



# **School Psychology Program Handbook**

**2011-2012**

**Department of Psychology  
6001 Dodge Street  
Omaha, NE 68182-0274  
Phone: 402-554-2592  
Fax: 402-554-2556**

<http://www.unomaha.edu/schoolpsych/>

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# School Psychology Program Committee

2011-2012

## Faculty Representatives

*Jessiline Anderson*, Clinical Psychology  
*Juan Casas*, Developmental Psychology  
*Lisa Kelly-Vance*, School Psychology, Program Director  
*Brian McKeivitt*, School Psychology  
*Brigitte Ryalls*, Developmental Psychology, Department Chair  
*Mark Shriver*, Munroe Meyer Institute

## Student Officers

*Catelyn Buck*, SPUNO President, 3<sup>rd</sup> year student  
*Samantha Bayer*, SPUNO Vice President, 2<sup>nd</sup> year student  
*(To Be Determined)*, SPUNO Secretary/Treasurer, 1<sup>st</sup> year student

## Non-voting Student Officers

*Julie Conner & Allison Nields*, NSPA & NASP Representatives

*Ashley Moeller & Kelly DiFolco*, Mentoring Co-Chairs

**Committee Members:** Kayleta Adams, Julie Conner, Stephanie Dredge, Kelly Hogan, Kristin Micek, Madeleine Moody, Allie Stangl

*Staci Cherry*, Professional Development Chair

**Committee Members:** Samantha Bayer, Bridget Gilloon

*Allie Stangl & Madeleine Moody*, SPUNO Philanthropic/Social Co-Chairs

**Committee Members:** Julie Conner, Kelly Hogan, Ashley Moeller, Allison Nields

*Kayleta Adams*, SPUNO Educational Collaboration Chair

**Committee Members:** Samantha Bayer, Staci Cherry, Kelly DiFolco, Ashley Moeller, Madeleine Moody, Allie Stangl

*Stephanie Dredge & Kelly Hogan*, SPUNO Summer Reading Program Co-Chairs

**Committee Members:** (To Be Determined)

*Kristin Micek*, SPUNO Positive Graduate School Chair

**Committee Members:** Samantha Bayer, Kelly DiFolco, Stephanie Dredge, Kelly Hogan, Madeleine Moody, Allison Nields

## Faculty

### Core Faculty with Degrees in School Psychology

#### **Lisa Kelly-Vance, Ph.D. (Indiana University), Program Director**

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 Area Education Agency 13 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 is certified as a School Psychologist in Iowa.

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

**Research interests:** Primary areas: play assessment and intervention in early childhood, response to intervention in early childhood, and English Language Learners. Other research interests include: development of reading skills and family involvement.

**Contact information:** (402) 554-3563; [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. Dr. McKeivitt also has taught educational psychology and educational research courses at Iowa State University and Drake University. He is a Nationally Certified School Psychologist, a certified School Psychologist in Iowa and Nebraska and is a member of NASP, the Nebraska Association of School Psychologists (NSPA) and the Iowa School Psychologists Association (ISPA).

**Courses taught:** Introduction to School Psychology, Behavior Analysis and Intervention, School Age Assessment, Advanced Educational and Psychological Consultation, Educational Psychology, Ethics and Law for Psychologists

**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; [bmckeivitt@unomaha.edu](mailto:bmckeivitt@unomaha.edu)

#### **Mark D. Shriver, Ph.D. (University of Nebraska-Lincoln)**

Dr. Shriver is an Associate Professor in the Department of Pediatrics at the Munroe-Meyer Institute and a Licensed Psychologist specializing in behavioral pediatrics. Dr. Shriver directs the Academic Evaluation and Intervention Clinic. His clinical practice at the Munroe-Meyer Institute involves working directly with parents and other child care providers to evaluate and treat childhood problems including noncompliance, tantrums/aggression, elimination problems, sleep problems, selective mutism, anxiety disorders, ADHD, and school-related problems.

**Courses taught:** Master's Practicum in School Psychology, ABA Practicum Coordination, Thesis Supervision

**Research interests:** Academic and behavioral assessment for children with disabilities and school related problems, parent training, child noncompliance. Publications include articles in

School Psych Review, Journal of Evidence Based Practices for Schools, Journal of Applied Behavior Analysis, Behavior Therapy.

**Contact information:** (402) 559-6408; [mshriver@unmc.edu](mailto:mshriver@unmc.edu)

## **Core Faculty with Related Degrees**

### **Jessiline Anderson, Ph.D. (Utah State University)**

Dr. Anderson is a clinical psychologist. She served as the Staff Psychologist at the Guidance and Development Center in Macy, Nebraska, for four years. At this site Dr. Anderson conducted psychological assessment, consultation and case management with a primarily Native American clientele. She has served as the faculty sponsor for the Native American Student Organization, as well as on the boards of various other committees pertaining to cultural diversity.

**Courses taught:** Personality and Adjustment, Abnormal Psychology, Introduction to Psychology, Family Analysis and Treatment

**Research interests:** Health psychology and behavioral medicine; teen pregnancy; suicide; and the relationship of cortisol and mental disorders in Native American patients with diabetes

**Contact information:** (402) 554-4811; [jessilineanderson@unomaha.edu](mailto:jessilineanderson@unomaha.edu)

## **Contributing Faculty (These individuals teach courses in School Psychology Curriculum and/or serve on School Psychology Committee.)**

Juan Casas, Ph.D., UNO Psychology Department

Joseph Evans, Ph.D., UNMC Munroe Meyer Institute

Wayne Harrison, Ph.D., UNO Psychology Department

Brett Kuhn, Ph.D., UNMC Munroe Meyer Institute

Brigitte Ryalls, Ph.D., UNO Psychology Department, Department Chair

Carey S. Ryan, Ph.D., UNO Psychology Department

Suzanne Sollars, Ph.D., UNO Psychology Department

Adam Weaver, Ph.D., Iowa Area Education Agency 13

# **School Psychology Program**

## **University of Nebraska at Omaha**

### **Introduction**

The contents of this handbook are intended to help current and prospective students understand the structural and procedural operations of the UNO School Psychology Training Program. In addition to program information, this handbook reviews relevant departmental and graduate school policies for the program. The School Psychology Program Committee will regularly review handbook contents and notify students of any change in program operations.

### **Program Description**

The UNO School Psychology Program prepares students to serve as specialists in School Psychology providing a wide range of services, including consultation, assessment, and intervention. The program is one of six graduate programs in the Psychology Department in the College of Arts and Sciences. Students also take courses in the College of Education. The program has three full-time faculty who have degrees in School Psychology and is also supported by affiliated faculty from related fields. Practitioners from the Omaha metropolitan area schools work closely with the program to provide field supervision, collaborate on research projects, and give feedback about the training program.

Students earn a 36 credit-hour Master of Science (M.S.) degree in Psychology, with an emphasis in School Psychology, prior to the 36 credit-hour Specialist in Education (Ed.S.) degree in School Psychology. The M.S. consists of two years of coursework including field experiences and practicum and the Ed.S. requires an additional year of coursework, also including field experiences and practicum, followed by a year-long internship. Students who graduate with an Ed.S. degree are eligible for licensure as a School Psychologist in all states and can 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. 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 philosophy of the UNO School Psychology Program is grounded in strong theoretical and empirical ecological and systems psychology as the fundamental approach to understanding children's emotional, social, and academic development. The training objectives are based on the

most current research in school and clinical psychology, education, research methods, supervision, child development, social psychology, and community psychology.

The program has a strong orientation towards utilizing community resources as partners in training, which allows for meaningful and diverse community service learning and field experiences that are integrated throughout most core school psychology courses. The diverse metropolitan community of schools serves as a training ground for students in each year of the program. An expanded definition of diversity, which includes respect for individuals from all aspects of culture, ethnicity, sexual orientation, religious preferences, and socioeconomic background, is valued in 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 the 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, 2010) and views these standards as an integrated part of the program's general training objectives. These standards include: 1) data-based decision making and accountability; 2) consultation and collaboration; 3) interventions and instructional support to develop academic skills; 4) interventions and mental health services to develop social and life skills; 5) school-wide practices to promote learning; 6) preventive and responsive services; 7) family-school collaboration services; 8) diversity in development and learning; 9) research and program evaluation; and 10) legal, ethical, and professional practice.

In addition, the program's training objectives (and the NASP standards integrated within them) are consistent with NASP's *School Psychology: A Blueprint for Training and Practice III (Blueprint III; Ysseldyke et al., 2006)*. *Blueprint III* embraces two main outcomes for training and practice in school psychology: build and maintain the capacities of educational systems and improve competencies for all children and youth. To address these two main outcomes, *Blueprint III* identifies eight functional and foundational competencies that all school psychologists should hold (interpersonal and collaborative skills; diversity awareness and sensitive service delivery; technological applications; professional, legal, ethical, and social responsibility, data-based decision-making and accountability; systems-based service delivery; enhancing the development of cognitive and academic skills; and enhancing the development of wellness, social skills, and life competencies). The UNO School Psychology Program seeks to graduate students prepared to

function as competent practitioners with these eight competencies ready to provide school psychology services at universal, targeted, and intensive levels of service delivery as espoused by *Blueprint III*.

## Training Objectives

Based on the program's philosophy, students are trained according to the following objectives. The primary means of accomplishing each objective are listed as actions. While we have separated them for the ease of understanding, the interrelated nature of these objectives is clearly understood and articulated by program faculty in student supervision and coursework. NASP standards and relevant *Blueprint III* domains (which are described in the next section) are indicated in parentheses.

**Objective 1:** Students will acquire the knowledge and skills represented in the scientist-practitioner model of school psychology.

**Action 1.1:** Students will read and critique scholarly work throughout their coursework. During all their field experiences, students will read, evaluate, and apply research and theory to the field work. The theories learned in the core proseminar sequence will be integrated into the decisions made in the field. As a result, all work applying to children, teachers, parents, staff, and systems will require an empirically-based approach.

**Action 1.2 (NASP 9):** The extensive nature of research and field experiences in the program allows for the application of empirical and theoretical knowledge toward skills development. Students will demonstrate knowledge of research, statistics, and evaluation methods. They will evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**Action 1.3:** Students will evaluate program effectiveness and impact at the individual, small group, and systems level.

**Objective 2:** Students will acquire the knowledge and skills to become data-based problem-solvers for individual, group, and system level issues. Data-based decision-making permeates every aspect of professional practice.

**Action 2.1:** Students will learn and use the Response to Intervention model throughout coursework and field experiences. This model is grounded in a problem-solving approach and functional behavioral assessment.

**Action 2.2 (NASP 2; Blueprint III A1):** Students will develop knowledge and skills of consultation through a consultation course and field experiences. Students have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Students collaborate effectively with others in planning and decision-making processes at the individual, group, and systems levels.

**Action 2.3 (NASP 1; Blueprint III B1):** Students will use psychometrically sound assessment techniques through their assessment courses, practica, and internships and demonstrate understanding of psychometric properties. Students have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Students use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**Action 2.4 (NASP 3; Blueprint III B3):** Students will demonstrate knowledge and use of empirically validated intervention techniques for cognitive and academic concerns through their intervention courses and practica. Students have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. Students, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**Action 2.5 (NASP 4; Blueprint III B4):** Students will demonstrate knowledge and use of empirically validated intervention techniques for social/emotional/behavioral concerns through their intervention courses and practica. Students have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Students, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Action 2.6 (NASP 5; Blueprint III B2):** Students have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. Students work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Action 2.7 (NASP 6; Blueprint III B4):** Students have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Students provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Students have knowledge of principles related to resilience and risk factors in learning and mental health, prevention services, and strategies for crisis response.

**Action 2.8 (NASP 7; Blueprint III B2):** Students have knowledge of family systems, including family strengths and influences on students' development, learning, and behavior, and of methods to involve families in education and service delivery. Students work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Objective 3 (Blueprint III A2):** Students will practice in a respectful and sensitive manner when addressing the needs of individuals from diverse backgrounds.

**Action 3.1 (NASP 8):** Students have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

**Action 3.2:** Through field experiences, students will experience psychological and educational interactions with consultees and clients from diverse backgrounds. Students demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**Objective 4.** Students will become reflective practitioners and productive contributors to the profession and will behave in accordance with ethical, legal, and professional guidelines.

**Action 4.1:** Students will reflect on their course content and field experiences in class discussions and written work.

**Action 4.2:** Students will participate in the school psychology student organization.

**Action 4.3:** Students will receive feedback about their performance and progress toward achieving program objectives and use that feedback to improve performance and progress.

**Action 4.4 :** Students will participate in and contribute to local, state, and national conferences and professional development activities.

**Action 4.5:** Students will contribute to the ongoing improvement of the UNO School Psychology Program.

**Action 4.6 (NASP 10; Blueprint III A4):** Students have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Students practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**Action 4.7 (Blueprint III A4):** Students have knowledge of information sources and technology relevant to their work. Students access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

## **NASP and Blueprint III Domains of School Psychology Training & Practice**

School Psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School Psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School Psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. These domains have been set forth by NASP\* and are integrated into our program's training objectives.

**NASP Domain 1: Data-based decision-making and accountability.** School Psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

**NASP Domain 2: Consultation and collaboration.** School Psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

**NASP Domain 3: Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**NASP Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**NASP Domain 5: School-Wide Practices to Promote Learning.** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that

promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**NASP Domain 6: Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**NASP Domain 7: Family-School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**NASP Domain 8: Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

**NASP Domain 9: Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**NASP Domain 10: Legal, Ethical, and Professional Practice.** School psychologists 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. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

\* More information about standards for graduate preparation of school psychologists can be found on the NASP website at <http://www.nasponline.org/standards/2010standards.aspx>.

