



## Ed.S. in School Psychology Program Handbook

### Welcome

Welcome to the only accredited School Psychology program in Nevada! We are working to meet the critical need for school psychologists in Nevada and nationally. You will find that school psychology is a stimulating and rewarding field. We are glad that you have chosen UNLV for your education and training. Feel free to reach out to us ([school psychology faculty](#)) for any questions, or just to chat!

### Mission Statement

*The School Psychology program prepares school psychologists who serve diverse populations, enhance wellness, and promote social justice for individuals, families, schools, and communities, as scientist-practitioners, scholars, advocates, and leaders.*

Training in school psychology at UNLV is rooted in a Cultural Ecological framework of school psychology practice and the scientist-practitioner model of psychological training. The *Cultural Ecological* framework emphasizes the diversity of our global society and the multiple layers of interactions that must be in view to serve all children ethically. The programs are responsive to the diverse needs of the Las Vegas and Southern Nevada communities. The *scientist-practitioner* model emphasizes the interplay between psychological science/research and real-world practice each informing the other to produce relevant research and high-quality practice.

Training is developmental and rigorous adhering to both training standards espoused by the National Association of School Psychologists (NASP) for Nationally Certified School Psychologists (NCSP). *The Ed.S. program is fully accredited by NASP and graduates are eligible for state and national certifications in school psychology.* Overall, the program seeks to develop school psychologists at the specialist level who have the competencies to apply psychological principles to (a) **promote** healthy development in school and (b) **ameliorate** various cognitive, academic and psychosocial challenges for all children, families, schools, and communities in an increasingly diverse and global society.

### Commitment to Individual and Cultural Diversity

As can be seen by the program mission statement, theoretical framework, and aims, a commitment to understanding and responding to human diversity is articulated throughout all aspects of the program. Human diversity is recognized as a *strength that is valued and respected* and UNLV is committed to developing innovative programs and policies that will attract, retain, and nurture a diverse University community and foster a campus environment that will enable all of our graduates to excel in a global culture. Respect for and understanding of cultural and individual diversity is reflected in the program's goals and mission, stated in policies for the recruitment, retention, and development of faculty and students with respect to diversity and in its curriculum and field placements. The program has non-discriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession. One of the requirements for admission to the program is a diversity statement.

### Program History

The School Psychology Ed.S. program began in 1989 as a subplan (or track) of the Ed.S. in Educational Psychology in the Department of Educational Psychology and Higher Education (EPHE), College of Education. As the program faculty moved to the current Department of Counselor Education, School Psychology, and Human Services (CSH) in 2017, the Ed.S. in School Psychology was developed and began in 2017. The Ed.S. in School Psychology is grateful to the

previous department (EPHE) and administration who supported its development. The program is most grateful to the following list of school psychology faculty who have contributed to the current program over its development:

**Program Coordinators:**

Dr. Paul Jones - 2005 to 2013

Dr. Scott Loe - 2013 to 2017

Dr. Samuel Song - 2017 to 2023

Dr. Scott Loe – 2023 to present

**Field Experience Coordinator:**

Dr. Katherine Lee - 2017 to present

**Core Faculty:**

Dr. Joe Crank - 1989 to 2014 (retired) (1991 NASP approved)

Dr. Paul Jones - 1991 - 2013 (deceased)

Dr. Sherri Strawser - 1989 - 2002

Dr. Scott Loe - 2003 - present

Dr. Kathleen Krach - 2008 to 2010

Dr. Tara Raines - 2011 to 2014

Dr. Katherine Lee - 2015 to present

Dr. Samuel Song - 2016 – 2023

Dr. Patrice Leverett 2017 - 2023

**Purpose**

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: [valarie.burke@unlv.edu](mailto:valarie.burke@unlv.edu) or [gradassociatedean@unlv.edu](mailto:gradassociatedean@unlv.edu).

**Department Graduate Faculty**

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

**Program Information**

[Ed.S. in School Psychology](#)

**Contact Information**

[Department of Counselor Education, School Psychology, and Human Services \(CSH\)](#)

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## Program Requirements

The School Psychology Ed.S. program is based upon standards set forth by the Nevada Department of Education (NDOE) and is a nationally accredited program by the National Association of School Psychologists (NASP). Students pursuing school psychology studies meet credential standards by completing at least 66 semester hours beyond the bachelor's degree of required and elective graduate-level course work including 1,200 hours of supervised internship.

Completion of this program of graduate study enables the student to apply for state licensure as a school psychologist in Nevada and the opportunity to gain national certification as a Nationally Certified School Psychologist (NCSP).

### Goals, Objectives, and Competency Domains

In all areas of preparation, the program assures that students are prepared to work in the complex domain of schools, primarily, and other child or student-oriented settings. The program subscribes to the principle of “best practices”, i.e., providing our students with evidence-based, socially valid competencies. The UNLV school psychology program has adopted the NASP Domains for Training and Practice as can be seen in the objectives of individual courses, practicum, and internship. Therefore, students must demonstrate knowledge and competence in an array of areas including the following *NASP 2020 Professional Standards*:

#### **Domain 1: Data-Based Decision Making**

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

#### **Domain 2: Consultation and Collaboration**

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

#### **Domain 3: Academic Interventions and Instructional Supports**

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

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

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

#### **Domain 5: School-Wide Practices to Promote Learning**

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

#### **Domain 6: Services to Promote Safe and Supportive Schools**

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

#### **Domain 7: Family, School, and Community Collaboration**

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

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

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

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

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

**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 provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.*

**Ed.S. Curriculum**

All students must adhere to the curriculum requirements as outlined in the Graduate Catalog and this handbook herein. By complying with the program curriculum requirements, it offers students the opportunity to graduate in a timely manner and eligibility for licensing as a professional school psychologist. Most importantly, the clients that will be served by our UNLV graduates can be assured that the graduates have the knowledge, skills, and competencies to provide an array of effective services.

Program requirements regarding **admission, coursework and culminating experience** are found in the graduate catalog.

**Program Curriculum Committee for Transfer Credits and Course Substitutions**

The program abides by the UNLV policy on transfer credits, which is in the Graduate Catalog.

Students desiring to receive credit for prior graduate coursework or program requirements must develop a proposed program of study (POS) with the support of their advisor in the fall semester of their first year. Once the POS has been developed, it is submitted to the Program Coordinator (Dr. Loe) for review by the program curriculum committee. During this process, students provide course syllabi for all courses and relevant documentation such as assignment guides for faculty review. The review will include a faculty member who has expertise (the person teaching the course) in the content area (e.g., cognitive assessment, statistics) and may require additional competency assessments (e.g., video of cognitive test administration). Prior coursework must cover the breadth of scientific psychology and the current body of knowledge specific to each content area for it to satisfy program requirements.

