

Kansas Association of School Psychologists

Work Authorized Respecialization Pilot



KASP Shortages Committee

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Introduction

Nationwide shortages of school psychologists have become a critical issue in the field of school psychology, negatively impacting mental health services and supports for students and families. Shortages have also become more prevalent in Kansas, with many districts looking for alternative solutions to fill these critical positions. In collaboration with KSDE, KASP has focused on exploring a streamlined respecialization process for professionals from related fields (e.g., counseling, social work, clinical psychology, etc.) that would allow for the most expedient way to assist in addressing school psychologist shortages within the state.

KASP has reached out to multiple stakeholders from across the state, gaining input on their needs and exploring the most expedient way to fill positions with highly qualified personnel trained in the field of school psychology. The following information is provided as a guide to assist in targeting the current school psychologist shortage within the state of Kansas. This plan has been proposed to KSDE and has been approved by ECSETS.

Emporia State University has had a respecialization process in place for over two decades, and currently is one of the largest respecialization programs in the nation. Limitations of current Kansas licensing standards do not allow for a mental health professional to apply and work under a “work authorized” status while gaining licensure as a school psychologist.

The proposed plan provides guidance for how a work authorization may fit into the current respecialization process and provides recommendations on a review process to ensure those working as work authorized school psychologists are making adequate progress toward a professional license. The protection afforded to the profession of school psychology is ensured by a limited time frame for working as a work authorized school psychologist, assuring that required coursework is completed and professional standards are met in a timely fashion. It also ensures that individuals have the most essential skills before provision of a work authorization, which ensures effective services with students and ensures that actions by the individual are legal, logical, and ethical in the context of the school community.

Kansas licensing standards for school psychology will be revised in the next year, and this plan will be updated to reflect changes to those standards when they become finalized. Ultimately, this plan allows for a proactive, effective, and streamlined approach to bringing more professionals to the field, while maintaining professionalism and high-quality services provided by school psychologists.

Current ESU Respecialization Process: Professional with a Related Field Master’s Degree

1. Application to the school psychology program of choice.
2. The current program director reviews transcripts and adjusts required coursework based on courses previously completed.
3. Coursework is completed by the student, along with comprehensive exams (See Appendix A)
4. Praxis exam passed.
5. Initial License obtained.
6. Supervised 1400-hour internship completed.
7. Professional License awarded.

Proposed Respecialization Process

1. Application to school psychology program of choice. Applicants should hold a master's degree with at least 15 credit hours of equivalent coursework, as well as a certification in the related field if applicable.
2. The current program director reviews transcripts and adjusts required coursework based on courses previously completed. This is documented by the program director by submitting a Matrix which aligns to KSDE school licensure standards and must denote all graduate coursework considered equivalent which has previously been taken outside of the program and which will have already been taken within the program as of the semester in which the work authorization would take force. The Matrix must include ALL courses within the approved curriculum of the program (see Appendix B).
3. An matrix of competencies and supervision needs (see Appendix C for sample) must be submitted which shows alignment to KSDE school psychologist licensure standards, and provides an analysis from the program director of the knowledge, skillsets and competencies held by the candidate at the time the work authorization is intended to take force and those which will not yet be held by the candidate, and recommendations on scope of practice limits and/or supervision requirements.
4. A letter from the program director is required, and may be embedded within the second matrix, which provides an overview of all of the documentation, and which specifically
 - Recommends the applicant for a work authorization
 - Attests to the semester in which the applicant is believed to be eligible for the work authorization
 - Notes scope of practice limits
 - Recommends level of supervision needed for areas of practice, e.g., what can be done independently, what can be done with direct supervision, what should not be done at all
 - Offers any other recommendations that would be helpful for the committee to make a decision about eligibility of the applicant and/or the circumstances under which they can competently and ethically engage in school psychological practice.
5. Supervision of candidate by a KSDE-licensed EC-12 school psychologist who holds a minimum of an Ed.S. degree and three years experience as a school psychologist, while working as a work-authorized school psychologist, with restrictions placed on the scope of practice agreed to by the supervising school psychologist as well as district/coop administration (See Appendix G)
6. Required coursework completed while working as a work-authorized school psychologist. Practicum will be completed as part of the work done under the work authorization. Practices performed as part of practicum would have to be directly supervised consistent with current practicum standards. (See Appendix E)
7. Praxis exam passed.
8. Initial license is obtained.
9. Supervised 1400-hour internship completed.
10. All program assessments as completed by traditional students are completed and passed by candidates
11. Regular license is awarded.

