop the remediation plan.

## Timeline

- April 1: Submit portfolio to committee
- April 10-20: Portfolio defenses
- May 1: Remediation plan due in writing

## Ed.S. Level Evaluation

- Practicum and internship site supervisors' evaluations
  - Consultant Effectiveness Scale
  - Professional Work Characteristics
  - School Psychology Field Evaluation (completed by school-based practicum and internship supervisor)
- Course evaluation (e.g., grades, specific rubrics), papers, and other outcome measures)
- Extra-curricular products (professional presentations, grant and conference proposals)
- Interactions with faculty, students, and other professionals
- Progress of case consultations in practicum and other field experience settings
- Successful defense of Ed.S. Applied Research Project to Committee
- School Psychology Program Annual Review (Faculty evaluations)
- Ed.S. Level Practicum portfolio and Internship portfolio
  - \*Students are required to complete a portfolio to evaluate their performance at the end of the Spring semester during the Ed.S. level practicum and at the end of internship. Specific requirements for these portfolios can be found in the Practicum and Internship Handbooks available from the Program Director.



## State and National Exams/Certification

### **PRAXIS: Subject Assessment**

UNO School Psychology students are required to take and pass the PRAXIS Subject Assessment in School Psychology. The PRAXIS School Psychologist assessment is also required for full certification in Nebraska. This assessment should be taken during the spring semester of 3<sup>rd</sup> year in the program. A passing score of **155** satisfies the program, state, and national (Nationally Certified School Psychologist) requirements.

### **Nationally Certified School Psychologist (NCSP)**

NASP states on their website:

Graduates of NASP-Approved school psychology graduate programs qualify for the NCSP credential when applying within 10 years of completing the program (effective January, 2016). Applicants must complete and submit the [application](#) and all necessary forms, submit an official copy of graduate transcripts, and register for and complete the *Praxis* [School Psychologist Exam \(5403\)](#) administered by the Educational Testing Service (ETS). The current passing score is **155**. When registering for the exam, list NASP as a score recipient by using the code “**1549**.” If you do not list NASP as a score recipient when you take the exam, an additional fee will be charged by ETS to have the score sent to NASP.

Additional information on National Certification can be found on the [NASP website](#).

### **Certification:**

Nebraska:

*Teaching Endorsement -006.50 School Psychologist*: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship. Requires a minimum of 1,200 clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21. Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

*Alternative Program Teaching Permit (provisional endorsement):* The alternative program teaching permit allows school psychologists to work temporarily while completing a graduate preparation program in school psychology.

**Applying for Certification:**

For all state certification, students will initially contact the UNO Certification Department.

Nebraska: <https://www.unomaha.edu/college-of-education/student-services/certification/checklist.php>

**Alternative Program Teaching Permit**

An Alternative Program Teaching permit may be issued by the Nebraska Department of Education (NDE) when an individual has been hired by a Nebraska school district before completing their college program.

This permit requires employment in a Nebraska school district and completion of 50% of pre-student teaching coursework and 75% of the endorsement coursework. It is non-renewable and expires on August 31 in the second year following issuance.

**Applicant steps:**

1. Apply for the Alternative Program Teaching Permit via the [NDE application system](#)
2. Request through MavLINK official transcript to be sent to NDE.
3. Contact [UNO's Certification Assistant](#) and provide NUID, purpose of request, and a copy of their job offer letter.

Upon applying for this permit, an Institutional Verification will be requested of and submitted by UNO to the Nebraska Department of Education. Processing of certification may take up to 8 weeks by NDE following submission of all required documentation and may be monitored in the applicant portal.

For questions regarding application status, applicant may contact the NDE analyst indicated on the dashboard of their applicant portal or the NDE's main contact phone number (402/471-0730) or e-mail ([nde.tcertweb@nebraska.gov](mailto:nde.tcertweb@nebraska.gov)).

## Graduation Policies

During what is expected to be the semester of graduation and prior to the posted deadline, students should apply for the conferral of the degree in the Office of the Registrar or through Mavlink. Graduation deadlines are available through the [Office of Graduate Studies](#). See Graduation Checklist: <http://www.unomaha.edu/graduate-studies/current-students/graduation-checklist.php>

### Deadlines to apply for graduation online:

- The last day to file a May graduation application is **March 7, 2025**
- Deadline to place your [cap and gown order](#) is **March \*, 2025**
- Check UNO's website for more details about the ceremony

**\*\*\*If you have questions about missing requirements on MavLink, please contact the Program Director NOT the graduate office.**



## Accessibility Services Center (ASC)

The Accessibility Services Center (ASC) collaborates with students, administrators, faculty, and staff to ensure access to reasonable and appropriate student disability accommodations for academic programs, student involvement, and residence life.

### Accommodations Process

To begin the process of establishing a disability accommodation plan, documentation of your disability is required. Documentation may be in the form of:

- A letter from a medical doctor or health provider;
- Individual Education Plan (IEP) with Multidisciplinary Team Report (MDT);
- 504 Plan; or,
- Your current treating provider can complete the Provider Evaluation Form (link below.)

Any form of documentation you provide must include your **diagnosis, functional limitations, and recommendations for accommodation**. Documentation can be faxed or emailed to our office. Notes on script pads are not acceptable.

In addition to providing documentation as described above, students requesting accommodations should complete the Student Intake Packet (link available on website.) You may feel that some of these forms won't apply to your situation, but all students are required to complete them regardless.

**Please note that accommodations are not retroactive, so any accommodation plan established now would support you on a going-forward basis only.**

## Academic Supports

The faculty of the School Psychology Program are committed to helping each student adequately progress through all coursework and practicum experiences in the M.S. and Ed.S. programs. Per Graduate Studies policy, students must maintain an average GPA of 3.0 in all coursework. Furthermore, per Psychology Department policy, students may not receive any grade lower than a B- to meet degree requirements. Should a student fail to meet these expectations, faculty will work with the student to develop and implement a plan for remediation.

If a student is experiencing difficulty in a class and is concerned about his or her grade, the student should first contact the instructor to discuss the source of difficulty. In collaboration with the instructor, the student should develop a written plan to improve performance. If a grade below a B- becomes a matter of record, the student should submit a plan to the School Psychology Program Committee, in writing, for how he or she plans to remediate the grade and continue to make adequate progress. Such

remediation plans may be developed jointly with faculty but must be approved by the School Psychology Program Committee.

If a student is placed on academic probation in accordance with Psychology Department Policy due to two grades of C+ or C, a written plan for improvement must be submitted to the Graduate Program Committee prior to registering for future classes. The student should develop the plan with his or her advisor and the plan must be approved by the Graduate Program Committee. A grade of C- or below results in dismissal from Graduate Studies.

While students are highly encouraged to contact course instructors at the first sign of difficulty, there are several other sources for support listed below:

### **The Writing Center**

- **Schedule an Appointment**

### **The Academic and Career Development Center**



### Educational Opportunities

Creating an environment of inclusion takes more than organizations and support groups. It takes individuals open to learning more about others and themselves and creating a positive and accepting environment.

- [Suicide Prevention Training](#)
- [Safe Space Workshop & Ally Program](#)
- [Lez Bi Real Queer](#)
- [Voices Against Violence](#)
- [Hate Crime vs. Regular Crime](#)
- [College Behavior Profile](#)
- [Nebraska State Definitions on Sexual Assault, Dating and Domestic Violence, and Stalking](#)

### University Emergencies

When there is an emergency on campus, the university website is updated as necessary with an emergency banner containing information about the incident or alert.

### Nebraska Medicine - UNO Health Center

Health Services offers on-campus appointments with Board Certified Professionals at no charge to consult with the office staff, medical doctors, or nurse practitioners.

### Injury Prevention and Care (IPC)

The IPC serves those who are injured in wellness programs and facilities. The IPC is a valuable resource to those who are recovering from injuries by providing answers to questions and concerns.

### Student Legal Services

Founded in July 2022, the Office of Student Legal Services (SLS) provides advice, consultations, and representation to UNO students. All communication with the SLS office is completely confidential.

### Substance Use | Recovery Community

Alcoholics Anonymous | The UNO Collegiate Recovery Community hopes to build a common and safe space for students in recovery from addiction to congregate, socialize, support one another, and build academic success.

### Public Safety

Public Safety provides assistance to students 24 hours a day.

#### Services Offered

- Protect life and property
- Provide building and exterior patrols
- Investigate criminal offenses
- Control the University Access System
- Provide emergency first aid response for on-campus incidents

### Additional Services

- Information Security
- Bias & Hate Incidents
- Bullying & Hazing
- Weather Preparedness
- Maverick Food Pantry
- Homelessness & Housing Insecurity
- Alcohol & Drug
- Sexual Assault
- Stalk & Cyberstalking
- Suicide



## Leadership, Involvement, and Inclusion Resources/Offices

### Student Leadership, Involvement, and Inclusion

Located in 112 & 113 Milo Bail Student Center  
Monday through Friday | 8 A.M. - 5 P.M.

