

# Markeda Newell, PhD

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## EMPLOYMENT

School Psychology Program Chair School Psychology Program Loyola University Chicago	Fall 2017-Present
Associate Professor with Tenure School Psychology Program Loyola University Chicago	Fall 2014-Present
School Psychology Program Area Chair Associate Professor with Tenure University of Wisconsin-Milwaukee	2013-2014
Assistant Professor School Psychology Program University of Wisconsin-Milwaukee	2007-2013

## Education

University of Wisconsin-Madison Ph.D. in Educational Psychology Major: School Psychology Minor: Race and Disability in Intervention Research & Design Dissertation: Problem-Solving Consultation: An Examination of Discursive Activity in a Simulated Multiracial Context Chair: Stephen Quintana, PhD	2002-2007
University of Wisconsin-Madison Masters of Science in Educational Psychology Major: School Psychology	2002-2005
University of Southern Mississippi Bachelors of Science in Elementary Education (Summa Cum Laude) Major: Elementary Education Areas of Specialization: Mathematics and Science	1998-2001
Mississippi Valley State University 36 Credit Hours (Transferred to University of Southern MS) Major: Elementary Education	1997-1998

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**CONSULTATIONS AND CONTRACTS**

4/2015-Present	Racine Unified School District Safe Schools Health Students Grant Role: Co-Program Evaluator Responsibilities: Analyze academic and behavioral data; identify program effects on racial minority students and students living in poverty
2017-Present	Wisconsin Department of Public Instruction Role: Consultant Responsibilities: Develop culturally-responsive checklist for problem-solving teams
2017	Wisconsin Department of Public Instruction Role: Consultant Responsibilities: Develop webinar on microaggressions in education
8/2016 & 4/2017	Loyola University Chicago Wellness Center Social Justice Training Role: Consultant Responsibility: Conduct training on social justice with staff psychologists, social workers, and medical doctors
11/2017	Ohio Region 5 Public School Districts Role: Consultant Responsibilities: Conduct 1-day Student Academy on social justice and identity
10/2017	Ohio Region 6 Public School Districts Role: Consultant Responsibilities: Conduct 1-day Educator Academy on social justice and identity
1/2017 & 3/2017	Ohio Region 6 Public School Districts Role: Consultant Responsibilities: Conduct 2-day Student Academy on social justice and identity
10/2015-12/2016	Cicero Neighborhood Network Initiative Cicero, IL Role: Data Consultant Responsibilities: Conduct Needs Assessment on health, education, and employment in predominately Spanish-speaking community with significant population of undocumented immigrants

10/2016	Ohio Region 9 Public School Districts Role: Consultant Responsibilities: Conduct 2-day Student Academy on social justice and identity
2015-2016	Wisconsin Department of Public Instruction Role: Consultant Responsibilities: Develop webinar on culturally-responsive problem-solving
2013-2015	Wisconsin Department of Public Instruction Project Title: An Exploration of the Impact of the Wisconsin SLD Rule on Incidence Rates Role: Consultant Responsibilities: Consult on development and implementation statewide survey on implementation of SLD rule
2012	Wisconsin Department of Public Instruction Project: Multicultural Skills Needs Assessment among Pupil Services Personnel Role: Consultant Responsibilities: Develop Needs Assessment survey, analyze data, and produce report multicultural training needs of psychologists, social workers, nurses, counselors, etc.

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## Grants

2014-2016	Loyola University Chicago Research Support Grant. Breaking the Relationship between Poverty and Associated Risks: Examining the Influence of Coping and Social Support. Co-Principal Investigator: Shannon Chavez-Korell. <u>Funded</u> \$4,167.00
2014-2016	University of Wisconsin-Milwaukee Institute for Excellence in Urban Education. Breaking the Relationship between Poverty and Associated Risks: Examining the Influence of Coping and Social Support. Co-Principal Investigator: Shannon Chavez-Korell. <u>Funded</u> \$25,000
2012-2013	American Psychological Association Division 13 Small Grants Competition. A Mixed-Methods Evaluation of Consulting Competence of School Psychologists. Principal Investigator: Markeda Newell <u>Funded</u> \$2,500.00
2011	UW-Madison and UW-Milwaukee Intercampus Research Grants Program. Racial Disparities in School Discipline. Co-Principal Investigator: Stephen Quintana, PhD. <u>Unfunded</u> \$29,600.00