Multi-Year Plan

- Year 1
 - ESU Pilot beginning Spring 2019
 - Share proposed plan at KSDE Leadership Conference and on ECSETS Director Webinar
 - Monitor the progress of work authorized school psychologists and the processes of this plan
 - Contact other school psychology training programs in the state about respecialization plans
 - Assess the efficacy of current plan, modify processes as identified, and collaborate with other stakeholders on expanding the respecialization process to other school psychology programs in the state.
- Year 2
 - Update and implement the plan in response to reflection and modification of the respecialization plan, as well as the revised school psychology program training standards provided by the state.
 - Phase in additional school psychology training programs
 - Monitor the progress of work authorized school psychologists and processes of this plan. This should involve laying the foundation for program disaggregation of KSDE reporting of traditional candidate data on program assessments vs. respecialization candidates at least every three years as aligns to KSDE reporting requirements.
- Year 3
 - Update and implement the plan in response to reflection and modification of the respecialization plan, as well as the revised school psychology program training standards provided by the state.
 - Phase in additional school psychology training programs
 - Monitor the progress of work authorized school psychologists, including reporting of program assessment data per the above.

Application Process

Individuals with interest in participating in the work authorization pilot can apply by completing the application form on the KASP website (www.kasp.org) and submitting payment of application fees. The applicant will then be sent additional information about how to submit other documents.

Applications require the following:

- Application form (found at www.kasp.org)
- \$175 registration fee (paid during online registration)
- Transcripts
- Copy of a current license in current field
- Other documents that demonstrate competency related to school psychology

Applications will be reviewed by the KASP Work Authorization Committee. This committee will be made up of the Committee Chair, a KASP member, a KASP board member, a graduate trainer representative from each participating university, and a KSDE representative. The committee chair, KASP member, and KASP board member will be appointed by the KASP President. Graduate trainer representatives will be appointed by each participating university. The KSDE representative will be appointed by KSDE/SETS.

The committee will communicate with applicants about their status. Further documents may be requested to clarify competencies, completed coursework, etc. If an individual does not meet criteria to become work authorized, feedback will be provided to clarify what needs to be done to meet criteria. If an individual does meet criteria, feedback will be provided about how to proceed to begin work as a work authorized school psychologist.

Employment Under Work Authorization

Applicants who meet criteria for Work Authorization must submit a signed Work Authorized Supervision Agreement (Appendix E) to verify appropriate supervision. The committee will provide guidance on the level of supervision for various domains of practice for the work authorized school psychologist to ensure appropriate scope of practice.

Work authorized school psychologists will be evaluated by their supervisor using the Work Authorized Evaluation of Practice for School Psychologists (Appendix F) each semester the student is working as a work authorized school psychologist

Appendices

Appendix A – Current and Proposed Respecialization Process Comparison

Appendix B - Sample Matrix of Courses by Domains – KSDE School Psychologist Licensure Standards

Appendix C - Matrix of Competencies and Supervision Recommendations by Domains – KSDE School Psychologist Licensure Standards