### Supporting Everyone

*The office collaborates with UNO and the greater Omaha community to share understanding and knowledge, cultivate meaningful relationships, and develop an appreciation for all perspectives.*



### Office of Latino/Latin American Studies (OLLAS)

Located in ASH 102

### Black Studies

Located in ASH 184

### Native American Studies

Located in ASH 106

*See websites for more information about research, student opportunities, and community engagement!*

## Social Equity Resources

- Racial Equity
- AAPI Equity
- Disability Equity
- Queer Equity
- Trans Equity
- Religious Equity
- Size Equity



## Academic Integrity

### School Psychology Program Policy

The profession of school psychology requires constant collaboration and teamwork with other professionals. As such, the school psychology program at UNO strives to create a climate of collaboration and support among faculty and students. Students are encouraged to ask questions of faculty and other students to gain input, seek clarification, and enhance understanding related to course content and other professional experiences. Specific questions regarding assignment expectations, formatting, APA style, etc. should go directly to faculty. Students should *not* share class-related assignments, exams, projects, reports, etc. with other students without explicit permission from the course instructor. Doing so would detract from the student's ability to demonstrate his or her own understanding of course content and would limit the faculty's ability to obtain a valid evaluation of a student's knowledge and skills. Additionally, class content and requirements may change from year to year, making previous years' assignments irrelevant. Thus, it is the policy of the program that students refrain from sharing any physical or electronic copies of course materials (e.g., assignments, exams, projects, papers, reports) with other students. In instances where it is evident that materials have been shared, students will face consequences in accordance with the university's academic dishonesty policy.

### University Policy

For the purposes of this policy, references to "college" for graduate students and/or graduate courses shall refer to the UNO Graduate College

### Policy Statement

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating this policy shall be subject to both academic and disciplinary sanctions. Violations of this policy include, but are not limited to, the following standards:

#### 1. Cheating

- a. Copying from another student's exam, assignment, or project.
- b. Using materials during an exam or for an assignment that are not authorized by the instructor.
- c. Using devices during an exam that are not authorized by the instructor.
- d. Taking any materials out of the exam room (for example, the exam itself or scratch paper) that the exam instructions prohibit students from taking.
- e. Making an electronic copy of part or all of an exam, unless the instructions authorize making a copy.
- f. Possessing a copy of an exam or assignment that the student knows or should have known that they are not authorized to have.
- g. Working on an exam or assignment with someone else, unless group work has been authorized by the instructor.

- h. Taking an exam for another student, or allowing their exam to be taken by someone else.
- i. Taking all or part of work that someone else prepared and submitting it as one's own.
- j. Taking all or a substantial part of an assignment submitted for one course and submitting it in another course, without the authorization of the instructor for that course.

**2. Dishonesty, Falsification, and Fabrication**, which includes, but is not limited to:

- a. Making false statements to avoid taking an exam or submitting an assignment at the scheduled time.
- b. Making false statements to avoid a penalty for failing to take an exam or submit an assignment at the scheduled time.
- c. Making up or purposefully misstating information or sources in any assignment or research project.
- d. Engaging in plagiarism by presenting the words or ideas of another person as one's own.
- e. Making changes to a graded exam or assignment and then representing that the changes were part of the original exam or assignment.

**3. Harmful Academic Action Towards Others**, which includes, but is not limited to:

- a. Interfering with another person's research or academic work.
- b. Knowingly making false charges that another student violated these Standards.

**4. Improperly Helping Others**, which includes, but is not limited to:

- a. Helping another student on an exam or an assignment when the student is not authorized to receive help.
- b. Knowingly helping another student violate these Standards, including, but not limited to, sharing an instructor's teaching materials without permission.
- c. Unauthorized distribution, electronically or otherwise, of an instructor's course materials.

**5. Failing to Follow the Rules**, which includes, but is not limited to:

- a. Failing to follow the instructions of an exam proctor.
- b. Failing to follow testing center rules.

**6. Other:**

- a. Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute a violation of this policy.

## Procedures

Under the Bylaws of the Board of Regents of the University of Nebraska [Sections 2.9 and 4.1(i)], the respective colleges of the University have jurisdiction over procedural matters concerning academic dishonesty. Just as the task of inculcating values of academic honesty resides with the faculty, the faculty is entrusted with the discretionary authority to decide how incidents of academic dishonesty are to be resolved.

In cases where a faculty member finds that a student has committed any form of academic dishonesty, the faculty member may, in the exercise of their professional judgment, impose an academic sanction as severe as giving the student a failing grade in the course. In cases involving an academic sanction, the faculty member shall initiate the following procedures, starting at Step 1 and continuing only as necessary to Steps 2 or 3.

### Step 1: Determination and Reporting of Offense and Sanctions

If a faculty member suspects that a student has violated this policy, the faculty member shall:

1. Compile all necessary information and supporting documentation related to the alleged violation;
2. Discuss the matter with the student, either in person or in writing, and explain to the student the basis for the suspicion of academic dishonesty;
  - Faculty members are encouraged to note when this discussion occurred for the purposes of documenting the beginning of the timeline referenced in Step 1(4.) below. If the discussion occurred in person, faculty members are encouraged to follow that conversation with a written summary to be sent to the student for the purposes of documenting the discussion and the basis for the suspicion of academic dishonesty.
3. Give the student a reasonable opportunity to explain the matter.
4. If the student offers an unsatisfactory explanation, does not respond within seven [University days](#) (see 'Definitions') after first being notified (in person or in writing) of the suspected academic dishonesty, or if the faculty member otherwise concludes that the student has violated this policy, the faculty member shall provide written notification to the student of any sanction for the offense. The faculty member shall explain to the student their rights to mediation, as described in Step 2, and appeal, as described in Step 3.

Any sanction imposed by the faculty member, such as retaking a test or rewriting a paper, or failure in the entire course, shall be limited to the course. If the student does not respond or make a request for mediation or appeal within ten University days after the date of first being notified in writing of any sanction for academic dishonesty, then the student is considered to have accepted the sanction, and the faculty member shall make a written report of the facts of the case, including any pertinent materials related to the academic dishonesty.

At the discretion of the faculty member, cases involving lesser sanctions that do not result in a grade of 'F' in the entire course, such as retaking a quiz or rewriting a paper, may be reported to the department chair or director. Although not required, faculty members are encouraged to report cases involving lesser sanctions that do not result in a grade of 'F' in the entire course to the [UNO Office of Student Conduct & Community Standards](#). The UNO Office of Student Conduct & Community Standards uses these reports to identify repeat offenders and to provide education to the student to ensure that they understand this policy and its requirements. The faculty member shall inform the student in writing if a report is made to the department chair or director, the dean, and/or the UNO Office of Student Conduct & Community Standards.

Whenever an academic sanction is imposed that directly results in a grade of 'F' in the entire course, the faculty member's report shall be conveyed in writing to the department chair or director, and dean of the college in which the course is offered, and to the [UNO Office of Student Conduct & Community Standards](#). The faculty member shall inform the student in writing that a report has been made. Student conduct proceedings shall be initiated, and students may be subject to disciplinary action up to and including expulsion under the [UNO Student Code of Conduct](#). Students shall be informed of their right to appeal, in accordance with the procedures established by the UNO Student Code of Conduct.

All records shall be retained in accordance with the [University of Nebraska records retention schedules](#).

## **Step 2: Mediation**

If the faculty member and student cannot reach an agreement as to the matter of an alleged incident of academic dishonesty, then either party may request the departmental chair or director to serve as a confidential mediator, exploring the student's intentions, the gravity of the suspected offense, and the appropriateness of the sanction. This request must be made within ten University days after the date of the first written notification of any form of sanction imposed for academic dishonesty. If the matter is satisfactorily resolved among these three parties, then a written record of the resolution shall be prepared by the mediator, and communicated to both the faculty member and student. Any form of sanction agreed to in mediation that directly results in a grade of 'F' in the entire course shall be reported to the [UNO Office of Student Conduct & Community Standards](#) as described in Step 1, and the mediator shall inform the student in writing that a report has been made.

## **Step 3: Appeal within the College**

If the matter of an alleged incident of academic dishonesty cannot be resolved satisfactorily through mediation (Step 2), or if either the faculty member or the student do not wish the departmental chair or director to mediate, then either party may request the dean of the college to convene an appropriate college standing committee with student representation or impanel a committee with student representation to consider

the matter of the alleged academic dishonesty. The request for appeal shall be made within ten University days after the date of the first written notification of any form of sanction for academic dishonesty or, if Step 2 is pursued, within ten University days after the date of any unsuccessful attempt to resolve the issue through mediation. The membership of the college committee shall be drawn from the college in which the course is taught. The college committee shall function in accordance with the procedural guarantees provided in Section 5.4 of the Bylaws of the Board of Regents of the University of Nebraska.

If the committee finds the student did not violate this policy, the faculty member shall award a grade for the student's work and course without prejudice.

If the committee finds that the student has violated the policy, it shall uphold the faculty member's sanction. The dean shall convey a report of the incident, including the sanction and the committee's decision that the student has violated the policy, to the UNO Office of Student Conduct & Community Standards, the student, and the faculty member.

If the student disagrees with the grade awarded, they may appeal the grade pursuant to the official grade appeal process established by the program/college in which the course is offered.

### **Withdrawals**

The procedures described above still apply if a student who is suspected of violating this policy withdraws from the course at any point.

### **Repeat Offenses**

Student conduct proceedings shall be initiated whenever a student is reported for violating this policy in more than one course. Students who are reported for violating this policy in more than one course are subject to disciplinary action up to and including expulsion under the UNO Student Code of Conduct. Students shall be informed of their right to appeal such disciplinary action, in accordance with the procedures established by the UNO Student Code of Conduct. The disposition of such cases shall be communicated to any faculty members who communicated a report to the UNO Office of Student Conduct & Community Standards concerning that student's violation of the policy, and to the dean of the student's college.

### **Student Record Privacy & FERPA**

In accordance with the [Family Educational Rights & Privacy Act \(FERPA\)](#), access to student records will be granted only to those individuals who have been determined to have a legitimate educational interest. Officials of the University may be given access to student education records on a "need-to-know" basis and that such assessment be limited to legitimate, educational interests.