**Field-based Experiences**

The practice of professional psychology in the field through varied practica and internships are an essential component of school psychology training programs. Beginning in the first year of the

program, these field experiences are sequenced by year to build upon each other and develop students' clinical competence in school psychology.

*Availability for Practicum Activities*

Practicum is a critical component of professional preparation. In order to ensure that students have access to an appropriate breadth of training opportunities and supervision during practicum, activities must often be scheduled during regular business hours. Students are required to be available for practicum activities and supervision as scheduled by their field supervisors and course instructors. Students who demonstrate a pattern of non-participation in scheduled activities due to conflicts with outside commitments may be considered for academic probation. These experiences and policies are described below (specific details may be obtained by emailing the Field Experience Coordinator, Dr. Lee: [katherine.lee@unlv.edu](mailto:katherine.lee@unlv.edu)):

1. Year One: First Year Practicum

During the first year of study (Year One), students complete two semesters of practicum to learn about schools as a context for child development and for service delivery by interviewing, shadowing, and observing a school psychologist in a public school. A total of 40 hours are required for the school year (20 hrs each semester).

2. Year Two: Intermediate Practicum

Students are required to complete a comprehensive school psychology practicum with an associated seminar as part of the Year 2 coursework. These take place in local schools and the PRACTICE. The content of this practicum is extensive covering NASP domains. The work is intensive requiring between 14 - 16 hours of supervised professional practice each week (a minimum of 400 hrs total are required for the year). It must be completed during concurrent fall and spring semesters. Six credits of the course, EPP 762 (School Psychology Intermediate Practicum), is required for the year (three credits per semester). \*\*Due to the part-time nature of this field-based practica, students must be able to commit a minimum of 2 full school-days during school hours to successfully complete experiences within a timely manner. These hours of experience must be conducted with the assigned, pre-approved supervisor, and it is not advised that hours be collected at the student's place of employment (if working part-time in a school). The reason for this is that the dual role in the environment (for example school aide and school psychologist grad student) causes ethical violations that could have negative impacts on the graduate student, the students of the school, and/or the staff at the place of work.

*Prerequisites for Intermediate Practicum:*

- a) Satisfactory completion of all first-year course work, or approval by Program Coordinator, Field Experience Coordinator, and program faculty (e.g., part time students only).
- b) Signing up and attending the Practicum Orientation in the spring of the first year
- c) Approval for Intermediate Practicum by program faculty during the annual review process. Students who attend part-time typically take two years to complete the first-year course work and take a practicum in the third year.

*Child Advocacy Practicum*

The child advocacy practicum is an interdisciplinary one-semester practicum that occurs concurrently with the Intermediate Practicum. Students learn about law practice, special education law, and child advocacy. Students work as part of a multidisciplinary team within the Thomas & Mack Legal Clinic under the supervision of the school psychology program and Thomas & Mack Legal Clinic faculty. Enrollment in EPP 745 (Legal Clinic on Law, Ethics, and Advocacy) is required during the semester in which the practicum is completed.

3. *Internship.* The UNLV school psychology program complies with the NASP requirements for internship. The required internship is full-time (8 hours a day, 40 hours a week) experience for two semesters in a school setting. Students registering in the internship course are considered full-time students as required by NASP. This enrollment is recognized as full-time enrollment by the Financial Aid office when the internship is a full-time training experience. A minimum of 1200 hours of internship must be documented over the two- semester academic year. Internship in a non-school setting but psychological in practice may be allowed with permission, however for no more than half of the total internship. This option is possible in principle but has not been undertaken in the UNLV program. During the internship, the student is supervised by a certified or licensed school psychologist assigned by the school district, and at least two hours of direct supervision is given each week. All required NASP competencies are assessed and evaluated for attainment during the year of internship.

Enrollment in EPP 769 (School Psychology Internship) is required during each semester in which the internship is completed.

- a) During the internship year, class meetings with the university supervisor are required over the first semester and less frequently during the second semester.
- b) During the class, the interns learn from CCSD Psychological Services coordinators. They also are expected to share new evaluation instruments, new procedures, new knowledge, their experiences, and any difficulties they have experienced. In our internship, school district personnel, as well as the university instructor, provide course lectures. Internship activities are recorded by students in their narrative daily logs and in the activities checklist. Two formal evaluations of the intern are made each semester by the university supervisor and the site supervisor.

### Advising

**Advising.** Upon admittance to the School Psychology Program, Ed.S. students are assigned an advisor. The advisor helps develop your program of study. These credits are accumulated by taking the required courses including didactic courses, seminars, practicum, and internship.

Students may change advisors at any time. To change your advisor, However, if you wish to do so, speak to your current advisor first to begin the process and ask the Program Coordinator any questions you may have.

### Degree Program Benchmarks

Students must complete several project milestones to evaluate the progression of knowledge, skills, and competence.

*Assessment 1. National Examination of Content Knowledge.*

- a) UNLV students are required to take and pass the Praxis Examination before starting the internship year. It can be retaken during internship if needed but is required before completion of the Ed.S. program.

*Assessment 2. Practicum Evaluations of Skills and Knowledge.*

- a) Assessment in a practicum that demonstrates students can effectively plan the professional responsibilities required of a school psychologist.

*Assessment 3. Intern Evaluation by Site Supervisor.*

- a) All interns are formally and comprehensively evaluated by the site psychologist at least twice each semester regarding their competence.

*Assessment 4. Intern Evaluation by University Supervisor.*

- a) Interns are evaluated on-site by the university intern instructor in regard to their accomplishment of required professional activities. Students must also, develop a portfolio of required artifacts, and this folio is evaluated by university faculty regarding attainment of the program and NASP required competencies.

*Assessment 5. Assessment of Impact on Student Learning Environments.*

- a) Interns must complete two case studies. One case must be of a learning/academic outcome and the other must be a behavior case outcome. Both cases must include evaluation of positive impact by calculating an effectiveness metric (e.g., PND, GAS, effect size) and visual analysis.
- While not a program milestone per se, course grades are examined annually (see required minimum grade required below, "Program Timeline 2")

### Program Timeline

- 1) Students show they have an aptitude for the UNLV school psychology program through required high undergraduate GPA, required acceptable GRE scores, and positive references.
- 2) Students must be academically successful in **all** required courses and retake **any** course with a grade of below B before they enroll in an internship.
- 3) Practicum completion is a major accomplishment and gate. Practicum is closely monitored, supervised and evaluated. For example, individual supervisory meetings are held with students in the practicum upon completion of each client session or case review in order for the supervisor to provide professional feedback to the student. Success in practicum and other



required courses during year two is necessary before advancement to Internship in year three.

