

PSYC 9910: Social Justice, Advocacy, and Action
Spring 2022
Wednesdays 4:00-6:40
Location: ASH 279

Instructor: Lisa Kelly-Vance, Ph.D.

Office Hours: MW 1-2:15 and as needed, via zoom, phone, or in person

Cell Phone: 402-630-2383

Email: lkelly-vance@unomaha.edu

TA: Gabby Foxx

Office Hours: M 1-2, T 12-1 (zoom only), Th 4-5:15

Cell: 402-850-8868

Email: gfoxx@unomaha.edu

Zoom personal meeting ID: 612 468 6285

Course Information

Required Texts/Readings:

Kendi, I.X. (2019). *How to be an antiracist*. New York: Random House

Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology* (6th ed.).
 Bethesda, MD: National Association of School Psychologists.

Other readings are provided by the instructor and available on Canvas.

Course Description

Social Justice, Advocacy, and Action is designed for graduate students in school psychology and related fields. Students must be enrolled in a graduate program in order to take the course. The course is designed to provide a social justice framework to all aspects of the role of a school psychologist. To that end, students will learn social justice theories and research with specific attention to minoritized and oppressed groups. Students will engage in self-exploration of personal values and biases that influence our practice. They will learn about social structures of power and oppression, socio-cultural diversity, and the impact in our schools. The overarching course goal is in an increased ability to advocate for and engage in applying socially just work in educational settings.

Course Objectives

The objectives are that, by the end of the course, students will:

- Understand theory and concepts of social justice
- Understand research in the area of social justice and diversity
- Explore their personal values and biases and understand the positive and negative impact they may have when working with and for minoritized groups.
- Understand impact of personal values especially when they differ from those held by the students we serve.
- Understand oppression as it pertains to educational practices.

- Help others engage in equitable practices.
- Advocate for social justice in their role as school psychologists
- Identify needs of diverse learners
- Understand the ethical implications of practicing in a social justice framework

These objectives are primarily associated with NASP and UNO Training *Objective 8: Equitable Practices for Diverse Student Populations*. Other domains addressed are:

- *Objective 5: School-Wide Practices to Promote Learning*
- *Objective 6: Services to Promote Safe and Supportive Schools*
- *Objective 7: Family, School, and Community Collaboration*
- *Objective 8: Equitable Practices for Diverse Student Populations*
- *Objective 9: Research and Evidence-Based Practice*
- *Objective 10: Legal, Ethical, and Professional Practice*
- *Objective 11: Professional Work Characteristics*

Teaching Methodology and Student Role in Course

The primary instructional method used is a flipped classroom where discussion is emphasized. To receive the maximum benefit of the class, students should prepare by carefully reading the assigned materials, writing reflections, downloading power point presentations from the course Canvas site, and developing ideas and questions about the content. Thus, students should come to class prepared for discussions. Students also write papers and make presentations to the class. At all times, students are expected to do their best work and must take personal responsibility for their learning. If any student should need individual assistance, they can contact the course instructor who is available for individual meetings.

Classroom Expectations and Etiquette

Participating fully in class discussions is essential to the learning process showing respect for others and the topic/material. It will be important to listen and learn from the contributions of others in the class. Therefore students must be respectful of the perspectives of others. Some students choose to share personal stories regarding their own experiences or experiences of people they know. This information has the potential to be highly sensitive. Confidential information shared in class may not be discussed outside of class.

COVID Guidelines and Accommodations

With the ever changing impact of the COVID-19 pandemic on public health and safety, students should follow UNO guidelines and review them often. At the time this syllabus was developed, the expectation is that students will attend class in person. Masks will be worn the entire time students are in class. No food or drink can be consumed in class.

The exceptions to in class attendance are if a student has COVID or COVID symptoms, is exposed to COVID and cannot produce a negative test (this condition may change and it will be important to review guidelines before making a decision), and if a family member needs caretaking for COVID. Please contact the instructor immediately if any of these conditions apply. If a student is COVID positive, a report must be filed with UNO and the UNO guidelines for returning to class will apply.

Requirements

1) Journals of Critical Reflection (JCR) (20%)

For designated classes, students will write a 3 page double spaced JCR related to the reading and submit it on Canvas prior to class. The JCR will be utilized to facilitate discussion and should focus on reactions to the material and pose discussion questions. Students must write about and react to all the assigned reading.

Papers will be graded on insight, reflection, synthesis of ideas, and ability to think forward at to how the information will be used in the future and in action plans. Students should NOT summarize the readings in these papers. A grading rubric is included in this syllabus. The instructor will review JCRs and address any questions that were not discussed in class.