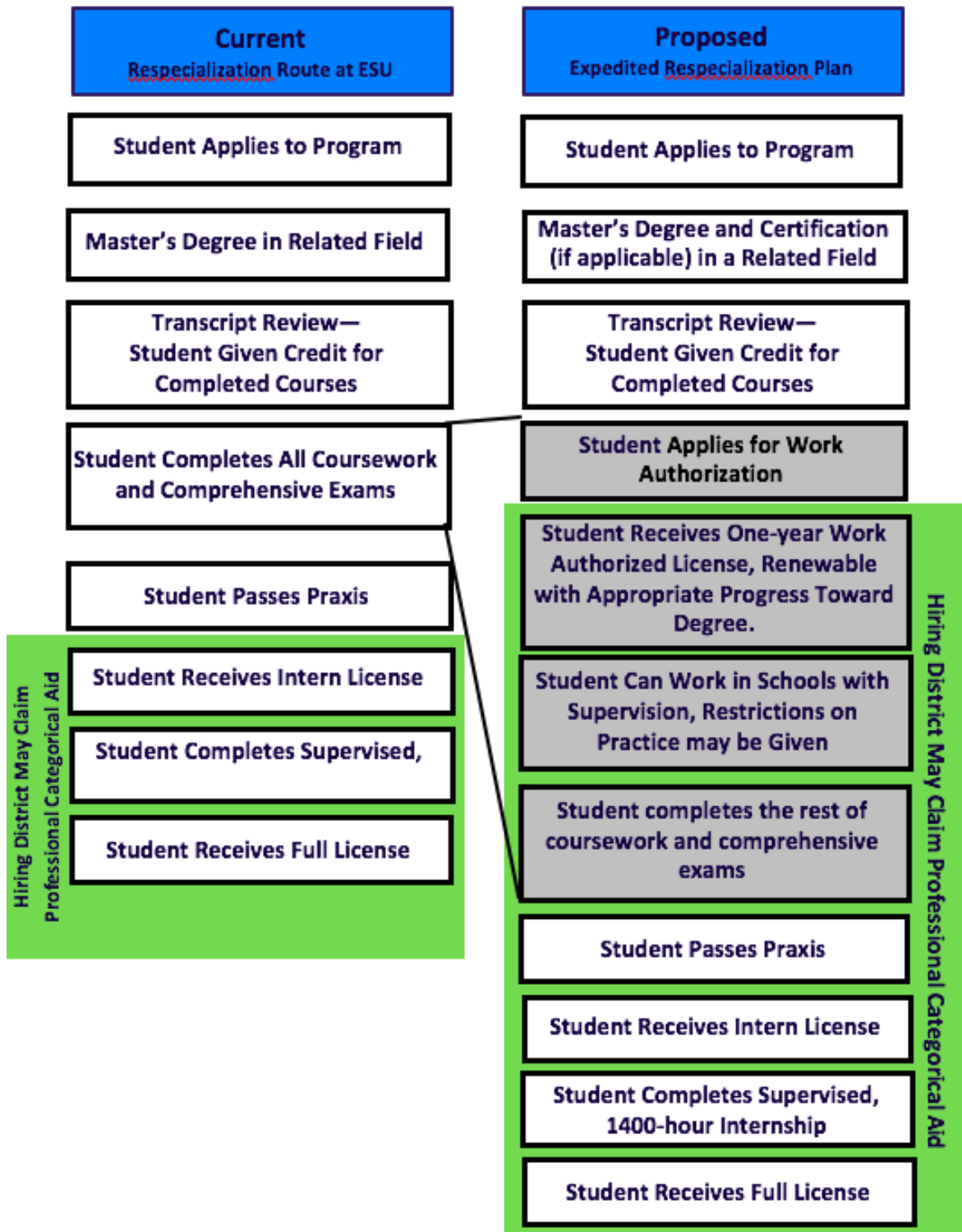
Appendix D - Sample Matrix of Competencies and Supervision Recommendations

Appendix E - Work Authorized Supervision Agreement

Appendix F - Work Authorized Evaluation of Practice for School Psychologists

Appendix G - Sample of Matrix of Courses by Domains – NASP 2010 Standards

Appendix A: Current and Proposed Respecialization Process



Appendix B
Sample Matrix of Courses by Domains – KSDE School Psychologist Licensure Standards

STANDARDS	DESCRIPTIONS	APPLICABLE COURSES – Courses the candidate has already completed are in bold.
Standard 1	The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	<ul style="list-style-type: none"> ● PY812 Foundations of Assessment in Sped/Student Support ● PY714 Assessing Young Children with Special Needs ● PY841 Assessment of Intelligence ● PY520 Statistics I – will take summer XX ● PY843 Psycho-Educational Assessment – will take fall XX ● PY820 Response to Intervention – will take summer XX ● PY838 Supervised Practice in School Psychology - will take fall XX
Standard 2	The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.	<ul style="list-style-type: none"> ● SD802 Seminar in Behavior Management ● PY864 Creative Teaching and Learning ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practice in School Psychology - will take fall XX
Standard 3	The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	<ul style="list-style-type: none"> ● PY820 Response to Intervention – will take summer XX ● PY843 Psycho-Educational Assessment- will take fall XX ● SD700 Characteristics Mild/Moderate Disability ● PY801 School Psychological Consultation ● PY864 Creative Teaching and Learning