- 4) Interns are evaluated continually during their full academic year of internship and must be successful in order to graduate and therefore to gain institutional recommendation for the license. UNLV requires that the site psychologist supervisor provides a minimum of two hours of supervision each week. In reality, the amount of supervision and feedback is much more. Each intern is evaluated individually via the structured Internship Accomplishment Form and Intern Evaluation Form twice each semester. Grades are based on student accomplishment and derived from consultation between the LEA site supervisor and UNLV supervisor. If a student does not complete all the required internship activities acceptably, then it is possible for the intern to continue the internship if such is the decision of the program faculty and site school.
- 5) Students must pass a Graduate College-required culminating examination at the completion of their degree studies in order to graduate. The School Psychologist Praxis examination fulfills this requirement and students must take this exam during the internship.
- 6) Students complete the program in three years of full-time study (see sample plan below). A part-time option is available that is four years including one-year of full-time residency and a full-time internship. Students must meet with their advisor to plan their program of study early.

**Table 1. Sample Plan of Study**

**Officially approved course  
and program requirements  
are outlined in the Graduate  
Catalog**

**Courses and Sequence**

**YEAR 1**

<b>FALL SEMESTER, YEAR 1</b>		
ESP XXX	Elective in Academic Interventions (reading, writing, math)	3 cr.
<b>EPP 777</b>	Families and Family Engagement from a School Psych Perspective	3 cr.
<b>EPP 710<sup>a</sup></b>	Assessment of Intelligence by School Psychologists	3 cr.
<b>EPP 786</b>	First Year Practicum	1 cr.
<b>EPP 761</b>	Role & Function of the School Psychologist in a Global Society	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>13 cr.</b>

<b>SPRING SEMESTER, YEAR 1</b>		
<b>EPP 715<sup>a</sup></b>	Behavioral & Personality Assessment & Interventions	3 cr.
<b>EPP 786<sup>a</sup></b>	First Year Practicum	1 cr.
<b>EPP 763<sup>a</sup></b>	Psychoeducational Academic/Diagnostic Assessment - achievement	3 cr.
<b>EPP 735</b>	EBIs to Promote Mental Health	3 cr.
<b>EPP 760<sup>c</sup></b>	Cultural Ecological Model in School Psychology	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>13 cr.</b>

<b>SUMMER SEMESTER, FOLLOWING YEAR 1</b>		
<b>EPP 772</b>	Seminar in Psych Science and Integration (Devpmnt - Social)	3 cr.

SUMMER SEMESTER, FOLLOWING YEAR 1		
<b>EPP 772</b>	Seminar in Psych Science and Integration (Cog - Affect)	3 cr
<b>EPP 730</b>	Consultation Theory & Skills	3 cr.
<b>EPP 770</b>	Systems Change, Leadership, & Advocacy in Schools	3 cr.
<b>EPP 775</b>	Crisis (optional for SP or fall)	
<b>EPP 777</b>	Families (optional for SP or fall)	
	<b>TOTAL SEMESTER HOURS</b>	<b>12 cr.</b>



**YEAR 2**

<b>FALL SEMESTER, YEAR 2</b>		
<b>EPP 775</b>	Crisis	3 cr.
<b>EPP 745 (or elective)</b>	Legal Clinic on Law, Ethics, & Advocacy	3 cr.
<b>EPP 762</b>	School Psychology Intermediate Practicum	3 cr.
<b>XXX</b>	Elective (e.g., research, neuropsychology, counseling & intervention courses in EPY ESP, CED)	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>12 cr.</b>

<b>SPRING SEMESTER, YEAR 2</b>		
<b>ELECTIVE (or EPP 745)</b>	Elective (e.g., research, neuropsychology, counseling & intervention courses in EPY ESP, CED) or Legal Clinic on Law, Ethics, & Advocacy, if not taken in Fall of Year 2)	3 cr.
<b>EPP 762</b>	School Psychology: Intermediate Practicum	3 cr.
<b>EPP 764</b>	School Psychology Seminar: Advanced Ethical Decision Making	1 cr.
<b>EPY 702</b>	Methods of Research	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>10 cr.</b>

<b>SUMMER SEMESTER, FOLLOWING YEAR 2G YEAR 2</b>		
Finish summer courses and electives. Study for Praxis exam		
<b>Take Praxis II School Psychology Exam end of summer before internship (or during the fall semester of internship)<sup>b</sup></b>		

**YEAR 3**

<b>FALL SEMESTER, YEAR 3</b>		
<b>EPP 769</b>	School Psychology Internship 1	3 cr.

<b>SPRING SEMESTER, YEAR 3</b>		
<b>EPP 769</b>	School Psychology Internship 2	3 cr.
<b>TOTAL PROGRAM HOURS</b>		<b>66 cr.</b>

- a. must earn a grade of B or above in these courses
- b. Praxis II School Psychology exam required prior to spring semester of internship year
- c. EPY 788 (Legal Clinic) is only required for 1 semester. Choose an elective for the other semester from the following list (must be approved by your advisor):
  - 1. Neuropsychology and preschool course

2. Any course in Educational Psychology (students interested in doctoral studies should take an additional research course)
3. Any course in the Special Education program (ESP)
4. Any course in the Counseling program (CED)
5. Any course in the Educational Policy and Leadership program

School psychology faculty must approve all course substitutions **prior to** enrollment.

### **Professional Code of Ethics/Discipline Guidelines**

UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog.

**Professionalism.** Professional dispositions and behaviors are expected of students as soon as they begin the program (see Annual Reviews below and Appendix). Professional and ethical conduct is expected during all on and off-campus, program-related activities. Students are expected to comply with the ethical standards of the National Association of School Psychologists and are expected to familiarize themselves with the information available at the links below:

- [Ethical Principles of Psychologists and Code of Conduct](#)
- [NASP 2020 Professional Standards](#)

Failure to adhere to professional and/or ethical conduct can result in the implementation of an Improvement Plan, academic probation (see Ongoing Student Progression and Annual Reviews below).

**Technical Standards.** Earning a degree Ed.S. in School Psychology requires mastery of a coherent body of knowledge and skills. School psychology students must acquire substantial competence in the discipline of psychology and school psychology as specified in the NASP 2010 Standards; must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other education and health care professionals.

Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the School Psychology programs but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other education and health care providers.

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

## Annual Review Procedures

**Annual Mandatory Individual Development Plan:** Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead. Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP. Reported student data are shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner. Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track metrics related to the annual productivity of all students.