JCR Prompts:

New Information: What new information did I learn?

Challenges: What information challenged my thinking?

Application: How will I use this information in the future?

What do I want to remember when I'm on practicum and beyond?

Discussion: What are my discussion priorities for class (include 2-3)? These can be brought up in class as questions or discussions issues.

2) Class Participation (20%)

All students are expected to participate in class discussion by asking questions, contributing ideas, and generating thoughtful discourse. The focus should be on how the readings influenced current thinking and how it will impact future advocacy and action.

The course topics can elicit strong emotions and reactions that are varied across students because of their lived experiences. Therefore, it is important to have the discussions in a safe and respectful space where information can be processed and differences respected. Learning is enhanced through diversity of experiences, ideas, and opinions.

Students' participation will be graded at the end of each class. Criteria include the quality and quantity of participation, scholarly and insightful nature of comments, engagement of classmates, and respect for classmates' contributions. The rubric is included in this syllabus.

3) Class Facilitator (20%)

A series of topics will be student led by taking full responsibility for lesson planning. Students will work in pairs to gather and present information, lead a discussion and/or activity, and assign reading material. Readings and class content must directly relate to school psychology and our role in educational settings. JCRs can be used if the presenters so choose but the instructor will not grade them.

A facilitator rubric will be used to grade the class sessions and it is included at the end of this syllabus. In addition, students will respond to a self evaluation and also (possibly) rate their partner on preparation and delivery.

Topics: (each dyad will choose one topic)

Ableism

Foster Care/Adoption

Gender
Homelessness
Religious Oppression
Sexual Health & Health Curricula

3) Media Review (10%)

Students will review a movie or documentary pertaining to a specific area of interest and write a reaction paper. It is intended to enhance knowledge on a specific topic. Students must have their media selection approved by the instructor. Although a list of movies, etc is provided in this syllabus, not all would necessarily be appropriate for this assignment. If you do not have access to any of the movies/documentaries, please contact the instructor for options.

The final product includes a written summary of the movie/documentary themes and how they exemplify the principles of social justice. Be specific about the principle of social justice and how it links to the movie/documentary. Use the resources in our introductory classes and from the NASP website. End the paper with an “elevator speech” about the movie/documentary.

Grading Criteria:

- Clearly stated themes and ideas
- Clearly articulated links to social justice principles
- Connection to other readings and course material
- Personal reflection of how the impact on personal growth
- Implications for recommending the movie/documentary to others
- Quality of “elevator speech.”
- Organization, writing, grammar.

4) Social Justice Action Plan (15%)

Students will develop a social justice action plan that can be used in practicum and/or internship. Begin thinking about you plan at the beginning of the semester and let the plan grow and evolve throughout the semester. Plans will be formally presented at the end of the semester. The written plan will be submitted on Canvas.

The Social Justice Action Planning worksheet (Shriberg, 2020) will be used for this project. Select a population and need and use the worksheet to guide your process. Use scholarly resources to support the plan. The planning process can and should be incorporated into class discussion. Students are encouraged to meet with the instructor to discuss the plan when needed.

Grading Criteria:

- Addresses a social justice issue in schools
- Use of research and course materials to justify the project
- Comprehensiveness of plan
- Plan feasibility
- Connection to school psychology
- Presentation

5) Final Reflection (15%)

At the end of the semester students will write a 5 page paper where they reflect on their growth and learning in social justice. Incorporate all topics but focus more on the ones where growth

occurred. This is a professional reflection and should be grounded in the course readings, speakers, and discussion.

Reflection Components

- Areas of personal growth
- Relevance of course material to personal growth (focus most of the paper here)
- Areas of need for continued growth
- Future professional development needs

Course Policies

Late Papers: Late papers are highly discouraged and will automatically lower the final grade by 5 percentage points for each day that the paper is late. Papers are due at the beginning of class and cannot be turned in later in class or later in the day for full credit.

Plagiarism: Plagiarism is a very serious issue. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at <http://www.indiana.edu/~istd/>. Discovery of plagiarism will result in a failing grade.

Incompletes: Incompletes will be given only under extreme circumstances. If a student believes an Incomplete is needed, they must contact the instructor prior to the last week of classes.

Attendance: Attendance is critical to successfully learning course content. Excessive absenteeism (more than 2) and tardiness (more than 4) will result in a penalty in the overall grade lowered by a half grade for each infraction. There will be no approved drops after the official date (see University Catalog).

