

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

Fall 9-1-2020

### PSYX 587.01: School Psychology Methods - First Year

Linda A. Maass

University of Montana, Missoula, [linda.maass@umconnect.edu](mailto:linda.maass@umconnect.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

## Let us know how access to this document benefits you.

---

#### Recommended Citation

Maass, Linda A., "PSYX 587.01: School Psychology Methods - First Year" (2020). *University of Montana Course Syllabi*. 11460.

<https://scholarworks.umt.edu/syllabi/11460>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# **PSYX 587 – School Psychology Methods**

## **Section 01 – Fall 2020**

### **Course Time and Location**

Monday 1:00 – 2:50, Gallagher Building Rm. 119

### **Instructor Information**

Linda Maass Ed.D.

Office: Skaggs 210

Email: [linda.maass@umconnect.edu](mailto:linda.maass@umconnect.edu); [maass14980@gmail.com](mailto:maass14980@gmail.com)

Cell Phone: 406-546-1536

Office Hours: By appointment

### **Course Background**

School Psychology Methods is designed to provide students with authentic clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists. Given that this course includes both first and second year students, the topic or content of the course changes each year. One year will cover general multicultural topics and the other year will cover working with Native American students and their families.

This year, we will be covering content related to diversity as it applies to both Native American and LGBTQ students, pandemic issues as well as legal & ethical issues related to the practice of school psychology.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. Using a systems approach, the seminar will examine the practice of school psychology in relation to other parts of the ecosystem such as the school, classroom, university, community, and family contexts. In your professional development as school psychologists, it is essential to understand how the profession is grounded in historical, cultural, ethical, and legal contexts of practice. We will consider how school psychologists promote the learning and development of children, educators, and families from a variety of perspectives. The course will also provide opportunities for students to examine professional practice firsthand by participating in a practicum in the school setting. The practicum will complement the seminar by enabling students to observe and work with children in authentic learning settings.

The first -year practicum is very much an opportunity to learn about the school psychology profession. You will learn to be problem solvers as well as advocates for children, families, teachers, and schools.

The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting using best practice methods applied in an ethical and legal manner. You are expected to be novices in the areas of professional practice targeted in the coursework. The practicum is intended to be a safe, positive environment in which students move at their own pace under the supervision of the field supervisor and course instructor. The activities and course assignments are coordinated so that students have the opportunity to complete course assignments in the practicum site. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the supervisor and instructors.

You are required to obtain 60 hours of practicum during this semester. You will participate as a school psychology practicum student in a general education setting, in a pre-school setting, or an alternative placement as the discretion of the instructor.

### **Course Learning Objectives**

1. You will obtain the knowledge of the broader school system, including general education and special education settings
2. You will develop knowledge of school-wide practices to promote learning, understand school and systems structure and organization, universal screening, and policies and practices to support effective discipline
3. You will become increasingly familiar with school personnel and organizational characteristics and related community resources
4. You will develop personal, professional and ethical qualities appropriate to the roles of school psychologists
5. You will develop further experience, knowledge, and skill in working within the richly diverse environment that schools, children and their families represent
6. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based practice in assessment and intervention for exceptionalities and/or psychological disorders among children
7. You will develop knowledge of interventions and instructional support to develop student's academic skills
8. You will develop knowledge of interventions and mental health services to develop students' social and life skills

### **Course Policies and Procedures**

#### **HEALTH/SAFETY**

- Mask use is required within the classroom.
- Each student will be provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students are discouraged from congregating outside the classroom before and after class.
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts.

- Class attendance will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal).
  - If the class is being recorded, students will be notified of the recording.
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If you are sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330
- Up-to-Date COVID-19 Information from the University of Montana
  - UM Coronavirus Website: <https://www.umt.edu/coronavirus>
  - UM COVID-19 Fall 2020 website: <https://www.umt.edu/coronavirus/fall2020.php>
- Please remain vigilant outside the classroom in mitigating the spread of COVID-19.

### **Academic Honesty and integrity**

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana's [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program.

### **Professionalism**

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you dress and behave creates an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in an appropriate professional manner.