## Graduate School Policies

Below, you will find excerpts from UNO's graduate school policies that are relevant to the School Psychology Program. For more information on policies that were not included in this handbook, for which you are still responsible, visit

<http://www.unomaha.edu/graduate-studies/>

### *Quality of Work Standards*

A "B" (3.0 on a 4.0 scale) average must be maintained in all graduate work taken as part of the degree or certificate program.

### **1. Automatic Dismissal**

Graduate students are expected to do work of high caliber. Failure to do so will result in dismissal. In particular, the following will result in automatic dismissal from the degree or certificate program:

a. Receiving a grade of "C-" (1.67 on a 4.0 scale) or below in any course taken in the student's major field of study or in any course included in the plan of study or program of study may not be applied towards a graduate plan of study. A grade of "U" or "Fail" in any graduate course taken by a graduate student shall be treated the same as for a grade of "C-" or below and shall result in automatic dismissal from the graduate program.

b. Departments/Schools may have additional and more stringent criteria for evaluating a student's performance and progress and may demand a higher level of performance than that demanded by the Graduate College. A department/school or program unit may, under some circumstances, recommend dismissal of a student from a graduate program even though quality of work standards have been maintained. Grounds for dismissal could include, but are not limited to:

i. failure to be accepted by an appropriate thesis or dissertation adviser within stipulated time limitations;

ii. failure to make timely progress toward the degree or certificate; and

iii. failure to perform in course work, qualifying examination or research at an acceptable level in the respective department/school or program unit.

c. Students dismissed from a graduate program who then re-apply as non-degree students, students will be placed on stop enrollment for the department/school from which they were dismissed unless they request and receive permission in accordance with departmental/school graduate program policy to enroll as a non-degree student in that program.



## 2. Probation or Dismissal

A department/school will recommend that the Dean for Graduate Studies either dismiss, or place on probation with conditions for reinstatement as a student in good standing, in the following cases:

- a. A Grade of "C+" (2.33 on a 4.0 scale) or below in any course involved in the first 12 hours of graduate study for provisionally admitted students;
- b. Receiving at least nine hours of graduate credit with the grade of "C+" (2.33 on a 4.0 scale) or below in any courses taken in the student's major field of study or in any courses included in the plan of study for master's or specialist's degrees or graduate certificates, regardless of the average;
- c. Receiving at least six hours of graduate credit with the grade of "C+" (2.33 on a 4.0 scale) or below in any courses taken in the student's major field of study or in any courses included in the program of study for doctoral degrees, regardless of the average;
- d. Failure to maintain a "B" (3.0 on a 4.0 scale) average in all graduate work taken as part of the degree or certificate program.

## 3. Unclassified and Non-degree Students

- a. For students with unclassified or non-degree admission, the above quality of work standards apply to course work taken, just as if all such courses were included in a graduate plan of study.
- b. A student will be automatically dismissed from all graduate standing or placed on probation should any of the above conditions occur.

## 4. Additional Requirements

Some departments/schools apply additional criteria of satisfactory performance beyond the requirements of the Graduate College. A copy of the department's/school's policy should be on file in the Graduate Studies Office and a copy distributed to every graduate student enrolled in the program.

## 5. Monitoring

- a. The Graduate Program Committees or the Supervisory Committees in their respective departments/schools shall be responsible for monitoring quality of work in degree, certificate and unclassified programs and for recommending action.
  - i. The Graduate Studies Office will send a report to each department/school at the start of each semester with the names of students who have received at least nine hours of

graduate credit with a grade of "C+" (2.33 on a 4.0 scale) or below as of the end of the previous semester.

ii. The Graduate Studies Office will send a report to each department/school at the start of each semester with the names of doctoral students who have received at least six hours of graduate credit with a grade of "C+" (2.33 on a 4.0 scale) or below as of the end of the previous semester.

b. The Graduate Studies Office shall be responsible for monitoring quality of work in non-degree programs.

c. The Dean for Graduate Studies will make the final decision and notify graduate students of their status.

## **6. Student Responsibilities**

a. Students must be aware of the Quality of Work Standards of the Graduate College, as well as additional criteria of satisfactory performance in their respective department/school programs.

b. It is the student's responsibility to know when his or her previous course work has failed to meet those standards.

c. Students who are attending classes are still subject to dismissal if their department/school recommends that action based on its review of their previous performance.

## **7. Policy on Petitioning for Reinstatement into a Graduate Program:**

The process for petitioning and evaluating petitions for reinstatement into a graduate program is the responsibility of each department/school Graduate Program Committee. For a current copy of procedures, please contact your department/school Graduate Program Committee Chair.

### **STUDENTS DISMISSED FROM A GRADUATE PROGRAM WHO THEN REAPPLY AS NON-DEGREE STUDENTS**

Students will be placed on stop enrollment for the department/school from which they were dismissed unless they request and receive permission in accordance with departmental/school graduate program policy to enroll as a non-degree student in that program.

### **POLICY ON PETITIONING FOR REINSTATEMENT INTO A GRADUATE PROGRAM**

The process for petitioning and evaluating petitions for reinstatement into a graduate program is the responsibility of each department/school Graduate Program Committee. For a current copy of procedures, please contact your department/school Graduate Program Committee Chair.

### *Appeal of Grades in Graduate-Level Courses*

Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures for the campus through which the grade was awarded. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor and then the department through which the course was offered.

The initiation of the appeal in writing by the student must be filed within six weeks following receipt of the grade from the Office of the Registrar.

In cases where a grade lower than a "C" will result in dismissal from the graduate student's program, the Dean for Graduate Studies will notify the Graduate Program Committee Chair and student that the student will be automatically dismissed from his/her graduate program. The student will have a two-week grace period from the date of the dismissal notification to the date of the request to the Registrar for disenrollment in all graduate coursework. This two-week period allows the student an opportunity to present his/her case informally to the course instructor and, if necessary, to the chair of the graduate program committee before being terminated from the program and disenrolled from courses. A student who has been dismissed from a graduate program and disenrolled from course work may still file a formal appeal to the campus Dean for Graduate Studies but is no longer a student in good standing and is prohibited from taking graduate courses until the formal appeal has been resolved.

If the matter is not resolved, the student may file an appeal in writing to the campus Dean for Graduate Studies, who shall inform the student of the grade appeal procedures approved by the Graduate Faculty or by their duly elected representative Graduate Council for that campus, and shall forward the appeal to the student-faculty committee or council which is designated to hear graduate-level course grade appeals on that campus. Since awarding grades in courses occurs at the individual campus level, the decision of the campus committee or council designated to hear the case on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.

## Plan of Study Checklist

### M.S.

- \_\_\_\_\_ PSYC 8000: The Profession of Psychology (no credit)
- \_\_\_\_\_ Multicultural Education \_\_\_\_\_
- \_\_\_\_\_ PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology
- \_\_\_\_\_ PSYC 8520: Foundations of Assessment
- \_\_\_\_\_ PSYC 8530: Early Childhood Assessment
- \_\_\_\_\_ PSYC 8540: School Age Assessment
- \_\_\_\_\_ PSYC 8576: Behavior Analysis and Intervention
- \_\_\_\_\_ PSYC 8590: Psychology of Exceptional Children
- \_\_\_\_\_ PSYC 8970: Master's Level Practicum in School Psychology
- \_\_\_\_\_ PSYC 9130/MMI 913: Applied Statistics
- \_\_\_\_\_ PSYC 8850: Social Justice, Advocacy, and Action
- \_\_\_\_\_ PSYC 9040/MMI 904: Proseminar: Learning
- \_\_\_\_\_ PSYC 9560: Proseminar: Developmental Psychology
- \_\_\_\_\_ *Master's Level Portfolio*

### Ed.S.

- \_\_\_\_\_ PSYC 8250: Family Analysis and Treatment
- \_\_\_\_\_ PSYC 8550: Psychotherapeutic Interventions
- \_\_\_\_\_ PSYC 9100: Small n Research Design
- \_\_\_\_\_ PSYC 9320: Seminar in Program Evaluation
- \_\_\_\_\_ PSYC 9750: Assessment and Intervention for English Learners
- \_\_\_\_\_ PSYC 9780: Advanced Educational and Psychological Consultation
- \_\_\_\_\_ PSYC 9940: School Psychology Applied Research Project (3 credit hours)
- \_\_\_\_\_ PSYC 9970: Ed.S. Level Practicum in School Psychology (6 credit hours)
- \_\_\_\_\_ PSYC 9980: Internship in School Psychology (6 credit hours)
  
- \_\_\_\_\_ PSYC 9770: Crisis Intervention Strategies and Techniques
- \_\_\_\_\_ *Praxis School Psychologist Exam*
- \_\_\_\_\_ *Internship Portfolio*
- \_\_\_\_\_ PREP<sub>a</sub>RE Workshop 1 (Crisis Prevention and Preparedness: Comprehensive School Safety Planning)
- \_\_\_\_\_ PREP<sub>a</sub>RE Workshop 2 (Crisis Intervention and Recovery: The Roles of the School-Based Mental Health Professional)