**Blueprint III Domain A1: Interpersonal and collaborative skills.** School Psychologists possess the interpersonal and collaborative skills necessary to be effective in providing services to students, families, and schools.

**Blueprint III Domain A2: Diversity awareness and sensitive service delivery.** School Psychologists have the knowledge of racial, cultural, ethnic, experiential, and linguistic backgrounds of students and understand the impact on students. School Psychologists use knowledge and skills to provide services that address the unique needs of students and families.

**Blueprint III Domain A3: Technological applications.** School Psychologists are competent in using technology to enhance services to students, families, and schools. School Psychologist have the ability to use and teach others to access, enhance learning, and evaluate the value and safety of technology.

**Blueprint III Domain A4: Professional, legal, ethical, and social responsibility.** School psychologists practice under the legal and ethical standards of the profession, and uses standards to provide quality services. School Psychologists are responsible for protecting rights and fulfilling obligations which are guided by the profession.

**Blueprint III Domain B1: Data-based decision-making and accountability.** School Psychologists solve problems by using information that is relevant and focusing assessment on prevention and intervention of problems. School Psychologists use data to inform decisions and assess the effectiveness of the services provided to students, families, and schools.

**Blueprint III Domain B2: Systems-based service delivery.** School Psychologists use knowledge about systems to help schools develop and provide environments that enhance learning and prevent problems. School Psychologists work with schools and communities to promote collaboration and involvement.

**Blueprint III Domain B3: Enhancing the development of cognitive and academic skills.** School Psychologists understand learning theories and cognitive strategies that impact academic skills. School Psychologists use evidence-based practices to improve instruction for enhancing achievement and academic skills.

**Blueprint III Domain B4: Enhancing the development of wellness, social skills, mental health, and life competencies.** School Psychologists use knowledge of wellness,

mental health, and social/life skills to develop programs and work with schools to attend to students needs in each area.

\* Descriptions of the Blueprint III Domains were derived from *School Psychology: A Blueprint for Training and Practice III* (pp.15-20). For complete explanations of each domain visit <http://www.nasponline.org/resources/blueprint/FinalBlueprintInteriors.pdf>

## **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 (2000). 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. Specifically, the data we reflect upon comes from a variety of sources, which is described below.

### **Internal Sources**

- Ad hoc curriculum committee: School Psychology Program committee members meet periodically to review the curriculum to determine adequacy of meeting training objectives. Changes are made as a result of the committee's suggestions.
- Student evaluations of courses: These include standardized end-of-course evaluations and periodic qualitative evaluations conducted as the course is in progress. Individual faculty use these data as general indicators of instructional effectiveness and to inform course revisions. They will also serve to inform our examination of cross-course content scope and sequence.
- Intervention case results: Intervention outcomes associated with relevant field experiences and practica are evaluated. This provides the program with data reflecting training effectiveness on improvements for children.
- Practica and internships logs and portfolios
- Practica and internship evaluations: Data from field supervisor ratings of practica students are summarized and used as general indicators of preparation relative to specific national training domains and program training goals.
- Student evaluation of practica and internship settings
- Ed.S. applied research projects
- Transcripts of graduate work
- Comprehensive portfolio evaluations
- Curriculum retreats

### **External Sources**

- NASP Accreditation: This reflects periodic confirmation of how well our program meets national training standards set by the National Association of School Psychologists
- NCSP exam (PRAXIS) results
- NE Department of Education accreditation
- Surveys of alumni and practitioners
- Informal surveys of intern and practicum supervisors
- Informal feedback from Metro School Psychology Group
- Curriculum Retreat

## Program Content - Master of Science in Psychology

### Proseminars

Departmental proseminar requirements for all Master's degree students are: one statistics proseminar from Group 3, and three other proseminars from Groups 1 and 2, with at least one from Group 1 and at least one from Group 2.

#### **Group 1**

- PSYC 9040: Proseminar: Learning
- PSYC 9070: Proseminar: Cognitive Psychology
- PSYC 9210: Proseminar: Sensation and Perception
- PSYC 9230: Proseminar: Behavioral Neuroscience\*

#### **Group 2**

- PSYC 9430: Proseminar: Personality
- PSYC 9440: Proseminar: Social Psychology\*
- PSYC 9560: Proseminar: Developmental Psychology\*

#### **Group 3**

- PSYC 9010: Proseminar: Statistical Methods I
- PSYC 9020: Proseminar: Statistical Methods II

**Note:** \* **required**

When an applicant for admission has a score of 600 or more on the GRE Advanced Test in Psychology, and has an excellent grade in an undergraduate course similar to one of the proseminars in Group 1 or Group 2, the Graduate Program Committee may approve the replacement of another graduate course for one proseminar if recommended by the faculty in the student's disciplinary area. Students still need to take at least one proseminar from each group. Application for substitution must occur in the student's first semester.

### School Psychology Core Coursework

- PSYC 8000: The Profession of Psychology (no credit)
- 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
- or- PSYC 8550: Psychotherapeutic Interventions (the other course is taken at the Ed.S. level)
- PSYC 8590: Psychology of Exceptional Children
- PSYC 8970: Master's Level Practicum in School Psychology
- TED 8210: Human Relations for Bias Free Education

**Total Credit Hours: 36**

## Program Content - Specialist in Education in School Psychology

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

PSYC 8250: Family Analysis and Treatment

PSYC 8576: Behavior Analysis and Intervention

-or- PSYC 8550: Psychotherapeutic Interventions (*the other course is taken at the Master's level*)

PSYC 9320: Seminar in Program Evaluation

PSYC 9780: Advanced Educational and Psychological Consultation

PSYC 9940: School Psychology Applied Research Project (6 credit hours)

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

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

**Electives:** Graduate course in Education (3 credit hours)

Graduate course in Counseling (3 credit hours)

Elective courses must be approved by School Psychology Program Committee.

Students must submit a written justification to the Program Director at least one month before the start of the course stating how the proposed elective course fits into their Plan of Study. The course catalog description must be included in the justification.

### Total Credit Hours: 36

A program of study is provided on the next page followed by a checklist to plan your program of study. Next, you will find the NASP training domains represented in the curriculum and the UNO School Psychology Program training objectives, as fulfilled within the curriculum, in two separate grids.

# Program of Study

## **FIRST YEAR**

### ***Fall***

- PSYC 8000: The Profession of Psychology (no credit)  
PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology (3 credit hours)  
PSYC 8520: Foundations of Assessment (3)  
PSYC 9560: Proseminar: Developmental Psychology (3)

### ***Spring***

- PSYC 8540: School Age Assessment (3)  
PSYC 8590: Psychology of Exceptional Children (3)  
PSYC 9020: Proseminar: Statistical Methods II (3)

### ***Summer***

- TED 8210: Human Relations for Bias Free Education (3)

## **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 9440: Proseminar: Social Psychology (3)

### ***Spring***

- PSYC 8550: Psychotherapeutic Interventions (Ed.S. level course; 3)  
PSYC 8970: Master's Level Practicum in School Psychology (2)  
PSYC 9230: Proseminar: Behavioral Neuroscience (3)  
PSYC 9780: Advanced Educational and Psychological Consultation (Ed.S. level course; 3)

### ***Summer***

- \*Graduate course in Education (must be approved by School Psychology Program Committee; 3)  
\*PSYC 9940: School Psychology Applied Research Project (3)

## **THIRD YEAR**

### ***Fall***

- PSYC 9320: Seminar in Program Evaluation (3)  
PSYC 9970: Ed.S. Level Practicum in School Psychology (3)  
PSYC 9940: School Psychology Applied Research Project (3)

### ***Spring***

- PSYC 8250: Family Analysis and Treatment (3)  
PSYC 9970: Ed.S. Level Practicum in School Psychology (3)  
Graduate course in Counseling (must be approved by School Psychology Program Committee; 3)

## **FOURTH YEAR**

- PSYC 9980: Internship in School Psychology (6)

\*May also be taken during the summer between the first and second years

## Plan of Study Checklist

### Master's

- \_\_\_\_\_ PSYC 8000: The Profession of Psychology (no credit)
- \_\_\_\_\_ TED 8210: Human Relations for Bias Free 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 9010 OR 9020: Proseminar: Statistical Methods I or II
- \_\_\_\_\_ PSYC 9230: Proseminar: Behavioral Neuroscience
- \_\_\_\_\_ PSYC 9440: Proseminar: Social Psychology
- \_\_\_\_\_ PSYC 9560: Proseminar: Developmental Psychology
  
- \_\_\_\_\_ Master's Level Portfolio

### Ed.S.

- \_\_\_\_\_ PSYC 8250: Family Analysis and Treatment
- \_\_\_\_\_ PSYC 8550: Psychotherapeutic Interventions
- \_\_\_\_\_ PSYC 9320: Seminar in Program Evaluation
- \_\_\_\_\_ PSYC 9780: Advanced Educational and Psychological Consultation
- \_\_\_\_\_ PSYC 9940: School Psychology Applied Research Project (6 credit hours)
- \_\_\_\_\_ PSYC 9970: Ed.S. Level Practicum in School Psychology (6 credit hours)
- \_\_\_\_\_ PSYC 9980: Internship in School Psychology (6 credit hours)
- \_\_\_\_\_ Graduate course in Education \_\_\_\_\_
- \_\_\_\_\_ Graduate course in Counseling \_\_\_\_\_
  
- \_\_\_\_\_ Praxis Exam
- \_\_\_\_\_ Internship Portfolio

## NASP Training and Practice Domains Represented in Courses

COURSES	DOMAINS									
	1	2	3	4	5	6	7	8	9	10
<b>SCHOOL PSYCHOLOGY COURSES</b>										
PSYC 8250: Family Analysis and Treatment	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
PSYC 8520: Foundations of Assessment	X							X	X	X
PSYC 8530: Early Childhood Assessment	X	X	X	X	X		X	X	X	X
PSYC 8540: School Age Assessment	X		X		X			X	X	X
PSYC 8550: Psychotherapeutic Interventions			X	X		X		X		
PSYC 8576: Behavior Analysis and Intervention	X	X		X	X	X		X	X	X
PSYC 8590: Psychology of Exceptional Children	X	X	X	X	X	X	X	X	X	X
PSYC 8970: Master's Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X
PSYC 9780: Advanced Educational and Psychological Consultation		X	X	X	X			X	X	X
PSYC 9940: School Psychology Applied Research Project								X	X	
PSYC 9970: Ed.S. Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X
PSYC 9980: Internship	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>
PSYC 9010: Statistical Methods I									X	
PSYC 9020: Statistical Methods II									X	
PSYC 9070: Cognitive Psychology									X	
PSYC 9210: Sensation and Perception									X	
PSYC 9230: Behavioral Neuroscience						X		X	X	
PSYC 9440: Social Psychology						X	X	X	X	
PSYC 9560: Developmental Psychology						X	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>
PSYC 8000: The Profession of Psychology										X
PSYC 9320: Seminar in Program Evaluation	X	X						X	X	
TED 8210: Human Relations for Bias Free Education					X	X		X		
*Education and Counseling electives										

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

## UNO Program Training Objectives Represented in Courses

COURSES	Training Objectives & Action Steps												
SCHOOL PSYCHOLOGY COURSES	1	1.1	1.2	1.3	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
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	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	X		X
PSYC 8540: School Age Assessment	X	X	X		X	X		X	X		X		
PSYC 8550: Psychotherapeutic Interventions	X	X			X				X	X		X	
PSYC 8576: Behavior Analysis and Intervention	X	X	X	X	X	X	X	X		X	X	X	
PSYC 8590: Psychology of Exceptional Children	X	X	X	X	X	X	X	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	X	X
PSYC 9780: Advanced Educational and Psychological Consultation	X	X	X	X	X	X	X		X	X	X		
PSYC 9940: School Psychology Applied Research Project	X	X	X	X									
PSYC 9970: Ed.S. Practicum in School Psychology	X	X	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	X	X
<b>PROSEMINARS</b>													
PSYC 9010: Statistical Methods I	X	X	X										
PSYC 9020: Statistical Methods II	X	X	X										
PSYC 9070: Cognitive Psychology	X	X	X										
PSYC 9210: Sensation and Perception	X	X	X										
PSYC 9230: Behavioral Neuroscience	X	X	X									X	
PSYC 9440: Social Psychology	X	X	X									X	X
PSYC 9560: Developmental Psychology	X	X	X									X	X
<b>OTHER REQUIRED COURSES</b>													
PSYC 8000: The Profession of Psychology													
PSYC 9320: Seminar in Program Evaluation	X	X	X	X	X		X	X					
TED 8210: Human Relations for Bias Free Education											X	X	
*Education and Counseling Electives													

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

## Training objectives continued for each course

<b>SCHOOL PSYCHOLOGY COURSES</b>	<b>3</b>	<b>3.1</b>	<b>3.2</b>	<b>4</b>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>
PSYC 8250: Family Analysis and Treatment	X	X	X	X	X						
PSYC 8500: Professional, Legal, and Ethical Foundations of School Psychology	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
PSYC 8540: School Age Assessment	X	X	X	X	X					X	X
PSYC 8550: Psychotherapeutic Interventions	X	X		X	X						
PSYC 8576: Behavior Analysis and Intervention	X	X	X	X	X					X	
PSYC 8590: Psychology of Exceptional Children	X	X	X	X	X					X	X
PSYC 8970: Master's Practicum in School Psychology	X	X	X	X	X					X	
PSYC 9790: Seminar in School Psychology: Administration of Psychological Services	X	X	X	X	X						
PSYC 9940: School Psych. Applied Research Project	X	X		X	X						X
PSYC 9970: Ed.S. Practicum in School Psychology	X	X	X	X	X		X			X	X
PSYC 9980: Internship	X	X	X	X	X		X			X	X
<b>PROSEMINARS</b>											
PSYC 9010: Statistical Methods I		X		X	X						X
PSYC 9020: Statistical Methods II		X		X	X						X
PSYC 9070: Cognitive Psychology				X	X						
PSYC 9210: Sensation and Perception				X	X						
PSYC 9230: Behavioral Neuroscience		X		X	X						
PSYC 9440: Social Psychology	X	X		X	X						
PSYC 9560: Developmental Psychology	X	X		X	X						
<b>OTHER REQUIRED COURSES</b>											
PSYC 8000: The Profession of Psychology				X	X					X	
PSYC 9320: Seminar in Program Evaluation	X	X		X	X						X
TED 8210: Human Relations for Bias Free Education	X	X	X	X	X						
*Education and Counseling Electives											

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

# Admissions Policies and Requirements

## Master of Science (M.S.)

The first level of evaluation occurs when students initially apply for admission. Applicants are accepted based on demonstrated evidence of success in past career development activities, the potential for success in graduate school, and personal commitment to a career in School Psychology.