**Program Review.** The program conducts a *Program Annual Student Review* at the end of spring term each academic year to ensure that all students are making adequate progress in the program. Students receive a feedback letter from the Program Coordinator that reflects the overall feedback of the school psychology faculty. Criteria for satisfactory progress is detailed in the Annual Student Review document, Technical Standards and Student Expectations (Appendix A); and, generally assess whether students are:

1. Meeting minimal levels of achievement in coursework and program requirements (i.e., clinical practice, research, graduate assistantships)
2. Meeting adequate progress in the program (timeline and review points)
3. Meeting adequate standards for professional dispositions and behaviors in the program

Prior to the end of each academic year (e.g., May 1), students submit a Program Annual Student Review form (see Appendix C) documenting progress in the program and a self-evaluation of professional dispositions and behaviors. This process ensures that students are involved in their own evaluation and promote their own professional development. Other UNLV faculty who are assigned a school psychology student as a graduate assistant or have instructed them also are asked to evaluate the student's competencies and professional dispositions and behaviors (Appendix B). In addition, all faculty chairing a doctoral committee of a school psychology student are asked to update the school psychology core faculty regarding the student's progress in the program (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation).

All the data are then reviewed by the program coordinator, advisor, and program faculty to ensure that the student is making timely progress through the program and to identify any areas of special need. Students who have concerns in one or more of the criteria for satisfactory progress are asked to meet with their advisor to create a plan for improvement (see below description of Improvement Plan for details) and recommended to be placed on probation with the Graduate College.

For the program to *monitor ongoing student progression*, student concerns are discussed on an ongoing basis at program faculty meetings for the purpose of consultation (i.e., at least monthly and at the end of each semester). If a significant concern arises in which one or more of the criteria for satisfactory progress in the program is not being met by a student, then, a more formal review is triggered by faculty and the student may be placed on an *Improvement Plan* and recommended to be placed on probation with the Graduate College.

**Improvement Plan.** When an Improvement Plan is developed for a student, the student is also placed on Academic Probation at the university level, simultaneously (see Probation and Separation in the Graduate Catalog) and/or referred to the Student Code of Conduct office. Students can be removed from academic probation via the Graduate College upon satisfactorily meeting all Performance Goals as indicated in the Progress Review.

An Improvement Plan for remediation is developed jointly by the advisor and the student, approved by program faculty and the program coordinator, and includes four components:

1. Program Expectations
  - a. The Program Expectations aligned to professional standards describe the specific program expectations that apply to the student's difficulties.

2. Performance Goals
  - a. The Performance Goals contain a listing of student activities/behaviors necessary to meet program expectations which aligned to professional standards.
3. Evaluation Plan
  - a. The Evaluation Plan contains the methods and metrics to be used to evaluate progress toward performance goals. Typically, methods and metrics may include but not be limited to faculty review of data supporting behavioral improvement across courses, faculty, administrators, staff, and supervisors (see Appendices for Annual Review and field experience evaluations) and documented informal feedback.
4. Timeline. The Timeline contains the following:
  - a. The Improvement Plan end date, which will be scheduled no sooner than the end of the semester in which the plan is implemented.
  - b. A schedule for appropriate interim progress reviews/meetings.
5. Summative Review
  - a. The Summative Review occurs no earlier than the Improvement Plan end date and no later than the beginning of the academic semester following the end date. It summarizes information obtained through the Evaluation Plan and outlines progress related to each goal listed in the Performance Goals. Progress toward each goal will be rated as either:
    - i. Satisfactory, which applies when evaluation data indicate that the student is consistently displaying the activities/behaviors described by the performance goal.
    - ii. Unsatisfactory, which applies when evaluation data indicate that the student is not consistently displaying the activities/behaviors described by the performance goal. Students may be recommended to the Graduate College to be placed on probation.
6. Program Recommendation
  - a. The Program Recommendation is made no earlier than the Improvement Plan end date and no later than the beginning of the academic semester following the end date. It is based on results from the Progress Review and will include one of the following:
    - b. Satisfactory completion of Improvement Plan with a recommendation for removal of Academic Probation.
    - a. Unsatisfactory completion of Improvement Plan with a recommendation for placement on probation and possible separation from the School Psychology Program.

### Probation and Separation

See the Probation and Separation section of the Graduate Catalog for more information on how the program determines program separation.

In determining whether students' performance and behavior require remediation, the program faculty consider these definitions (see Appendix A also for technical standards and student expectations):

- a) *Definition of Problematic Behavior: When a student's behavior, attitude, or characteristic which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training.*
  - 1) Performance anxiety, discomfort with clients of diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.
- b) *Definition of Impairment: Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:*
  - 1) An Inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
  - 2) An inability to acquire academic/professional skills in order to reach an acceptable level of competency.
  - 3) An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with academic/professional functioning.

- c) *When do problematic behaviors become identified as impairments?* Although it is a professional judgment as to when a student's behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:
- 2) The student does not acknowledge, understand, or address the problem when it is identified.
  - 3) The problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training.
  - 4) The quality of services delivered by the student is sufficiently negatively affected. The problem is not restricted to one area of academic/professional functioning.
  - 5) A disproportionate amount of attention by faculty/training personnel is required.
  - 6) The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time. The problematic behavior has the potential for ethical or legal ramifications if not addressed.
  - 7) The student's behavior negatively affects the public view of the department.

*NOTE: This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the University's Disability Resource Center to document the impairment and access the appropriate accommodations.*

### **Student Grievance and Resolutions**

The Graduate College has formal grievance policies in place to ensure that a student's rights are protected. The steps begin with the expectation that there will first be an attempt to resolve the issue with the individual most directly involved. When that is not possible or ineffective, students are encouraged to seek assistance through the following chain: advisor, program coordinator, department chair, college dean, and then, if necessary, the Graduate College. [Graduate Student Appeals & Legal Issues Committee](#)

*Storage of Complaints/Grievances.* All complaints or grievances will be stored in the chairperson's office in a locked filing cabinet. Therefore, access to the complaints/grievances is limited by two locks—the office door and the locked filing cabinet. No one is allowed access to the file unless he/she has permission from the chairperson.

### **Additional Program Information**

#### **Student Life**

All students are encouraged to become *active participants in a community of scholars and scientist-practitioners*. The graduate student club for school psychology is called the Student Affiliates of School Psychology (SASP), a university-approved club with Dr. Loe as their faculty advisor. Joining SASP is an excellent way to get to know students and become active in the program. They hold a variety of events and socials.

The program holds a fall orientation for new students and returning students and an Annual End of the Year Celebration in spring.

Students are strongly encouraged to submit proposals for presentations at national and regional professional conferences. Both the college and the Graduate & Professional Student Association (GPSA) provide mentoring and venues for campus presentations of your research. Travel support to attend conferences for your presentations is available from the department and the Graduate & Professional Student Association.