## UNO Training Objectives Represented in Courses

COURSES	DOMAINS										
	1	2	3	4	5	6	7	8	9	10	11
<b>SCHOOL PSYCHOLOGY COURSES</b>											
PSYC 8250: Family Analysis and Treatment	X	X		X		X	X	X	X	X	X
PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology	X	X	X	X	X	X	X	X	X	X	X
PSYC 8520: Foundations of Assessment	X		X	X				X	X	X	
PSYC 8530: Early Childhood Assessment	X	X	X	X	X		X	X	X	X	X
PSYC 8540: School Age Assessment	X		X		X			X	X	X	X
PSYC 8550: Psychotherapeutic Interventions	X	X	X	X	X	X	X	X	X	X	
PSYC 8576: Behavior Analysis and Intervention	X	X		X	X	X		X	X	X	X
PSYC 8590: Psychology of Exceptional Children	X	X	X				X			X	X
PSYC 8970: Master's Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X	X
PSYC 9100: Small n Research Design	X		X	X					X	X	
PSYC 9780: Advanced Educational and Psychological Consultation	X	X	X	X	X	X	X	X	X	X	X
PSYC 8850: Social Justice, Advocacy, and Action						X	X	X			
PSYC 9940: School Psychology Applied Research Project								X	X		X
PSYC 9750: Assessment and Intervention for English Learners	X	X					X	X			
PSYC 9970: Ed.S. Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X	X
PSYC 9980: Internship	X	X	X	X	X	X	X	X	X	X	X
<b>PROSEMINARS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
PSYC 9130: Applied Statistics	X								X		
PSYC 9040/MMI 904: Learning		X	X	X	X	X		X	X		
PSYC 9560: Developmental Psychology							X	X	X		
<b>OTHER REQUIRED COURSES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
PSYC 8000: The Profession of Psychology										X	X
PSYC 9320: Seminar in Program Evaluation	X	X						X	X		
Diversity requirement					X	X		X			
PSYC 9770: Crisis Intervention Strategies and Techniques		X		X		X	X				

\*Exact domains addressed by these courses depend on the course topics.

## Academic Rubrics

### Class Participation

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Average</b>	<b>Below Average</b>
<b>Amount</b>	Balanced amount of talking-not too much or too little -makes several comments throughout entire class period	Balanced amount of talking-not too much or too little -makes several comments at one point in class period	Talks too much, too little, or not at all
<b>Content</b>	Asks insightful questions; comments include supporting evidence from readings and/or experience	Demonstrates an understanding of the material through comments	Incorrect or irrelevant statements
<b>Facilitation</b>	Discussion frequently generates comments from classmates	Discussion sometimes generate comments from classmates	Discussion does not generate comments from classmates
<b>Complexity and Application</b>	Comments always reflect higher-order thinking skills such as integration and application	Comments frequently reflect higher-order thinking skills such as integration and application	Comments rarely reflect higher-order thinking skills such as integration application
<b>Integration</b>	Comments often relate current discussions to other topics already addressed in course readings, activities, or discussion	Comments occasionally relate current discussion to other topics already addressed in course readings, activities, or discussion	Comments rarely relate current discussion to other topics already addressed in course readings, activities, or discussion

## Journal of Critical Reflection

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Average</b>	<b>Below Average</b>
<b>Length</b>	Paper meets length requirement	Paper is approximately ¼ to ½ page too short	Paper is over ½ page too short
<b>Content</b>	Asks several insightful questions; comments always include supporting evidence from reading and/or experiences; demonstrates that all material was read; does not simply summarize readings	Asks some insightful questions; comments usually include supporting evidence from readings and/or experiences; demonstrates that all material was read; does not simply summarize readings	Reiterates/summarizes readings; incorrect or irrelevant statements; Asks very few insightful questions; comments do not include supporting evidence from readings and/or experiences
<b>Complexity and Application</b>	Statements always reflect higher-order thinking skills such as integration and application	Statements frequently reflect higher-order thinking skills such as integration and application	Statements rarely reflect higher-order thinking skills such as integration and application
<b>Integration</b>	Statements often relate current discussion to other topics already addressed in course readings, activities, or discussion	Statements occasionally relate current discussion to other topics already addressed in course readings, activities, or discussion	Statements rarely relate current discussion to other topics already addressed in course readings, activities, or discussion

**Problem Solving Approach**

**Name:** \_\_\_\_\_

<b>Completeness</b>	
<b>Problem Definition</b>	<p>1 = Target behavior is identified, but not described (i.e., names referral problem with no description; states the problem in very general terms).</p> <p>2 = Target behavior is identified and described generally.</p> <p>3 = Target behavior is identified; stands up to stranger test; no examples or nonexamples; examples and non-examples that do not match the target behavior.</p> <p>4 = Target behavior is identified; stands up to stranger test; includes either examples or non-examples (but not both)</p> <p>5 = Target behavior is clearly identified; stands up to stranger test; and includes examples and nonexamples that are directly related to the target behavior.</p>
<b>Problem Analysis</b>	<p>1 = No possible reason chosen or problem analysis.</p> <p>2 = Some possible reasons are considered, but none are chosen or one reason is chosen but problem analysis wasn't evident.</p> <p>3 = One changeable reason is chosen and matches the intervention, but other possible reasons are not listed. Possible reasons are tested through applicable components of RIOT.</p> <p>4 = Some of the reasons are considered and one changeable reason is chosen that matches the intervention. Possible reasons are tested through applicable components of RIOT.</p> <p>5 = All possible reasons are considered: conditions (antecedents &amp; consequences); environmental; expectations, resources, physical, &amp; student characteristics.</p> <p>-- One changeable reason is chosen that matches the intervention; indicated by using a hypothesis statement.</p> <p>-- Possible reasons are tested through applicable components of RIOT.</p>
<b>Data Collection Procedures for Baseline and Progress Monitoring</b>	<p>1 = Measurement strategy not defined or baseline and progress monitoring procedures don't match</p> <p>2 = Meets 1 of the 4 criteria listed below.</p> <p>3 = Meets 2 of the 4 criteria listed below.</p> <p>4 = Meets 3 of the 4 criteria listed below.</p> <p>5 = Measurement strategy clearly defined. Includes information regarding:</p> <ul style="list-style-type: none"> <li>a) how behavior will be measured</li> <li>b) who will measure</li> <li>c) what will be used to measure the behavior</li> </ul>



	d) where measurement will occur
<b>Baseline Data</b>	<p>1 = No baseline data.</p> <p>2 = Estimates or general descriptive information about student’s behavior used.</p> <p>3 = Fewer than 3 data points reported.</p> <p>4 = At least three samples of behavior in the natural setting are reported, but they are not stable.</p> <p>5 = A minimum of at least three stable samples of direct measures of student behavior in the natural setting are reported (e.g., three baseline probes in reading).</p>
<b>Goal</b>	<p>1 = No specific goal or objective is identified.</p> <p>2 = A general goal is identified but no other information is provided (e.g., “reading rate will increase”).</p> <p>3 = Goal has been identified, behavior described, criterion has been set, conditions are not listed, but goal date is missing.</p> <p>4 = The desired goal or target behavior has been established with a specific, clearly stated criterion level (how much and when), conditions (setting, time frame, goal date, stimuli to elicit behavior), and description of the behavior to be measured.</p> <p>5 = The desired goal or target behavior has been established with a specific, clearly stated criterion level (how much and when), conditions (setting, time frame, goal date, stimuli to elicit behavior), and description of the behavior to be measured. Rationale for goal selection is described (i.e., how performance standard was selected).</p>
<b>Intervention Development (front-loading)</b>	<p>1 = No systematic intervention plan.</p> <p>2 = Vague, general information about interventions.</p> <p>3 = A plan of action is devised in response to a hypothesized reason for behavior, but not all specifics are provided.</p> <p>4 = A plan of action is devised in response to a hypothesized reason for behavior which lists instructional procedures, materials, arrangements, time, and motivational strategies used.</p> <p>5 = A plan of action is devised in response to a hypothesized reason for behavior which specifically addresses instructional procedures, materials used, arrangements made with student and staff, time frame, and motivational strategies used. The selected intervention is empirically-based and evidence is provided.</p>

<p><b>Treatment Integrity</b></p>	<p>1 = No information about treatment integrity is provided.                  2 = Vague, general statement about the integrity of the intervention is provided (e.g., an assertion that the intervention occurred).                  3 = Integrity monitored, data provided about integrity, but no evidence given (e.g., no meetings held).                  4 = Data about the integrity of the intervention are provided, (e.g., regular meetings with treatment provider were held to establish treatment integrity).                  5 = Integrity monitored and documented regularly by someone other than person delivering the intervention, data and feedback provided, and when necessary, integrity improves.</p>
<p><b>Progress Monitoring of Response to Intervention</b></p>	<p>1 = No comparison is made between the student’s post intervention performance and baseline data or there is a description of student response to intervention, but data collected are not quantifiable. Results are not graphed.                  2 = Some quantifiable data are reported and graphed about the student’s response to intervention.                  3 = Comparison made to baseline, results charted (graph), trendline but no aimline present, or aimline but no trendline present.                  4 = Evaluation of the intervention is conducted by reviewing the charted results of the intervention (e.g., evidence of a graph with a trendline) and comparing these with the baseline (e.g., baseline and aimline on graph).                  5 = Evaluation of the intervention is conducted by reviewing the charted results of the intervention (e.g., evidence of a graph with a trendline) and comparing these with the baseline (e.g., baseline and aimline on graph). Percent of non-overlapping data and effect sizes calculated and reported.</p>
<p><b>Decision-Making Plan (pre-intervention)</b></p>	<p>1 = No plan or plan was unclear and no changes were made when data indicated for it (e.g. three or four data point rule: three or four consecutive data points above goal – raise goal; three or four consecutive data points below goal – change intervention)                  2 = Plan was clear, but no changes were made when data indicated for it or changes were made but plan wasn’t clear.                  3 = Changes were made, but not in response to plan or data.                  4 = Plan was clear, changes were made in response to data.                  5 = Plan was clear, changes were made in response to data. Changes are clearly depicted on graph.</p>