External Distractions: When participating remotely, please remove as many external distractions as possible and remain engaged throughout the entire class.

Grading Scale:

<u>Grade</u>	<u>Percentage</u>
A+	99-100%
A	93-98%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%

SCHEDULE of LEARNING ACTIVITIES

Reading, Thinking, Talking, Doing

Readings may be added throughout the semester. In addition, the schedule may be modified to better meet the needs of the students.

**These documents can be accessed from Canvas.*

Date	Activity/Topic	Readings/Assignments (All assignments are expected to be completed by the corresponding class date unless otherwise specified)
1/26	Course Introduction and Planning Class Rules NASP Resources Conceptual Foundations Cultural Competencies Self-exploration Action planning	Syllabus* Power Point* NASP Cultural Competence Resources – for your current and future use https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence Miranda, BPF ch. 1: <i>Best practices in increasing cross-cultural competency</i> Shriberg & Moy, BPF ch. 2: <i>Best practices in school psychologists acting as agents of social justice</i> Race Equity and Inclusion Action Guide * Social Identity Wheel* Self-Assessment documents (2) * Action Plan *
2/2	Race, Power and Privilege	Preparation/Readings -Understanding Race and Privilege* -Understanding Race and Privilege: Lesson Plan and Activity Guide for Professionals* -School Psychology Unified Anti-Racism Statement and Call to Action* -Prejudice, Discrimination, and Racism NASP Position Statement* -NASP SP4SJ Series #2: Understanding White Privilege – NASP Website -Viewpoint: Seeing Privilege in a Different Light (Melissa Reeves)

	<p>Implicit Bias</p> <p>Microaggressions</p> <p>Intersectionality</p> <p>Topic/Partner Sign up –</p>	<p>https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-3/seeing-privilege-in-a-different-light</p> <p>-AntiBias Antiracist Dialogue Resource*</p> <p>-Supporting Asian, Asian American, and Pacific Islander Students and Families*</p> <p><i>Implicit Association Test: Implicit.harvard.edu</i></p> <p>https://implicit.harvard.edu/implicit/takeatest.html</p> <p>– take a minimum of 3 tests (one must be Race; recommended: Disability, Sexuality, Gender-Career, Gender-Science, Asian American, Native American) and bring results to class. Be ready to share.</p> <p>-Implicit Bias: A Foundation for School Psychologists*</p> <p>-Implicit Bias, Part 2 – Addressing Disproportionality in Discipline: A Prospective Look at Culturally Responsive Positive Behavior Intervention and Supports*</p> <p>-Sue (2019). Disarming Racial Microaggressions *</p> <p>-School Psyched Podcast #80 with Dr. Celeste Malone - YouTube</p> <p>-Intersectionality and School Psychology: Implications for Practice *</p> <p>-Intersectionality Infographic *</p> <p>JCR #1</p>
2/9	<p>English Learners</p> <p>Immigrant experiences</p>	<p>Preparation/Readings</p> <p>-NASP Position Statement: The Provision of School Psychological Services to Bilingual Students*</p> <p>-“Mexican Americans Don’t Value Education!”- On the Basis of the Myth, Mythmaking, and Debunking*</p> <p>-Negotiating the American Dream: The Paradox of Aspirations and Achievement among Latino Students and Engagement between their Families and Schools*</p> <p>-Parent Involvement and Views of School Success: The Role of Parents’ Latino and White American Cultural Orientations</p> <p>-Best Practices for Serving English Language Learners and Their Families – from Learning for Justice</p> <p>TED Talk: The Danger of a Single Story – Chimamanda Ngozi Adichie – YouTube</p> <p>NASP Position Statement: Students Who Are Displaced Persons, Refugees, or Asylum-Seekers*</p> <p>https://www.americanprogress.org/article/the-demographic-and-economic-impacts-of-daca-recipients-fall-2021-edition/</p> <p>https://www.usa.gov/become-us-citizen</p>

