

SAMPLE SUPERVISION PLAN

The attached sample plan is intended to offer guidance to supervisors and students planning their internship experience within a local school district.

- The activities described are offered simply as examples of work which might be included in a Supervision plan.
- Each plan will be constructed on an individual basis taking into account the background experience of the student.
- Prior to designing the Supervision Plan it is advised that the student completes the Self Assessment Survey on the N.A.S.P. website to ensure that all relevant areas within the N.A.S.P. Domains of Practice have been addressed.
- Comprehensive plans will address tasks relevant to local community and cultural factors.
- Comprehensive plans will make explicit requirements which are quantifiable or in some way evidence based.
- Scheduled observations of candidates by supervisors should be included.
- A sample evaluation plan is also available for supervisors.

SAMPLE SUPERVISION PLAN

Refer to *NASP National Model for Comprehensive and Integrated School Psychological Services* www.nasponline.org

Supervisor: _____

Class 5 candidate: _____

Date of Supervised Experience Plan: _____ to _____

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

DOMAIN 1: DATA BASED DECISION MAKING AND ACCOUNTABILITY

PLANNED ACTIVITIES	Dates reviewed
Attend O.P.I. All Teacher training including Transition requirements.	
Participate in up to 12 comprehensive evaluations/re-evaluations, planning, collecting and using assessment data to identify eligibility for special education and other educational services.	
The internship will include at least four opportunities for Supervisor observation including tasks such as testing and participation in meetings with parents and school staff.	
Document and demonstrate use of a problem solving or planning framework as the basis for all professional activities.	
For a range (insert #) of Pre-K through 12 students, assess progress toward academic and behavioral goals, measure responses to interventions and revise interventions as necessary.	
In at least four cases use assessment data to understand and select evidence based instructional and mental health services.	
Design a Special Education File review form and utilize this in file reviews for students who transfer into the district.	
Conduct Transition assessments and document results with the student in development of Transition IEPs	
Develop three sets of support materials for teachers linking specific learning disabilities and their impact in relation to common core standards (e.g. written language, reading comprehension, math problem solving) and/or standards based I.E.P.s.	

DOMAIN 2: CONSULTATION AND COLLABORATION

PLANNED ACTIVITIES	Dates Reviewed
Demonstrate use of consultative problem solving process to plan, implement and evaluate academic and mental health services.	
Consult and collaborate at the individual, family, group and systems levels to improve engagement in meeting students' needs. Document meetings attended.	
Participate in different collaborative team decision making activities within different school and community contexts – e.g. Intervention teams, RTI teams, Child Protection Team. Document meetings attended.	

Work collaboratively with school staff to complete identified tasks to enhance school/family partnerships – e.g. Back to School Night, Parent Brochure, Parent training sessions, Newsletter items.	

STUDENT LED SERVICES

DOMAIN 3: Interventions and Instructional Support to Develop Academic Skills

PLANNED ACTIVITIES	Dates Reviewed
Use assessment data to develop and implement evidence based instructional strategies to improve student performance.	
Provide evidence of work with other school personnel to ensure the attainment of state and local academic benchmarks.	
Apply current empirically based research on learning and cognition to develop effective instructional strategies to promote learning at the individual, group and systems level.	
Collaborate with other school personnel to develop, implement and evaluate effective interventions to increase student learning time.	
Use information technology to enhance students’ cognitive and academic skills.	
Facilitate design and delivery of curriculum and instructional strategies that promote children’s academic achievement, including literacy achievement, teacher directed instruction, peer tutoring, interventions for self regulation and planning/organization.	
Attend at least two local in service training sessions which address interventions and instructional supports to develop academic skills.	

DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills

Planned activities	Dates Reviewed
Participate in local school M.B.I. team activities.	
Document review of NASP resources pertaining to School Mental Health services.	
Design at least two behavior plans following from Functional Behavioral Assessments.	
Facilitate design and delivery of curricula to help students develop effective behaviors such as self regulation and self monitoring, planning/organization, empathy and healthy decision making.	
Use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.	
Participate in delivery of a continuum of developmentally appropriate mental health services including individual / group counseling, behavioral coaching, classroom and school wide social/emotional learning programs, positive behavioral supports and parent education.	
Evaluate implementation and outcomes of behavioral and mental health interventions for individuals and groups.	