<p><b>Student Outcome</b></p>	<p>1 = Overall there is evidence that the student has regressed significantly from baseline or overall student fluctuated between regressing and staying the same, but did not progress.</p> <p>2 = Overall there is evidence the student’s performance has remained at approximately the same level as baseline.</p> <p>3 = Overall student fluctuated between staying the same and progressing.</p> <p>4 = Overall student made slow but consistent improvement in performance</p> <p>5 = Overall student performance improved significantly from baseline.</p>
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**Comments:**

## Presentations

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Appropriateness to Target Audience</b>	All content was highly relevant to the designated audience	Most of the content was highly relevant to the designated audience	Part of the content was highly relevant to the designated audience
<b>Organization</b>	Audience could clearly understand the main points of the presentation; presenter introduced the content at the beginning and summarized it at the end; 3 main points were the focus of the presentation	Audience could usually understand the main points of the presentation; presenter introduced the content at the beginning and summarized it at the end	Main points were not clear
<b>Content</b>	Presenter did not try to cover too much or too little; main points were highlighted throughout the presentation so they were always in the forefront of importance; all content was clearly related to the main points	Presenter did not try to cover too much or too little; main points were highlighted	Presenter covered too much or too little; main points were not highlighted
<b>Use of Voice and Body Language</b>	During the entire presentation, the presenter could be easily understood; appropriate inflections were used; body language included movement without pacing, eye contact with audience, and professional posture	During most of the presentation, the presenter could be easily understood; appropriate inflections were used; body language included movement without pacing, eye contact with audience, and professional posture	Inconsistently throughout the presentation, the presenter could be easily understood; appropriate inflections were used; body language included movement without pacing, eye contact with audience, and professional posture
<b>Pacing</b>	All of the presentation was easy to follow and presented at a rate where audience members could follow but not get bored	Most of the presentation was easy to follow and presented at a rate where audience members could follow but not get bored	The presentation was not easy to follow and was not presented at a rate where audience members could follow but not get bored

<b>Materials/Handouts</b>	All handouts were relevant to the topic and useful to help clarify points. Written documentation of the main points of the presentation was provided and directly followed the presentation sequence. Additional information was provided to highlight the points of the presentation. Participants could take the handout home and clearly remember the main and supplemental points of the presentation.	Handouts were relevant to the topic and useful to help clarify points. Written documentation of the main points of the presentation was provided and directly followed the presentation sequence.	Handouts were incomplete and did not facilitate the presentation. Materials were not clearly related to the presentation.
<b>Use of Technology</b>	Technology facilitated and added to the information provided by the presenter; was easy to see; clearly related to the main points; technology worked	Technology facilitated the presentation; was easy to see	Technology did not assist in the presentation and may interfere. Presenter did not check equipment prior to the presentation

**Comments:** \_\_\_\_\_

Videos:

Name: \_\_\_\_\_

(check the appropriate box)

	No Errors	A Few Errors (Didn't impact child's score)	Errors (Could or did impact child's score)
<b>Adherence to Standardization</b>			
<b>Scoring- Accuracy</b>			
<b>Administration of Subtests/Items</b>			
	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>Rapport</b>	Examiner's behavior allowed child to be very relaxed and engaged in the testing process. Interactions were age appropriate for the child.	Examiner interacted appropriately with child; introduced the testing to the child; used age appropriate language; good eye contact and engagement with the child.	Examiner did not interact with the child in a manner that facilitated the test administration.
<b>Pace of Administration</b>	Pace is smooth and reflects that the examiner is highly familiar with the test materials. Rarely refers to manual.	Pace keeps the child's attention but does not move too quickly. Examiner is familiar enough with test to move smoothly between items.	Pace was too fast or too slow; examiner was not familiar enough with test materials and needed to refer to manual too often or for too long.
<b>Use of Voice</b>	Voice is animated and varies when needed to keep child's attention. Demonstrates that the examiner is responding to the needs of child.	Appropriate tone and intonation. Voice is understandable to child and facilitates the testing process.	Too loud or too soft; was not always understandable by child.

**Comments/suggestions:** *(additional comments may be found on back of form)*

**PASS** \_\_\_\_\_ **RESUBMIT** \_\_\_\_\_ **POINTS EARNED** \_\_\_\_\_

**Reports**

**Name:** \_\_\_\_\_

	<b>Excellent</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Parent-friendly Language (also applies to any non-school psychologist reading this report)</b>	Parents could read the report and comprehend it in its entirety. The rationale for the report and assessments, and the intervention is clearly stated. The report provides information about the assessment results and intervention recommendations. It also makes the process (e.g., SAT, Special Education) explicit.	No or minimal jargon used. If used, terms are explained. The report provides information about the assessment results and intervention recommendations.	All terms that may not be easily understood by parents and teachers are only partially or not at all explained. Mostly technical language and jargon are used. Writing is not reader-friendly.
<b>Organized</b>	Organized by referral concern and is child focused; report has a clear pattern; paragraphs are organized by topic sentence. The organization makes the process (e.g., SAT, Special Education) explicit.	Organized by referral concern and is child focused; report has a clear pattern; paragraphs are organized by topic sentence.	Organization is lacking in any part of the report.
<b>Appropriate Content</b>	Thorough background presented. More discussion of interventions than tests; interventions comprise approximately 75% of the report; assessment data focused on reason for referral and leads to interventions.	Thorough background presented. More discussion of interventions than tests; interventions comprise approximately half of the report; assessment data focused on reason for referral and leads to interventions.	More discussion of the assessment process than intervention design. Not all areas, such as background, provide enough information.
<b>Parent Friendly Procedures</b>	Parents are provided with the report and the psychologist discusses it with them prior to the school/group meeting.	Parents are provided with the report prior to the meeting or the psychologist meets with the parents to discuss the findings prior to the meeting.	Parents receive the report and the contents are discussed first at the school meeting.

<b>Integration of Assessment Data</b>	Assessment techniques are described and integrated into the referral question and lead directly to intervention design. Assessment techniques are not the main focus of the report. Educational implications of assessments are described.	Assessment techniques are not discussed in isolation but are integrated and related to areas of strength and need.	Assessment data stands alone in the report. The focus is on the assessment techniques that were used.
<b>Behavioral Examples Provided</b>	Ample evidence provided for all general statements made about a child's behavior. Behaviors are described in enough detail to be readily recognized.	Ample evidence provided for all general statements made about a child's behavior.	Generalizations are made about the child's behavior without specific behavioral examples or support.
<b>Interventions are Described</b>	Interventions are described in detail and implementation can begin with consultation.	Detailed suggestions for interventions are made and relate to the assessment results. Enough detail is provided for implementation.	General recommendations for interventions are presented.
<b>Child Focused</b>	The child's strengths, areas of need and how the two are tied together is the complete focus of the report. State what the child can do (not what s/he can't) and compare performance to appropriate standard.	The child as the focus of the report, not tests; strengths and areas of need are described in detail. Strengths are described as they relate to the intervention.	Focus varies between child and assessment tools. Child weaknesses receive more attention than other information.

### Comments:



## Primary Trait Scoring Rubric for Technical Writing

Name: \_\_\_\_\_

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Content</b>	Writing is purposeful with logic maintained throughout.	Maintains clear logical subject/position.	Subject/position is vague with no unifying statement. Drifts or has lapses in logic. Paper consists of repetitions and redundancies.	Insufficient writing to show that criteria are met.
<b>Support</b>	All major points fully developed and supported evenly by specific detail throughout the paper (e.g. explanation, evidence, examples, figures, tables and/or graphs). Supporting evidence is understandable and well-organized.	All key points developed and supported by specific detail; some key points may be less developed than others (not even or balanced). Supporting evidence illustrates the key points but lacks depth.	Some key points are developed by specific detail; some may be general and some may lack depth. Supporting evidence is minimal and/or not easily interpreted.	Insufficient or repetitious writing that fails to develop key points. Lacks supporting evidence and/or supporting evidence is unrelated to key points.
<b>Organization</b>	Structure is clear, appropriate and effective. All paragraphs are appropriate and purposeful. Coherence (paragraph to paragraph) and cohesion (sentence to sentence) are effectively demonstrated throughout paper. All points are logically presented and interrelated.	Structure is clear and appropriate to purpose. Most major points are appropriately paragraphed. Coherence (paragraph to paragraph) and cohesion (sentence to sentence) are demonstrated with appropriate transitions. Most points logically presented and organized.	Structure is evident. May have inappropriate or intrusive transitions that disrupt the progression of ideas. Some major points appropriately paragraphed. Has coherence (paragraph to paragraph) but lacks cohesion (sentence to sentence) or vice versa. May have one or more minor digressions.	Structure is missing or attempted but not obvious to the reader. Limited evidence of appropriate paragraphing. Little structure within paragraphs. May have one or more major digressions.
<b>Focus (applies to theses, term papers and essays)</b>	Clearly sets purpose of paper through introduction or overview. Effective conclusion that relates to introduction and unifies the writing.	Clearly sets purpose of paper through introduction or overview. Clear conclusion.	Subject/position identified by only a brief, general introductory statement. Conclusion is absent or only a verbatim reiteration of the introduction.	Subject/position (or issue) is unclear.