If classes are conducted on Zoom, I expect you to be present during the entire class; if you cannot do so please notify me as soon as possible. Please be mindful of your casual attire in this venue.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Attendance and Active Engagement**

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. If you have an emergency which prevents you from attending class, please notify me as soon as possible, given your particular circumstances. An excused absence will be granted only in a *documented* emergency situation.

### **Religious Observance**

Please notify me in advance if you will be absent from class for religious observances.

## **Incompletes and Make-Up Procedures**

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

## **Electronic Devices**

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and PowerPoints. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

## **“People First” Language**

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

## **Required Texts**

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

*Best Practices in School Psychology: Student level services* (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).  
Chapters: 14, 16

*Best Practices in School Psychology: Foundations* (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).  
Chapters: 1, 10

Jacob, S., Decker, D. M. & Lugg, E.T.(2016). *Ethics and Law for School Psychologists* (7<sup>th</sup> Ed.) Hoboken, N.J. John Wiley & Sons, Inc.

Joyce-Beaulieu, D. & Rossen, E. (2016). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing.

## **Required Readings**

Berger, S. S., & Buchholz, E. S. (1993). On becoming a supervisee: Preparation for learning in a supervisory relationship. *Psychotherapy: Theory, Research, Practice, Training*, 30, 86-92.

Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple

- relationships in rural practice. *Professional Psychology: Research and Practice*, 34, 430-434. doi: 10.1037/0735-7028.34.4.430
- Demmert, W. G. (2011). Culturally based education: Promoting academic success and the general well-being of Native American students. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.
- Edwards, L. M., & Sullivan, A. L. (2014). School psychology in rural contexts: Ethical, professional, and legal issues. *Journal of Applied School Psychology*, 30, 254-277. doi: 10.1080/15377903.2014.924455.
- Emmer, E.T. & Stough, L.M. (2001) Classroom Management: A Critical Part of Educational Psychology, With Implications for Teacher Education, *Educational Psychologist*, 36:2, 103-112, DOI: 10.1207/S15326985EP3602\_5  
[https://doi.org/10.1207/S15326985EP3602\\_5](https://doi.org/10.1207/S15326985EP3602_5)
- Haeny, A. (2013). Ethical Considerations for Psychologists Taking a Public Stance on Controversial Issues: The Balance Between Personal & Professional Life. *Ethics & Behavior*, 24 (4), 265-278.  
<https://doi.org/10.1080/10508422.2013.860030>
- Morsette, A., van den Pol, R., Schulberg, D., Swaney, G., & Stolle, D. (2012). Cognitive behavioral treatment for trauma symptoms in American Indian youth: Preliminary findings and issues in evidence-based practice and reservation culture. *Advances in School Mental Health Promotion*, 5, 51-62.
- Mustanski, B. S., Garofalo, R., & Emerson, E. M. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. *American Journal of Public Health*, 100(12), 2426-2432.
- National Association of School Psychologists. (2011). Successfully navigating the school-based training experience: A guide for graduate students. Bethesda, MD.
- National Indian Law Library. [A practical guide to the Indian Child Welfare Act](#)
- Practicing the Three C's: Cross Cultural Competence in School Psychological Services:  
<http://www.nasponline.org/resources/culturalcompetence/threeCs.ppt>
- Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports to Children and Their Families  
<http://www.nasponline.org/resources/culturalcompetence/checklist.aspx>
- Sattler, J. (2016). *Foundations of Behavioral, Social & Clinical Assessment of Children* (6<sup>th</sup> ed.). La Mesa, CA.: Sattler.
- Toomey, R. B., Ryan, C., Card, N. A., & Russell, S. T. (2010). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. *Developmental Psychology*, ADVANCE ONLINE PUB
- Recommended Texts for Your Practicum Experience**

Bear, G.G. & Minke, K.M. (Eds.) (2006). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).

Burns, M.K., Riley-Tillman, C.T., & Rathvon, Natalie (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 3rd edition. New York: Guilford.

Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Washington DC: National Association of School Psychologists (NASP).

## Course Requirements

1. Practicum Goals, Self-Assessment, Professional Development Plan, & Reflections (Goals = 40 points, Self-Assessment = 40, Reflection = 60 ; Total Points = 140 ). At the beginning of the semester, I will schedule an individual conference with you to discuss specific learning goals for your practicum. Following the conference, you will prepare a statement of the specific learning goals for your practicum and how to achieve these goals. At the end of the semester, you will write a self-assessment.