All Graduate College and Departmental admission requirements are prerequisite for admission to the UNO School Psychology Training Program. A minimum of 15 undergraduate semester hours or the equivalent of psychology courses including basic statistics and an upper level laboratory course emphasizing the experimental method, data collection, statistical analysis, and report writing are required.

The following information is required for every individual applying to the graduate program in School Psychology. The School Psychology Program Committee considers all materials for evidence of potential for success in graduate study as well as a match with program philosophy.

- Graduate Record Examination (GRE)
- Undergraduate and Graduate (if applicable) grade point average (GPA)
- Letters of Recommendation
- Personal Statement
- Senior Authored Writing Sample
- Vita
- Transcripts
- Interviews

## Specialist in Education (Ed.S.)

Students are evaluated when they apply for the Ed.S. program. The School Psychology Program Committee considers their progress in the Training standards. Students not making adequate progress are denied admission to the Ed.S. program.

Students must earn a Master's degree in Psychology prior to admittance into the Ed.S. program. Some of the Ed.S. level coursework may, with permission, be taken concurrently with the Master's coursework. The application for the Ed.S. degree program may occur during the second year of the Master's degree program. Students requesting exceptions to this rule must submit a written request to the Program Director and this request will be reviewed and voted on by the School Psychology Program Committee. Admission to the Specialist program will be contingent upon successful completion of a Master's program and School Psychology Program Committee review and acceptance. All applicants must submit an application to the Office of Graduate Studies at UNO by **December 15**. The Office of Graduate Studies website is: <http://www.unomaha.edu/graduate/>.

# **Practicum Experiences**

## **Master's Level**

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

### **Description and Setting**

The Master's practicum is a yearlong 150 clock hour supervised experience through the Academic Evaluation and Intervention Clinic at the University of Nebraska Medical Center's Munroe-Meyer Institute (MMI) applying basic academic assessment, intervention design, and consultation skills. Students provide assessment and consultation services to students, parents, and schools seeking intervention assistance for educational problems.

### **Requirements**

During their second year, students register for the Master's level practicum (PSYC 8970) and complete the minimum 150 clock hours across the entire year but register for 1 credit in the Fall and 2 credits in the Spring. One evening a week, students are required to work with clients, provide peer supervision, and attend a clinic peer-faculty review seminar. Students are also required to maintain case management records consistent with ethical principles for the profession of psychology.

### **Supervision and Student Evaluation**

Students are supervised by advanced graduate students in School Psychology, as well as faculty from MMI. Students are evaluated based on their professional case management skills, application of academic assessment, intervention design, and basic consultation skills. The faculty supervisor completes an evaluation of each student. Students are also evaluated on their participation in the peer-faculty review seminar.

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

### **Description and Setting**

The purpose of the Ed.S. Level 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 Ed.S. level practicum can potentially encompass the Birth – 21 continuum and the spectrum of school psychology services. Placements will be in the Omaha Metro area. Students will participate in activities that prepare them for their internship.

## **Requirements**

A practicum of a minimum of 300 hours will be completed during the UNO academic year in consecutive semesters and students will register for PSYC 9970 in the fall and spring semesters. Students will develop a plan that includes a set of specific and ambitious goals reflecting each of the applicable Program Objectives (described earlier in this handbook). The student develops the plan collaboratively with the site supervisor, and when the plan is agreed upon, the plan must be signed and dated by the site supervisor, student, and university supervisor.

The practicum student shall maintain a log of activities (including techniques, instruments, methods and strategies used, the service recipients, and time required) and supervision received. The content of supervision should be specified. All identifying information should be removed from logs. The practicum student will submit weekly logs to the university supervisor who will review them and provide feedback.

## **Supervision**

The practicum student is assigned to one School Psychologist who is responsible for evaluating and monitoring his/her activities. The supervising psychologist must have a minimum of two years experience as a School Psychologist and hold valid certification. The practicum student may participate in experiences and activities with other psychologists in the district if coordinated by the primary supervisor. 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. University supervision takes priority over on-site practicum activities so students should schedule accordingly.

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. The university supervisor shall arrange at least one on-site meeting with the practicum student and the on-site School Psychologist/supervisor. The purpose of the on-site visit is to provide coordinated feedback to the student.

## **Student Responsibility**

The practicum student is responsible for coordinating all activities and maintaining highly professional behavior. Students should be punctual and cancel appointments only under extreme circumstances. A consistent schedule is preferable, but should be discussed with the site supervisor.

## Applied Experiences

### **Service Learning Experience (PSYC 8590: Psychology of Exceptional Children)**

The service learning experience takes place at a local parochial school in Omaha. Because the students attend a private parochial school, they do not receive direct special education services; however, some would meet the criteria for exceptionalities such as Learning Disability.

Graduate students are assigned one or two students who have been referred by their teacher. Students work individually with the child and consult with the child's teacher and parent(s). Students gain in-depth knowledge of classrooms, curriculum, instructional procedures and interventions for students who may have learning and/or behavioral problems. The UNO student develops an intervention plan following the Problem-Solving Approach presented in class.

### **Service Learning Experience (PSYC 8530: Early Childhood Assessment)**

Graduate students gain experience working with the early childhood population through regular preschool visits. There students collect play assessment data and consult with classroom teachers. Based on this information, graduate students determine which children would benefit from play or social skills interventions. The students work with children individually or in small groups and develop an intervention plan following the Problem-Solving Approach.

### **Applied Learning Project (PSYC 8576: Behavior Analysis and Intervention)**

UNO students are matched with classroom teachers from a local alternative school that specializes in educating students with severe challenging behaviors. The teacher matches the graduate student with a school-aged student to observe throughout the semester. The graduate student uses this observation data to effectively consult with the teacher and recommend possible changes to behavior support plans.

### **Consultation Casework (PSYC 9780: Advanced Educational and Psychological Consultation)**

Students consult with teacher education students enrolled in a practicum course with the UNO Learning Disabilities Clinic (SPED 8960). Students conduct three interviews and an intervention sharing session with teachers. The consultation meetings are used to define and analyze an academic or behavioral problem experienced by a school-age child attending the clinic, as well as work with the teacher to develop and evaluate an intervention.

### **Additional Opportunities for Applied Experiences:**

- **Norming Data Collection**
  - You are encouraged to participate in norming and screening data collection, such as through the use of Curriculum Based Measurements, in local schools. These opportunities often become available through Practicum students' needs at their sites or through research team work.

- **Reading Mentoring Program**

- Students have the opportunity to volunteer for a reading mentoring program at a local elementary school. These students work individually with students needing additional help in reading.

- **Summer Reading Program**

- The UNO students have developed an ongoing summer reading program at a local parochial school. Graduate students work with school-aged students on a number of educational activities. Reading data is collected to monitor student progress throughout the program.

# Student Evaluation

## Master's Level Evaluation

- Course evaluation (e.g., grades, specific rubrics (See Appendix A), 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) (See Appendix B)

## 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.

### Purpose

The portfolio has the following purposes:

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

Students should consider the portfolio as a representative, but not exhaustive, compilation of their best work. Students are highly encouraged to organize their portfolios in an efficient and effective manner that best demonstrates their work; however, the exact method for organizing the materials is left up to each student.

The CP is composed of the following products:

1. Curriculum Vita

## 2. Portfolio Overview

- Introduce your portfolio with a description of the purpose of the portfolio, how you selected materials for inclusion in the portfolio, and how the materials are organized. Include a table of contents to help with organization.
- Include for the evaluators a guide that indicates how the contents provided relate to the program's training objectives (including the program's core objectives and the NASP training standards). This guide should be in a table format, so the reader can easily see the relationship between the training objectives and the portfolio contents you have provided to demonstrate your competency with each objective.
- Your overview should be 2-3 double-spaced pages.

## 3. Current Model of Professional Practice

- This is a statement that describes your current philosophy and beliefs about how professional school psychology service delivery should look. It should be an original document that you have created for this portfolio, but it may be shaped by prior class assignments. Consider the Current Model of Professional Practice statement an evolutionary document, the contents of which can change over time as you develop your skills and beliefs as a professional school psychologist. As such, your Model will likely look different at different times in your program, and should be modified for both your Master's and Ed.S. portfolios.
- In writing this statement, you must cite relevant resources that have guided your personal philosophy about service delivery. A description of your orientation towards assessment, intervention, consultation, diversity, and other aspects of service delivery are key elements of this statement.

## 4. Personal Competency and Reflection Statement

- The personal competency statement is a succinct reflection on your own personal accomplishment of the program's training objectives. You should discuss your skills and accomplishments relative to UNO's core training objectives and the NASP standards for training that fall within them.
- The statement should be based on coursework, practicum experiences, applied experiences, and research. It should summarize discrete skills and interests with consideration of general service delivery parameters (e.g., age range of students, service settings, types of problems addressed, etc.) and provide examples of your work in these areas. In addition, it should include a description of how non-school psychology coursework (e.g., Psychology proseminars) has influenced your knowledge and skills as a school psychologist.
- Your Personal Competency and Reflection Statement should demonstrate the integration of your knowledge and skills across training objectives. Indicate how what you have learned all fits together in your competencies.
- After reading your Personal Competency Statement and Current Model of Professional Practice, one should be able to know "who you are and what you can do" as a developing school psychologist.

## 5. Samples of Written Work

- Work samples should document evidence related to your competence in each of the program's training objectives (including the NASP training standards). You

may choose as many samples of work as you would like to demonstrate your competence for each objective; however, you are highly encouraged to select a small number (e.g., 2-4 per action/objective) of samples that *represent* your overall work.

- To be efficient with resources required to produce and evaluate your portfolio, you may choose *sections* of work samples to include, rather than entire samples.
- Each evidence source should be accompanied by a brief description of the context for the work (e.g., when it was created, for what purpose, whether it was evaluated, etc.) and why it is being included.
- Work samples may be used to document competency for more than one training objective (in fact, this is highly encouraged!).
- Examples of work samples that may be included are as follows:
  - Exams
  - Papers written for courses
  - Entries from reflection journals
  - Evaluations from practicum supervisors
  - \*Practicum (clinic and school) assessment/intervention case(s)
  - \*Consultation case report OR other case report that demonstrates consultation skills
  - Field experiences and simulated cases from courses
  - Conference presentations
  - Course assignments
  - Samples from work completed outside of coursework

\*required
- It is important to note that documents created for this portfolio also can be used as evidence for your competence. For example, your Current Model of Professional Practice may include compelling information related to your understanding of issues of diversity and how they relate to school psychology practice. In fact, documents created for the portfolio (e.g., personal reflections) in which you integrate and synthesize your mastery of training objectives are highly recommended as they often may be more enlightening than your other sources of evidence!

#### 6. Ed.S. Research Project Proposal PowerPoint and Summary

#### 7. Documentation of External Professional Development Activities

- A brief statement about your experience with external professional development activities, such as membership in NSPA, NASP, or APA; leadership and/or officer positions; conference/workshop attendance; additional professional reading outside of course work).

#### 8. Goals for Practicum

- School-based practicum goals—developed before practicum begins

## Portfolio Evaluation

Personnel:

Core School Psychology Faculty (2)

#### Evaluation Steps:

1. Students will present the portfolio to the faculty evaluation committee on the date designated below. Students should provide **one electronic copy** for each committee member.
2. Faculty will review the portfolios. Based on their review of materials provided, 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.
3. Students will respond to faculty questions/discussion points in front of the evaluation committee during a pre-specified portfolio defense meeting time.
4. Following the student's portfolio defense, the student may be asked to leave the room while each reviewer uses the Annual Review of Student Progress (Appendix B) to rate the Comprehensive Portfolio. Faculty will discuss their evaluation then invite the student back in to the room. The student will then be provided with verbal feedback on his or her performance. Goals also will be set during this time as needed.
5. Written feedback will be provided to the student by a committee member at a later date.

#### Criteria:

Evaluation of portfolios is completed using the Annual Review/Comprehensive Portfolio Review Form (See Appendix B). Master's students must receive an average of 3.5 or higher on each training objective. Any score below 3.5 will necessitate remediation. The student and committee will develop the remediation plan.

#### **Timeline**

March 15: Submit portfolio to committee

April 10-20: Portfolio defenses

May 1: Remediation plan due in writing

#### **Ed.S. Level Evaluation**

#### **Practicum Evaluation**

- Site supervisors will complete evaluations of the practicum student at the end of each semester. The site supervisor and the practicum student will review and discuss the evaluations, which will then be submitted to the university supervisor with the portfolio. These include:

- Consultant Effectiveness Scale (See Appendix B)
- Professional Work Characteristics (See Appendix B)
- Evaluation of the Efficacy of School Psychological Services (completed by school-based Practicum supervisor (See Appendix B)
- Course evaluation (e.g., grades, specific rubrics (See Appendix A), 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) (See Appendix B)
- Ed.S. Level Practicum portfolio (see scoring rubric on next page)
  - \*Students are required to complete a portfolio to evaluate their performance at the end of the Fall and Spring semesters during the Ed.S. level practicum. Specific requirements for this portfolio may be found in the Practicum Manual available from the Program Director.