		<ul style="list-style-type: none"> ● CE732 Lifespan Development and Disability ● PY714 Assessing Young Children with Special Needs ● SD802 Seminar in Behavior Management
Standard 4	The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	<ul style="list-style-type: none"> ● PY820 Response to Intervention – will take summer XX ● PY843 Psycho-Educational Assessment- will take fall XX ● SD700 Characteristics Mild/Moderate Disability ● PY801 School Psychological Consultation ● PY864 Creative Teaching and Learning ● CE732 Lifespan Development and Disability ● PY714 Assessing Young Children with Special Needs ● SD802 Seminar in Behavior Management
Standard 5	The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.	<ul style="list-style-type: none"> ● PY820 Response to Intervention – will take summer XX ● PY801 School Psychological Consultation ● PY714 Assessing Young Children with Special Needs ● PY841 Assessment of Intelligence ● SD700 Characteristics of Students with Mild/Moderate Disability ● SD850 Characteristics of Individuals with Gifts and Talents ● PY838 Supervised Practice in School Psychology – will take fall XX ● PY838 Supervised Practicum in School Psychology – will take fall XX
Standard 6	The school psychologist has knowledge of general education, special education, and other educational and related services and	<ul style="list-style-type: none"> ● EA830 School Leadership Theory – will take summer XX

	understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.	<ul style="list-style-type: none"> ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practicum in School Psychology – will take fall XX
Standard 7	The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.	<ul style="list-style-type: none"> ● EA830 School Leadership Theory – will take summer XX ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practice in School Psychology – will take fall XX
Standard 8	The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	<ul style="list-style-type: none"> ● PY714 Assessing Young Children with Special Needs ● EA830 School Leadership Theory ● CE732 Lifespan Development and Disability ● PY801 School Psychology Consultation ● PY838 Supervised Practice in School Psychology – will take fall XX
Standard 9	The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	<ul style="list-style-type: none"> ● ER752 Analysis of Research ● PY520 Statistics I – will take summer XX ● PY844 Ed. S. Project ● PY838 Practicum in School Psychology – will take fall XX
Standard 10	The school psychologist has knowledge of the history of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	<ul style="list-style-type: none"> ● PY835 Seminar in School Psychology ● PY860 Leading Processes to Meet Diverse Student Needs ● PY714 Assessing Young Children with Special Needs ● PY836 School-Based Prevention and Intervention ● PY820 Response to Intervention - will take XX

		<ul style="list-style-type: none"> ● PY838 Supervised Practicum in School Psychology – will take fall XX
Standard 11	The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	<ul style="list-style-type: none"> ● PY835 Seminar in School Psychology ● PY860 Leading Processes to Meet Diverse Student Needs ● PY838 Supervised Practicum in School Psychology – will take fall XX
Standard 12	The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II

Appendix D
Matrix of Competencies and Supervision Recommendations by Domains –
KSDE School Psychologist Licensure Standards

STANDARD	KNOWLEDGE AND SKILLS DEMONSTRATED
<p>Standard 1: The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 2: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 3: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>

<p>Standard 4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 8: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>

<p>Standard 9: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 10: The school psychologist has knowledge of the history of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p>
<p>Standard 12: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p> <ul style="list-style-type: none"> · PY910 Internship in School Psychology I · PY920 Internship in School Psychology II

Appendix D
Sample Matrix of Competencies and Supervision Recommendations by
Domains – KSDE School Psychologist Licensure Standards

STANDARD	KNOWLEDGE AND SKILLS DEMONSTRATED
<p>Standard 1: The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.</p>	<p>Competencies:</p> <p>Candidate has many of the foundations that will allow her to conduct assessments. These include independent administration of intelligence tests, all early childhood tools, FBAs, participation on problem-solving teams.</p> <p>Supervision Recommendations:</p> <p>She should receive supervision when completing comprehensive evaluations, as she hasn't yet had the foundation capstone courses which include all aspects of hypothesis testing, connecting assessments to interventions, or making statistical comparisons. She needs direct supervision of report-writing and her completion of process paperwork should be scrutinized and signed-off on by a qualified school psychologist.</p> <p>She should receive supervision when participating in response to intervention processes, unless the district has already well inserviced her on those approaches.</p>
<p>Standard 2: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>Competencies:</p> <p>Candidate has completed almost all coursework related to this standard. Without extensive supervision, she should be effective at applying consultation and collaboration models and principles, serve effectively on problem-solving teams, and (except to the extent described in Standard 1) should be an effective contributor to MDT and IEP team meetings for diverse populations. This includes processes at the individual, group and systems levels.</p> <p>Supervision Recommendations:</p>

