

Class 5 Supervision Plan for Period of _____ thru _____

I. Requirements and Responsibilities of the Supervising Psychologist:

Name: _____

Class 6 license #: _____

1. The supervising psychologist is required to:
 - a) Be a currently Licensed (Class 6) School Psychologist with the State of Montana.
 - b) Be willing to provide evidence of professional growth and competency as a school psychologist;
 - c) Have three years experience as a licensed school psychologist; and
2. The supervising psychologist is responsible for the following:
 - a) Assisting the Class 5 worker in developing a Professional Supervised Experience Plan;
 - i) further, the supervisor will assist the Class 5 worker in completing and submitting the plan for review by the MASP Competency Review Board on an annual basis (see II, below);
 - b) Supervise the Class 5 worker in carrying out their Professional Supervised Experience Plan (weekly supervision time will be determined on an individual basis);

Recommended weekly supervision time: _____
 - c) Uphold current legal, ethical, and professional competency standards;
 - d) Submit written evaluation of the Class 5 worker's competencies to The MASP Competency Review Board;

II. Activities for Competencies Development and Evaluation

Review of the Professional Supervised Experience Plan will occur on an annual basis. Review of this plan will concentrate on how the Class 5 worker's professional experience corresponds to the following domains of practice:

10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

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

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources;

and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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.

This contract is agreed to by the undersigned:

Class 5 worker

Date

Supervising School Psychologist

Date

For MASP Competency Review Board Use Only

Approved _____

Not Approved _____

Date: _____