Additionally, you will reflect and write about your experience at your practicum site at the middle and end of the semester. Your reflections should integrate your practicum experience, ideas presented from multiple readings and class discussions, and your personal reactions, in equal measure.

An example of an *excellent* reflection integrates ideas presented from readings (with citations), theoretical perspectives learned in- or outside of this class (possible citations), and your personal reactions to the material, in equal measure. In contrast, an example of a *poor* response is an article summary, paraphrasing of the assigned material or class discussion.

There is no page length requirement for your responses; however, anything three pages or less would need to be extremely concise and well organized to comprise an excellent response. I will not grade your first response but will provide you with feedback that will assist in your final reflection.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio (next semester).

2. Discussion Group (30 points). You will work with other students (groups will be determined by the instructor) to lead a discussion on one of the weekly topics. You are responsible for providing relevant information about the topic, developing issues related to the topic, questions to engage the class in thinking about the primary issues, and recommending supplementary reading materials or resources on the topic.
3. Classroom Observation (30 points). An important component of school psychological practice is understanding the developmental levels of children. You will observe in a classroom. Your

observation will address: (1) the specific learning activities which occurred during your observation; (2) the educational goals of the specific activities; and (3) the learning outcomes or expectations for students (i.e what skill or information does the teacher expect the student to acquire)? You will present your observations to the class.

4. Ecological Appraisal of an Elementary School (150 points). You and your colleagues will complete an ecological appraisal of the elementary school in which you are completing your practicum. You will either work with colleagues that are placed in your school, or do a comparison between multiple schools. Please see Appendix for more information.
  
5. Clinical Evaluation (100 points). Your practicum supervisor will complete an evaluation of your school psychological skills. The following criteria will be used in clinical evaluations:
  - Maintaining a professional demeanor and appearance in the field site
  - Attendance and promptness in the field site
  - Meeting deadlines and responsibilities in the field site
  - Effective communication with field supervisors
  - Effective interactions with teachers, children, parents and other school staff
  - Maintaining confidentiality of all testing materials and files
  - Protecting the confidentiality of individuals involved in testing and other professional activities
  - Participation in and openness to receiving supervision

## Course Grading

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Practicum Goals, Self-Assessment, & Reflections	140
Group Discussion	30
Observation of Developmental Milestone	30
Ecological Appraisal of Elementary School	150
Clinical Evaluation	100
<b>Total:</b>	<b>450</b>

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-



Percentage	Grade
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 66	D
60 - 63	D-
0 - 59	F

## Fall 2020 Seminar Schedule

(1) = First Year

(2) = Second Year

Date	Indigenous Framework: Discussion Topics	First Year Assignments	Readings	Second Year Assignments
8/24	Introduction to Practicum Review Professional Behavior & Characteristics; Working in Schools; COVID; Practicum Assignments Schedule Individual Conferences Practicum Assignment Check-in	Review Syllabus	Berger & Buchholtz (1993)	Review Syllabus
8/31	Teacher Etiquette (helping in the classroom)  School Psych. Role in Opening School  Assessment Practices During COVID v. Full school opening	Individual supervision with Linda (be prepared to discuss goals)	NASP (2011) (1) COVID Articles (2)	
9/14	Case Review Classroom Observations: What am I observing?	<b>Practicum Goals Due</b>	Sattler (2016) Chap. 8 Sattler (2016) Chap. 9 (2)	Individual Supervision with Linda
9/21	Case Review Clinical Training: Basic Behavior Strategies &		Emmer & Stough (2001)	<b>Practicum Goals Due</b>