**Rubric: 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.

<b>Professional Behavior</b>	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.	All areas rated above average by field supervisor. University supervisor's observations were consistent.	Some or all of the areas were rated below average by the field supervisor. 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>Quality of Academic Interventions</b>	Documentation of intervention is complete (see attached 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.	Documentation of intervention is complete (see attached 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>Quality of Behavioral Interventions</b>	Documentation of intervention is complete (see attached 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.	Documentation of intervention is complete (see attached 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>Quality of Assessments</b>	All assessments followed the school district requirements but also included documentation of the use of a Response to Intervention process. Reports were informative and of high quality (see rubric).	Psychometrically sound assessments that were 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).	Assessments provided minimal information and reports were incomplete.
<b>Quality of Additional Activities</b>	Highly advanced and reflects quality beyond that of a typical practicum student.	High degree of quality and documentation reflects this quality.	Consistently high quality not reflected in portfolio or in field supervisor report and evaluation.
<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:** \_\_\_\_\_

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## **Internship: Ed.S. Degree**

### **Eligibility**

Students are eligible to apply for an internship when their coursework is near completion, their Ed.S. Applied Research Project is completed and a grade has been assigned, and they have approval from the Program Director. Students must complete the Internship Eligibility Approval Form (see next page) prior to applying for internship. The Program Director will review the student's record and determine whether or not the student is making adequate progress toward completion of the coursework. In order to start the internship, students must have all required coursework completed except the 6 hours of internship credit.

Enrollment in an internship is subject to approval by the School Psychology Program Committee. Moreover, an internship placement and its conditions require approval from the Program Director (enrollment for credit is not enough).

**Internship Eligibility Approval Form**  
**UNO School Psychology Program**

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

Please complete this form prior to applying for internships. The form must be approved and signed by the Program Director.

\_\_\_\_\_ Master's Degree obtained

\_\_\_\_\_ Ed.S. Applied Research Project completed and grade has been assigned

\_\_\_\_\_ Adequate progress in Ed.S. coursework (Grade of B- or higher in all Ed.S. level courses)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

# **Internship Requirements**

## **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, and other faculty who wish to attend, 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. 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 during the summer and all requirements are reviewed at that meeting.

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.

## **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.

## **Provisional Certification**

To be eligible for provisional certification, the prospective intern must have all coursework completed except internship and summer courses that will be completed just prior to starting the internship hours. Students are responsible for initiating the certification process as soon as they are offered an internship.

**The process for obtaining state provisional certification is as follows:**

- 1.) Visit the department of education's website for the state in which you will intern.  
Nebraska <http://www.education.ne.gov/>  
Iowa <http://www.iowa.gov/educate/>
- 2.) Complete the necessary paperwork for state certification.

**For Nebraska:**

- 1.) See Nebraska teacher certification first time applicant manual  
<http://www.education.ne.gov/tcert/pdfs/Manual.pdf>
- 2.) Complete Application for a Nebraska Certificate form (as Special Services)  
<http://www.education.ne.gov/tcert/pdfs/Application.pdf>
- 3.) Pay the application fee; credit cards are not accepted. This fee must be mailed, and the process is not initiated until payment is received.
- 4.) Order transcripts for all college credit (not just graduate credit):  
In Nebraska, send them directly to the Department of Education or Roskens Hall 204.  
If you order them before the end of the semester, indicate that they should hold them for current semester grades.
- 5.) Submit official transcript of pre-approved Human Relations Training course
- 6.) Complete Institutional Verification form and contact Becky Schnabel (in Roskens Hall) to sign the Institutional Verification form. She will send the Verification form to the appropriate parties. <http://www.education.ne.gov/tcert/pdfs/inst%20verif.pdf>
- 7.) Complete the fingerprinting requirement if necessary

**For Iowa:**

- 1.) Complete Application for a one-year Class A nonrenewable license section 1  
<http://www.boee.iowa.gov/forms/SchPsyIntern.pdf>
- 2.) Have Section II be completed and Becky Schnabel (in Roskens Hall) to sign the form.
- 3.) Order transcripts for all college credit (not just graduate credit)
- 4.) Complete the fingerprinting requirement if necessary
- 5.) Pay the application fee

**For other states:**

Visit the state department of education's website to determine requirements for a provisional certification.

- 3) You will need to have your certification when you start your internship. To guarantee timely certification, submit the application by **July 1**. The Program Director will complete the appropriate paperwork.

## **Supervision**

On-site supervision shall be provided by a School Psychologist with valid certification and at least two years experience in School Psychology. Direct (face-to-face) individual supervision by the on-site supervisor needs to occur at least once per week for two hours.

There will be regular supervisory contacts with a university supervisor. Throughout the internship, the on-site supervisor and the university supervisor shall maintain close coordination of and communication about the intern's performance. Both the on-site and the university supervisor must approve the internship plan.

The intern is required to attend monthly half day seminars with University supervisors and colleagues. If the internship is located a significant distance from the UNO campus this can be arranged via internet and phone conferencing or with a "host" university. These meetings will focus on timely professional topics, supervision, and discussion of relevant and common issues encountered on internship. Site visits may also be arranged if requested by the intern, the site supervisor, and/or the university supervisor.

## **Internship Plan**

Students will develop a plan that includes a set of goals for their internship. These goals should reflect each of the Program Objectives (described earlier in this handbook) and should be specific and ambitious in nature. Several goals should be developed for each objective domain. The internship experiences must achieve professional intensity and diversity and accommodate the breadth and depth of training. The plan will be developed by the student and the student will then discuss it with the site supervisor. When the plan is agreed upon, both the site supervisor and the student will sign and date the plan. It will then be submitted to the university supervisor for review and approval. Modifications may be necessary at this phase. Until the plan has been fully approved (signed by the university supervisor, the field supervisor, and the intern), the intern may not start counting hours to be applied to the 1,200 hours that are required for the internship.

## **Other Paperwork**

The intern should also provide the following information to the university supervisor:

- 1) school district information (e.g., name, size, number of schools, number of students)
- 2) specific assignment
- 3) supervisor and contact information
- 4) contract dates
- 5) a copy of the contract
- 6) supervision schedule
- 7) the original, signed internship plan
- 8) the signed district/UNO internship contract (see next page)

# **Internship Contract**

## **UNIVERSITY OF NEBRASKA-OMAHA**

### **SCHOOL PSYCHOLOGY TRAINING PROGRAM**

The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.

The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

The UNO School Psychology Program will:

- 1) provide monthly group supervision.
- 2) engage in regular contact with the site supervisor.
- 3) engage in regular contact with the intern.
- 4) review all intern logs.
- 5) review evaluations.
- 6) determine an internship grade each semester, with the input of the site supervisor.

The internship site will:

- 1) allow the intern to complete their goals. The goals are consistent with the objectives of the training program and are aligned with the NASP Standards for Training and Practice.
- 2) provide an average of at least two hours of weekly field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
- 3) provide release time for the intern to attend the monthly university supervision meeting.
- 4) formally evaluate the intern's performance each semester.
- 5) provide documentation of the period of appointment and any terms of compensation.
- 6) provide the intern with a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office, and support services consistent with that afforded agency school psychologists.
- 7) allow a provision for participation in continuing professional development activities.
- 8) give release time for internship supervision.
- 9) ensure a commitment to the internship as a diversified training experience.

By signing this contract, both parties agree to its conditions.

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Internship Site

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Director, School Psychology Training Program, University of Nebraska at Omaha

## Internship Evaluation

- Site supervisors will complete evaluations of the intern at the end of each semester. The site supervisor and the intern will review and discuss the evaluations. These evaluations will be submitted to the university supervisor. These include:
  - Consultant Effectiveness Scale (See Appendix B)
  - Professional Work Characteristics (See Appendix B)
  - Evaluation of the Efficacy of School Psychological Services (completed by school-based Practicum supervisor (See Appendix B)
- Course evaluation (e.g., grades, specific rubrics (See Appendix A), 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
- School Psychology Program: Annual Review (Faculty evaluations) (See Appendix B)
- Internship portfolio (see next page)

\*Interns are required to complete a portfolio to evaluate their performance at the end of the Fall and Spring semesters during Internship. Interns will submit their Internship Portfolios at the end of their contract. Specific requirements for this portfolio may be found in the Internship Manual available from the Program Director. Internship portfolios are evaluated on evidence of goal completion and quality of services provided.

## Rubric: Internship 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 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>Intern 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.

<b>Professional Behavior</b>	Ratings and reports of professional behavior were consistently in the highest category of rating. Behaviors were beyond the level of the typical intern in terms of independence, competence, interaction style, and courteousness.	All areas rated above average by field supervisor. University supervisor's observations were consistent.	Some or all of the areas were rated below average by the field supervisor. 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>Quality of Academic 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.	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>Quality of 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.	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>Quality of Assessments</b>	All assessments followed the school district requirements but also included documentation of the use of a Response to Intervention process. Reports were informative and of high quality (see rubric).	Psychometrically sound assessments that were 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).	Assessments provided minimal information and reports were incomplete.
<b>Quality of Additional Activities</b>	Highly advanced and reflects quality beyond that of a typical intern.	High degree of quality and documentation reflects this quality.	Consistently high quality not reflected in portfolio or in field supervisor report and evaluation.
<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:**

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## Completion of Internship

Upon successful completion of the internship, a grade will be submitted and the student is considered a graduate of the program. Students are encouraged to attend the Ed.S. graduation ceremony at the completion of the internship. Ed.S. degrees are conferred in August following the completion of all internship requirements; however, students may attend the commencement ceremony in May, as an August ceremony is not held. At the time that all coursework is complete, students are eligible for full certification and are responsible for pursuing this in their state of employment. Because the degree will be posted at the time of graduation, the individual will need to request that his/her district submit the paperwork for Conditional Certification until the degree is posted. It should be noted that not all internship sites automatically renew employment; some are 1 year positions and the student is responsible for finding employment.

## Full Certification

At the time that all coursework and 1,200 internship hours are complete, students are eligible for full certification and are responsible for pursuing this in their state of employment.

Regardless of one's expected state of employment, students are strongly encouraged to obtain Nebraska State Certification and become a Nationally Certified School Psychologist (NCSP). This will simplify obtaining certification in other states.

- 1) Visit the department of education's website for the state in which you will seek certification:  
Nebraska – <http://www.education.ne.gov/>  
Iowa\* <http://www.iowa.gov/educate/>  
(\*NCSP certification is sufficient)
- 2) Pay the fee
- 3) Complete the necessary paperwork for state certification
- 4) To guarantee timely certification, submit the application by **July 1**.

## NCSP Praxis Exam

Students are required to take the National Certification for School Psychologists (NCSP) Praxis Exam prior to earning their Ed.S. Degree. The full results of the exam (including the subscores) must be submitted to the Program Director. Students must make a hard copy of the results they receive in the mail and send it to the Program Director. Even if students indicated on the test that they wanted the results sent directly to the program, it will not occur unless at least 10 students from UNO take the exam at the same time.

### **The process for obtaining national certification (NCSP) is as follows:**

- 1) Completion of a 1200 hour internship in school psychology
- 2) Register and take the School Psychology Praxis Exam and earn a score of 165 or higher.  
<http://www.nasponline.org/certification/etsinfo.aspx>

- 3) Have scores sent directly to NASP (whether or not you are a member).
- 4) Send transcripts to NASP (for all college credit).
- 5) Complete the Verification forms, and have signed by the program director and field based supervisor.
- 6) Pay the fee(s).

For more information visit: [www.nasponline.org/certification/index.aspx](http://www.nasponline.org/certification/index.aspx) and <http://www.nasponline.org/certification/NCSPdownloads.aspx>

## 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/graduation\\_checklist.php](http://www.unomaha.edu/graduate/graduation_checklist.php).

If you apply for graduation and do not complete all of the requirements in time to graduate, notify the Office of Graduate Studies as soon as possible so that your name can be removed from the graduation list. You must REAPPLY for graduation in the Registrar's Office in the next semester in which you intend to complete the requirements for the degree; no additional fee is charged to reactivate your application.

### **The following requirements are due 12 working days prior to commencement:**

- Comprehensive Examination Results (Comprehensive Portfolio results)
- "Incompletes" and "NR" grades from a previous term must be removed so that the grade will be in the Office of Graduate Studies.
- Deliver all copies of thesis, thesis equivalent project or Ed.S. field project to the Office of Graduate Studies for final approval.
- Pay all fees/fines and satisfy all obligations to the University.

For students currently enrolled in courses that are a part of their plan of study, enrollment must be maintained to be eligible for graduation. A grade for any current enrollment must be received by the Registrar's Office no later than the close of business on the fifteenth working day following the date of commencement.

**\*\*\*IMPORTANT: Ed.S. Graduates are only eligible for August graduation, but may choose to attend the May commencement ceremony, as there is no August ceremony \*\*\***

## 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. Along with reviewing research in coursework and carrying out a study in the Program Evaluation course, students are required to participate on a faculty-led research team and conduct an independent applied research project.

### Research Team Participation

School Psychology students are required to participate on a research team led by a UNO or MMI Psychology faculty member throughout their graduate studies. Students will learn about available teams in their first month of the program and select a team by **October 1** of their first semester.