#### **Student Rights**

The School Psychology program seeks to provide an environment that values human dignity and adheres to the university non-discrimination policies and procedures found here: [Policy Against Discrimination and Sexual Harassment - Complaint Procedure](#)

#### **Financial Support**

UNLV financial support for graduate students can be found here: [UNLV Financing](#)

The program and department are committed to providing Graduate Teaching Assistantships to all doctoral students for at least four years subject to state funding availability. After four years, students may apply for additional GAs throughout the college and university. Updated details regarding how to apply and benefits are available here: [UNLV GA](#)

Updated cost of tuition and fees can be found here: [Tuition and Fees](#)

## Discipline Resources

The graduate student club for school psychology called SASP

- [SASP Weebly](#)
- [SASP Facebook](#)
- [Instagram: saspunlv](#)
- b) The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.
  - [NVASP](#).
- c) National associations NASP, Division 16 of APA, and APA:
  - [NASP](#)
  - [Division 16 of APA](#)
  - [APA](#)
- d) The International School Psychology Association (ISPA):
  - [ISPA](#)

## University Resources

### The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

### **Academic Success Center**

The goal of the [Academic Success Center](#) is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

### **Alumni Association**

With an alumni base 140,000 strong, the [UNLV Alumni Association](#) offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

### **Commencement Office**

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#)

### **Office of Diversity Initiatives**

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX

questions, inquiries, and reporting.

#### **Disability Resource Center (DRC)**

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

#### **Office of International Student and Scholars**

[International Students and Scholars \(ISS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

#### **Jean Nidetch Women's Center**

The [Jean Nidetch Women's Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

#### **The Intersection**

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

#### **UNLV Libraries**

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

#### **Graduate & Professional Student Association (GPSA)**

The [Graduate & Professional Student Association](#) serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

#### **Office of Student Conduct**

The [Office of Student Conduct](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

#### **The Financial Aid & Scholarships Office**

The [Financial Aid & Scholarships Office](#) supports higher-education access and persistence by providing financial



aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

### Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the [Online Writing Lab \(OWL\)](#) page.

## University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

*Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

## Handbook Information

Last revised	Revised by	Changes summary
May 2020	Sam Song	Created and updated separate EdS handbook from historical versions.
April 2021	Sam Song	Updated new NASP standards . Faculty vote results: 4/1/2021, 4y-0n

July 2022	Sam Song	Updated supervisor evaluation form and accessibility.
July 2023	Sam Song	Updated policies and program coordinator roles.

## **APPENDIX A**

### **Technical Standards & Student Expectations**

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**The University of Nevada, Las Vegas School Psychology Programs Technical Standards**

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the School Psychology program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the School Psychology programs, applicants for admission and current students in the School Psychology programs must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the School Psychology Program Handbook.

**I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes**

School psychology students must be able to relate to clients/patients, fellow students, faculty and staff members, and other education and health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. School psychology students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A school psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. The school psychology student must display this emotional health in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. School psychology students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). School psychology students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. School psychology students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). School psychology students must be able to advocate for their own needs in the work place without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of school psychology often involves taxing workloads and appropriate management of stressful situations. A school psychology student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

**II. Intellectual Skills**

School psychology students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises school psychology education.

School psychology doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab

meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

School psychology students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code, NASP Ethics code, and by current state and federal laws, including the Nevada Psychology code, a school psychology student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the School Psychology Program.

### **III. Communication Skills**

School psychology students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

### **IV. Commitment to Non-Discrimination**

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A school psychology student with a diagnosed disability may participate in the School Psychology Programs, with or without reasonable accommodations, so long as the student can satisfy the requirements of the School Psychology Programs (EdS and PhD), including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University's Disability Resource Center (DRC). The Office will determine a student's eligibility for and recommend appropriate accommodations and services.

## **Student Expectations**

Students are expected to act professionally. Expectations for professional behavior should be discerned by consulting guidelines from professional ethical codes, the university student code of conduct, the department, the program handbook, and course syllabi. In addition to the evaluation forms found in this appendix, some of the more relevant behavioral expectations are outlined here for clarity:

### **Expectations when working with your faculty, administrators, staff, and supervisors:**

- Students are expected to respond in a timely manner to faculty requests and adhere to specific time-sensitive deadlines established by program faculty.
- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient professional development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.

- Students will cancel/reschedule meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for any PhD track. Students are ultimately responsible for their own decisions and meeting all degree and program requirements proactively, but advisors assist them in understanding alternatives.

#### **Expectations when working with your advisor and research mentor:**

- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.
- Students will cancel/reschedule meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., a section of a manuscript). We expect students to welcome and use the feedback provided in a process of continuous improvement.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.
- Students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.
- Students will plan for advisor review time when preparing the thesis documents. Unless otherwise noted, students should allow 3 weeks for each draft review and should incorporate an allowance for 8 to 15 iterations in timelines.

#### **Professional Behaviors in Research/Research Group:**

- In addition to the one-on-one mentorship provided by the student's advisor, students will participate in Research Group until internship. Students are expected to engage in Research Group as an opportunity to learn about various research areas and subtopics, apply what they've learned elsewhere in their preparation, help others improve their work, and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments in a timely manner is a basis for a determination of poor standing within the program and may result in remediation.
- Students may participate in more than one research group (or receive mentoring from more than one faculty member). Students should discuss this with their advisor first and consider whether they have enough time in their schedule to allow for multiple meaningful research experiences.

- Students will commit themselves to make timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities needed to graduate (i.e., research projects) should take priority over other research activities.
- Students will learn and master APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.
- Students will obtain advisor approval for all research activities including presentation and publications, even when the advisor is not a coauthor since the student completes such professional activities as an affiliate of the university and program.
- Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences. For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).
- The university requires that all research involving human subjects be cleared through proper channels. The student and student's advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including papers. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.



**APPENDIX B**

**Supervisor Evaluation Forms**

# EdS Practicum & Internship Evaluation

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Intro Thank you for supervising our School Psychology trainees! As part of their training, it is imperative that we receive your honest feedback on the student's developing competencies, knowledge, and skills, as well as areas of concern you have in their development.

Please rate the student compared to other school psychologists-in-training with the **same level of training experience**.

## **Practicum and Internship Goals:**

- (1) To demonstrate ability to integrate school psychology knowledge and skills in providing a broad range of school psychology services;
- (2) To work with diverse populations, a range of problems, and different types of human service programs, using varied intervention methodologies;
- (3) To acquire new knowledge and skills related to providing a broad range of school psychology services.

The School Psychology practicum and internship student must demonstrate the following competencies at a minimum level, grouped in five Nevada State standards and ten NASP domains.

For successful completion of each practicum and internship, all relevant competencies must be rated, *minimally*, as

- 1 - Novice for first year practicum students,
- 2 - Emerging for second year practicum students,
- 3 - Competent for interns by their spring semester of internship.