<b>Date</b>	<b>Indigenous Framework: Discussion Topics</b>	<b>First Year Assignments</b>	<b>Readings</b>	<b>Second Year Assignments</b>
	Classroom Management Skills			
9/28	Case Review Clinical Training: Basics of Positive Reinforcement			<b>Psych. Report Due</b>
10/5	School Etiquette – The Hidden Adult Curriculum in Schools School Psych. Practice in Rural Settings	Individual Supervision with Linda <b>1<sup>st</sup> Practicum Reflections Paper Due</b>	Campbell & Gordon (2003) Edwards & Sullivan (2014)	Individual Supervision with Linda <b>Practicum Reflections Paper Due</b>
10/12	Case Review Federal & State Disability Categories Basics of IDEIA	<b>Individual Observation Presentation</b>	Jacob, Decker & Lugg (2016) Chap. 2, 4	
10/19	Case Review Legal & Ethical Issues		Jacob, Decker & Lugg (2016) Chap. 3, 8 Chap. 11 (2)	
10/26	Case Review Guest Speaker: Native American Peoples: Sovereignty, Language, Culture		Demmert (2011) Morsette (2012) Practicing the Three C's	<b>Psych. Report Due</b>
11/2	Case Review School Psych. Practice & Gender Issues Guest Speaker	<b>Ecological Appraisal Due</b> Individual Supervision with Linda	Toomey (2010) Mustanksi (2010)	Individual Supervision with Linda
11/9	Case Review	<b>Group Discussion Presentations Due</b>		<b>Group Discussions Presentations Due</b>
11/16	The School Psychologist Role: Administrator's Perspective Classroom Teacher's Perspective Special Education Teacher's Perspective Parent's Perspective			
11/23	Finals Week	<b>Final Reflections Paper Due</b> <b>Practicum Logs</b>		<b>Final Reflections Paper</b> <b>Practicum Logs</b>

<b>Date</b>	<b>Indigenous Framework: Discussion Topics</b>	<b>First Year Assignments</b>	<b>Readings</b>	<b>Second Year Assignments</b>
		<b>Clinical Evaluations</b>		<b>Clinical Evaluations</b>

## Appendix A

### Practicum Goals & Self-Assessment

The University of Montana  
School Psychology Program  
Professional Goals for Practicum Experience

Semester/Year: \_\_\_\_\_

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

Practicum site: \_\_\_\_\_

Practicum supervisor: \_\_\_\_\_

**Step 1. Following your individual conference with your University-based supervisor,** first, reflect on your overall strengths and areas of weakness. Then develop and write concrete, observable, and measurable goals for your professional development this semester under each of these categories (you can have multiple goals under each category).

Sample Goals:

- By \_\_\_\_\_, I will administer one child assessment under supervision.
- By \_\_\_\_\_, I will speak to at least one parent about the needs of their child with a disability and will use appropriate non-verbal and verbal communication (e.g., speak clearly, make eye contact).

### **Step 2. Self-Assessment**

Please reflect about your experiences at your practicum site in relation to your goals. Consider how your previous experiences and background affect you presently as a school psychologist-in-training. You may not have direct experience with some of these areas, so comment on your observations (e.g., your supervisor administering a measure, intervention) or what you would like to learn in that particular area. This is a reflection exercise—do not simply list activities in which you have participated. Reflect on your skills, knowledge, and awareness related to the following areas.

1. School systems and the educational process.
2. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, alternative assessments (e.g., CBM).
3. Direct intervention services. This may include any academic or social-emotional interventions that you have provided or observed others conducting.
4. Consultation (e.g., with teachers, parents, students, administrators)
5. Parent-School Relationships
6. Diverse populations:
7. Professional development. Reflect upon your areas of growth in the past semester and how this will influence your role as a school psychologist.
8. What training or professional goals would you like to address in the next semester? What would you like more information about?

## **Appendix B**

### **Classroom Observation**

As school psychologists, we work with a variety of children. Each child develops differently and we need to understand the best ways to meet the needs of each child in school settings.

#### **Observation**

You will observe at least one child in your on-site practicum placement. Given the COVID situation, observe the child in the classroom setting, and, if possible, other settings such as recess, library, music. You will observe the child with regard to academics, social interaction(s), communication, and physical setting. More specific information regarding conducting classroom observations will be discussed in class (9/21). You will summarize your observation to the class (5-10').

## **Appendix C**

### **Ecological Appraisal of an Elementary School**

When children are experiencing challenges in school, we need to look beyond the child him or herself and examine the systems or levels that may be affecting or enhancing the child's ability to be successful in school.