		Desmond Ochieng – guest at 5:30 JCR #2
2/16	No class – NASP Convention	For those attending the NASP Convention: look for sessions on SJ – document For those not attending: Listen to Healing Centered Conversations Episode #2
2/23	AntiRacism	Preparation/Readings How to be an AntiRacist – Kendi JCR #3
3/2	LGBTQI2S	Preparation/Readings -NASP Convention 2016 Keynote Address – Todd Savage’s interview of Janet - Mock – available on the NASP website -Chang & Singh (2016) * -Dickey & Singh (2016) * -Rands (2009) * -content from Birdi and Bret’s EdS Project -NASP SP4SJ Episode #5: Creating Safe Spaces for LGBTQ+ Students in Schools -NASP Website -School Psyched Episode 84: School Psychologists as LGBTQ+ Liaisons - YouTube -NASP Position Statement: Lesbian, Gay, Bisexual, Transgender, & Questioning Youth* -All These Things are Illegal Infographic JCR #4
3/9	Indigenous children and education Guest Speaker: Kari Bappe, School Psychologist and Behavior Consultant – Omaha Nation Public Schools, Macy, NE	Preparation/Readings https://www.niea.org -Review the website Iloveps.org video: Standing Up to COVID https://iloveps.org/films/omaha-nation NASP SP4SJ Podcast #6: Centering Indigenous and Oppressed Voices in School Psychology Teaching and Practice – NASP Website Nebraska Urban Indian Health Coalition – review website https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/sp4sj-podcast-and-google-

	<p>Sexual Health Disparities</p>	<p>hangout-series/centering-indigenous-and-oppressed-voices-in-school-psychology-teaching-and-practice</p> <p>-NASP Position Statement – Effective Service Delivery for Indigenous Children, Youth, Families, and Communities*</p> <p>Communique Articles*</p> <p>https://www.nasponline.org/publications/periodicals/communique/issues/volume-44-issue-4/using-the-nasp-framework-for-effective-practice-with-indigenous-youth-families-and-communities</p> <p>https://www.nasponline.org/publications/periodicals/communique/issues/volume-47-issue-1/using-the-indigenous-conceptual-framework-in-assessment—part-1-a-native-american-perspective</p> <p>https://www.nasponline.org/publications/periodicals/communique/issues/volume-47-issue-2/using-the-indigenous-conceptual-framework-in-assessment—part-2-a-native-american-perspective</p> <p>NASP Position Statement: Comprehensive and Inclusive Sexuality Education*</p> <p>Racial and Ethnic Disparities in Reproductive Health Services and Outcomes (2020) *</p> <p>Charest, M., Kleinplatz, P.J., & Lund, J.I. (2016). Sexual health information disparities between heterosexual and LGBTQ+ young adults: Implications for sexual health. <i>The Canadian Journal of Human Sexuality</i> 25(2), 74-85. https://www.muse.jhu.edu/article/628817. *</p> <p>Nebraska Profile - Sex Ed for Social Change - can look at other states of interest *</p> <p>National Sex Education Standards (Sex Education Collaborative) *</p> <p>Glossary of Sex Ed. Terms *</p> <p>JCR #5</p>
<p>3/23</p>	<p>Impact of Economic Disparities (Classism)</p>	<p>Mule, Briggs, & Song, BPF ch. 10: <i>Best practices in working with children from economically disadvantaged backgrounds</i></p> <p>Beebe-Frankenberger & Goforth, BPF ch. 11: <i>Best practices in providing school psychological services in rural settings</i></p>

	Media Review discussion	<p>CQ: Barrett * https://www.nasponline.org/publications/periodicals/communique/issues/volume-48-issue-2/low-income-and-economic-marginalization-as-a-matter-of-social-justice-foundational-knowledge</p> <p>JCR #6</p> <p>Media Review due</p>
3/30	* *	<p>Preparation/Readings</p> <p>Preparation/Readings</p>
4/6	* *	<p>Preparation/Readings</p> <p>Preparation/Readings</p>
4/13	<p>Disproportionality in Education</p> <p>COVID-19's Impact on our Children and Youth</p>	<p>Preparation/Readings</p> <p>NASP Communique series on Disproportionality https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/disproportionality/disproportionality-in-education</p> <p>NASP Position Statement: Racial and Ethnic Disproportionality in Education*</p> <p>-COVID-19 Resources: Providing Effective Social-Emotional and Behavioral Supports After COVID-19 Closures*</p> <p>-COVID-19 Resources: Considerations for Academic Assessments and Interventions Upon the Return to School*</p> <p>-COVID-19 Resources: Guidance on the Use of Grade Retention and Special Education Eligibility to Address Instructional Loss*</p> <p>-COVID-19 Resources: Equity Considerations During and After COVID-19 School Closures*</p> <p>-School Safety and Crisis: Countering Coronavirus Stigma and Racism – Tips for Teachers and Other Educators*</p> <p>-School Safety and Crisis: Countering Coronavirus Stigma and Racism – Tips for Parents and Caregivers*</p> <p>-Research Summaries: Child and Adolescent Mental Health During the COVID-19 Pandemic*</p> <p>-Social Policy Report: COVID-19 and Resilience in Schools: Implications for Practice and Policy*</p> <p>-School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19*</p>