Faculty who are interested in having students become part of their team will have the opportunity to recruit at a designated time. Faculty may also submit a written description of their research team if they would prefer. They should be clear as to the number of students they can take and the expectations of the student(s). The program director will organize the selection process. If a student should wish to change research teams, approval must be obtained from the current research advisor and the prospective advisor.

Students are expected to attend regular research meetings with the faculty and other team members. It is the faculty member's responsibility to ensure that the experiences include enough breadth and depth for the student to meet the objective (i.e., develop critical thinking skills in research, conduct independent research project) of research team participation.

Research team activities may include: reviewing literature, collecting data, entering data, analyzing data, writing manuscripts, preparing and/or giving presentations, and discussing findings. While hours vary, students should expect to contribute a minimum of 50 hours per semester. Students should log their activities and hours. Students have the option of registering for research credit under PSYC 9960 – Research Other Than Thesis (1 credit for every 50 hours).

The logical outcome of research team participation is that students will conduct their research in this area. If this occurs, the faculty member will be the project advisor. If the faculty member is from Munroe Meyer Institute or is outside of the School Psychology program faculty, a UNO School Psychology faculty member will serve as co-chair. Students may use existing data or may choose to collect new data.

### Ed.S. Applied Research Project

The Ed.S. applied research project concerns topics of interest to School Psychologists (e.g., assessment techniques, intervention strategies, classroom management, etc.) and demonstrates the student's capacity to conduct an independent study or research project. The work will not necessarily be original research, but it may be a new application of ideas.

In order to complete the Ed.S. project requirements, School Psychology students will be required to complete various activities. At a minimum, 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) obtain approval from the Institutional Review Board (IRB) to conduct the research; (c) collect and analyze data obtained in the research; (d) orally defend the final written draft of the Ed.S. research project to the student's advisor and committee members; and (e) submit a manuscript to an approved journal.

The Ed.S. project is a requirement that School Psychology students are responsible to complete outside of normal coursework. Although students will be given 6 credit hours (PSYC 9940) for completion of the Ed.S. project, no specific class time is provided for the activities. Students should register for 3 credits for PSYC 9940 during the Fall Semester of the third year and may register for the other 3 credits at any time during their Ed.S. work, although it is recommended that these be taken during the summer after the first or second year. To enroll, students must request permission from the program director. Details about the process are specified in the suggested timeline below.

## **Project Options**

The topic and substance for a student's project may be related to their research team's activities or a student may choose a project related to practicum, work experience, community needs, or faculty suggestions.

**Projects that are not a part of a research team must be approved by the Program Committee.** A brief written summary (1-2 pages) of the project should be submitted to the director.

## **Project Development and Proposals**

Students will develop their project with their advisor. At the point that the student is clear about the research question(s), literature base, and methodology, s/he will present the proposed project to their committee. No formal written proposal will be used; instead, students will provide a summary of their project. The summary (maximum of 5 pages excluding references) should include a brief review of the relevant literature and a detailed description of the proposed methodology. All of the information provided in the summary will be expanded in the student's presentation. Students will prepare a PowerPoint presentation that details the rationale for the study, literature support, research questions, and methodology and will present this to their committee. Committees will consist of a minimum of two psychology faculty (MMI or UNO) and an outside faculty member. All committee members must have graduate faculty status at their university. Committee members should be approved by the student's advisor prior to invitation. Outside members are selected based on expertise and interest in the research topic.

Upon approval of the proposed project, the committee members will sign the approval form. This form serves as the student's contract for the methodology. Any changes must be approved by the committee.

Proposals that will utilize new data collection will be proposed to committee between **September 1 and February 1** of the second year in the student's program. Proposals utilizing

existing data or practicum cases will be proposed between **September 1 and March 31** of that same year. Proposals will not be allowed after those dates.

## **Project Completion**

Students will write up their project in manuscript-ready format, utilizing the Guidelines for Authors in any of the approved journals (see list below). Students should consult with their advisor as to which journal would be most appropriate for their project. Students will give their manuscript to their committee, present the results in the traditional defense format, and, upon completion, will submit their project to the selected journal. Defense meetings must be completed by **March 31** of the third year of the program. **Students may not apply for internships until the project is completed (i.e., defended, revised when applicable, submitted to graduate office and to an approved journal).**

Two versions of the manuscript are needed. The **defense version** should follow the format required for the graduate school ([http://www.unomaha.edu/graduate/thesis\\_masters.php](http://www.unomaha.edu/graduate/thesis_masters.php)). The **manuscript version** should follow the APA format with your advisor listed as the co-author of the project. Please check with your advisor regarding the format needed for the defense meeting.

## **Journal Approval Process**

Select from the approved list of journals (see Project Timeline for a complete list) OR if the journal is not on the list, talk to your advisor about its appropriateness. For all journals, print the *Journal information page and Instructions for Authors*. Submit these to your advisor when you turn in your first draft of the manuscript. Your advisor will give approval or suggest that another journal be used.

## **Manuscript Submission Process**

- Prepare manuscript draft for your defense.
- Make all revisions suggested by committee at defense.
- Have advisor (and committee members when appropriate) review manuscript prior to submission to graduate school and journal.
- CC your advisor on all correspondence with editors.
- Submit final copy to your advisor.

## Ed.S. Research Project Timeline

**Note: Individual projects may deviate somewhat from this schedule, but *your project must be completed and defended prior to applying for an internship.* Consult the General Manuscript Guidelines, Ed.S. Project: Final Evaluation, and the Ed.S. Applied Research Project Progress grids found on the following pages.**

### **1<sup>ST</sup> SEMESTER**

#### **Learn More about Research** (in general)

- Read articles for your classes.
- Review School Psychology journals (see list below) in the library or online.

#### **Explore Research Opportunities**

- Learn about available research teams (in first month).
- Ask current School Psychology students about their research projects and experiences.
- Talk with faculty about their research.
- Possibly attend NSPA Fall Conference.

#### **Gain Research Experience (minimum 50 hours)**

- Join a research team by **October 1**.
- Take online IRB course for CITI training (<http://www.unmc.edu/irb/>) and provide a certificate of successful completion to your advisor.
- Review literature for research topic of selected team.
- Assist other students with their projects.

### **2<sup>ND</sup> SEMESTER**

#### **Learn more about Research**

- Continue with the activities from 1<sup>st</sup> semester.
- Make a commitment to read 1 new article per week.
- Review previous School Psychology student projects – available in School Psychology Lab and from faculty.
- Possibly attend the NASP Annual Convention and/or NSPA Spring Conference.

#### **Gain Research Experience (minimum 50 hours)**

- Commit to working 2-5 hours per week developing project, assisting others with their research, and participating in research team meetings and activities.

#### **Begin to Focus your Project**

- Ask faculty and students for ideas.
- Keep a list of your ideas (may or may not be related to research team).
- Identify potential research question(s) and hypotheses and discuss them with your advisor.
- Search the literature and review all related work.
- Begin to develop your outline.
- See the pages 53-54 for Proposal Criteria.

## **3<sup>RD</sup> SEMESTER**

### **Proposal Summary and PowerPoint Outline**

- Provide a detailed outline of your proposal (Introduction, Proposed Study, Research questions and hypotheses, Method, including analysis) to your advisor.
- Continue to make revisions and incorporate feedback from your advisor until your advisor says that you are ready to propose.
- Be sure that all your references are correct.
- Contact potential study sites to ensure that your project is realistic. If possible and when appropriate, formal or informal approval from the study site is encouraged.
- Develop your 5 page summary.
- Advisor must approve PowerPoint outline and summary before the meeting can be set.

### **Proposal Preparation** (some of these activities may occur in the 4<sup>th</sup> semester)

- Select committee members.
  - Committee members should have an interest in your project and be able to contribute to the improvement of your study.
  - You must have, at a minimum, 1 member from the psychology department, this includes MMI, and 1 outside member (e.g., education, social work, etc.).
  - If you are weak in statistics and have a complicated design, you may wish to select a member who could assist you.
  - Discuss your selection with your advisor and obtain approval before asking anyone to be a committee member.
  - Discuss the project with each member individually prior to the meeting and ask if they would be available to serve as a committee member. If they are unavailable, ask if they have suggestions of other faculty members who may be interested.
  - After you have selected your committee, call the graduate office to make sure your selections qualify as a complete committee.
- Distribute your Summary to your committee a minimum of 1 week prior to meeting.
- Arrange the proposal meeting
  - Establish a time in which all members can attend.
  - Sign up for a room and ask for any equipment you might need (see department secretary).
  - Notify your committee members of the time and location.
- Prepare your PowerPoint presentation
  - Bullet the main points of your literature review.
  - Bullet your proposed study, including your hypotheses and support and your Method section.
  - Make sure you are familiar with all the studies you reviewed and cited.
  - Practice, practice, practice (you may want to do a practice proposal in front of the School Psychology students and your advisor).

## **3rd or 4<sup>TH</sup> SEMESTER**

### **Proposal Meeting**

- If using new data: Propose to committee between **September 1** and **February 1**.
- If using existing data: Propose to committee between **September 1** and **March 31**.
- Bring the *Thesis/Thesis-Equivalent Proposal Approval Form* and *Proposed Supervisory Committee Form* to the proposal meeting. They are both available on the Graduate School's website: <http://www.unomaha.edu/graduate/forms.php?t=c>
- Present the study to your committee in a professional manner, and accept questions and feedback. Remember that you know the research. Be confident!
- Meetings generally last for 1-1.5 hours.
- After committee members have asked questions and provided feedback, you will be asked to leave the room. When you return, you will be informed as to whether you passed, passed with revisions (advisor generally holds his/her signature until revisions are completed), or did not pass and another proposal meeting will be necessary.
- Obtain signatures on the two forms, make a copy for your records, get Graduate Program Chair's signature, and submit to the graduate office.

### **Post-Meeting Activities**

- Discuss all revisions with your advisor to ensure common understanding.
- Write and submit your **IRB application**. Forms and procedures are available online at <http://www.unmc.edu/irb/>. You cannot begin any data collection until you have obtained IRB approval. If using existing data, check with your advisor to see if IRB has been completed. It may still be needed for archival data.
  - Steps in IRB process (do not wait until the last minute if having others review it):
    - Review existing applications, available from faculty, advisor, or fellow students.
    - Obtain letter of support/permission from any off-campus study sites.
    - Write application, permission forms, cover letters, etc.
    - Have your advisor review the application and provide feedback.
    - Submit application to Department Chair for review and signature.
    - Submit application to IRB office.
    - Receive feedback and make revisions, if necessary.
    - Upon approval, you may use your permission forms.
    - CC advisor on any correspondence from the IRB office

## **4<sup>TH</sup> or 5<sup>TH</sup> SEMESTER (or summer in between)**

### **Data Collection/Analysis**

- Recruit volunteers to help with data collection, if necessary (inform IRB).
- Meet with study site personnel to determine a mutually agreed upon timeline.
- Collect your data and keep your advisor updated on progress.
- Make **NO** changes in your methodology, including number of participants, without written approval from your advisor and committee members.
- Analyze data. Remember that this is your responsibility. You will be expected to understand your statistics thoroughly. Seek assistance if necessary but do not hire someone else to do your statistics for you. You may, however, hire a statistical consultant. Ph.D. students are often good resources.

## **5<sup>TH</sup> and 6<sup>TH</sup> SEMESTER**

### **Write Manuscript**

- Review list of approved journals (page 56) to determine an appropriate journal for your manuscript.
- Obtain approval from your advisor for your selected journal.
- Review pages 58-59 for General Manuscript Guidelines and Appendix A for Technical and Mechanical writing rubrics.
- Write project in manuscript-ready format (see Guidelines for Authors in approved journals, see list below).
- See Appendix A for grading rubric of final project.
- Adhere to APA style.
- When you have completed your best attempt at a final draft, submit an electronic and paper version to your advisor **along with the journal author guidelines**. Your advisor will most likely review several drafts of the write-up. With each draft, please submit an electronic and paper copy. It is also helpful if you provide a copy of the most recently reviewed draft along with your revised version. The faster the turn-around time on your part, the faster your advisor can provide feedback. It is much easier to read a version after having seen the proposal a couple of weeks earlier than waiting a couple of months. When your advisor says that you are ready to defend, schedule the meeting.

### **Final Defense**

- Defend project by **March 31**.
- Once manuscript is approved by advisor, submit to committee 1-2 weeks prior to defense.
- Schedule your final defense meeting in the same manner that you did for your proposal meeting. A practice defense is highly recommended.
- Your final defense format will be similar to your proposal meeting with a few exceptions. Briefly review the Introduction and focus more time on your Method, Results and Discussion. Questions and feedback will occur in the same format. Advisor will withhold his/her signature until discussed revisions have been made.
- Review the Graduate Office requirements and bring one printed copy of the *Report on Completion of Degree Form* to the meeting: <http://www.unomaha.edu/graduate/forms.php?t=c>. The advisor will adapt form to meet the School Psychology requirements.