To understand the child, therefore, we need to understand the system. The purpose of this paper is to conduct an ecological appraisal of the school at the student-, classroom-, school-, district-levels, and city-levels. You will work with your colleagues who are working at your practicum site to examine the various systems. Specifically, you will examine:

- **Microsystem:** face-to-face bidirectional relationships with specific everyday environments (e.g., school, neighborhood, home, peers)
- **Mesosystem:** systems that occur when microsystems interact (e.g., linkages between home and school, home and work, family and the peer group)
- **Exosystem:** systems that affect microsystems and indirectly affect the child (e.g., overall educational system, mass media, government)
- **Macrosystem:** dominant beliefs and ideologies of the culture in which children live (e.g., democracy, religion)

To complete this project, you and your colleagues will need to do research through interviewing school personnel, gathering information from school board meetings, websites, as well as observations. If your colleague is in the same school, but a different classroom, be sure to discuss similarities and differences

across classrooms. If your colleague is at a difference school, be sure to discuss similarities and differences across schools or school districts. Information that you will gather may include the characteristics of the population served by the school, the nature of services provided, how schools cooperate with community agencies, the expectations/rules of the school, and how families are involved in their children's educational programs.

The paper should be 10-15 pages, double spaced, 1-inch margin. Please use APA formatting and references from outside texts or articles are encouraged (with citations) but not required. Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

## Appendix D

### Reflection Paper

This paper is designed to prompt you to think about topics relevant to your own professional identities (i.e. preferences for practice, your professional goals, your cultural values & how this impacts your role as a school psychologist). You will reflect and write about your experience at your practicum site at the middle and end of the semester. Your reflections should integrate your practicum experience, ideas presented from multiple readings and class discussions, and your personal reactions, in equal measure.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

An example of an *excellent* reflection integrates ideas presented from readings (with citations), theoretical perspectives learned in- or outside of this class (possible citations), and your personal reactions to the material, in equal measure. In contrast, an example of a *poor* response is an article summary, paraphrasing of the assigned material or class discussion.

There is no page length requirement for your responses; however, anything three pages or less would need to be extremely concise and well organized to comprise an excellent response. I will not grade your first response but will provide you with feedback that will assist in your final reflection. Your paper must be typed (double-spaced), using Times New Roman, 12 font, 1-inch margin on all four sides. Before submitting, edit your work - I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

## Appendix E

### Group Discussions

You will work with your colleagues to lead a 30-minute discussion on one of the week's topics. You are responsible for developing topics or questions to engage the class in thinking about the primary issues, theories, and cultural issues relevant to school psychological practice. As a team, you should first provide a summary of the key ideas from the readings. You may choose to do an activity; however, the activity must be directly applicable and informative for the group.

	<i>Content</i>	<i>Delivery</i>	<i>Discussion</i>
<i>Excellent</i> (30 points)	<ul style="list-style-type: none"> <li>• Shows rich understanding of paper</li> <li>• Explains and connects concepts well</li> <li>• Thorough and organized with synthesis rather than summary</li> <li>• Addressed all requirements in instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Engaging, keeping audience in mind</li> <li>• Energy and enthusiasm</li> <li>• Efficient use of time</li> <li>• Easy to understand</li> <li>• Effective use of examples or anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>• Inspires interest in topic</li> <li>• Generates discussion</li> <li>• Answers questions with understanding</li> <li>• Listens carefully to questions</li> <li>• Friendly and open</li> </ul>
<i>Competent</i> (10-15 points)	<ul style="list-style-type: none"> <li>• Basic understanding of paper</li> <li>• Presents summary of points, without synthesis of concepts</li> <li>• Evaluation is lacking</li> <li>• Recites material</li> <li>• Missing a requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Less than full consideration of audience</li> <li>• Moderate engagement</li> <li>• Gets lost in presentation too often</li> <li>• Use of time is good, but not entirely efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Does not inspire much interest</li> <li>• Engages in discussion but cannot answer questions</li> <li>• Prepared questions are not engaging</li> </ul>
<i>Needs work</i> (0-10 points)	<ul style="list-style-type: none"> <li>• Does not understand paper</li> <li>• Cannot summarize main points</li> <li>• No evaluation</li> <li>• Missing many or all requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Relies large portions</li> <li>• Lacks clarity</li> <li>• Seems bored or uninterested</li> <li>• Otherwise unprepared</li> </ul>	<ul style="list-style-type: none"> <li>• Does not lead discussion</li> <li>• Has not prepared discussion questions</li> <li>• Displays hostility or frustration during discussion</li> </ul>