		JCR #7
4/20	<p>Trauma from a Social Justice Perspective</p> <p>Climate Justice</p>	<p>Preparation/Readings</p> <p>School Psyched Podcast #116: Manifestions of Trauma in the Schools - YouTube School Psyched Podcast #119: Trauma Informed Care in the Schools - YouTube</p> <p>More readings will be added here.</p> <p>Communique article series – Climate Justice https://www.nasponline.org/publications/periodicals/communique/issues/volume-49-issue-2/climate-justice—part-1-the-impact-of-climate-change-on-youth https://www.nasponline.org/publications/periodicals/communique/issues/volume-49-issue-3/climate-justice—part-2-school-psychologists-as-advocates</p> <p>JCR #8</p>
4/27	<p>Applications of Social Justice</p> <p>Ethics of Social Justice</p>	<p>Preparation/Readings</p> <p>Lichtenstein, BP StLS ch. 22: <i>Best practices in delivering culturally responsive, tiered-level supports for youth with behavioral challenges</i></p> <p>NASP SP4SJ Pocast Series #7: Encountering and Overcoming Resistance to Social Justice in Practice -NASP Website</p> <p>SP Forum Racial Justice issue*</p> <p>ACA Advocacy Competencies*</p> <p>Jacob, BPF ch. 32: <i>Best practices in ethical school psychological practice</i> Klose & Lasser, BPF ch. 33: <i>Best practices in the application of professional ethics</i></p> <p>https://www.nasponline.org/standards-and-certification/professional-ethics/using-ethical-problem-solving-to-respond-to-racism-(webinars)</p> <p>JCR #9</p>
5/4	<p>Bringing all together</p> <p>Wrap up discussion</p>	JCR #10 – What questions/topics do you want to discuss?

5/11	Advocacy/Action Plans – Presentations Personal Reflection group share	Advocacy/Action Plans due Personal Reflections due
------	--	---

Social Justice Resources

We will add to this list throughout the semester.

NASP Social Justice Resources

Understanding Race and Privilege

Talking about Race and Privilege: Lesson Plan for Middle and High School Students

Understanding Race and Privilege: Lesson Plan and Activity Guide for Professionals

Implicit Bias: A Foundation for School Psychologists

Implicit Bias, Part 2: Addressing Disproportionality in Discipline: A Prospective Look at Culturally

Responsive Positive Behavior Intervention and Supports

Intersectionality and School Psychology: Implications for Practice

Intersectionality Infographic

#SP4SJ Podcast Series

An Introduction to the #SP4SJ Series

Understanding White Privilege

Social Justice Perspective on Bullying Prevention

School-to-Prison Pipeline

Creating Safe Spaces for LGBTQ+ Students in Schools

Centering Indigenous and Oppressed Voices in School Psychology Teaching and Practice

Encountering and Overcoming Resistance to Social Justice in Practice

The Future of Social Justice Training, Practice, and Research

Websites/Podcasts

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence/self-assessment-checklist>

<https://nationalseedproject.org/about-us/about-seed>

<https://secure.understandingprejudice.org>

Healing Centered Conversation Podcast – Dr. Byron McClure

Books/Articles

Adams, M., Blumenfeld, W.J., Catalano, D.C.J., DeJong, K., Funk, M.S., Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zúñiga, X. (2018). *Readings for diversity and social justice* (4th ed.). New York: Routledge.

Adams, M., & Bell, L.A. (2016). *Teaching for diversity and social justice* (3rd ed.). New York: Routledge.

Dewit, P. (2012). *Dignity for all: Safeguarding LGBT students*. Thousand Oaks, CA: Corwin: A SAGE Publication.

DiAngelo, R. J. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston: Beacon Press.

Jones, J., (2009). *The Psychology of Multiculturalism in the Schools*. Bethesda, MD National Association of School Psychologists.

Matthew, D. B., (2015). *Just medicine: A cure for racial inequality in American health care*. New York: New York University Press.

Rhodes, R.L, Ochoa, S.H., Ortiz, S.O., (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: Guildford Press.

Saad, L. F. (2020). *Me and white supremacy: Combat racism, change the world, and become a good ancestor*. Naperville, Illinois: Sourcebooks.