SYSTEMS LEVEL SERVICES

DOMAIN 5: School Wide Practices to Promote Learning

Planned Activities	Dates Reviewed
Participate in the development and implementation of school improvement plans – for example academic, behavioral and social/emotional learning programs.	
Document participation on a regular basis in school Intervention and R.T.I. teams	
Participate in universal screening programs including Child Find screening to identify students in need of additional instructional or behavioral support and progress monitoring systems to ensure successful learning and school adjustment.	
Participate in staff training to develop and maintain a multi tiered continuum of support for students’ social, emotional and behavioral success.	
Contribute to school wide planning and related activities as a member of a school’s leadership team.	

DOMAIN 6: Preventive and Responsive Services

Planned Activities	Dates Reviewed
Participate in school crisis teams and use data based decision making, problem solving strategies, consultation, collaboration and direct services in addressing crisis prevention, preparation, response and recovery.	
Document and provide direct counseling, behavioral coaching and/or indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	
Chart school based and local community provision for mental health and similarities and differences within these services.	
Help implement and evaluate programs to promote safe and violence free schools and communities.	

DOMAIN 7: Family-School Collaboration Services

Planned Activities	Dates Reviewed
Attend and /or participate in school based family school collaboration activities such as Back to School Night, Intervention team meetings, Parent conferences.	
In collaboration with school staff draft and finalize parent brochure outlining the statutory comprehensive evaluation process and role of personnel involved.	
Identify diverse cultural issues, contexts and other factors that have an impact on family school partnerships and interactions with community providers. Address these factors when developing and providing services for families.	
For identified students provide information for parents on Transition services, Transfer of Rights and liaison with outside agencies involved in the Transition process.	
Develop and provide resources for parents that promote strategies for safe,	

nurturing and dependable parenting and home interventions to facilitate children’s healthy development. (e.g. impacts of TV, video games, smoking, managing A.D.H.D.)	
Collaborate with school staff to design survey for parents on family awareness and involvement in intervention assistance work in a school.	

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

DOMAIN 8: Diversity in Development and Learning
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Planned Activities	Dates Reviewed
Demonstrate an understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.	
Develop a framework for evaluating and providing for the needs of English language learners, steps to evaluate typical development and steps to address and provide for the needs of bilingual students with special educational needs.	
Demonstrate collaborative work with local cultural or community liaisons to understand and address the needs of diverse learners.	
Take steps to recognize personal and systemic racial, class, gender, cultural and other biases which may be brought to the work context and the way these biases influence decision making, instruction, behavior and long term outcomes for students.	
Investigate and prepare a short fact sheet for teachers on a low incidence condition which has educational implications for a student in a local school.	

DOMAIN 9: Research and Program Evaluation
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Planned Activities	Dates Reviewed
Collaborate with others to collect, analyze and interpret program evaluation data in applied settings.	
Assist school intervention teams at the elementary and high school level in diagnostic work for baseline data, intervention planning and progress monitoring for individual students.	
Demonstrate use of various techniques for data collection, measurement, analysis, accountability and use of technology resources in evaluation of services at the individual, group and/or systems levels.	
Apply evidence based interventions and programs in designing, implementing and evaluating fidelity and effectiveness of school based interventions.	
Provide support for classroom teachers in collecting and analyzing progress monitoring data.	

DOMAIN 10: Legal, Ethical and Professional Practice

Planned Activities	Dates Reviewed
Access, evaluate and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	
Attend OPI ALL Teacher training including Transition requirements.	
Attend one local State Association training or Conference.	
Use the OPI Record Review Form to review approximately 8 files for identified students including Pre-school, Elementary, Junior High and High School Students. Review and clarify findings with SPED teacher. Review findings with Supervisor.	
Use OPI Record Review Form to review 2 files for students who did not qualify for services.	
Review statutory requirements for Students with Unique Concerns.	
Over the course of the year select 3 different ethical situations arising in context and demonstrate application of the NASP model for Ethical and Legal Decision Making.	
Use supervision and mentoring on a consistent basis to extend effective practice.	
Undertake NASP Survey to identify and plan personal continuing education goals consistent with the NASP Practice model.	
Demonstrate assistance for administrators, teachers, other school personnel and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.	

Signature of Supervisor

Date:

Signature of Class 5 Candidate

Date:

Received by M.A.S.P. Applicant Liaison:

Date:

V1/ 6/20/12 V2 03/13 MASP CRB