## Primary Trait Scoring Rubric for Writing Mechanics

Name: \_\_\_\_\_

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Sentences and Paragraphs</b>	Usage of sophisticated sentence patterns. Paragraphs indicate shift in thought and are used to make sequence of events clear.	Simple and some complex sentences are used. Some paragraphing to show sequence of events/ideas.	Sentence structure is usually correct. Simple sentences are used. Little attempt made to paragraph writing.	Sentences do not make sense. No paragraphing.
<b>Word Choice</b>	Words are used correctly and precisely.	Acceptable vocabulary. Words are technologically appropriate.	Simple vocabulary.	Incorrect vocabulary.
<b>Spelling</b>	Spelling is correct, including complex and irregular words.	Spelling is generally accurate.	Frequent spelling errors.	Spelling errors interfere with understanding.
<b>Punctuation</b>	A range of punctuation including commas, apostrophes, colons and semicolons is used accurately and effectively.	Periods and capitals are used correctly and punctuation is beginning to be used within the sentence.	Frequent punctuation errors.	Insufficient or lacks punctuation. Incorrect use of capital letters.

## Canvas Posting Scoring Guidelines

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Average</b>	<b>Below Average</b>
<b>Question content</b>	Asks insightful question; comments include supporting evidence from reading and/or experiences; demonstrates that material was read	Asks insightful question	Question is not based on current reading
<b>Complexity and Application</b>	Question and responses reflects higher-order thinking skills such as integration and application to a high degree	Question and responses reflects higher-order thinking skills such as integration and application to an adequate degree	Question and responses minimally reflects higher-order thinking skills such as integration and application
<b>Integration</b>	Question and responses relate current discussion to other topics already addressed in course readings, activities or discussion to a high degree	Questions and responses relate current discussion to other topics already addressed in course readings, activities or discussion to an adequate degree	Questions and responses rarely relate current discussion to other topics already addressed in course readings, activities or discussion
<b>Content of Responses</b>	All responses include supporting evidence from reading and/or experiences; demonstrates that material was read	Most responses include supporting evidence from reading and/or experiences; demonstrates that material was read	Few responses include supporting evidence from reading and/or experiences; demonstrates that material was read
<b>Requirements</b>	Posted question and response to every other question on time	Posted question and response to every other question on time	Did not meet posting requirement

## Portfolio Rubrics

### Practicum Portfolio

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Goal Development</b>	Numerous, highly ambitious, and highly creative goals that go beyond the typical practicum goals; student selected goals that would challenge their level of comfort and provide exposure to many new learning opportunities.	Ambitious, relevant goals. Developed with supervisor.	Goals were not well developed; did not reflect ambitious learning opportunities.
<b>Goal Attainment</b>	Went beyond the goals for the class and the goals developed and added new learning opportunities. Went beyond expectations of the course.	Met all goals that were available; if a goal wasn't met it was because that learning opportunity was not available (e.g., observing a crisis).	Not all goals were met; student changes goals periodically throughout semester in a random manner; justification for not meeting goals was not provided in portfolio.
<b>Diversity of Activities</b>	Each training objective had 1-2 learning opportunities that were challenging and informative (e.g., not simply observing in a classroom but interacting with students, staff, teachers, etc.).	Represents all training objective domains with some domains being represented more than others.	Most but not all training objectives were represented.
<b>Logs</b>	Logs provided highly descriptive information about how time was spent. Supervision hours were documented. Log was written in a journaling style and included student reflections and questions related to the activities. No identifying information was included. Log was submitted on time.	Submitted on time. Content was complete and informative. No identifying information. Supervision hours and content documented.	Logs were not always submitted on time and the information was incomplete or inaccurate.
<b>Practicum Requirements</b>	Went beyond specific requirements and may have added cases, or other activities reflecting the syllabus goals.	Met all requirements in syllabus and executed at high level of quality.	Partially met or did not meet syllabus requirements.

<p><b>Professional and Ethical Behavior</b></p>	<p>Ratings and reports of professional behavior were consistently in the highest category of rating. Behaviors were beyond the level of the typical practicum student in terms of independence, competence, interaction style, and courteousness.</p>	<p>All areas rated above average by field supervisor. University supervisor’s observations were consistent.</p>	<p>Some or all of the areas were rated below average by the field supervisor. Concerns were documented.</p>
<p><b>Field Supervision</b></p>	<p>Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for field supervisor to observe.</p>	<p>Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.</p>	<p>Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.</p>
<p><b>University Supervision</b></p>	<p>Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for university supervisor to observe.</p>	<p>Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.</p>	<p>Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.</p>
<p><b>Academic Interventions</b></p>	<p>Documentation of intervention is complete (see attached PSA form) for all interventions,</p>	<p>Documentation of intervention is complete (see attached PSA form) for all interventions.</p>	<p>Documentation was unclear or incomplete.</p>

	and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed.	Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	
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<b>Behavioral Interventions</b>	Documentation of intervention is complete for all interventions, and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed.	Documentation of intervention is complete for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.
<b>Small Group Interventions</b>	Documentation of use of problem-solving process for small groups. The groups resulted in positive change in skills for some but not all group members.	Documentation of use of problem-solving process for small groups. The groups resulted in positive change in skills for some but not all group members.	Documentation was unclear or incomplete.
<b>Counseling Sessions</b>	Documentation of use of problem-solving process is complete for counseling cases. The counseling resulted in client change.	Documentation of use of problem-solving process is complete for counseling cases. The counseling resulted in some client change.	Documentation was unclear or incomplete.
<b>Eligibility Assessments/Report</b>	All assessments followed the school district requirements	Psychometrically sound assessments that were	Assessments provided minimal information and

	but also included documentation of the use of a Response to Intervention process. Reports were informative and of high quality (see rubric).	appropriate for the referral were administered. Some of the assessments included a Response to Intervention process. Reports were informative and of high quality (see rubric).	reports were incomplete.
<b>School Wide, General Education Activity</b>	The activity applied to the entire general education population, was based on a need and utilized data.	The activity was based on need and utilized data.	No data were included.
<b>Reflection</b>	Activities are related to the program philosophy and training objectives and the student’s model of professional practice. Incorporates prior experience and training and develops goals for future.	Activities are related to the program philosophy and training objectives and the student’s model of professional practice.	Activities are generally described.
<b>Evaluations</b>	All evaluations were above what is expected for a practicum student.	All evaluations were rated as adequate for a practicum student.	Some or all evaluations were below expectation for a practicum student.
<b>Poster Session</b>	Poster represented the student’s best work and it was a challenging case. Presentation was highly professional and the student engaged with attendees by responding to questions and giving additional information.	Poster represented the student’s best work, was professional and the student engaged with attendees by responding to questions and giving additional information.	Poster represented the student’s work but was not professionally presented.
<b>Hours Requirement</b>	Exceeded hours	Met requirement	Did not meet requirement

**Comments:**

## Internship Portfolio

Name: \_\_\_\_\_ Year: \_\_\_\_\_

	<b>Excellent</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Goal Development</b>	Numerous, highly ambitious, and highly creative goals that go beyond the typical intern goals; student selected goals that would challenge their level of comfort and provide exposure to many new learning opportunities.	Ambitious, relevant goals. Developed with supervisor.	Goals were not well developed; did not reflect ambitious learning opportunities.
<b>Goal Attainment</b>	Went beyond the goals for the class and the goals developed and added new learning opportunities. Went beyond expectations of the course.	Met all goals that were available; if a goal wasn't met it was because that learning opportunity was not available (e.g., observing a crisis).	Not all goals were met; student changed goals periodically throughout semester in a random manner; justification for not meeting goals was not provided in portfolio.
<b>Diversity of Activities</b>	Each Training domain had 1-2 learning opportunities that were challenging and informative (e.g., not simply observing in a classroom but interacting with students, staff, teachers, etc.).	Represents all Training domains with some domains being represented more than others.	Most but not all Training domains were represented.
<b>Logs</b>	Logs provided highly descriptive information about how time was spent. Supervision hours were documented. Log was written in a journaling style and included student reflections and questions related to the activities.	Submitted on time. Content was complete and informative. No identifying information. Supervision hours and content documented.	Logs were not always submitted on time and the information was incomplete or inaccurate.
<b>Professional Behavior</b>	Ratings and reports of professional behavior were consistently in the highest category of	All areas rated above average by field supervisor. University supervisor's	Some or all of the areas were rated below average by the field supervisor.



	rating. Behaviors were beyond the level of the typical intern in terms of independence, competence, interaction style, and courteousness.	observations were consistent.	Concerns were documented.
<b>Participation in and Responsiveness to Field Supervision</b>	Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for field supervisor to observe.	Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.
<b>Participation in University Supervision</b>	Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for university supervisor to observe.	Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.
<b>Consultation</b>	Documentation of completing the problem-solving process through consultative indirect service delivery is complete. The results are evaluated and effectiveness is reported.	Documentation is missing steps in the problem-solving process.	Documentation is unclear or incomplete.
<b>Academic Interventions</b>	Documentation of intervention is complete (see PSA form) for all interventions and all the steps were followed for every intervention. If	Documentation of intervention is complete (see PSA form) for all interventions. Most of the steps were	Documentation was unclear or incomplete.

	different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed. PND and ES are reported.	followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	
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<b>Behavioral Interventions</b>	Documentation of intervention is complete (see PSA form) for all interventions and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed. PND and ES are reported.	Documentation of intervention is complete (see PSA form) for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.
<b>Small Group or Classroom Intervention or Skills Training</b>	Documentation includes summary report, plan, outcome summary and effectiveness data. Group intervention resulted in behavior change.	Documentation includes summary report, plan, outcome summary but missing effectiveness data or no behavior change resulted.	Incomplete description of activities.
<b>Counseling Case</b>	Documentation of use of problem-solving process is complete for counseling cases. The counseling resulted in client change.	Documentation of use of problem-solving process is complete for counseling cases. The counseling resulted in some client change.	Documentation was unclear or incomplete.
<b>Quality of Assessments</b>	All assessments follow the school district requirements but also include documentation of the use of a Response to Intervention process. Reports are informative	Psychometrically sound assessments that are appropriate for the referral were administered. Some of the assessments include a Response to Intervention	Assessments provide minimal information and reports are incomplete.

	and of high quality (see rubric).	process. Reports are informative and of high quality (see rubric).	
<b>Professional Development Activity</b>	Summary of activity contains evidence of using best practices in delivery of professional development including plan to evaluate and follow up. Evaluation data included.	Summary of activity contains evidence of some elements of best practices in delivery of professional development including plan to evaluate and follow up. No evaluation data included.	No evidence provided of following best practice in delivering professional development. No evaluation data included.
<b>Personal Professional Development</b>	Documentation includes thorough description of activities as well as reflection of how activities promoted professional growth.	Documentation includes description of activities.	Minimal documentation of activities.
<b>Reflection</b>	Activities are related to the program philosophy and training objectives and the student's model of professional practice. Incorporates prior experience and training and develops goals for future.	Activities are related to the program philosophy and training objectives and the student's model of professional practice.	Activities are generally described.