- 2010-2011 Graduate School Research Committee Awards. Using Computer-Simulation to Analyze Problem-Solving Consultation in a Racially Diverse School Context. Principal Investigator: Markeda Newell Funded \$14, 545.00.
- 2009-2010 Institute on Race and Ethnicity (2009). Analyzing the Implementation of Problem-Solving Consultation in a Computer-Simulated, Diverse School Settings. Principal Investigator: Markeda Newell Funded \$12,000.00
- 2008-2009 Institute for Excellence in Urban Education (2008). Using Computer-Simulation to Evaluate Multicultural Competence Among Pre-Service School Psychologists: An Analysis of Problem-Solving Consultation in a Racially Diverse Context. Principal Investigator: Markeda Newell Funded \$14,594.00

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### MANUSCRIPTS PUBLISHED (\*STUDENT AUTHORS)

- Rosenfield, S., Newell, M., Zwolski, S.\*, & Benishek, L., (2018). Evaluating problem-solving teams in K-12 schools: Do they work? *American Psychologist*, 73(4), 407-419.
- Newell, M.L., & Looser, J. (2018). Does context matter? Analysis of training in multicultural assessment, consultation, and intervention between school psychologists in urban and rural contexts. *Psychology in the Schools*, 55(1), 85-92.
- Newell, M.L. & Newell, T. (2017). Analyzing the effect of consultation training on the development of consultation competence. *Contemporary School Psychology*, 22(1), 40-50.
- Blake, J., Graves, S., Newell, M. (2016). Introduction to Special Issue: Diversification of School Psychology: Developing an Evidence-Base from Current Research and Practice. *School Psychology Quarterly*, 31(3), 305-310.
- Sander, J., Hernandez Finch, M., Newell, M. (2016). Introduction to Special Issue on Multicultural Competence in Consultation. *Journal of Educational and Psychological Consultation*, 27(3), 213-219.
- Benishek, L., Gregory, M\*, Hodges, K., Newell, M., Hughes, A.\*, Marlow, S.\*, Rosenfield, S., Salas, E., Lacerenza, C. (2016). Bringing the Science of Team Training to School-Based Teams. *Theory Into Practice*, 55, 111-118.
- Bocanegra, J., Newell, M., Gubi, A. (2016). Analyzing Racial/Ethnic Minority Undergraduate Psychology Majors' Interests in School Psychology: Implications for Minority Recruitment. *Contemporary School Psychology*, 20(3), 270-281.
- Newell, M.L. & Coffee, G. (2015). School psychologists as systems-level consultants: Interdisciplinary perspectives. *Journal of Educational and Psychological Consultation*, 25, 67-71.

- Coffee, G., Newell, M.L., & Kennedy, A. (2014). Supporting collaborative efforts in implementing evidence-based reading interventions: The Role of online databases. *Journal of Educational and Psychological Consultation, 24*, 81-95. [Invited].
- Newell, M.L., Newell, T.S., & Looser, J.A.\* (2013b). A competency-based assessment of school-based consultants' implementation of consultation. *Training and Education in Professional Psychology, 7*, 235-245.
- Newell, M.L., Newell, T.S., Looser, J.A.\* (2013a). Examining how novice consultants address cultural factors during consultation: Illustration of a computer-simulated method. *Consulting Psychology Journal: Practice and Research, 65*, 74-86.
- Newell, M.L. (2012). Transforming knowledge to skills: Evaluating the consultation competence of novice school-based consultants. *The Consulting Psychology Journal: Research and Practice, 64*, 8-28 [Special Issue: Consulting in Education: Challenge and Change].
- Newell, M.L. & Newell, T.S. (2011). Problem analysis: Examining the selection and evaluation of data during problem-solving consultation. *Psychology in the Schools, 48*(10), 943-957.
- Newell, M.L., Nastasi, B. N., Hatzichristou, C., Jones, J.M., Schanding, T., & Yetter, G.P. (2010). Evidence on multicultural training in school psychology: Recommendations for future directions. *School Psychology Quarterly, 25*(4), 249-278.
- Newell, M.L. (2010b). Exploring the Use of Computer-Simulation to Evaluate the Implementation of Problem-Solving Consultation. *Journal of Educational and Psychological Consultation, 20*(3), 228-255.
- Newell, M. L. (2010a). The Implementation of Problem-Solving Consultation: An Analysis of Problem Conceptualization in a Multiracial Context. *Journal of Educational and Psychological Consultation, 20*(2), 83-105.
- Evidence-Based Intervention Work Group. (2005). Theories of change and adoption of innovations: The evolving evidence-based intervention and practice movement in school psychology. *Psychology in the Schools, 42* (5), 475-494.
- Kettler, R.J., Niebling, B.C., Mroch, A.A., Feldman, E.S., & Newell, M.L. (2005). Effects of testing accommodations on math and reading scores: An experimental analysis of the performance of fourth- and eighth-grade students with and without disabilities. *Assessment for Effective Intervention, 31*(1), 37-48.