### **Post-Meeting Activities**

- Make the revisions and have your advisor review them.
- Once approved, submit your completed project to the graduate office according to their guidelines. See [http://www.unomaha.edu/graduate/thesis\\_masters.php](http://www.unomaha.edu/graduate/thesis_masters.php)
- Create ProQuest account to upload approved PDF file of project, see <http://dissertations2.umi.com/unomaha/>
- Assistance can be obtained for formatting [http://www.unomaha.edu/graduate/thesis\\_format.php](http://www.unomaha.edu/graduate/thesis_format.php) and submission [http://www.unomaha.edu/graduate/thesis\\_submit.php](http://www.unomaha.edu/graduate/thesis_submit.php)
- Submit your manuscript to a journal and send an electronic copy to your advisor.
- **Approved Journals:**

- *Journal of Applied School Psychology*  
<https://www.haworthpress.com/store/product.asp?sid=8JWS9UTVURLV8HPRS1KTT4BN4SQ0A3Q0&sku=J370>
- *Journal of Evidence-Based Practices for Schools*  
<http://www.rowmaneducation.com/journals/JEBP/>
- *Psychology in the Schools*  
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-PITS.html>
- *School Psychology International*  
<http://spi.sagepub.com/>
- *School Psychology Quarterly*  
<http://www.indiana.edu/~div16/quarterly.htm>
- *School Psychology Review*  
<http://www.nasponline.org/publications/spr/sprmain.aspx>
- *Exceptional Child*  
<http://www.cec.sped.org/Content/NavigationMenu/Publications2/ExceptionalChildren/default.htm>
- *Bilingual Research Journal*  
<http://brj.asu.edu/Subscript.html>
- *Journal of Positive Behavior Interventions*  
<http://pbi.sagepub.com/>
- *Journal of School Psychology*  
[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/699/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/699/description#description)
- *Journal of Psychoeducational Assessment*  
<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201771>
- *Journal of Educational and Psychological Consultation*  
<http://www.tandf.co.uk/journals/titles/1047-4412.asp>
- *The Journal of Educational Research*  
<http://www.tandf.co.uk/journals/titles/00220671.asp>
- *Developmental Review*  
[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/622817/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/622817/description#description)
- *American Journal of Play*  
<http://www.americanjournalofplay.org/>

## Ed.S. Project Tips

- Make sure all drafts are proofed and are your best work. Don't frustrate your advisor. Accept feedback positively. This is a learning experience. You will receive many written comments on your drafts. Don't be shocked when you see it. Appreciate the time and effort your advisor puts into your review.
- You may want to schedule regular meetings with your advisor. This helps you make consistent forward progress.
- Keep your advisor updated on every stage of the project.
- **Important: All of the work that requires your advisor will occur during the academic year (one week prior to the start of classes through one week after classes are completed for the year). Your advisor is not on contract during the summer. Therefore, no formal Ed.S. project work (i.e., reviewing drafts, preparing PowerPoints) will occur over the summer.**

## Research Support

### Office of Sponsored Programs and Research

Funds may be available for student research through the University Committee on Research and Creative Activity (UCRCA). The application deadline is in **mid-January**. For more details regarding the application process read the proposal guidelines and complete the application found on the UCRCA website: <http://www.unomaha.edu/spr/ucr.php>.

### Haas Foundation

Funds are also available to support Ed.S. applied research projects through the generous contributions from the Haas family. They have designated these funds for UNO School Psychology students who need financial assistance in completing their Ed.S. research projects. First apply to the Office of Sponsored Programs and Research and then to the Haas Foundation. The following guidelines will assist students in their applications:

- 1) The project proposal must have full approval by the committee prior to submitting the application.
- 2) If available, students must first apply to Office of Sponsored Programs and Research (SPR) for funding. Students should contact SPR early in the academic year to inquire about funding availability. Documentation of the application to SPR or lack of funds should be provided with the Haas application. If, in times of budget cut-backs, funds are not available through SPR, this will obviously not be a requirement.
- 3) IF SPR funds are available, students will submit the same SPR application to the School Psychology Program Committee for review. If SPR funding is not available students will provide the following information to the School Psychology Program Committee:
  - a. Title of project
  - b. Status of SPR funds and contacts
  - c. Advisor
  - d. Brief background of the project (1-2 paragraphs)
  - e. Summary of methodology (1-2 paragraphs)
  - f. Itemized budget with justification for each item
- 4) Proposals are due to the Program Director by **February 28**. Applications will be reviewed at the March committee meeting.
- 5) The amount of funding will vary annually and the School Psychology Program Committee will ensure that quality projects will receive a fair share of the funds available for that year.
- 6) Funding can be retroactive. All receipts must be submitted for reimbursement.
- 7) If funded, write a thank-you note to the Haas family.

### Fund for Undergraduate Scholarly Experience (FUSE) (funding now available for graduate students)

The Office of Research and Creative Activity (ORCA) sponsors the Fund for Undergraduate Scholarly Experience (FUSE). FUSE grants will support the participation of undergraduate and now graduate scholars in faculty-mentored research and creative activity. Awards of up to \$2,000 per student may be used to support a student stipend of up to \$1,500 as well as student travel for data/information collection and project-related supplies. Funds may not be used for

travel to meetings or meeting expenses, publication charges, salary/release time for faculty, or indirect costs. See the Office of Research and Creative Activity for more information.

## **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

\*Your papers must strictly adhere to APA style. Technical writing is important. Resources are available to assist you with both of these requirements.

Note: It is also suggested that you use index cards as a note taking procedure. Use one card for each main point of an article. Be sure to document the reference on every card. These cards can be coded according to your outline and will make writing the paper easier.

**Rubric: Ed.S. Project: Final Evaluation**

**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, proposed study, method, results, and discussion) is organized by the research questions 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.

<p><b>Data Collection and Analysis Procedures (Method)</b></p>	<p>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.</p>	<p>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.</p>	<p>One or more areas of data collection were less than adequate (i.e., participants, procedures, instruments, data analysis).</p>
<p><b>Presentation of Results</b></p>	<p>Organized by research questions and statistical analyses (if applicable); is clear and easy to understand; qualitative and quantitative results are provided.</p>	<p>Organized by research questions and statistical analyses (if applicable).</p>	<p>Results are difficult to understand.</p>
<p><b>Discussion of Findings</b></p>	<p>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.</p>	<p>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.</p>	<p>Discussion of findings is incomplete and may inconsistently be related to literature review; sections of the discussion may be omitted or incomplete.</p>
<p><b>Technical Writing and Adherence to APA Style</b> <i>(refer to Technical Writing rubric)</i></p>	<p>Writing style adheres to the principles of technical writing and all APA standards are followed.</p>	<p>All APA standards are followed and technical writing is adequate.</p>	<p>APA standards are violated and/or principles of technical writing were not followed.</p>

<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.
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**Comments:**

## First Years' Ed.S. Applied Research Project Progress Grid

Remember, this is intended to only be a guide for completing your project. Refer to the handbook for more detailed information about each step.

<b>First Semester</b>		
Learn More About Research	Read articles for classes	
	Review School Psychology journals	
Explore Research Opportunities	Learn about available research teams (in the first month)	
	Talk with current students about research projects and experiences	
	Talk with faculty about their research	
Gain Research Experience (minimum of 50 hours each semester)	Join a research team (by October 1)	
	Take online IRB course for CITI training and provide certificate of completion to advisor	
	Review literature for a research topic of your selected team	
	Assist other students with their projects	
<b>Second Semester</b>		
Learn More About Research	Read one new article per week	
	Review previous School Psychology student projects	

Gain Research Experience (minimum of 50 hours each semester)	Work two to five hours a week developing project, assisting others with their research, and participating in research team meetings and activities	
Begin to Focus your Project	Ask faculty and students for ideas	
	Keep a list of your ideas	
	Identify potential research questions and hypotheses and discuss them with your advisor	
	Review the literature on this research question	
	Begin to develop your outline	
Review the following UNO School Psychology Handbook Sections	Project Timeline	
	General Manuscript Guidelines	
	Primary Trait Scoring Rubric for Technical Writing	
	Primary Trait Scoring Rubric for Writing Mechanics	
	Ed.S. Project: Final Evaluation Rubric	
Some of these materials are focused on the final manuscript, but they will help to guide you in creating your project by providing an overview of the process. Refer back to these materials throughout the entire Ed.S. project process.		

## Second Years' Ed.S. Applied Research Project Progress Grid

Remember, this is intended to only be a guide for completing your project. Refer to the handbook for more detailed information about each step.

Review the following UNO School Psychology Handbook Sections	Project Timeline	
	General Manuscript Guidelines (this will help guide your outline)	
	Primary Trait Scoring Rubric for Technical Writing	
	Primary Trait Scoring Rubric for Writing Mechanics	
	Ed.S. Project: Final Evaluation Rubric	
Some of these materials are focused on the final manuscript, but they will help to guide you in creating your project by providing an overview of the process. Refer back to these materials throughout the entire Ed.S. project process.		
Prepare the Outline	Research Question and Hypotheses	
	Introduction	
	Method	
	Proposed Analysis	
	References	
Remember you can send pieces of your project to your research advisor to review along the way.		
Develop the Proposal	Explore potential sites for project	
	Five page summary	
	PowerPoint outline	
	Advisor approval of PowerPoint outline and five page summary	
	PowerPoint	
Prepare the Proposal	Select committee members	

	Arrange proposal meeting (time and place)	
	Finalize the presentation	
	Distribute summary (at least 1 week prior to proposal)	
	Propose (by February 1 for new data or March 31 for existing data)	
Refer to the handbook for more details regarding the Proposal meeting, including what forms to bring with you.		
Complete the Proposal Process	Discuss revisions with advisor	
	Submit application (or revised application if already submitted) to the Institutional Review Board (if necessary)	
Refer to the handbook for more detailed step-by-step IRB submission procedures.		
Apply for Funding (Optional, and if needed)	Office for Sponsored Programs and Research (must apply to this first before the Haas Foundation)	
	Haas Foundation (due February 28)	
Refer to the handbook for detailed descriptions of these potential funding opportunities.		

## Third Years' Ed.S. Applied Research Project Progress Grid

Remember, this is intended to only be a guide for completing your project. Refer to the handbook for more detailed information about each step.

Collect and Analyze Data	Collect data	
	Analyze data	
Review the following UNO School Psychology Handbook Sections	Project Timeline	
	General Manuscript Guidelines	
	Primary Trait Scoring Rubric for Technical Writing	
	Primary Trait Scoring Rubric for Writing Mechanics	
	Ed.S. Project: Final Evaluation Rubric	
Refer back to these materials throughout the entire Ed.S. project process.		
Writing the Manuscript	Select journal	
	Advisor approval of journal	
	Introduction/Literature Review	
	Method	
	Results	
	Discussion	
	Abstract	
	References	
	Charts/Graphs/Figures	
Remember you can send pieces of your project to your research advisor to review along the way.		

Prepare the Defense	Advisor's final approval of manuscript	
	Prepare PowerPoint	
	Arrange defense meeting (time and place)	
	Distribute manuscript to committee (1 to 2 weeks prior)	
	Defend (by March 31)	
Refer to the handbook for specific details and requirements for the Defense meeting.		
Complete the Project	Discuss and make revisions	
	Submit to Graduate Office	
	Submit to journal	
Refer to the handbook for specific details regarding the submission of your manuscript.		

# Graduate School Policies

*(from the Graduate School Handbook)*

## **Plan of Study**

At the time of admission to a degree program, an individual plan of study will be sent to the student with their official letter of admission from the Dean for Graduate Studies. This individual plan of study will list all requirements for the completion of the degree program. These requirements may include deficiency courses and other provisions of admission, as well as specific courses to be completed to graduate and comprehensive examinations if applicable. Any deviations to this plan of study must be approved by the student's adviser, graduate program committee chair, and Dean for Graduate Studies by completing the Change in Plan of Study form (<http://www.unomaha.edu/graduate/planofstudy.php?t=c>). Upon approval, a copy will be sent to the student and department/school.

## **Academic Expectations and Quality of Work Standards**

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

### **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:

1. 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;
2. 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 has been maintained. Grounds for dismissal could include, but are not limited to:
  - a. failure to be accepted by an appropriate thesis or dissertation adviser within stipulated time limitations;
  - b. failure to make timely progress toward the degree or certificate; and
  - c. failure to perform in course work, qualifying examination or research at an acceptable level in the respective department/school or program unit.

## **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:

1. 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;
2. 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;
3. 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;
4. 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.

## **Student Responsibilities**

1. 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.
2. It is the student's responsibility to know when his or her previous course work has failed to meet those standards.
3. 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.

## **Special Performance Quality Rule (Psychology Department)**

If at any time two grades of "C" (2.0 on a 4.0 scale) in graduate courses become a matter of record, a graduate student in the department of psychology will be placed on departmental probation. An unexcused grade of "W" in a proseminar course will be considered equivalent to a grade of "C" for purposes of this policy. An excused "W" must be approved by the chair of the department of psychology. Students placed on this probation will forfeit any departmental graduate assistantship they may have and any approved programs of study will be subject to re-evaluation and change. Before registering for additional courses, a student placed on probation must, with the assistance and approval of the Program Director, submit a plan for remediation of his/her academic problems, and have that plan approved by the Graduate Program Committee. The Graduate Program Committee will review and, if appropriate, modify the plan. Further, any enrollment in graduate courses must be approved by the Graduate Program Committee. The

student will remain on departmental probation until the Graduate Program Committee approves termination of probation status.

If a student receives a grade of C or C+ in any course of his/her Program of Study, this course must be retaken and a grade of B- or better is necessary to receive credit toward degree completion. If the student wants to take the course at a different University or replace the course with a different course, the student must make a petition to the School Psychology Program Committee for approval.

### **Academic Integrity** (from [Graduate Studies, Student Rights and Responsibilities](#))

All students at the UNO are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- plagiarism\*, i.e., the intentional appropriation of the work, be it ideas or phrasing of words, of another without crediting the source;
- cheating, i.e., unauthorized collaboration or use of external information during examinations;
- assisting fellow students in committing an act of cheating;
- falsely obtaining, distributing, using or receiving test materials or academic research materials;
- submitting examinations, themes, reports, drawings, laboratory notes, research papers or other work as one's own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work); or
- improperly altering and/or inducing another to improperly alter any academic record.

