

Approved _____
Not Approved _____
Date: _____

MONTANA CLASS 5 PROFESSIONAL SUPERVISED EXPERIENCE PLAN

This Supervised Experience Plan is agreed to by the undersigned:

Class 5 worker

Date

Class 6 Supervising School Psych (include Class 6 Lic. #)

Date

Class 5 Supervision Plan for Period of _____ thru _____ (this period should encompass a maximum of three years)

The Supervised Experience Plan should be forwarded together with the completed Class 5 Checklist and review fee to the MASP Applicant Liaison - Joelene Goodover, 803 Forest Avenue, Great Falls, MT. 59404.

I. Requirements and Responsibilities of the Supervising Psychologist:

Name: _____

Supervisor's Current Employer: _____

1. The supervising psychologist is required to:
 - a) Be a currently Licensed (Class 6) and practicing School Psychologist within the State of Montana;
 - b) Be a current member of the Montana Association of School Psychologists
 - c) Be willing to provide evidence of professional growth and competency as a school psychologist;
 - d) 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 is two (2) hours per week, according to NASP guidelines (please see http://www.nasponline.org/about_NASP/pp_supervision.aspx)
- 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;

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 NASP competency domains:

1. Data-Based Decision Making and Accountability

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

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 use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

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 curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

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 evidenced-based supported strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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 empirically supported strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services 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, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

9. Research and Program Evaluation

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

School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Further, components of the supervision plan are expected to adhere to section III of the “National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology.” This document can be found at:
<http://www.nasonline.org/standards/FinalStandards.pdf>

III. Detailed Supervised Experience “Plan”

With assistance from his or her onsite supervisor, each Class 5 worker will devise a supervised experience “plan,” to be submitted to the MASP Review Board. To create the plan, the intern (and supervisor) will consider each of the aforementioned 8 domains of competency and write a brief paragraph that details the experiences and duties that they

will undertake over the course of their supervised work experience that will address and provide needed experience in each area.

Please use the following format to create your supervision plan. After each domain heading, write the experiences and duties that you, the Class 5 worker, will undertake over the course of your supervised work experience that will address and provide needed experience in that domain. It is advised that you use a word processing program and attach your “plan” to this document.

Provide description of work experiences that will relate to this training domain:

1. Data-Based Decision Making and Accountability

2. Consultation and Collaboration

3. Interventions and Instructional Support to Develop Academic Skills

4. Interventions and Mental Health Services to Develop Social and Life Skills

5. School-Wide Practices to Promote Learning

6. Preventive and Responsive Services

7. Family–School Collaboration Services

8. Development and Learning

9. Research and Program Evaluation

10. Legal, Ethical, and Professional Practice