## REFEREED BOOK CHAPTERS

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- Newell, M.L., Reed, K.\*, & Zwolski, S.\* (under review). School-based consultation. Consultation in Health Service Psychology: Advancing Professional Practice – A Competency-Based Approach.

- Newell, M., Henderson, H.\*, Chan, K. T\*. (in press). Accountability for Child Rights in School Psychology. International Handbook on Child Rights and School Psychology.
- Newell, M.L. & Chavez-Korell, S. (2017). The evolution of multiculturalism in school psychology. Handbook of Multicultural School Psychology: An Interdisciplinary Perspective (2<sup>nd</sup> edition). [Invited]
- Newell, M. (2016). Consultation-based intervention services for racial minority students. Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches (pp. 197-212). Washing, DC: American Psychological Association.
- Newell, M.L & Newman, D. (2014). Assessing the state of evidence in consultation training: A review and call to the field. In W. Erchul & S. Sheridan (Eds.), Handbook of Research in School Consultation, pp. 421-449. New York, NY: Routledge. [Invited]
- Newell, M.L., & Coffee, G. (2012). Creating a social justice approach to assessment. In D. Shriberg, S.Y. Song, A.H. Miranda, & K.M. Radliff (Eds.) School psychology and social justice: Conceptual foundations and tools for practice, pp. 173-187. New York, NY: Routledge. [Invited]
- Newell, M.L. & Kratochwill, T.R. (2007). The integration of response to intervention and critical race theory-disability studies: A robust approach to reducing racial discrimination in evaluation decisions. In S. R. Jimerson, M.K. Burns, & A. M. VanDerHeyden (Eds.), The handbook of response to intervention: The science and practice of assessment and intervention, pp. 65-79. New York, NY: Springer Science.

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#### **REFEREED BOOK CHAPTERS IN PREPARATION**

- Kaufmann, J. & Newell, M.L. Preparing for the future multicultural competencies in training and supervision in school psychology. In S. Hatzichristou & B. Nastasi (Eds.), School Psychology in a Global Context [Invited]
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#### **OTHER PUBLICATIONS AND SCHOLARLY ACTIVITY**

- Newell, M.L. & Persaud, S. (2012, June). Transnational/Multicultural School Psychology Annotated Bibliography: Multicultural Training. APA Division 16 Globalization of School Psychology Working Group. Retrieved from <http://www.apadivisions.org/division-16/leadership/working-groups/globalization/transnational-multicultural.pdf>
- Newell, M.L. (2011, Aug). Accountability: Monitoring and Evaluating Impact of Social

Justice and Child Rights Services. Curriculum module developed for APA Division 16 Social Justice and Child Rights Working Group. Available: <http://www.cred-pro.org/>