Additionally, graduate students are more likely to assume roles as active scholars. With these roles come added responsibilities for academic honesty. For such individuals academic honesty requires an active pursuit of truth not just an avoidance of falsehood. This pursuit includes but is not limited to:

- providing a full and complete representation of any scholarly find, be it experimental data or information retrieved from archives;
- taking care that the resources of the University (e.g., library materials, computer, or laboratory equipment) are used for their intended academic purposes and they are used in a manner that minimizes the likelihood of damage or unnecessary wear;
- assuring that one's co-workers are given due credit for their contributions to any scholarly endeavor;
- respecting a diversity of opinion and defending one's colleagues as well as one's own academic freedom;
- respecting the rights of other students who may come under the tutelage of the graduate student and being fair and impartial in grading and other forms of evaluation; and
- seeking permission from an instructor when submitting to that instructor work which the student has submitted for a course taken in the past or intends to submit for another course currently being taken.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the allegation of academic dishonesty, or is not satisfied with the sanctions(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the University of Nebraska Graduate College.

*\* "By plagiarizing, a student is, in effect, claiming credit for another individual's thinking and expression. Whether the student has read or heard of the information used, the student must document the source of information. When utilizing written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which are restatements of the source information produced in the student's own words). Both direct quotations and paraphrases must be documented. Even though a student rephrases, condenses or selects from another person's work the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another person's idea. Purchasing a paper or copying another person's work and handing it in as the student's personal work is plagiarism and misrepresentation."*

-From the Oakland University Graduate Catalog, 1987-89

## **Transfer of Graduate Credit**

Approval of transfer of graduate credit for course work taken at another accredited university (including extension credit but not including correspondence courses) is made at the time a Change in Plan of Study form is submitted to the Office of Graduate Studies. Grades received in courses for transfer of credit must be the equivalent of "B" (3.0 on a scale of 4.0) or higher. Transfer of graduate credits from a course taken with a pass/fail option must be recommended by the cognizant Graduate Program Committee, supported by a written evaluation from the instructor and approved by the Dean for Graduate Studies. All work accepted for transfer of credit must have been taken within the prescribed time limits for graduate degrees and is subject to restriction if previously used to satisfy requirements for another graduate degree.

The only course work from other institutions posted on the UNO transcript will be those used on the approved plan of study.

## **Transfer of Credits Taken Outside the University of Nebraska**

Up to one-third of the course work required for a graduate degree program may be accepted from an accredited institution other than a unit of the University of Nebraska when the transfer is supported by the student's adviser and the appropriate Graduate Program Committee. Final approval will be made by the UNO Dean of Graduate Studies. All other policies regarding graduate programs will apply. An official transcript must be forwarded to the Office of Graduate Studies documenting the course(s) that were taken for graduate credit.

## **Transfer of Credits Taken at the University of Nebraska**

There are no a priori limits on the transfer and applicability of credits earned in one program of the University of Nebraska toward meeting degree requirements in another such program, except as they are used to earn distinct degrees. However, such credits must be individually

evaluated and approved by the appropriate Graduate Program Committee and campus Dean of Graduate Studies before they can actually be transferred. UNO students who wish to take courses for transfer of credit at the University of Nebraska at Lincoln, the University of Nebraska Medical Center, or the University of Nebraska at Kearney should complete the intercampus application process at [https://intercampus.nebraska.edu/pre\\_inter\\_campus.aspx](https://intercampus.nebraska.edu/pre_inter_campus.aspx).

## **Time Limit for Graduate Degrees**

The degree program (as defined in the plan of study) for Master's and Ed.S. degrees must be completed within ten consecutive calendar years. Course work over 10 years old at the completion of the degree program (as defined in the plan of study) cannot be used for a Master's or Ed.S. degree. The first day of class of the earliest course which appears on the student's plan of study is the beginning of the student's graduate education.

If the student is not enrolled for two consecutive semesters, he or she shall be removed from the School Psychology Training Program and must reapply for admission to the Program, as well as potentially to the Department and the Graduate College.

## **Disability Services**

The Coordinator for Disability Services (DS) is available to arrange services for students with disabilities (i.e., reasonable academic adjustments, sign language interpreters, alternate print format, note takers, study mentors, use of the Testing Center, counseling, assistive technology, and classroom relocations). Programs coordinated through DS are committed to providing an equal educational opportunity for enrolled or admitted students who have documented disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Coordinator serves as the primary contact person for students wishing to discuss eligibility, policies and procedures, services offered, and/or personal concerns. To be considered eligible and to obtain services, students must provide appropriate documentation (i.e., medical, psychological) regarding their disability. Letters to instructors (delivered by the student) explain any special classroom academic adjustments requested by a student through DS. Consultations with the Coordinator may be scheduled at any time throughout the year. For further information, please call the SNC at (402) 554-2872 or stop by the Eppley Administration Building, Room 117, TDD (402) 554-3799. You may also obtain information from the DS web site, [www.unomaha.edu/disability/index.php](http://www.unomaha.edu/disability/index.php).

DS facilitates accommodations and accessibility for eligible students which may include:

- Screening of disability documentation
- Testing accommodations (arranged through Testing Center)
- Technology and assistive devices
- Provision of Sign Language interpreters
- Assistance with note taking
- Textbooks on tape
- Braille and large print materials
- Assistance to faculty in designing classroom accommodations
- Information about community resources
- Assist in accessing university departmental services

## **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, and discuss current issues in the field. The organization functions to promote cohesion among students and faculty, and offers opportunities for professional development beyond the classroom. Meeting topics may include discussions about volunteer and employment opportunities, individual class issues, research ideas and opportunities for involvement, practical issues needed for academic success, guest speakers, and/or participation at local and national conferences. SPUNO also consists of various committees including Philanthropic/Social, Mentoring, Newsletter, and Professional Development.

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 student. These officer positions include President, Vice-President, and Secretary/Treasurer, all of whom attend the School Psychology Program Committee's monthly meetings. (Note: If an officer cannot attend the committee meeting, s/he must 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. Chairs from the Philanthropic/Social, Mentoring, Newsletter, and Professional Development committees are nonvoting members of the School Psychology Program Committee.

### **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 regular meetings with first year students. The committee also coordinates the interview process in the spring semester, conducts a Question and Answer session for School Psychology applicants and interested students, and promotes School Psychology Awareness week in November by visiting classrooms in the College of Education to explain the role of School Psychologists and the supports they provide within schools.

### **Professional Development Committee**

The Professional Development committee was created to enhance the professional development opportunities for both the students of the UNO School Psychology program and area school psychologists. The committee also seeks to provide opportunities to bring together students and professionals to network and build connections with one another. The committee creates opportunities for students to become well-rounded professionals. It also provides area school psychologists with information regarding local professional development activities including

events organized by the committee to share information, resources, and research of the UNO School Psychology program.

### **Philanthropic/Social Committee**

Within SPUNO, the philanthropic/social committee organizes the social and community activities for the academic year. Throughout the school year, the committee typically plans one social outing and one philanthropic event per month. The activities range from program social gatherings to walking as a group to support important causes (such as Race for the Cure). Other activities include volunteering to serve meals at homeless shelters, tutoring students after school, donating items to community needs, and participating in the Service-Learning Academy's numerous service opportunities (e.g. 7 Days of Service & Martin Luther King Day of Service). The student group offers support to the community, while also providing the benefits of social interactions during graduate school.

### **Educational Collaboration Committee**

The purpose of this committee is to provide a forum for interdisciplinary learning among students planning to work within the field of education. This committee reaches out to teachers, administrators, speech/language pathologists, and other educational professionals in an effort to improve collaborative services. The committee hosts events that include interdisciplinary professional development, research sharing poster sessions, and opportunities to socialize with various educational professionals and students preparing to work in education.

### **Summer Reading Program Committee**

Students within the program have developed a 3-week Summer Reading Program in which they volunteer their time in providing reading services at a local parochial grade school. This committee strives to fight the "summer reading gap" in which students lose their skills throughout the summer by providing a jump start to structured reading activities before the initiation of the school year. Students on this committee are actively involved in developing and implementing plans for the summer program, including direct skills assessment, progress monitoring, large and small group lesson plans, and educational games and activities involving reading.

### **Positive Graduate School Committee**

This committee was created in order to improve graduate students' experience within the School Psychology program at UNO by providing information resources and a supportive culture of wellness. Resources provided by the committee include handouts to assist students in effectively utilizing technology for courses or projects and sharing research-based web resources. In addition this committee promotes health and wellness among graduate students by providing health information, relaxation tips, and workout groups.

## **SPUNO Officers and Committee Chairs**

### **Student Officers**

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

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

**Secretary/Treasurer:** First-year student, records minutes of meetings, maintains records, collects dues, and provides budget

### **Non-Voting Student Officers**

**NSPA Representative:** Serves as a student representative for the Nebraska School Psychology Association on behalf of the program, assists with conference preparations, attends annual meetings, and writes for the NSPA Newsletter

**NASP Representative:** Serves as a student representative for the National Association of School Psychologists, provides student-directed communications from NASP, attends the NASP Annual Convention

### **Committee Chairs**

**Mentoring Committee Chair-** Coordinates the committee's activities, which include mentoring partnerships, New Student Orientation, and the student interview process in the spring

**Professional Development Chair** – Coordinates professional development activities for UNO School Psychology students and area school psychologists

**Philanthropic/Social Chair:** Coordinates philanthropic and social activities for students and faculty to participate in during the year

**Educational Collaboration Chair:** Coordinates informational, professional development, and social events with Education students at UNO

**Summer Reading Program Co-Chairs:** Coordinate activities for the Summer Reading Program, including collecting normative reading data and planning lessons for the program

**Positive Graduate School Chair:** Coordinates activities and events to promote healthy living and positivity for current graduate students

## 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.

The UNO School Psychology Program has a student representative who acts as a liaison between NASP and the UNO graduate program. This person also attends student leadership meetings at the NASP annual conference.

### **Nebraska School Psychologists' Association (NSPA) <http://www.nspaonline.org/>**

NSPA provides members with regular newsletters and opportunities for professional development. Fall and spring conferences are offered annually in different parts of the state. Students can interact with students from other training programs. The UNO program is involved with the NSPA executive board and conferences. One student each year serves in the role of NSPA representative. This person attends NSPA regional meetings, recruits NSPA members, and encourages conference attendance.

An Outstanding Student from each training program is recognized at the fall conference. The UNO student is selected by the School Psychology Training Committee. Membership applications are available online or from faculty and the student representative.

# Appendix A: 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 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> <li>d) where measurement will occur</li> </ul>

<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 postintervention 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>

<b>Student Outcome</b>	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. 2 = Overall there is evidence the student's performance has remained at approximately the same level as baseline. 3 = Overall student fluctuated between staying the same and progressing. 4 = Overall student made slow but consistent improvement in performance 5 = Overall student performance improved significantly from baseline.
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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:** (check the appropriate box)

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

	<b>No Errors</b>	<b>A Few Errors (Didn't impact child's score)</b>	<b>Errors (Could or did impact child's score)</b>
<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: \_\_\_\_\_

<b>Trait</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Amateur</b>	<b>Unsatisfactory</b>
<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.

## Blackboard 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

# Appendix B: Field Experience Evaluation System

## 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

**Source:** Knoff, H.M., Hines, C.V., & Kromery, J.D. (1995). Finalizing the Consultant Effectiveness Scale: An Analysis and validation of the characteristics of effective consultants. School Psychology Review, 24, 480-496.

## 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:

**1**                      **2**                      **3**                      **4**                      **5**  
**Poor**              **Below average**              **Average**              **Above average**              **Outstanding**

*(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
29.	Positive rapport with site supervisor	1	2	3	4	5
30.	Solicits feedback from supervisor	1	2	3	4	5
31.	Prepared for supervision meetings	1	2	3	4	5

***Comments:***

University of Nebraska Omaha  
School Psychology Practicum Evaluation

**Practicum Student:** \_\_\_\_\_

**Field-based Supervisor:** \_\_\_\_\_

**Practicum Placement:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Date of Evaluation:**     **Mid-year** \_\_\_\_\_                    **Year-end** \_\_\_\_\_

**Supervisors:** Please provide your feedback regarding the practicum 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 school personnel, parents and other individuals that are directly associated with the practicum student's practice.

**Practicum student:** Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

\* 1. =       The practicum student's performance is at the marginal level of skill expected for an practicum student at this level of training and in need of additional training and/or maturation in order to be effective.

An action plan is required for targeted skill growth.

2. =       The practicum student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.

3. =       The practicum student's performance meets expectations for their level of training.

4. =       The practicum student's performance is above average and he/she can function well independently.

\* 5. =       The practicum student's performance is highly developed and he/she displays professional skills in this area.

N/A   This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the practicum student may not be receiving a full spectrum of experiences.)

\* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

## I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

**Domain Description:** The practicum student is able to assess strengths and needs to gain an understanding of problems, measure progress, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.

<b>I.</b>	<b>Mid-year Evaluation</b>		<b>Year-end Evaluation</b>	
	Student	Supervisor	Student	Supervisor
<b>a. Selecting and applying appropriate assessment method:</b>	-	-	-	-
Test administration and interpretation (norm referenced, criterion referenced)				
Behavioral assessment: interviewing, systematic direct observation, functional assessment/analysis				
Curriculum-based assessment				
Ecological/environmental assessment (home/classroom/school, community)				
Permanent product (e.g., work products, school records)				
Integration of assessment results into written report				
Use of assessment data to guide intervention/instruction				
<b>b. Understanding and using assessment in a problem solving context:</b>	-	-	-	-
Use of data to demonstrate student problems/needs				
Use of data to demonstrate outcomes				
<b>c. Understanding and using assessment in an accountability context:</b>	-	-	-	-
Use of assessment to identify systems level needs (e.g., classwide intervention, improved parent-school communication, more effective problem solving team functioning, less reliance on testing)				
Use of assessment to identify outcomes of systems level practices, activities, and projects				
Use of assessment information to make decisions regarding special education eligibility				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## II. CONSULTATION AND COLLABORATION

**Domain Description:** The practicum student is able to listen well, participate in discussion, convey information, and work together with others at the individual, group, and systems levels.