	<p>She should receive some supervision and opportunity for systematic feedback from a supervisor in consultation situations. Candidate has consulted as a teacher in many instances, but her application of school psychological models of consultation has never been demonstrated in the field.</p>
<p>Standard 3: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.</p>	<p>Competencies:</p> <p>Candidate has completed almost all coursework related to this standard. Without extensive supervision, she should be effective at applying consultation and collaboration models and principles, serve effectively on problem-solving teams, and (except to the extent described in Standard 1) should be an effective contributor to IEP team meetings for diverse populations.</p> <p>Supervision Recommendations:</p> <p>She has a good background that has her ready to assess and intervene in cognitive and academic areas, aside from skill gaps relating to the capstone assessment course. So supervision of her case formulation, and needing others with complementary skillsets (e.g., to well apply GRIOT in the way a school psychologist does) to serve with her on MDTs should be required</p> <p>One key gap area relates to response to intervention – she has not demonstrated she has an understanding of these processes or principles and should be supervised if participating in these approaches.</p>
<p>Standard 4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.</p>	<p>Competencies:</p> <p>Virtually identical to standard 3, Candidate has completed almost all coursework related to this standard. Without extensive supervision, she should be effective serving effectively on problem-solving teams, however should be supervised and guided on RTI processes. She should be well able to contribute to universal approaches relating to behavioral, affective, mental health, and social concerns. This</p>

	<p>include screening and evaluation processes, except to the extent to which supervision has previously been described.</p> <p>Supervision Recommendations:</p>
<p>Standard 5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.</p>	<p>Competencies:</p> <p>Candidate has completed most coursework related to this standard. Across multiple courses, diversity has been well addressed as affects assessment, evaluation, and problem-solving approaches.</p> <p>Supervision Recommendations:</p> <p>One key skill gap relates to diversity issues reflected in RTI processes, for which she should receive supervision.</p> <p>To the extent to which she will have involvement in tier II and III processes in mental health service delivery, such as direct counseling with diverse students, she should receive guidance from an experienced counseling or school psychological faculty member.</p>
<p>Standard 6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.</p>	<p>Competencies:</p> <p>Candidate has had a good grounding in systems approaches as reflected in consultation models and as specific to contemporary mental health service delivery.</p> <p>Supervision Recommendations:</p> <p>While she has some knowledge, Candidate has not demonstrated skills related to facilitating practices and policies that create and maintain safe supportive learning environments. Direct supervision during team meetings when these topics are key will be necessary, unless the team involved already has the presence of an administrator or designee.</p>

<p>Standard 7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p>Competencies:</p> <p>Candidate has had extensive coursework in which she’s demonstrated knowledge and skills related to this standard. She is particularly well versed in mental health prevention/intervention programs.</p> <p>Supervision Recommendations:</p> <p>Aside from guidance in areas related to multicultural diversity in mental health programs, she should be well equipped to be part of the team processes that contributes to prevention and intervention programming.</p>
<p>Standard 8: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>Competencies:</p> <p>Candidate has extensive coursework and experience related to this standard. It’s anticipated she should need no particular supervision in order to work effectively to this standard in her work, aside from supervision already noted earlier related to other standards.</p> <p>Supervision Recommendations:</p>
<p>Standard 9: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>Competencies:</p> <p>Candidate has some experience with research principles and practice, but no quantitative training.</p> <p>Candidate is ready to demonstrate that she can oversee active research in the schools, e.g., single-subject designs such as FBAs in which functional analysis is undertaken and a decision made regarding whether an intervention is effective or not. She should also be quite capable of demonstrating she is following contemporary practices, e.g., providing literature support for her intervention proposals when needed.</p> <p>Supervision Recommendations:</p> <p>Aside from supervision already provided over IEP team approaches, or eligibility approaches in which an applied understanding of statistics is warranted, she should need no particular supervision related to this standard.</p>