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## PRESENTATIONS

- Chavez-Korell, S., Newell, M., Rouse, L., & Vandiver, B. (August, 2018) Research as a tool for social justice: Why and how to conduct research in partnership with community (Symposium). American Psychological Association.
- Chavez-Korell, S., Newell, M., Cochran, K.,... (2017). Examining school related stress, mental health, and coping among high school students (Poster). American Psychological Association.
- Chavez-Korell, S., Newell, M., Muro, N.... (2017). Breaking the relationship between poverty and associated risks: Role of coping and social support (Poster). American Psychological Association.
- Newell, M., Newman, D., Hazel, C., Miranda, A., Rosenfield, S., Barrett, C. (2016, August). School-Based Consultation: From Training to Practice Across the Globe (Symposium). American Psychological Association.
- Newell, M., Blake, J., Graves, S., Castro-Olivo, S. (2016, August). Diversifying the Faculty Pipeline in School Psychology. (Symposium). American Psychological Association.
- Newell, M., Maital, S., Hylander, I., Grogan, M., Rosenfield, S. (2016, July). Consultation-Centered Consultation: International Comparisons. (Symposium) International School Psychology Association.
- Newell, M., Zwolski, S., Montes De Oca, J., Williams, M. (2016, February). Understanding Poverty-Related Stress: Tools for Effective School Response. National Association of School Psychologists Annual Conference, New Orleans, LA.
- Newell, M., Hodges, K. (2015, August). Teach Teamwork: Applying the Science of Psychology to Effective Collaborations in School. American Psychological Association Annual Convention, Toronto, Canada
- Newman, D. & Newell, M.L. (2014, August). Assessing the state of evidence in Consultation training: A review and call to the field (Poster Presentation). American Psychological Association Annual Convention, Washington, DC.
- Newell, M.L. (2014, February). A competency-based assessment of school-based consultants' implementation of consultation. National Association of School Psychologists Annual Convention, Washington, DC.
- Newell, M.L. (2012, August). Evaluating the consulting competence of novice, school-

- based consultants (Symposium). American Psychological Association Annual Convention, Orlando, FL.
- Newell, M.L. (2012, February). American Psychological Association coalition for psychology in schools and education (Mini-Skills). National Association of School Psychologists – National Conference, Philadelphia, PA.
- Newell, M.L. (2011, February). Analyzing the implementation of problem-solving consultation in a computer-simulated school setting. National Association of School Psychologists – National Conference. San Diego, CA.
- Nastasi, B., Newell, M.L., Hatzichristou, C. & Jones, J. (2011, February). Multicultural competencies in school psychology: Current status and future directions. National Association of School Psychologists – National Conference. San Diego, CA.
- Harris, B., Coffee, G., Newton, J.H., Newell, M.L., Ogg, J. & Shriberg, D. (2011, February). Careers in academic: Perspectives and insights from junior faculty. National Association of School Psychologists – National Conference. San Diego, CA.
- Harris, B., Coffee, G., Newton, J.H., Newell, M.L., Ogg, J. & Shriberg, D. (2010, February). Careers in academic: Perspectives and insights from junior faculty. National Association of School Psychologists – National Conference. Chicago, IL.
- Newell, M.L. & Brumm-Larson, J.\* (2010, February). Multicultural training in school psychology: An analysis of curriculum content and training models. National Association of School Psychologists – National Conference. Chicago, IL.
- Newell, M.L. (2010, February). Developing multiculturally competent school psychologists: A comprehensive framework for multicultural training. Trainers of School Psychologists Annual Conference. Chicago, IL.
- Newell, M. L. (2009, February). Computer-Simulation: The Promise of Innovative Technology in Training School Psychologists. National Association of School Psychologists – National Conference. Boston, MA.
- Newell, M. L. (2008, August). An Examination of Problem-Solving Consultation Within a Computer-Simulated Multiracial Context. American Psychological Association – National Conference. Boston, MA.
- Newell, M.L. (2005, August). Overrepresentation of Minorities in Special Education: Unconscious Racial Bias and Discrimination. Presented at the Wisconsin Department of Public Instruction Summer Institute on Disproportionality, Madison, WI.
- Newell, M.L. (2005, May). The Intersection of Race and Disability: Implications for the

- Implementation of IDEIA. Presented at the 5<sup>th</sup> Annual Disability Studies in Education Conference, Teachers College, Columbia University, New York, NY.
- Newell, M.L. (2005, March). African Americans and Aggressive Behaviors: Situating Intervention Effectiveness within Discourse. Presented at the 38<sup>th</sup> Annual National Association of School Psychologists Conference, Anaheim, CA.
- Albers, C., Glover, T., Newell, M., & Auster, E. (2004, February). Universal Prevention Programs. Invited presentation for the Wisconsin School Psychologists Association Conference, Wisconsin Rapids, WI.
- Hart-Tervalon, D. & Newell, M.L. (2004, March). Disproportionality in the State of Wisconsin. Presented at the Annual University of Wisconsin-Madison Counseling Psychology Social Justice Conference, Madison, WI.