**Comments:**

## Research Project Rubric

### Ed.S. Applied Research Project

Name: \_\_\_\_\_

	<b>Excellent</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Relevance of Research Question</b>	Study is the response to an issue in the field, is highly applied in nature and is justified and supported with research from a thorough literature review.	Application to field of school psychology and education; study is adequately justified and supported with research from a thorough literature review.	Application to school psychology is not readily apparent. Study is not adequately justified nor supported with research from a thorough literature review.
<b>Unique Contribution of the Study</b>	Highly creative study that is unique to the field. Minimal research is available in the area of study.	Study provides new information to the field; can be a replication or case study.	Study provides little new information to the field; cannot be replicated.
<b>Literature Review</b>	Thorough review including diverse references that completely reflect every variable in the study; studies reviewed are described in complete detail so the reader understands their relevance to current study and the inclusion of the variables.	Thorough review including diverse references; studies reviewed are described in adequate detail so the reader understands their relevance to current study.	Literature review provides marginal justification for the study and omits relevant citations.
<b>Organization</b> <i>(also see Technical Writing rubric)</i>	The entire paper (intro, literature review, method, results, and discussion) is organized and the structure allows for the reader to see how points are interrelated.	Effective structure; points are logically presented and interrelated; writing style facilitates the reader's understanding of the study; headings are used.	Structure is not consistently organized nor written in a style that facilitates the reader's understanding of the study.
<b>Clarity</b>	Terms are completely operationalized; writing style is effective in conveying meaning and could be understood by others outside the field of school psychology.	Terms are operationalized; writing style is effective in conveying meaning.	Terms are sometimes operationalized; writing style is not always effective in conveying meaning.
<b>Oral Defense</b>	Presentation is clear and engaging; Power point effectively guides the presentation; student is able to address questions.	Presentation and power point are clear; student addresses most questions	Student is unable to effectively convey the main points of the study in the presentation and cannot answer the committee member's questions.

<b>Data Collection and Analysis Procedures (Method)</b>	Data collection reflects a high level of creativity and knowledge of data collection procedures. Sample size and characteristics are appropriate for study; procedures are sound and justified; instruments are psychometrically sound; methods include enough detail that the study could be replicated.	Sample size and characteristics are appropriate for study; procedures are sound and justified; instruments are psychometrically sound; methods are described in enough detail that the study could be replicated.	One or more areas of data collection were less than adequate (i.e., participants, procedures, instruments, data analysis).
<b>Discussion of Findings</b>	Unifies the paper; results are thoroughly compared to methodology of studies described in literature review. Findings are related to the literature review; claims do not go beyond the data; implications for practitioners are explained and are directly related to the finding of the study; limitations are explained; future research is suggested; appropriate conclusions are drawn.	Findings are related to the literature review; claims do not go beyond the data; implications for practitioners are explained and are directly related to the finding of the study; limitations are explained; future research is suggested; appropriate conclusions are drawn.	Discussion of findings is incomplete and may inconsistently be related to literature review; sections of the discussion may be omitted or incomplete.
<b>Technical Writing and Adherence to APA Style</b> <i>(refer to Technical Writing rubric)</i>	Writing style adheres to the principles of technical writing and all APA standards are followed.	All APA standards are followed, and technical writing is adequate.	APA standards are violated and/or principles of technical writing were not followed.
<b>Contribution to the Field</b>	Study was accepted as a journal publication and/or presentation at a national conference.	Study was submitted to a journal or for a presentation at a national conference but was not accepted. Study was accepted at a state conference.	Study was not submitted for publication in a journal, nor to a conference.

**Comments:**

## Consultant Effectiveness Scale

Name of Person Being Evaluated: \_\_\_\_\_  
Date \_\_\_\_\_

Please rate the school psychologist's skills, knowledge, and professional practice according to the following scale:

**1 = Not At All                      2 = To A Slight Degree      3 = To A Considerable Degree**

**4 = To A Large Degree      5 = To A Very Large Degree**

1)	Skillful	1	2	3	4	5
2)	Empathetic	1	2	3	4	5
3)	Express Affection (Was Supportive)	1	2	3	4	5
4)	Interested (Concerned)	1	2	3	4	5
5)	Trustworthy	1	2	3	4	5
6)	Encourages Ventilation	1	2	3	4	5
7)	Skilled in Questioning	1	2	3	4	5
8)	Able to Overcome Resistance	1	2	3	4	5
9)	Open-Minded	1	2	3	4	5
10)	Tolerant	1	2	3	4	5
11)	Attentive	1	2	3	4	5
12)	Accepting (Non-Judgmental)	1	2	3	4	5
13)	Shows Respect for the Consultee	1	2	3	4	5
14)	Pleasant	1	2	3	4	5
15)	Tactful	1	2	3	4	5
16)	Warm	1	2	3	4	5
17)	An Active Listener	1	2	3	4	5
18)	An Efficient User of Time	1	2	3	4	5
19)	Give Clear, Understandable Directions	1	2	3	4	5
20)	Have a Clear Sense of Identity	1	2	3	4	5
21)	Emotionally Well-Adjusted/Stable	1	2	3	4	5
22)	Collaborative (Share Responsibility)	1	2	3	4	5
23)	Encouraging	1	2	3	4	5
24)	Gives and Receives Feedback	1	2	3	4	5

25)	A Team Player	1	2	3	4	5
26)	Document for Clear Communication	1	2	3	4	5
27)	An Astute Observer/Perceptive	1	2	3	4	5
28)	Effective at Establishing Rapport	1	2	3	4	5
29)	Willing to Get Involved	1	2	3	4	5
30)	Clarifies His/Her Role	1	2	3	4	5
31)	Review Client Records	1	2	3	4	5
32)	Specific	1	2	3	4	5
33)	Active	1	2	3	4	5
34)	Maintain an "I'm OK-You're OK" Position	1	2	3	4	5
35)	Flexible	1	2	3	4	5
36)	A Good Facilitator	1	2	3	4	5
37)	Approachable	1	2	3	4	5
38)	Skilled in Conflict Resolution	1	2	3	4	5
39)	Good at Problem-Solving	1	2	3	4	5
40)	Have a Positive Attitude	1	2	3	4	5
41)	Practice in an Ethical Manner	1	2	3	4	5
42)	Maintain Confidentiality	1	2	3	4	5
43)	Have Feelings and Behaviors that were Consistent	1	2	3	4	5
44)	Self-Disclose	1	2	3	4	5
45)	Anticipate Possible Consequences	1	2	3	4	5
46)	Employ Appropriate Personal Distance	1	2	3	4	5
47)	Take Risks/Willing to Experiment	1	2	3	4	5
48)	Identify Clear Goals	1	2	3	4	5
49)	Evaluate/Focus Ideas	1	2	3	4	5
50)	Specify the Contract (Time, Effort, Cost)	1	2	3	4	5
51)	Aware of Relationship Issues	1	2	3	4	5
52)	Pursues Issues/Follows Through	1	2	3	4	5

### Professional Work Characteristics

**Student** \_\_\_\_\_

**Supervisor** \_\_\_\_\_

**Field Experience (circle one)    M.S.    Ed.S.    Internship**

**Date** \_\_\_\_\_

Please rate the student on the following professional work characteristics using this scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Poor</b>	<b>Below average</b>	<b>Average</b>	<b>Above average</b>	<b>Outstanding</b>

*(Specific examples of these behaviors can be provided in the Comments section.)*

	<u>Characteristic</u>	<u>Rating</u>				
1.	Cooperative/collaborative	1	2	3	4	5
2.	Warm and friendly	1	2	3	4	5
3.	Listens to others	1	2	3	4	5
4.	Facilitates discussions	1	2	3	4	5
5.	Expands on the previous ideas of others	1	2	3	4	5
6.	Provides constructive feedback to consultees	1	2	3	4	5
7.	Uses effective communication skills	1	2	3	4	5
8.	Appropriately assertive (not aggressive)	1	2	3	4	5
9.	Considers multiple perspectives	1	2	3	4	5
10.	Open and non-judgmental	1	2	3	4	5
11.	Aware of feelings of others	1	2	3	4	5
12.	Displays a sincere interest in people	1	2	3	4	5
13.	Sensitive to values of others	1	2	3	4	5



14.	Social awareness of own behavior	1	2	3	4	5
15.	Ethical behavior	1	2	3	4	5
16.	Respects human diversity	1	2	3	4	5
17.	Enthusiastic	1	2	3	4	5
18.	Dependable	1	2	3	4	5
19.	Prompt	1	2	3	4	5
20.	Takes initiative	1	2	3	4	5
21.	Productive	1	2	3	4	5
22.	Creative	1	2	3	4	5
23.	Flexible/adaptable	1	2	3	4	5
24.	Positive rapport with students	1	2	3	4	5
25.	Positive rapport with teachers	1	2	3	4	5
26.	Positive rapport with staff	1	2	3	4	5
27.	Positive rapport with administrators	1	2	3	4	5
28.	Positive rapport with parents	1	2	3	4	5

**Comments:**

**University of Nebraska Omaha****School Psychology Evaluation**

Student: \_\_\_\_\_ Year in Program: 1 2 3 4

Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Please provide your feedback regarding the student's level of performance, with respect to provision of psychological services. Your ratings should be based on actual observation and/or reports of performance received from instructors, school personnel, parents, and other individuals that are directly associated with the student's educational and practicum experiences.