<p>Standard 10: The school psychologist has knowledge of the history of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.</p>	<p>Competencies:</p> <p>Candidate has already demonstrated in her experiences in the school, and her foundations courses, that she well understands and can apply the foundations of the profession of school psychology. This includes an understanding of professional standards and ethics. It also includes a deep understanding of legal processes and principles that guide special education.</p> <p>Supervision Recommendations:</p> <p>Her one gap relates to RTI processes as noted earlier.</p>
<p>Standard 11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>Competencies:</p> <p>Candidate understands legal requirements related to FERPA and other legal processes and procedures that apply in the schools. As a gifted teacher, she has had a chance to demonstrate an understanding of these matters as affect service delivery and record keeping. There is little additional that will apply to school psychology practices, so no direct supervision in any matters related to this should be warranted, aside from the typical inservice training provided to any employee during the academic year.</p> <p>Supervision Recommendations:</p> <p>To the extent to which information sources and technology specific to school psychology situations arises, Candidate should seek supervision from a qualified supervisor to guide her as needed.</p>
<p>Standard 12: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.</p>	<p>Competencies:</p> <p>Supervision Recommendations:</p> <ul style="list-style-type: none"> · PY910 Internship in School Psychology I · PY920 Internship in School Psychology II

Appendix E: Work Authorized Supervision Agreement

Work Authorized Supervision Plan for Period of _____ thru _____

.

I. Requirements and Responsibilities of the Supervising Psychologist:

Name:

License #:

- 1. The supervising psychologist is required to:
 - a) Be a currently Licensed School Psychologist with the Kansas State Department of Education.
 - b) Be willing to provide evidence of professional growth and competency as a school psychologist;
 - c) Have three years of experience as a licensed school psychologist;
- 2. The supervising psychologist is responsible for the following:
 - a) Assisting the Work Authorized School Psychologist in developing a Professional Supervised Experience Plan;
 - i) further, the supervisor will assist the Work Authorized School Psychologist in completing and submitting the plan for review by the KASP Work Authorized Committee on an annual basis (see II, below);
 - b) Supervise the Work Authorized School Psychologist 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 the written evaluation of the Work Authorized School Psychologist’s competencies to the KASP Work Authorized Committee;

II. Activities for Competencies Development and Evaluation

Review of the Work Authorized Evaluation of Practice for School Psychologists will occur twice a year. Review of this plan will concentrate on how the Work Authorized School Psychologist’s professional experience corresponds to their competencies.

This contract is agreed to by the undersigned:

Work Authorized School Psychologist	Date
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Supervising School Psychologist	Date
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District Representative/Position	Date
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Appendix F: Work Authorized Evaluation of Practice for School Psychologists

WORK AUTHORIZED EVALUATION OF PRACTICE FOR SCHOOL PSYCHOLOGISTS

(Completed by Supervising School Psychologist)

Name of Work Authorized School Psychologist: _____

Name and Position of Supervisor: _____

School(s) Served by the Work Authorized School Psychologist (Indicate Grades worked with in each building): _____

Date of Evaluation: _____

The Work Authorized School Psychologist is responsible for providing this form to their primary supervisor to complete and sign two times per year, ideally at the conclusion of the first and second semesters. All completed forms must be submitted to the KASP Work Authorized Committee twice per year during the course of the work authorized experience.

Indicate which of the following evaluation activities were conducted:

- Observed assessment/testing sessions
- Reviewed psychoeducational/psychological reports
- Discussed individual cases
- Observed therapy/counseling sessions
- Observed involvement in Evaluation and/or IEP meetings
- Other (describe)

A. Please rate the school psychologist in the areas listed below by placing a checkmark in the column of the rating that most closely describes the school psychologist's performance. Comment on the school psychologist's strengths and challenges in each area.

P = Proficient NP = Nearing Proficiency N = Novice N/O-No Opportunity to Observe

1. Data-Based Decision Making and Accountability	P	NP	N	N/O
1.1) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying the strengths and needs, in understanding problems, and in measuring progress and accomplishments.				

1.2) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.				
1.3) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group, and systems levels.				
1.4) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group, and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).				
1.5) Demonstrates an emerging knowledge base of problem-solving (decision making) processes that are related to educational research and systems-level and/or building-level concerns.				
1.6) Utilizes data to evaluate the outcomes of services.				
Comments about skills related to Data-Based Decision Making and Accountability:				
2. Consultation and Collaboration	P	NP	N	N/O
2.1) Demonstrates knowledge of behavioral, mental health, collaborative, and/or consultation models and methods.				
2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group, and systems level.				
2.3) Communicates and collaborates effectively with school personnel.				
2.4) Communicates and collaborates effectively with families.				
2.5) Communicates and collaborates effectively with students.				
2.6) Communicates and collaborates effectively with community professionals.				
2.7) Collaborates effectively with others throughout the problem-solving and assessment process.				
2.8) Collaborates with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.				