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### INVITED PRESENTATIONS AND WORKSHOPS

- Bocagenra, J., Gubi, A., Rossen, E., Grapin, S., & Newell, M (discussant) (2018). Ending the shortage crisis in school psychology (Symposium). American Psychological Association.
- Newell, M. (2015, February). Advancing Consultation Competence (Workshop). Illinois School Psychology Association.
- Newell, M.L. (2015, September). Understanding the impact of poverty-related stress on children's mental health. 21<sup>st</sup> Century Community Learning Center Conference. Wisconsin Dells, WI.
- Newell, M.L. (2015, February). Practical strategies to develop consultation competence. Illinois School Psychology Association Convention. Springfield, IL.
- Newell, M.L. & Chavez-Korell, S. (2012, April). Racial Identity Development & Anger: Implications for Teachers and Students. Educators Network for Social Justice Anti-Bias, Anti-Racist Teaching Conference, Franklin, WI.
- Newell, M.L. & Chavez-Korell, S. (2011, October). Understanding racial identity: Implications for school-based practices. Wisconsin School Psychology Association Annual Conference, Manitowoc, WI.
- Newell, M.L. (2011, April). Understanding and reducing bias in educational practices. Culturally Responsive Education for All: Technical Support and Enhancement. Green Bay, WI.
- Newell, M.L. (2011, March). Multicultural considerations in understanding and addressing bullying. Catholic Educators Conference Combating Bullying in Catholic Education: Moral and Educational Implications and Strategies. Loyola University Chicago.

Chavez-Korell, S. & Newell, M.L. (2010, April). Microaggressions, Stereotype Threat, and Perceptual Gap. 2 presentations, 1 ½ hours, presentations and discussion with Special Education Teachers in Milwaukee Public School District, Milwaukee, WI.

Newell, M.L. & Chavez-Korell, S. (2010, April). Understanding Racial Microaggressions in the Classroom. 2 presentations, 1 ½ hours, presentations and discussion with Special Education Teachers in Milwaukee Public School District, Milwaukee, WI.

Chavez-Korell, S. & Newell, M.L. (2010, March). Microaggressions, Stereotype Threat, and Perceptual Gap. 2 hour, presentations and discussion with School Psychologists in Milwaukee Public School District, Milwaukee, WI.

Newell, M.L. & Chavez-Korell, S. (2010, February). Understanding Racial Microaggressions in the Classroom. 2 hour, presentations and discussion with School Psychologists in Milwaukee Public School District, Milwaukee, WI.

## GUEST EDITORSHIPS

*Journal of School Psychology* (Manuscript Guest Editor, Invited) 2013

*Journal of Educational and Psychological Consultation* 2015  
 Co-Guest Editor: Gina Coffee, PhD  
 Special Issue Topic: School Psychologists as Systems-Level Consultants: Interdisciplinary Perspectives  
 Issue Published in 2016

*School Psychology Quarterly* 2015  
 Co-Guest Editors: Jamilia Blake, PhD & Scott Graves, PhD  
 Special Issue Topic: Diversification of School Psychology: Developing an Evidence-Base from Current Research and Practice  
 Issue Published in 2016

## PROFESSIONAL SERVICE

### NATIONAL SERVICE

#### ASSOCIATE EDITOR AND EDITORIAL BOARDS

- *Journal of Black Psychology* (Associate Editor) 2018-Present
- *Journal of Educational and Psychological Consultation* 2013-2014 (Associate Editor)
- *School Psychology Quarterly* (Editorial Board) 2012-2018
- *Journal of School Psychology* (Editorial Board) 2012-2014

#### Working Groups/Taskforces/Liaison

- APA D16 Committee on Ethnic Minority Affairs 2008-2012
- APA D16 Social Justice/Child Rights Working Group 2010-Present
- APA Coalition for Psychology in Schools & Education 2010-Present

- APA Division 13 Consulting Guidelines Taskforce 2012-Present
- APA Div16 Working Group -Globalization in School Psychology (Transnational/Multicultural subgroup) 2012-Present

STATE/LOCAL SERVICE

Wisconsin CESA #1 Response-to-Intervention Workgroup 2011-2012

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**REFERENCES**

Furnished upon request.