II.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
<b>a. Displays appropriate interpersonal communication skills</b>	-	-	-	-
Listens attentively to others				
Displays appropriate empathy				
Paraphrases, summarizes, and questions appropriately				
Participates in group discussions				
Displays appropriate communication with educational personnel and parents				
<b>b. Conveys information accurately and effectively</b>	-	-	-	-
Writes clearly, coherently, and effectively				
Speaks clearly, coherently, and effectively				
<b>c. Works collaboratively with others</b>	-	-	-	-
Solicits and considers the viewpoints of others				
Establishes trust in relationships; is reliable				
Promotes collaboration through modeling and facilitative skills				
<b>d. Displays knowledge and skill in consultative problem solving</b>				
Models support for problem solving initiatives at the individual, school, and systems levels				
Applies a complete and systematic problem solving process that includes:				
-identification and clarification of the problem situation				
-analysis of factors related to the problem				
-implementation and monitoring of interventions				
-evaluation of outcomes and follow-up				

**Comments** (including rationale for any “1” or “5” ratings in this category):

### III. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

**Domain Description:** The practicum student has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

III.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
<b>a. Interprets, recommends, and supports accountability standards and procedures</b>	-	-	-	-
Is familiar with federal, state, and local accountability standards and procedures				
Recommends and assists with appropriate procedures for demonstrating attainment of standards				
<b>b. Knows when and how to use empirically validated academic intervention strategies</b>	-	-	-	-
Knows empirically validated components of effective academic interventions				
Knows empirically validated instructional interventions				
<b>c. Suggests and is able to apply appropriate intervention monitoring methods</b>	-	-	-	-
Understands intervention acceptability as a factor influencing use of interventions				
Supports intervention integrity through development of appropriate monitoring techniques				
Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child and environmental factors				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## IV. SOCIALIZATION AND DEVELOPMENT OF LIFE COMPETENCIES

**Domain Description:** The practicum student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

IV.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
<b>a. Knows when and how to use empirically validated behavioral intervention strategies</b>	-	-	-	-
Knows empirically validated components of effective behavioral interventions				
Knows empirically validated behavior interventions				
<b>b. Knows when and how to use one or more short-term counseling approach</b>	-	-	-	-
Develops and implements appropriate counseling plans that are empirically validated				
Monitors the effectiveness of the counseling program				
<b>c. Knows when and how to use one or more small group skill development training</b>	-	-	-	-
Develops and implements appropriate small group interventions that are empirically validated				
Monitors the effectiveness of the skill development program				
<b>d. Suggests and is able to apply appropriate intervention monitoring methods</b>	-	-	-	-
Understands intervention acceptability as a factor influencing use of interventions				
Supports intervention integrity through development of appropriate monitoring techniques				
Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child and environmental factors				

**Comments** (including rationale for any “1” or “5” ratings in this category):

<b>V. SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT AND CLIMATE</b>
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**Domain Description:** The practicum student has knowledge of general education, special education, and other educational and related services, as well as an understanding of schools. The practicum student collaborates to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

V.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
<b>a. Knows the components of effective problem solving team structure and operation</b>	-	-	-	-
Is familiar with the components of effective problem solving team structure and operation				
Demonstrates effective “process” skills in team activities (inviting, redirecting, conflict management, summarizing, eliciting agreements, role assignments)				
<b>b. Is able to conceptualize change-related phenomena (resistance, crisis, etc. ) in “systems” terms, and to recommend/implement corresponding and effective strategic responses</b>	-	-	-	-
Maintains professional objectivity				
Suggests/implements strategies to respond to change-related system phenomena				
<b>c. Conducts training activities for professional staff and parents/caregivers</b>	-	-	-	-
Assesses potential training needs				
Develops a training plan				
Conducts/assists with training(s)				
Evaluates training impact/outcomes				
<b>d. Facilitates the development of attitudes and practices that foster a positive school climate</b>	-	-	-	-
Demonstrates knowledge of effective disciplinary policies and practices				
Participates in activities and programs to foster a positive school climate				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## VI. PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

**Domain Description:** The practicum student has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The practicum student contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

VI.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
Identifies common affective and behavioral difficulties in students.				
Provides or contributes to prevention and intervention programs that promote mental health and physical well being of students.				
Knows and is able to apply principles for responding to crises (e.g.,suicide, death, natural disaster, violence, sexual harassment).				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## VII. HOME/SCHOOL/COMMUNITY COLLABORATION

**Domain Description:** The practicum student has knowledge of family systems, including family strengths and influences on student development, learning and behavior, and of methods to involve family in education and service delivery. The practicum student works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

VII.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
Maintains visibility and accessibility in the school.				
Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.				
Promotes home-school collaboration through effective communication with parents/caregivers.				
Collaborates with community-based agencies, resources and other professionals.				

**Comments (Practicum student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## VIII. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

**Domain Description:** The practicum student takes responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

VIII.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
<b>a. Knows and applies laws and regulations governing special education identification and placement activities.</b>	-	-	-	-
Is familiar with special education eligibility criteria				
Is familiar with parent and child rights				
Is familiar with due process and procedural safeguards				
Is familiar with requirements related to evaluation activities and IEP development				
<b>b. Knows and applied pertinent legal and ethical standards in professional activities</b>				
Is familiar with/observes the codes of ethics of state and national professional associations				
Is familiar with/observes laws pertaining to the delivery of professional services (e.g., child abuse reporting, status offenses, confidentiality, informed consent)				
<b>c. Participates in appropriate professional development activities</b>				
Attends conferences, workshops, trainings, etc.				
Engages in continuous learning (readings, webinars, etc)				
<b>d. Displays appropriate attitudes and behavior related to professional and employment status</b>				
Identifies his/her own strengths/weaknesses				
Shows respect for the expertise and contributions of other professionals				
Accepts responsibility for own behavior (acknowledges errors, works toward improvement)				
Accepts and responds constructively to feedback and suggestions				
Cooperates with directives of the practicum student supervisor				
Persists in completing assigned tasks with minimal oversight (locates and obtains needed information and materials, follows through on tasks and needs without reminders, etc. )				
Employs effective organizational strategies (calendar, caseload tracking and management, prioritizing, time management)				
Is flexible in altering routines to meet novel demands				
Returns telephone calls and email promptly				
Recognizes his/her own limitations; seeks advice and information as circumstances dictate				

Respects the authority of the practicum student supervisor, school administrators, etc.				
Adheres to district policies and procedures				
Demonstrates knowledge of information sources and technology relevant to the practice of school psychology.				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## IX. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

**Domain Description:** The practicum student has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. The practicum student evidences sensitivity and the ability to work effectively with a wide variety of people.

IX.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
Understands influence of own culture, value, and belief systems.				
Possesses an adequate knowledge base regarding age, race, ethnicity, gender, disability, sexual orientation, and culture-related issues				
Recognizes limits of own cultural knowledge, awareness and skills.				
Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.				
Demonstrates the sensitivity and skills needed to effectively work with individuals of diverse characteristics.				
Is able to identify needs and appropriate modifications related to student diversity.				

**Comments** (including rationale for any “1” or “5” ratings in this category):

## X. RESEARCH AND PROGRAM EVALUATION

**Domain Description:** The practicum student knows current literature on various aspects of education and child development, is able to translate research into practice, and understands research design and statistics in sufficient depth to conduct investigations and program evaluations for improvement of services.

X.	Mid-year Evaluation		Year end Evaluation	
	Student	Supervisor	Student	Supervisor
Understands research, statistics and program evaluation methods.				
Knows basic principles of research design including single-subject designs				
Accurately distinguishes between good and inadequate research				
Understands measurement practices and outcomes and is able to recommend and explain them to others				
Plans and conducts investigations and program evaluations for improvement of services.				
Is able to access, evaluate, and utilize information sources and technology that safeguard or enhance the quality of services				

**Comments** (including collaboration for the “5” ratings in this category):

# UNO School Psychology Program

## Annual Review/Comprehensive Portfolio Review

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

Date: \_\_\_\_\_

Year in Program: (circle one)      1      2      3      4 (Intern)      Other \_\_\_\_\_

1 – Competence/performance considered to be in need of 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 below average 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.

4 – Competence/performance assessed to be above average; student can function independently with periodic need for supervision.

5 – Competence/performance assessed to be very developed, and student can function independently with little or no supervision required.

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**Objective 1: Students will acquire the knowledge and skills represented in the scientist-practitioner model of school psychology.**

\_\_\_\_\_ 1.1. Student has read and critiqued scholarly work throughout his or her coursework. All work applying to children, teachers, parents, staff, and systems was empirically-based.

\_\_\_\_\_ 1.2 (NASP 9). Student has evaluated research, translated research into practice, and can understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

\_\_\_\_\_ 1.3. Student has evaluated program effectiveness and impact.

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

\_\_\_\_\_

\_\_\_\_\_

**Objective 1    Average Rating \_\_\_\_\_    Pass \_\_\_\_\_    No Pass \_\_\_\_\_    If No Pass, which action(s) needs remediation?**

**Objective 2: Students will acquire the knowledge and skills to become data-based problem-solvers for individual, group, and system level issues.**

- \_\_\_\_\_ 2.1. Student has learned to use the “Response to Intervention” model throughout coursework and field experiences.
- \_\_\_\_\_ 2.2 (NASP 2; Blueprint III A1). Student has developed knowledge and skills of consultation through a consultation course and field experiences. Student collaborates effectively with others in planning and decision-making processes at the individual, group, and systems levels.
- \_\_\_\_\_ 2.3 (NASP 1; Blueprint III B1). Student has learned to select and use psychometrically sound assessment techniques through his or her assessment courses, practica, and internships.
- \_\_\_\_\_ 2.4 (NASP 3; Blueprint III B3). Student has learned to select and use empirically validated cognitive/academic intervention techniques through his or her intervention courses and practica.
- \_\_\_\_\_ 2.5 (NASP 4; Blueprint III B4). Student has learned to select and use empirically validated social/emotional/behavioral intervention techniques through his or her intervention courses and practica.
- \_\_\_\_\_ 2.6 (NASP 5; Blueprint III B2). Student has knowledge of general education, special education, and other educational and related services and skills to create and maintain effective and supportive learning environments.
- \_\_\_\_\_ 2.7 (NASP 6; Blueprint III B4). Student has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Student has knowledge of principles related to resilience and risk factors in learning and mental health, prevention services, and strategies for crisis response.
- \_\_\_\_\_ 2.8 (NASP 7; Blueprint III B2). Student has knowledge of family systems, including family strengths and influences on students’ development, learning, and behavior, and of methods to involve families in education and service delivery. Student works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

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

**Objective 2 Average Rating \_\_\_\_\_ Pass \_\_\_\_\_ No Pass \_\_\_\_\_ If No Pass, which action(s) needs remediation?**

**Objective 3: Students will practice in a respectful and sensitive manner when addressing the needs of individuals from diverse backgrounds.**

- \_\_\_\_\_ 3.1 (NASP 8). Student has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- \_\_\_\_\_ 3.2. Through field experiences, student has experienced psychological and educational interactions with consultees and clients from diverse backgrounds. Student demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

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

Objective 3 Average Rating \_\_\_\_\_ Pass \_\_\_\_\_ No Pass \_\_\_\_\_ If No Pass, which action(s) needs remediation?

**Objective 4. Students will become reflective practitioners and productive contributors to the profession and will behave in accordance with ethical, legal, and professional guidelines.**

- \_\_\_\_\_ 4.1. Student has reflected on his or her course content and field experiences in class discussions and written work.
- \_\_\_\_\_ 4.2. Student has participated in the school psychology student organization.
- \_\_\_\_\_ 4.3. Student has received feedback about his or her performance and progress toward achieving program objectives and uses that feedback to improve performance and progress.
- \_\_\_\_\_ 4.4. Student has participated in and contributes to local, state, and national conferences and professional development activities.
- \_\_\_\_\_ 4.5. Student has contributed to the ongoing improvement of the UNO School Psychology Program.
- \_\_\_\_\_ 4.6 (NASP 10; Blueprint III A4). Student has knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Student practices in ways that are consistent with applicable standards, is involved in his or her profession, and has the knowledge and skills needed to acquire career-long professional development.
- \_\_\_\_\_ 4.7 (Blueprint III A4). Student has knowledge of information sources and technology relevant to his or her work.

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

Objective 4 Average Rating \_\_\_\_\_ Pass \_\_\_\_\_ No Pass \_\_\_\_\_ If No Pass, which action(s) needs remediation?

**General Comments.** Please provide any comments related to observations or impressions of the student's professional behavior, writing quality, interpersonal skills, or anything else you feel is relevant to the annual evaluation process. Please also rate the student on his or her interpersonal skills and general performance characteristics.

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Interpersonal Skills and Performance Characteristics

### **Rapport with:**

Students	5	4	3	2	1	No Data
Teachers	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**

Enthusiasm	5	4	3	2	1	No Data
Dependability	5	4	3	2	1	No Data
Promptness	5	4	3	2	1	No Data
Productivity	5	4	3	2	1	No Data
Creativity	5	4	3	2	1	No Data
Adaptability/flexibility	5	4	3	2	1	No Data
Cooperation	5	4	3	2	1	No Data
Independence	5	4	3	2	1	No Data
Motivation	5	4	3	2	1	No Data
Ethical behavior	5	4	3	2	1	No Data
Professional self-image	5	4	3	2	1	No Data