For each NASP 2020 Domain of practice below, please rate the student in **demonstrated knowledge and skills** thus far:

- 0 - Not observed/no opportunity
- 1 - Novice – Unable to perform under supervision
- 2 - Emerging – Application of knowledge and skills under supervision is emerging
- 3 - Competent - Adequate in applying knowledge and skills under supervision
- 4 - Exemplary – Exemplary in applying knowledge and skills under supervision

Thank you!  
Dr. Katherine Lee  
UNLV School Psychology  
Field Experience Coordinator

Q1 Name of Practicum/Internship Supervisor completing this form

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Q2 Supervisor Email:

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Q3 Name of Practicum/Internship Student being evaluated

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Q4 This student you are evaluating is in their:

- ☐ First Year Practicum (intro, 20 hrs/semester)
- ☐ Second Year, Intermediate, Practicum ( up to 2 days/week)
- ☐ Internship Year (full time)

Q5 Date this evaluation is being completed

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Q6 Evaluation Semester

- ☐ Fall
- ☐ Spring

Q7 Evaluation Year

- ☐ 2021
- ☐ 2022
- ☐ 2023

## Domain 1. Data-Based Decision Making

### Instructions

For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

For each NASP 2020 Domain of practice below, please rate the student in skills and knowledge they have demonstrated thus far: 0 - Not observed/no opportunity 1 - Novice – Unable to perform under supervision2 - Emerging – Application of knowledge and skills under supervision is emerging3 - Competent - Adequate in applying knowledge and skills under supervision4 - Exemplary – Exemplary in applying knowledge and skills under supervision

### 1.1

#### Standard 1. Data-Based Decision Making

In collaboration with other members of an interdisciplinary team, demonstrates knowledge and skills for conducting assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

1.2 Student demonstrates knowledge of and skills for collecting and analyzing data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

1.3 Student demonstrates knowledge of and skills for incorporating various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

---

1.4 Student demonstrates knowledge of and skills for using data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

---

1.5 Student demonstrates knowledge of and skills for providing support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

1.6 Student demonstrates knowledge of and skills for assisting with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

---

1.7 Student demonstrates knowledge of and skills for supporting the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

---

1.8 Student demonstrates knowledge of and skills for using information and technology resources to enhance data collection and decision making

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

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## Domain 2: Consultation and Collaboration

Rating reminder

For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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2.1 Student demonstrates knowledge of and skills for using a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services

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2.2 Student demonstrates knowledge of and skills for effectively communicating information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.

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2.3 Student demonstrates knowledge of and skills for consulting and collaborating with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved



when making decisions.

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2.4 Student demonstrates knowledge of and skills for facilitating communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.

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2.5 Student demonstrates knowledge of and skills for participating on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.

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2.6 Student demonstrates knowledge of and skills for consulting and collaborating with professionals within and

across disciplines to share resources and improve practices.

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2.7 Student demonstrates knowledge of and skills for functioning as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.

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2.8 Student demonstrates knowledge of and skills for applying psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

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- ☐ 1
- ☐ 2
- ☐ 3
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### Domain 3: Academic Interventions and Instructional Supports

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students

- Competent for interns by their spring semester of internship.

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3.1 Student demonstrates knowledge of and skills for using assessment data to inform evidence-based instructional strategies that are intended to improve student performance.

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3.2 Student demonstrates knowledge of and skills for promoting interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

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3.3 In collaboration with other school personnel, student demonstrates knowledge of and skills for promoting the

attainment of academic standards and benchmarks by all children and youth.

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3.4 Student demonstrates knowledge of and skills for collaborating with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then can recommend changes to instruction based on student responsiveness to interventions.

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3.5 Student demonstrates knowledge of and skills for applying current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.

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3.6 Student demonstrates knowledge of and skills for working with other school personnel to develop, implement,

and evaluate effective interventions to improve learning engagement and academic outcomes.

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3.7 Student demonstrates knowledge of and skills for incorporating all available information in developing instructional strategies to meet the individual learning needs of children and youth.

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3.8 Student demonstrates knowledge of and skills for using culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. Student uses assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.

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3.9 Student demonstrates knowledge of and skills for sharing information about research in curriculum and instruction with educators, parents/ guardians, and the community to promote improvement in instruction and

student achievement.

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- ☐ 1
- ☐ 2
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3.10 Student demonstrates knowledge of and skills for facilitating the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/ organization, and management of academic demands.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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3.11 Student demonstrates knowledge of and skills for seeking to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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4.1 Student demonstrates knowledge of and skills for recognizing risk and protective factors and uses data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

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4.2 Student demonstrates knowledge of and skills for integrating behavioral supports and mental health services with academic and learning goals for children. Using data, they can identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

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4.3 Student demonstrates knowledge of and skills for understanding the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of

trauma on learning and behavior

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4.4 Student demonstrates knowledge of and skills for using culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.

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- ☐ 1
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4.5 Student demonstrates skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/ or performance deficits that can be remedied through instruction and/or reinforcement strategies.

- ☐ 0
- ☐ 1
- ☐ 2
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4.6 Student seeks to maximize intervention acceptability and fidelity during the development, implementation, and



evaluation of mental and behavioral health interventions.

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4.7 Student demonstrates knowledge of and skills for developing and implementing positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies

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- ☐ 2
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4.8 Student demonstrates knowledge of and skills for using data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

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- ☐ 1
- ☐ 2
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4.9 Student demonstrates knowledge of and skills for promoting effective home–school collaboration and, when necessary, collaborating with other community providers to coordinate mental and behavioral health supports and

wraparound services.

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### Domain 5: School-Wide Practices to Promote Learning

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5.1 In collaboration with others, student demonstrates knowledge of and skills for incorporating evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.

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5.2 Student demonstrates knowledge of and skills for providing professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom

management practices, and the cultivation of supportive working relationships.

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5.3 Student demonstrates knowledge of and skills for using their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. Student helps staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully

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5.4 Student demonstrates knowledge of importance of active involvement in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. Student can assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.

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5.5 Student demonstrates knowledge of and skills for incorporating evidence-based strategies when developing

and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

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5.6 Student works with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior

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5.7 Student demonstrates knowledge of and skills for participating in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.

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5.8 Student works collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.

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5.9 Student demonstrates knowledge of and skills for analyzing systems-level problems and identifying factors that influence learning and behavior. They can help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

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## Domain 6: Services to Promote Safe and Supportive Schools

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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6.1 Student provides services that foster a positive school climate and use their expertise to build and enhance

relationships that lead to greater school connectedness for students, staff, families, and communities.

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6.2 Student demonstrates knowledge of and skills for promoting wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

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6.3 Student demonstrates knowledge of and skills for advocating for state and local policies that promote safe and inclusive school environments.

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6.4 Student demonstrates knowledge of and skills for contributing to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance

abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency

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6.5 Student supports monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.

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6.6 Student demonstrates knowledge of and skills for contributing to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.

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6.7 Student demonstrates knowledge of and skills for participating in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the

context of crisis prevention, protection, mitigation, response, and recovery.