Shedd, C. (2015). *Unequal city: Race, schools, and perceptions of injustice*. New York: Russel Sage Foundation.

Sue, D.W., (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation* Hoboken, NJ: John Wiley and Sons Inc.

Sue, D.W., (Ed), (2010). *Microaggressions and marginality: Manifestation, dynamics, and impact*. Hoboken, NJ: John Wiley and Sons Inc.

Tatum, B. D. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations about race* (20th anniversary ed.). New York: Basic Books.

Wilkerson, I., (2020). *Caste: The origins our our discontents*. New York: Random House.

More resources can be found at:

<https://www.hks.harvard.edu/faculty-research/library-knowledge-services/collections/diversity-inclusion-belonging/anti-racist>

Documentaries/Movies/Series

*Can use for Media Review assignment

*Just Mercy – also a book

Pose

*The Normal Heart

I Am Jazz

*Moonlight

13th

*I Am Not Your Negro

Milk
The Hate U Give
*Selma
If Beale Street Could Talk
Do The Right Thing
Get Out
Paris is Burning
Philadelphia
*The Times of Harvey Milk
*Out of Omaha
John Lewis – Good Trouble
Disclosure
Immigration Nation
Fruitville Station
American Skin
Marsha P Johnson

Overall Class Participation

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
PROMPTNESS	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
GATE-KEEPING	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions

LISTENING/ ATTENDING SKILLS	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Display a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning
--	--	--	---	--

Class Participation**Name:** _____

	Excellent	Average	Below Average
Amount	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
Content	Asks insightful questions; comments include supporting evidence from readings and/or experience	Demonstrates an understanding of the material through comments	Incorrect or irrelevant statements
Facilitation	Discussion frequently generates comments from classmates	Discussion sometimes generate comments from classmates	Discussion does not generate comments from classmates
Complexity and Application	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
Integration	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

Topic Facilitator

Name: _____

	Excellent	Adequate	Needs Improvement
Assigned Readings	Readings and any other assignments were highly relevant, challenging, scholarly, and addressed the topic. They were incorporated into the class time.	Readings and any other assignments were relevant, challenging, scholarly, and addressed the topic. They were incorporated into the class time.	Minimal readings were assigned and/or the readings were not scholarly.
Used Time Effectively	Used 75 minutes of time. Balance between presentation, discussion, and activity.	Within 5 minutes of the requirement	Less than 25 minutes or more than 35 minutes
Organization	Session flowed logically; content was introduced at the beginning and summarized at the end	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
Presentation of Content	Presenters 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
Balanced Preparation and Presenting	Both presenters contributed equally to preparing for and presenting during the class session	Both presenters contributed to preparing for and presenting during the class session but it was somewhat unbalanced	Presenters did not contribute equally to preparing for and presenting during the class session
Discussion/Activity	Engaging, creative, related directly to the presentation content and allowed participants to better understand and retain the information	Related directly to the presentation content and allowed participants to better understand and retain the information	Marginally related to the presentation content and allowed participants to better understand and retain the information
Engagement	All participants were actively engaged in discussion/activity	Most participants were actively engaged in discussion/activity	Half or fewer of the participants were actively engaged in discussion/activity

Relevance	Content of presentation and discussion/activity was highly relevant to school psychologists	Content of presentation and discussion/activity was relevant to school psychologists	Content of presentation and discussion/activity was marginally relevant to school psychologists
Additional sources	Utilized more than the website information including additional research from journal articles	Utilized more than the website information	Utilized only the website information

Journal of Critical Reflection

Name: _____

	Excellent	Average	Below Average
Length	Paper meets length requirement	Paper is approximately $\frac{1}{4}$ to $\frac{1}{2}$ page too short	Paper is over $\frac{1}{2}$ page too short
New Information	Always includes supporting evidence from reading and/or experiences; demonstrates that all material was read; does not simply summarize readings	Usually includes 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;
Challenges	Specific discussion of how the material challenged current opinions, attitudes and actions.	General discussion of how the material challenged current opinions, attitudes and actions.	Minimal discussion of how the material challenged current opinions, attitudes and actions.
Application	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
Discussion Points	Asks 3+ insightful questions and at least one leads to a class discussion; yes/no questions not included	Asks 2 insightful questions and at least one leads to a class discussion; yes/no questions not included	Asks 0-1 insightful questions and 0-1 of the questions lead to a class discussion.
Writing	Well organized, excellent mechanics of writing	Good organization and mechanics of writing. Only a few errors.	Poorly organized and many writing errors.