1. = Competence/performance considered to be in need of significant further training and/or to require additional growth, maturation, and change on the part of the student in order for him/her to be effective in the various skill areas; student should not be allowed to function independently.
  2. = Competence/performance currently considered to be in need of further training but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning not recommended and close supervision is required.
  3. = Competence/performance at least at the minimal level necessary for functioning with moderate supervision required. (Expected at the end of the 2<sup>nd</sup> year: Ready for school-based practicum.)
  4. = Competence/performance assessed to be at a level when the student can function independently with periodic need for supervision. (Expected at the end of the 3<sup>rd</sup> year: Ready for internship.)
  5. = Competence/performance assessed to be very developed, and student can function independently with little or no supervision required.
- N/O This area of competency was NOT OBSERVED. (An extensive number of items checked with N/O indicates that the student may not be receiving a full spectrum of experiences.)

**Please include comments after each Domain.**

**I. DATA-BASED DECISION MAKING**

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

School psychology graduate students, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.	1	2	3 N/O	4	5
School psychology graduate students use data to monitor academic, social, emotional, and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.	1	2	3 N/O	4	5
School psychology graduate students provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.	1	2	3 N/O	4	5
School psychology graduate students support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.	1	2	3 N/O	4	5
School psychology graduate students use information and technology resources to enhance data collection and decision making.	1	2	3 N/O	4	5

**Comments:**

## II. CONSULTATION AND COLLABORATION

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

School psychology graduate students use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.	1	2	3 N/O	4	5
School psychology graduate students effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.	1	2	3 N/O	4	5
School psychology graduate students consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.	1	2	3 N/O	4	5
School psychology graduate students facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.	1	2	3 N/O	4	5
School psychology graduate students function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.	1	2	3 N/O	4	5

### Comments:

**III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS**

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

School psychology graduate students use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.	1	2	3 N/O	4	5
School psychology graduate students collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.	1	2	3 N/O	4	5
School psychology graduate students apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.	1	2	3 N/O	4	5
School psychology graduate students use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning.	1	2	3 N/O	4	5
School psychology graduate students seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.	1	2	3 N/O	4	5

**Comments:**

**IV. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS**

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

<p>School psychology graduate students recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision-making.</p>	<p>1 2 3 4 5 N/O</p>
<p>School psychology graduate students integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.</p>	<p>1 2 3 4 5 N/O</p>
<p>School psychology graduate students use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychology graduate students use assessment data to select and implement evidence- based mental and behavioral health interventions.</p>	<p>1 2 3 4 5 N/O</p>
<p>School psychology graduate students demonstrate skills related to behavior analysis and use systematic decision making to consider the motivating conditions, antecedents, consequences, functions, and setting events related to behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or</p>	<p>1 2 3 4 5 N/O</p>

performance deficits that can be remedied through instruction and/or reinforcement strategies.											
School psychology graduate students develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>N/O</td> <td></td> <td></td> </tr> </table>	1	2	3	4	5			N/O		
1	2	3	4	5							
		N/O									
School psychology graduate students use data to evaluate implementation fidelity and outcomes of mental and behavioral health interventions for individuals and groups.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>N/O</td> <td></td> <td></td> </tr> </table>	1	2	3	4	5			N/O		
1	2	3	4	5							
		N/O									

**Comments:**

**V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING**

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

School psychology graduate students, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home-school partnerships.	1	2	3 N/O	4	5
School psychology graduate students provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.	1	2	3 N/O	4	5
School psychology graduate students work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.	1	2	3 N/O	4	5
School psychology graduate students participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.	1	2	3 N/O	4	5
School psychology graduate students work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social-emotional, and behavioral goals.	1	2	3 N/O	4	5



<p>School psychology graduate students analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.</p>	<p>1</p>	<p>2</p>	<p>3 N/O</p>	<p>4</p>	<p>5</p>
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**Comments:**

**VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS**

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

School psychology graduate students provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.	1	2	3 N/O	4	5
School psychology graduate students promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.	1	2	3 N/O	4	5
School psychology graduate students contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.	1	2	3 N/O	4	5
School psychology graduate students contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.	1	2	3 N/O	4	5
School psychology graduate students participate in school crisis response teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.	1	2	3 N/O	4	5

**Comments:**

**VII. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION**

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

School psychology graduate students acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.	1	2	3 N/O	4	5
School psychology graduate students use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.	1	2	3 N/O	4	5
School psychology graduate students promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	1	2	3 N/O	4	5
School psychology graduate students advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.	1	2	3 N/O	4	5
School psychology graduate students educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.	1	2	3 N/O	4	5

**Comments:**

**VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS**

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

School psychology graduate students apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.	1	2	3 N/O	4	5
School psychology graduate students use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.	1	2	3 N/O	4	5
School psychology graduate students work collaboratively with families and community liaisons to understand and address the needs of diverse learners.	1	2	3 N/O	4	5
School psychology graduate students acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychology graduate students also remain aware of the negative impact that biases—such as racism, sexism, and others— have on students, families, schools, and communities, and, thus, they	1	2	3 N/O	4	5

collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.											
School psychology graduate students recognize both within- and between-group differences when working with diverse student populations.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>N/O</td> <td></td> <td></td> </tr> </table>	1	2	3	4	5			N/O		
1	2	3	4	5							
		N/O									
School psychology graduate students promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychology graduate students actively engage in efforts to address factors that limit equity and access to educational opportunity.	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>N/O</td> <td></td> <td></td> </tr> </table>	1	2	3	4	5			N/O		
1	2	3	4	5							
		N/O									

**Comments:**

**IX. RESEARCH AND EVIDENCE-BASED PRACTICE**

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

School psychology graduate students evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.	1	2	3 N/O	4	5
School psychology graduate students advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavior supports at the individual, group, school, and district levels.	1	2	3 N/O	4	5
School psychology graduate students apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.	1	2	3 N/O	4	5
School psychology graduate students communicate their knowledge about statistics and measurement principles to inform practices and decision-making.	1	2	3 N/O	4	5
School psychology graduate students understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.	1	2	3 N/O	4	5

**Comments:**

**X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE**

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

School psychology graduate students practice in ways that are consistent with ethical, professional, and legal standards and regulations.	1	2	3 N/O	4	5
School psychology graduate students assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.	1	2	3 N/O	4	5
School psychology graduate students advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.	1	2	3 N/O	4	5
School psychology graduate students stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychology graduate students actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.	1	2	3 N/O	4	5
School psychology graduate students collect data to evaluate and document the effectiveness of their own services.	1	2	3 N/O	4	5
Students engage in continuous learning and professional development by attending conferences, workshops, webinars, and trainings.	1	2	3 N/O	4	5
Students demonstrate knowledge of the historical foundations of school psychology and how the history of the profession shapes current practices.	1	2	3 N/O	4	5

**Comments:**

## XI. PROFESSIONAL WORK CHARACTERISTICS

**Domain Description:** School psychology graduate students develop good rapport with students, teachers, staff members, parents, and site supervisors. They engage in professional behaviors that enable them to develop positive relationships (e.g., enthusiasm, dependability, cooperation) and they are reflective practitioners who use feedback to improve performance. They participate in the program's student organization and attend and contribute to local, state, and national conferences.

(5 is high/positive; 1 is low/negative)

### Rapport with:

Students	5	4	3	2	1	No Data
Teachers	5	4	3	2	1	No Data
Administrators	5	4	3	2	1	No Data
Staff	5	4	3	2	1	No Data
Parents	5	4	3	2	1	No Data
Site supervisor	5	4	3	2	1	No Data

### General performance characteristics

Respect for diversity	5	4	3	2	1	No Data
Takes initiative	5	4	3	2	1	No Data
Reflective	5	4	3	2	1	No Data
Open and nonjudgmental	5	4	3	2	1	No Data
Enthusiastic	5	4	3	2	1	No Data
Dependable	5	4	3	2	1	No Data
Prompt	5	4	3	2	1	No Data
Productive	5	4	3	2	1	No Data
Creative	5	4	3	2	1	No Data
Adaptable/flexible	5	4	3	2	1	No Data
Cooperative	5	4	3	2	1	No Data
Collaborative	5	4	3	2	1	No Data
Independent	5	4	3	2	1	No Data
Motivated	5	4	3	2	1	No Data
Ethical	5	4	3	2	1	No Data
Professional self-image	5	4	3	2	1	No Data

### Comments:

### Overall Impressions: