



Ed.S. in School Psychology Program Handbook

Welcome

Welcome to the only nationally 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 contact 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 ethically serve all children. 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 wherein each informs 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

The School Psychology program's 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*. The Cultural-Ecological framework permeates all aspects of training and reflects respect and understanding of cultural and individual diversity. We strive to maintain non-discriminatory policies and avoid actions restricting program access or completion on grounds irrelevant to success as a graduate student or School Psychologist.

Program History

School Psychology has a long history in the UNLV College of Education. The Ed.S. program began in 1989 in the Department of Special Education and was housed in the Department of Educational Psychology/Department of Educational Psychology (EPY) and Higher Education (EPHE) from 2003 to 2017. In 2017, the program faculty joined the newly formed Department of Counselor Education, School Psychology, and Human Services (CSH), but the original program remained in EPHE until its eventual closure. This original program was NASP Approved from 1991 until its closure. Upon moving to CSH in 2017, the current program launched, and students began being admitted. We are grateful to our previous department (EPHE) and administration who supported the old program. We are most grateful to the following list of school psychology faculty who have contributed to both programs over their history:

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)
Dr. Paul Jones (1991 to 2013)
Dr. Sherri Strawser (1989 to 2002)
Dr. Scott Loe (2003 to present)
Dr. Kathleen Krach (2008 to 2010 and 2024 to present)
Dr. Tara Raines 2011 to 2014
Dr. Katherine Lee (2015 to present)
Dr. Samuel Song (2016 to 2023)
Dr. Patrice Leverett (2017 to 2023)

Purpose

This handbook provides program-specific information 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 Nevada State Higher Education (NSHE) Code, UNLV Bylaws, and the UNLV Student Conduct Code. Policy questions should be directed to the Graduate College: valarie.burke@unlv.edu or gradassociatedean@unlv.edu.

Department Graduate Faculty

The UNLV Graduate Catalog lists the graduate faculty. 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

Education Specialist (Ed.S.) in School Psychology
([Graduate Catalogue - Ed.S. Program Information](#))

Contact Information

Department of Counselor Education, School Psychology, and Human Services (CSH)

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Goals, Objectives, and Competency Domains

The Ed.S. in School Psychology is Accredited by the National Association of School Psychologists (NASP) and meets standards set forth by the Nevada Department of Education (NDOE). Students meet school psychology credential standards by completing at least 66 semester hours beyond the bachelor's degree of required and elective graduate-level coursework, including 1,200 hours of approved supervised internship. Completion of this program 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).

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.

Program Requirements

Program requirements regarding [admission, coursework, and culminating experience](#) are found in the graduate catalog.

This Handbook is effective Fall 2024 for all enrolled and newly admitted students in the program.

Ed.S. Curriculum: Transfer Credits***Program Curriculum Committee for Transfer Credits and Course Substitutions***

The program abides by the [UNLV Credit Toward Degree Policy](#). Course credit hours that fulfill requirements for a completed degree program at UNLV or elsewhere may not be used toward the Ed.S. in School Psychology. However, upon approval from the department program curriculum committee and the Graduate College, students can apply up to 15 graduate semester hours to their Program of Study (POS). Credit hours must either be part of an uncompleted graduate program or taken as a graduate-non-degree seeking student. Prior transferable 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.

Department Program Curriculum Committee Review Procedure

Develop a proposed POS with their advisor's support in the first year's fall semester. Submit the proposed POS, course syllabi, and additional requested documentation, such as assignment guides, to the Program Coordinator (Dr. Loe). The program curriculum committee reviews all submitted materials. Reviewers will include a faculty member with expertise in the relevant content areas (e.g., cognitive assessment, statistics). Course substitutions may be approved, approved pending satisfactory completion of additional competency assessments (e.g., video of cognitive test administration), or denied. Official approval of course substitutions is issued via the Graduate College process.

Field-based Experiences

Supervised practice of professional psychology through sequenced, approved practicum and internship experiences is an essential component of the school psychology training program. Required field practicum experiences begin during year one and continue throughout the program. Experiences are sequential, graded in complexity (see Field Experiences Handbook for clarification), and occur across multiple settings to facilitate development within each competency domain.

Availability for Practicum Activities

Supervised practicum activities must often be scheduled during regular business hours to ensure students have access to an appropriate breadth of training opportunities and supervision. Students must be available for practicum activities and supervision 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):

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 service delivery by interviewing, shadowing, and observing a school psychologist in a public school. A total of 40 practicum hours are required for the school year (20 hours each semester).

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 UNLV PRACTICE (i.e., Partnership for Research, Assessment, Counseling, Therapy, and Innovative Clinical Education; [The Practice](#)). The content of this practicum is extensive, covering several NASP domains. The work is intensive, requiring between 14 – 16 hours of supervised professional practice each week (a minimum of 400 practicum hours total is required for the year). These hours must be completed during concurrent fall and spring semesters. Six credits of the course EPP 762 (School Psychology Intermediate Practicum) are required for the year (three credits per semester)

Prerequisites for Intermediate Practicum:

- Satisfactory completion of all foundational first-year course work (EPP760, EPP735, EPP786, EPP761, EPP710, EPP763, EPP715) or approval by the Program Coordinator, Field Experience Coordinator, and program faculty (e.g., part-time students only).
- Signing up and attending the Practicum Orientation in the spring of the first year.
- 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 coursework and take a practicum in the third year.

Year Two: Child Advocacy Practicum

The child advocacy practicum is an interdisciplinary one-semester practicum completed 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.

Year Three: Internship.

Students must successfully complete any program requirements, any program improvement plans and be removed from academic probation before beginning the internship.

The UNLV school psychology program complies with the NASP requirements for internship. The required internship is two semesters, full-time, in a school setting. A minimum of 1200 internship hours must be documented over the two-semester academic year for a Spring Three graduation. During the internship, the student is supervised by an approved certified or licensed school psychologist assigned by the school district, and at least two hours of direct supervision are given each week. All required NASP competencies are assessed and evaluated for attainment during the internship year.

Enrollment in EPP 769 (School Psychology Internship) is required each semester the internship is completed. Online class meetings with the university supervisor are required frequently over the first semester and less frequently during the second semester. During these class meetings, interns learn from CCSD Psychological Services coordinators. Students are also expected to share new evaluation instruments, procedures, new knowledge, their experiences, and any difficulties they have experienced during these meetings. In our internship, school district personnel, as well as the university instructor, provide course lectures during these meetings. In addition, internship activities are recorded by students in their narrative daily logs and the activities checklist. The university and site supervisors formally evaluate the intern each semester.

Students not meeting program requirements will be placed on academic probation via the Graduate College process.

Advising

Upon admittance to the School Psychology Program, Ed.S. students are assigned an advisor. The advisor helps develop their program of study. Graduate credits are accumulated by completing courses, including didactic courses, seminars, practicum, and internship, with a grade of B or better.

Students may change advisors at any time. If you wish to change advisors, speak to your current advisor first to begin the process, and ask the Program Coordinator any questions.

Degree Program Benchmarks

Students must complete several project milestones that evaluate progression in knowledge, skills, and competencies.

Note: See the Field Experiences Handbook for minimum supervisor performance rating requirements related to each Benchmark/Assessment and how to handle inconsistencies or insufficient information.

Assessment 1. National Examination of Content Knowledge.

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

Assessment 2. Practicum Evaluations of Skills and Knowledge.

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.

All interns are formally and comprehensively evaluated by their supervising site psychologist at least once each semester.

Assessment 4. Intern Evaluation by University Supervisor.

The university intern instructor or Field Experience Coordinator evaluates interns on-site each spring semester to document progress with required activities. Students must also submit an internship

portfolio documenting the attainment of required competencies, which the program faculty evaluates.

Assessment 5. Assessment of Impact on Student Learning Environments.

Interns must complete two case studies. One case must document a learning/academic outcome, and the other must be a behavior case outcome.

Program Timeline

1. Students demonstrate an aptitude for the UNLV school psychology program through multiple indicators, including performance in undergraduate or graduate academic programs, positive references, and admissions interviews.
2. Students must earn a grade of B or better in all courses before enrolling in the internship. Courses falling below this standard must be repeated until a grade of B or better is obtained.
3. Practicum completion is a significant accomplishment and program milestone. All Practicum experiences are closely supervised and evaluated. Students receive frequent individual and group supervision throughout their practicum experiences. Field and clinic supervisors provide feedback and support for individual cases. Group supervision allows students to receive feedback from university instructors and learn from other's experiences.
4. Interns are evaluated throughout the internship and must complete all requirements successfully to graduate and gain institutional recommendation for the school psychologist license. UNLV requires the site-based intern supervisors to provide at least two hours of supervision each week. In practice, interns receive much more frequent supervision. Each intern is evaluated individually via the Intern Evaluation (Appendix B) Form twice each year. Grades are based on student accomplishment and are derived from consultation between the LEA site supervisor and the UNLV supervisor. Interns who fail to satisfactorily complete all required internship requirements by the end of the academic year may be permitted to continue the internship if the program faculty and site supervisors determine that an extended internship would benefit the intern and result in successful completion.
5. To graduate, students must pass a culminating examination required by the Graduate College. To fulfill this requirement, the School Psychologist Praxis examination (5403) must be taken and passed during the internship.

Sample Full-Time Course Sequence^{a,b}

Officially approved course and program requirements are outlined in the Graduate Catalog Year 1, Fall Semester

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

Year 1, Spring Semester

Course	Name	Credits
EPP 715	Behavioral & Personality Assessment & Interventions	3 cr.
EPP 786	First Year Practicum	1 cr.
EPP 763	Psychoeducational Academic/Diagnostic Assessment - achievement	3 cr.
EPP 735	EBIs to Promote Mental Health	3 cr.
EPP 760	Cultural Ecological Model in School Psychology	3 cr.
TOTAL SEMESTER HOURS		13 cr.

Year 1, Summer Term

Course	Name	Credits
EPP 772	Seminar in Psych Science and Integration (Devel-Social; Sum 3)	3 cr.
EPP 772	Seminar in Psych Science and Integration (Cognitive-Affect; Sum 2)	3 cr.
EPP 730	Consultation Theory & Skills	3 cr.
EPP 770	Systems Change, Leadership, & Advocacy in Schools	3 cr.
[EPP 775	Crisis (or take in fall)]	
[EPP 777	Families (or take in fall)]	

TOTAL SEMESTER HOURS 12 cr.

Year 2, Fall Semester

Course	Name	Credits
EPP 775	Crisis	3 cr.
EPP 745 or Elective ^{c,d}	Legal Clinic on Law, Ethics, & Advocacy (or Elective)	3 cr.
EPP 762	School Psychology Intermediate Practicum	3 cr.
Elective	(e.g., research/neuropsych/counseling/intervention)	3 cr.

TOTAL SEMESTER HOURS 12 cr.

Year 2, Spring Semester

Course	Name	Credits
EPP 745 or Elective ^{c,d}	Legal Clinic on Law, Ethics, & Advocacy (or Elective)	3 cr.
EPP 762	School Psychology: Intermediate Practicum	3 cr.
EPP 764	School Psychology Seminar: Advanced Ethical Decision Making	1 cr.
EPY 702	Methods of Research	3 cr.

TOTAL SEMESTER HOURS 10 cr.

Year 2, Summer Term

- Finish summer courses and electives. Study for the Praxis II School Psychology Exam.
- Take the Praxis II School Psychology Exam at the end of the summer before the internship (or during the fall semester of the internship)^e

Year 3, Fall Semester

Course	Name	Credits
EPP 769	School Psychology Internship	3 cr.

TOTAL SEMESTER HOURS 3 cr.

Year 3, Spring Semester

Course	Name	Credits
EPP 769	School Psychology Internship	3 cr.

TOTAL SEMESTER HOURS 3 cr.

TOTAL PROGRAM HOURS 66 cr.

Notes for the Sample Full-Time Course Sequence

- a. The School Psychology faculty must approve substitutions before enrollment for any required course.
- b. All courses must be passed with a grade of B or above.
- c. EPP 745 (Legal Clinic on Law, Ethics, & Advocacy) is only required for 1 semester during year 2. An elective can be taken in the semester EPP 745 is not taken.
- d. Availability of elective courses varies. Elective courses can be selected from the following areas and must be approved by your advisor before registering.
 - Neuropsychology and preschool course
 - Any course in Educational Psychology (students interested in doctoral studies take an additional research course)
 - Any course in the Special Education program (ESP)
 - Any course in the Counseling program (CED)
 - Any course in the Educational Policy and Leadership program.
- e. The Praxis II School Psychology exam (5403) is required before the internship year, spring semester.

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College's 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 an Improvement Plan and academic probation (see Ongoing Student Progression and Annual Reviews below).

Technical Standards

Earning an Ed.S. degree in School Psychology requires mastery of a coherent body of knowledge and skills. School psychology students must acquire substantial competence in psychology and school psychology as specified in the NASP 2020 Standards; they must relate appropriately to clients/patients, fellow students, faculty and staff members, and other education and healthcare professionals. Cognitive, behavioral, emotional, intellectual, and communication skills are required to practice effectively. They are essential to completing the School Psychology program and protect the health and safety of clients/patients, fellow students, faculty and staff members, and other education and healthcare 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 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 students, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. To complete our program successfully, all graduate students must work effectively and ethically with any client placed in their care. School Psychology develops professional competencies and ethical guidelines for the benefit and protection of the public. Consequently, students are not permitted to deny services to any client population or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Annual Review Procedures

Annual Mandatory Individual Development Plan (IDP)

Each winter break and early spring term, graduate students must complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the opportunity to provide feedback on each student's submitted IDP and provide an acknowledgment 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 to progress successfully through their programs promptly.

Graduating students are also required to complete the IDP form 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 the 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

Before 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 promotes their own professional development. Other UNLV faculty with appropriate roles and approved graduate faculty status who are assigned a school psychology student as a graduate assistant or have instructed them are also asked to evaluate the student's competencies, 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 with concerns in one or more of the criteria for satisfactory progress are asked to meet with their advisor to create an improvement plan (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, 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 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 the program faculty and the program coordinator, and includes components:

1. Program Expectations
 - a. The Program Expectations are aligned with professional standards and describe specific expectations relevant to the student's difficulties.
2. Performance Goals
 - a. The Performance Goals list student activities/behaviors necessary to meet program expectations aligned to professional standards.
3. Evaluation Plan
 - a. The Evaluation Plan contains the methods and metrics 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.
 - a. The timeline will include:
 - b. An Improvement Plan end date, scheduled by the end of the semester in which the plan is implemented.
 - c. A schedule for appropriate progress reviews/meetings.
5. Summative Review
 - a. The Summative Review occurs between the Improvement Plan end date and the beginning of the following semester. It summarizes information obtained through the Evaluation Plan and outlines progress related to each Performance Goal. Progress will be rated as:
 - i. *Satisfactory*: Evaluation data indicates that the student consistently displays the activities/behaviors described in the performance goal.
 - ii. *Unsatisfactory*: Evaluation data indicates that the student needs to consistently display the activities/behaviors described in the performance goal.
6. Program Recommendation
 - a. The Program Recommendation is made between the Improvement Plan's end date and the beginning of the following semester. It is based on results from the Progress Review and will include one of the following:
 - i. *Satisfactory Completion*: Results in a recommendation to remove Academic Probation.
 - ii. *Unsatisfactory Completion*: Results in a recommendation for continued academic probation and possible separation from the School Psychology Program.

Probation and Separation

See the Probation and Separation in 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):

1. *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.
 - a. 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.
2. *Definition of Impairment*: Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:
 - a. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
 - b. An inability to acquire academic/professional skills to reach an acceptable level of competency.
 - c. An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
3. *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:
 - a. The student does not acknowledge, understand, or address the problem when it is identified.
 - b. The problem is more than merely a reflection of a skill deficit that can be remediated by academic or didactic training.
 - c. The quality of services delivered by the student are significantly and negatively affected.
 - d. The problem is wider than one area of academic/professional functioning.
 - e. The problem requires a disproportionate amount of attention by faculty/training personnel.
 - f. The trainee's behavior does not change due to feedback, remediation efforts, and/or time. The problematic behavior can potentially have ethical or legal ramifications if not addressed.
 - g. 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 where 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](#). At any time, students may submit an Appeal form via the Grad Rebel Gateway to the Graduate College.

Storage of Complaints/Grievances. All complaints or grievances will be stored in the chairperson's office in a locked filing cabinet. Therefore, access to 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 participate actively *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. Lee 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 and returning students and an Annual End-of-Year Celebration in spring.

Students are also 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. The department and the GPSA also provide travel support to attend conferences for your presentations.

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](#)

Professional Resources

- The graduate student club for school psychology called SASP
 - [Student Affiliates in School Psychology](#)
 - [SASP Facebook](#)
- Instagram: saspunlv
- The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.
 - [NVASP](#).
- National associations NASP, Division 16 of APA, and APA:
 - [NASP](#)
 - [APA Division of School Psychology](#)
 - [APA](#)
- The International School Psychology Association (ISPA):
 - [ISPA](#)

Student Awards

Cultural Ecological Student of the Year

This award is presented to one Ed.S. student and/or one Ph.D. student each year who excels in “the area that we say we do,” the cultural, ecological framework. Students must meet the following criteria:

- Students should embody the program values (diversity, social justice, advocacy, leadership);
- Students should, therefore, positively influence the program in this regard (diversity, social justice, advocacy, leadership); and,

Students should demonstrate exceptionality in the cultural-ecological framework in their practice, research, and service.

Student Community Leader Award (nominated by students)

The program seeks nominations for the **Student Community Leadership Award**. We will honor and recognize a student who elevates the program's culture and climate. Someone who is a 'role model' and 'peer mentor'. Someone who you turn to for support and is willing to support you.

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.

Military and Veteran Service Center

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. 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, 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.
Sept 2023	Scott Loe	Updated Faculty Information and revised "Program Curriculum Committee for Transfer Credits and Course Substitutions" to clarify policies regarding transfer credits and course substitutions based on NASP Accreditation review.
March 2024	Scott Loe	Updated Requirements for the 2024-2025 Academic Year. (Faculty Vote 3/26/2024, 4y-0n)

APPENDIX A

Technical Standards & Student Expectations

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 the successful completion of its curriculum. Therefore, 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.

Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

School psychology students must be able to relate in a non-discriminatory manner to clients/patients, fellow students, faculty and staff members, and other professionals with honesty, integrity, and dedication. They must 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 reason critically and deliberately about the social and ethical questions that define psychologists' roles. 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 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 their intellectual ability fully, exercise good judgment, complete client/patient care responsibilities promptly, and 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 despite 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 workplace 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.

Intellectual Skills

School psychology students must possess a range of intellectual skills that allow 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 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 areas, appropriately discuss this literature in individual and group lab meetings and 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 stated 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.

Communication Skills

School psychology students must be able to ask effective questions, receive answers perceptively, record information about clients/patients, and 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 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, the 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.

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 based on 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 Ph.D.), 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 promptly 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 promptly.
- Students will cancel/reschedule meetings promptly 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, and study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for any Ph.D. 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 promptly.
- 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, and 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 the 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 promptly 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 making 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 presentations 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 the student's advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all research proposals, 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

Intro

Thank you for supervising our School Psychology trainees! As part of their training, we must 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 the 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:

- 1 Not observed/no opportunity
- 2 Novice – Unable to perform under supervision
- 3 Emerging – Application of knowledge and skills under supervision is emerging
- 4 Competent – Adequate in applying knowledge and skills under supervision
- 5 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

Q2 Supervisor Email:

Q3 Name of Practicum/Internship Student being evaluated

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

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 students, or 3 - 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 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

Standard 1. Data-Based Decision Making

1.1 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 The 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

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 students, 3 - Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

2.6 Student demonstrates knowledge of and skills for consulting and collaborating with professionals within and across disciplines to share resources and improve practices.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

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

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 students, and 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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
- 3
- 4

4.6 Student seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

Domain 5: School-Wide Practices to Promote Learning

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, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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, or 4 - Exemplary – Exemplary in applying knowledge and skills under supervision

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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).

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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 students, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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 students, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

Domain 8: Equitable Practices for Diverse Student Populations

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, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

8.8 Student recognizes both within- and between-group differences when working with diverse student populations.

- 0
- 1
- 2
- 3
- 4

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

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 students, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 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

9.1 Student evaluates, interprets, and synthesizes a cumulative body of research findings and apply these as a foundation for effective service delivery.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

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 students, or 3- Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are:

- 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)

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

- 0
- 1
- 2
- 3
- 4

10.2 Student engages in effective, collaborative, and ethical professional relationships.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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.

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

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

- 0
- 1
- 2
- 3
- 4

10.11 Student is knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.

- 0
- 1
- 2
- 3
- 4

Q87

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

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

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

- Unmet
- Improvement
- Met
- Exceeds expectations

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

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 coursework

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:

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. Krach (3)

Q6 Who is mentoring you in research?

Dr. Lee (1)

Dr. Loe (2)

Dr. Krach (3)

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****Not Yet Required**

Attended Practicum Orientation (4)
 Finger printing for CCSD (7)
 Secured a practicum site for next year (11)
 Completed my Committee form w/Grad College (17)
 Secured an internship site for next year (12)
 Applied for internship (10)
 Passed the Praxis (13)
 Completed Portfolio (15)
 Study form w/Grad College (14)
 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:

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

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.

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

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

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

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.).

Q22 If you were on internship, were you paid? List your internship site and how much pay you received.

End of Block: Annual Review

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)

Q30 Write any comments about these professional dispositions

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

Q32 Please sign below. Thank you for your feedback!

End of Block: Professional Dispositions