Comments about skills related to Consultation and Collaboration:				
3. Interventions and Instructional Support to Develop Academic Skills	P	NP	N	N/O
3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.				
3.2) Demonstrates knowledge of skills in developing effective instructional strategies/interventions to promote learning of students at the individual, group, or systems levels.				
3.3) Demonstrates skills in appropriately administering and interpreting assessment data.				
3.4) Demonstrates skills in linking assessment data to the development of instructional interventions.				
3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.				
3.6) Utilizes intervention data to guide instructional decisions.				
3.7) Assesses treatment integrity of intervention implementation.				
3.8) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of intelligence.				
3.9) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of academic achievement.				
3.10) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.				
Comments about skills related to Interventions and Instructional Support to Develop Academic Skills:				

4. Interventions and Mental Health Services to Develop Social and Life Skills	P	NP	N	N/O
4.1) Demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.				
4.2) Properly administers, analyzes, and interprets assessment strategies to measure behavioral, affective, adaptive, and social domains.				
4.3) Demonstrates skills in linking assessment data to the development of behavioral interventions, including functional behavioral change programs and other evidence-based interventions.				
4.4) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.				
4.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate behavioral, affective, adaptive, and social goals/intervention strategies that are evidence-based and intended to promote learning in students with diverse strengths and needs.				
4.6) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.				
4.7) Utilizes intervention and progress monitoring data to guide instructional decisions.				
4.8) Demonstrates skills in providing direct interventions, (i.e., individual counseling, group counseling, applied behavior analysis, social problem-solving skills.)				
4.9) Demonstrates skills in providing indirect intervention, (i.e., collaborative consultation with teachers/support staff/parents.)				
Comments about skills related to Interventions and Mental Health Services to Develop Social and Life Skills:				
5. School-Wide Practices to Promote Learning	P	NP	N	N/O

5.1) Demonstrates knowledge of general education, special education, and other educational and related services.				
5.2) Demonstrates an understanding of schools and other settings as systems.				
5.3) Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.				
5.4) Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments.				
5.5) Participates in the development, implementation, and/or evaluation of programs that promote safe schools.				
5.6) Reviews roles and responsibilities of school personnel.				
5.7) Reviews district/school policies and procedures, (e.g., prevention, crisis intervention, suicide intervention, discipline, etc.)				
5.8) Reviews the school curricula.				
5.9) Demonstrates knowledge of technological resources for students.				
5.10) Demonstrates knowledge of adaptive technology for students with disabilities.				
5.11) Observes building-level intervention assistance team and reviews its procedures.				
Comments about skills related to School-Wide Practices to Promote Learning:				
6. Preventive and Responsive Services	P	NP	N	N/O
6.1) Demonstrates knowledge of human development and psychopathology and associated biological, cultural, and social influences on human beings. Is aware of current theory and research in these areas.				
6.2) Works collaboratively with others at the systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.				

6.3) Demonstrates knowledge regarding crisis policies and procedures regarding collaboration with school personnel, parents, and community in the aftermath of a crisis.				
6.4) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, and social problem-solving skills.				
6.5) Demonstrate skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.				
Comments about skills related to Preventative and Responsive Services:				
7. Family–School Collaboration Services	P	NP	N	N/O
7.1) Demonstrates knowledge of family systems, including family strengths and influences on students’ development, learning, and behavior.				
7.2) Demonstrates knowledge of methods and strategies to involve families in education and service delivery.				
7.3) Establishes and maintains collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.				
7.4) Demonstrates skills to facilitate home-school communication and collaboration.				
7.5) Collaborates effectively with families, teachers, school personnel, and others throughout the assessment process and during interventions.				
7.6) Demonstrates knowledge of school-based and community services and resources for children with diverse needs and helps to create links between school, families, and community resources.				