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6.8 Student demonstrates knowledge of and skills for collaborating with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community

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6.9 In collaboration with others, student demonstrates knowledge of and skills for training staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team

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6.10 In collaboration with other professionals, student demonstrates knowledge of and skills for engaging in crisis intervention, conducting comprehensive suicide and/or threat assessments for students who are identified as at



risk, and designing interventions to address mental and behavioral health needs

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6.11 Student collaborates with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

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### Domain 7: Family, School, and Community Collaboration

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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7.1 Student acknowledges and respects diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with

community providers, and they consider these factors when developing and providing services for families.

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7.2 Student uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.

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7.3 Student promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.

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7.4 Student considers the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. Student

collaborates with caregivers and community agencies supporting these students

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7.5 Student helps create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.

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7.6 Student advocates for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.

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7.7 Student demonstrates knowledge of and skills for educating the school community regarding the influence of family involvement on success in school and advocating for parent and other caregiver involvement in school

governance and policy development whenever feasible.

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### Domain 8: Equitable Practices for Diverse Student Populations

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8.1 Student applies their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.

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8.2 In collaboration with others, student considers individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and

behavioral health outcomes for all children in family, school, and community settings.

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8.3 Student uses inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

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8.4 Student has advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.

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8.5 Student works collaboratively with families and community liaisons to understand and address the needs of

diverse learners.

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8.6 Student employs a strengths-based approach to address the learning needs of English learners.

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- ☐ 3
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8.7 Student acknowledges the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. They also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.

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- ☐ 2
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8.8 Student recognizes both within- and between-group differences when working with diverse student

populations.

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- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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8.9 Student promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. They actively engage in efforts to address factors that limit equity and access to educational opportunity.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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### Domain 9: Research and Evidence-Based Practice

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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9.1 Student evaluates, interprets, and synthesizes a cumulative body of research findings and apply these as a

foundation for effective service delivery.

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9.2 Student advocates for the use of evidence-based educational practices in instruction, social– emotional learning, and positive behavioral supports at the individual, group, school, and district levels.

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9.3 Student applies knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.

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9.4 Student provides assistance for analyzing, interpreting, and using empirical foundations to support effective



school practices.

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9.5 Student evaluates, selects, and interprets evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.

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9.6 Student communicates their knowledge about statistics and measurement principles to inform practices and decision making.

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9.7 Student understands principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve

outcomes for all children and youth

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

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

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first year practicum students, 2 - Emerging for second year practicum students3 - Competent for interns by their spring semester of internship.

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10.1 Student practices in ways that are consistent with ethical, professional, and legal standards and regulations.

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- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
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10.2 Student engages in effective, collaborative, and ethical professional relationships.

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10.3 Student seeks and uses professional supervision, peer consultation, and mentoring for effective practice.

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10.4 Student supports the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.

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10.5 Student accesses, evaluates, and uses information sources and technology in ways that safeguard and enhance

the quality of services, security of confidential information, and responsible record keeping.

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10.6 Student assists administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.

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10.7 Student advocates for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.

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10.8 Student stands up for the welfare and rights of children and uses expertise to promote changes in individual education programs, systems, schools, and legislation. Student actively contributes to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and

policies.

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10.9 Student collects data to evaluate and document the effectiveness of their own services.

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10.10 Student engages in lifelong learning and formulate personal plans for ongoing professional growth.

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10.11 Student is knowledgeable about standards that define contemporary professional practice and organizational

principles that provide context for their work.

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Q87

Additional Feedback: Please provide any additional information you think would be helpful for the training program to know.

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### Professional Dispositions

Q122 IMPORTANT: Professional Dispositions and Competencies

Directions: Rate the student compared to other school psychologists-in-training with the same level of training experience

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Q114 Adheres to the ethical codes and guidelines of the National Association of School Psychologists (NASP).

☐ Unmet

☐ Improvement

☐ Met

☐ Exceeds expectations

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Q115 Demonstrates professional work behavior in and outside of the classroom (e.g., proactive, self-directed

learner, completing assignments, attendance, meeting deadlines).

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q116

Demonstrates ability to work effectively in groups or teams.

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q117 Demonstrates the ability to receive, integrate and use feedback effectively from peers, faculty, teaching assistants, staff, and supervisors.

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q118 Displays appropriate social interactions with peers, professors, staff, supervisors, and clients.

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
-

Q119 Demonstrates ability to reflect on one's own knowledge, skills, and dispositions that is conducive to healthy professional development.

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q120 Demonstrates sensitivity to issues of diversity, multiculturalism, equity, and justice including those related to age, sex, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q121 Demonstrates a commitment to the eco-cultural model of school psychology

- ☐ Unmet
  - ☐ Improvement
  - ☐ Met
  - ☐ Exceeds expectations
- 

Q123 Please sign below. Thank you for your feedback!



## **APPENDIX C**

### **Annual Reviews:**

#### **Program Annual Review Rubric & Student Self Evaluation**

# Faculty Rating, Annual Student Review

Start of Block: Default Question Block

**Q14 Faculty will rate students using the student-completed Annual Review form. These ratings represent consensus ratings by program faculty.**

**Q1 Name of Student Reviewed and degree program:**

---

**Q8 This student is meeting minimum acceptable levels in course work**

☐

**Above average (1)**

☐

**Average (2)**

☐

**Below average (3)**

**Q9 This student is meeting program benchmarks and requirements**

☐

**Above average (1)**

☐

**Average (2)**

☐

**Below average (3)**

**Q11 This student is meeting program expectations on professional dispositions and behaviors at minimum acceptable levels**

☐

**Above average (1)**

☐

**Average (2)**

☐

**Below average (3)**

**Q12 This student is meeting program expectations on professional practice and clinical skills at minimum acceptable levels**

☐

**Above average (1)**

☐

**Average (2)**

☐

**Below average (3)**

**Q10 This student is meeting program expectations in research skills at minimum acceptable levels**

☐

**Above average (1)**

☐

**Average (2)**

☐

**Below average (3)**

**Q13 Please explain any concerns here from above:**

**Q2 Summative Academic Evaluation: based on student annual review form and other relevant data, this student is:**

- ☐ in good standing in the school psychology program (1)
- ☐ is not in good standing in the school psychology program (2)
- ☐ is a student about whom the faculty have academic concerns (3)

**Q3 If this student was not rated in good standing, please describe the concerns below:**

---

**Q4 If this student was not rated in good standing, please describe the recommendations below:**

---

**Q5 Summative Professional Practice Evaluation: based on student annual review form and other relevant data, this student is:**

- ☐ is ready for the next professional training sequence (intermediate practicum, advanced practicum, internship) (1)
- ☐ is not ready to begin the next professional training sequence (2)

**Q6 If this student was not rated in good standing, please describe the concerns below:**

---

**Q7 If this student was not rated in good standing, please describe the recommendations below:**

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End of Block: Default Question Block

# School Psych Annual Review

## Program Student Annual Review - Self Reflection and

**Assessment:** Consistent with the APA Committee on Accreditation's

(CoA) Guidelines and Principles and the NASP training standards, each student will be provided with written feedback about his/her status in the program on an annual basis. Students should complete the following self-assessment about this current academic year (fall to spring) by May 6th. All program faculty will review the student's progress based on this form and other relevant data; and, written feedback will be provided in the form of a letter via email. Students may set up an individual conference with the student's advisor by the beginning of the fall semester for additional feedback. See Program Handbook for details. Please fill out this survey in its entirety. An incomplete survey may inhibit your program progression in a timely manner.

Q2 Name

-----

Q3 Which degree program are you in this academic year (fall to spring)?

☐ EdS (4)

-----

Q4 When did you start the program? State term and year (e.g., fall 2019).

- ☐ Fall (4)
  - ☐ Spring (5)
  - ☐ Summer (6)
  - ☐ What Year? (8)
- 

Q5 Who is your academic advisor?

- ☐ Dr. Lee (1)
  - ☐ Dr. Loe (2)
  - ☐ Dr. Leverett (3)
  - ☐ Dr. Song (4)
- 

Q6 Who is mentoring you in research?

- ☐ Dr. Lee (1)
  - ☐ Dr. Loe (2)
  - ☐ Dr. Leverett (3)
  - ☐ Dr. Song (4)
  - ☐ Other (5) \_\_\_\_\_
- 

Q7 Have you met with your academic advisor at least once this academic year to discuss your academic progress or plans? If not, please explain why.

- ☐ Yes (2)
  - ☐ No (3) \_\_\_\_\_
- 

Q8 What year in the program are you in (e.g., "first year EdS")? EdS is a three- year degree. PhD is a five-year degree.

---

Q9 Did you attend school full time this academic year (fall to spring)? If not, please explain why.

---

Q10 If you are an EdS student, indicate which program tasks and milestones you have completed thus far in the program. Drag items from left to the appropriate box on the right.

Completed	In Progress and not concerned	Not Yet Required
<input type="checkbox"/> Attended Practicum Orientation (4)	<input type="checkbox"/> Attended Practicum Orientation (4)	<input type="checkbox"/> Attended Practicum Orientation (4)
<input type="checkbox"/> Finger printing for CCSD (7)	<input type="checkbox"/> Finger printing for CCSD (7)	<input type="checkbox"/> Finger printing for CCSD (7)
<input type="checkbox"/> Secured a practicum site for next year (11)	<input type="checkbox"/> Secured a practicum site for next year (11)	<input type="checkbox"/> Secured a practicum site for next year (11)
<input type="checkbox"/> Completed my Committee form w/Grad College (17)	<input type="checkbox"/> Completed my Committee form w/Grad College (17)	<input type="checkbox"/> Completed my Committee form w/Grad College (17)
<input type="checkbox"/> Secured an internship site for next year (12)	<input type="checkbox"/> Secured an internship site for next year (12)	<input type="checkbox"/> Secured an internship site for next year (12)
<input type="checkbox"/> Applied for internship (10)	<input type="checkbox"/> Applied for internship (10)	<input type="checkbox"/> Applied for internship (10)
<input type="checkbox"/> Passed the Praxis (13)	<input type="checkbox"/> Passed the Praxis (13)	<input type="checkbox"/> Passed the Praxis (13)
<input type="checkbox"/> Completed Portfolio (15)	<input type="checkbox"/> Completed Portfolio (15)	<input type="checkbox"/> Completed Portfolio (15)
<input type="checkbox"/> Completed my Program of Study form w/Grad College (14)	<input type="checkbox"/> Completed my Program of Study form w/Grad College (14)	<input type="checkbox"/> Completed my Program of Study form w/Grad College (14)
<input type="checkbox"/> Applied for Graduation w/Grad College (8)	<input type="checkbox"/> Applied for Graduation w/Grad College (8)	<input type="checkbox"/> Applied for Graduation w/Grad College (8)

---

Q12 Do you believe that you are on track to graduate on time? If not, please explain why.

---

Q13 List any courses in which you have earned a B- or lower:

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Q14 List any courses in which you have an Incomplete and your status of completing them (please list full course # and name):

---

Page Break

Q15 Please upload an unofficial Transcript from UNLV that shows your School Psychology coursework to date. Go to MyUNLV.

---

Q16 Please upload a **current** Curriculum Vitae (CV) be sure to include activities in these areas if relevant: Professional Experience (employment), Research Experience, Clinical Experience, Teaching Experience, and Service.

If you only have a resume, please revise it to a CV format, as you will need it later for internship applications.

---

Q17 How many professional presentations (research etc.) did you make at professional conferences this academic year (national or local settings)? Be sure to include these in your CV.

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Q18 How many publications did you author or co-author this academic year? Be sure to include these in your CV.

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Q19 To which Professional Organizations are you a member? APA, NASP, NVASP, etc. Be sure to list these on your CV.

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Q20 Did you receive any honors or awards this year? If so, how many. Be sure to list these on your CV.

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Q21 Did you receive funding for your school in the form of a Graduate Assistantship? List the position and the benefits (# of tuition credits, amount of stipend, etc.).

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Q22 If you were on internship, were you paid? List your internship site and how

much pay you received?

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**End of Block: Annual Review**

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**Start of Block: Professional Dispositions**

Rate yourself.

Q23 Adheres to the ethical codes and guidelines of the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

Q24 Demonstrates professional work behavior in and outside of the classroom (e.g., proactive, self-directed learner, completing assignments, attendance, meeting deadlines).

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

-----

Q25 Demonstrates the ability to receive, integrate and use feedback effectively from peers, faculty, teaching assistants, staff, and supervisors.

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

-----

Q26 Displays appropriate social interactions with peers, professors, staff, supervisors, and clients.

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

---

Q27 Demonstrates ability to reflect on one's own knowledge, skills, and dispositions that is conducive to healthy professional development.

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

Q28 Demonstrates sensitivity to issues of diversity, multiculturalism, equity, and justice including those related to age, sex, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

---

Q29 Demonstrates a commitment to the eco-cultural model of school psychology

- ☐ Unmet (1)
- ☐ Improvement (2)
- ☐ Met (3)
- ☐ Exceeds expectations (4)

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Q30 Write any comments about these professional dispositions

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Q31 Identify at least one Professional Goal for Growth in each of these areas:  
academic work, research, clinical practice, and professional  
dispositions/behaviors:

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Q32 Please sign below. Thank you for your feedback!

**End of Block: Professional Dispositions**

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