Comments about skills related to Family-School Collaboration Services:				
8. Diversity in Development and Learning	P	NP	N	N/O
8.1) Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.				
8.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.				
8.3) Demonstrates an awareness of school-based and community services for students with diverse needs.				
8.4) Demonstrates an understanding and appreciation of human diversity, including knowledge of the importance of differences in families, cultural backgrounds, and individual learning characteristics of students.				
8.5) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic biases to ensure equal outcomes.				
Comments about skills related to Family-School Collaboration Services:				
9. Research and Program Evaluation	P	NP	N	N/O

9.1) Demonstrates knowledge of and is able to translate evidence-based research, statistics, and evaluation methods into practice.				
9.2) Understands research design and statistics to plan and conduct investigations and program evaluations for improvement of services.				
9.3) Selects and implements evidence-based assessment and intervention strategies.				
9.4) Demonstrates ability to retrieve information from various websites and databases.				
9.5) Demonstrates knowledge of research and program evaluation.				
Comments about skills related to Research and Program Evaluation:				
10. Legal, Ethical, and Professional Practice	P	NP	N	N/O
10.1) Understands and adheres to professional, ethical and legal standards in school psychology and education.				
10.2) Has knowledge of the history and foundations of school psychology, education, special education, health care, and related fields and uses this understanding in working with children, parents, and school personnel.				
10.3) Demonstrates reliable, responsible, and dependable behaviors.				
10.4) Interacts with others in a professional manner.				
10.5) Presents information in writing and orally in a clear and professional manner.				
10.6) Responds appropriately to feedback from others and is flexible and open to suggestions.				
10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback.				
10.8) Demonstrates a commitment to continued professional development and learning, self-improvement, and evaluation.				

Comments about Legal, Ethical, and Professional Practice:

PROFESSIONAL WORK CHARACTERISTICS	P	NP	N	N/O
a. Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.				
b. Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.				
c. Demonstrates effective written communication skills – writes in an organized, clear manner.				
d. Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.				
e. Demonstrates attending/listening skills – attends to important communications and listens effectively.				
f. Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.				
g. Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.				
h. Demonstrates time management and organization – organizes work and manages time effectively.				
Overall Performance Rating of the School Psychologist (Circle Rating)	P	NP	N	

Clearly describe strengths and challenges. Attach additional documentation as needed.

Overall Strengths:

Overall Challenges:

Goals: Given your rating of the school psychologist's current skills, list the three most important goals which should be established for his/her continued professional training in the order of their importance.

1. _____

2. _____

3. _____

Signature of Work Authorized School Psychologist: _____

Date: _____

Signature of Supervisor: _____

Date: _____

Appendix G: Sample of Matrix of Courses by Domains – NASP 2010 Standards

2010 STANDARDS	DESCRIPTIONS	SAMPLE - APPLICABLE COURSES
<p>Standard II: Practices that permeate all aspects of service delivery:</p> <p>Data based decision making and accountability</p>	<p>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, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<ul style="list-style-type: none"> ● PY812 Foundations of Assessment in Sped/Student Support ● PY714 Assessing Young Children with Special Needs ● PY843 Psycho-Educational Assessment ● PY820 Response to Intervention ● PY838 Supervised Practice in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>Standard III- Practices that permeate all aspects of service delivery:</p> <p>Consultation and Collaboration</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practice in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>Standard IV - Direct and indirect Services:</p> <p>Student Level Services</p>	<p>School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions</p>	

<p>Element 4.1: Interventions and Instructional Support to Develop Academic Skills</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● EA773 Advanced Educational Psychology for Teachers and Administrators ● PY820 Response to Intervention ● PY843 Psycho-Educational Assessment ● PY835 Seminar in School Psychology ● PY801 School Psychological Consultation ● PY722 Theories of Learning ● PY709 Introduction to Neuropsychology ● PY811 Advanced Human Growth and Development ● CD838 Advanced Methods of Inclusive Early Childhood Education ● SD702 Strategies for Teaching Students with Mild/Moderate Disabilities ● PY714 Assessing Young Children with Special Needs ● PY851 Seminar in Behavior Modification ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skill</p>	<p>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. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health</p>	<ul style="list-style-type: none"> ● PY703 Counseling in School Psychology ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practicum in School Psychology ● PY851 Seminar in Behavior Modification ● PY843 Psycho-Educational Assessment ● CE810 Pre-Practicum Counseling Skills Development ● PY836 School-Based Prevention and Intervention of Mental Health
<p>Standard V– Direct and indirect services: Systems level services-schools</p>	<p>School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote</p>	

	learning and knowledge of principles and research related to resilience and risk factors.	
Element 5.1: 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 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.	<ul style="list-style-type: none"> ● EA885 Human Relations and Group Processes ● PY703 Counseling in School Psychology ● PY835 Seminar in School Psychology ● PY836 School-Based Prevention and Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practice in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
Element 5.2: 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 multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	<ul style="list-style-type: none"> ● CE810 Pre-Practicum Counseling Skills Development ● PY703 Counseling in School Psychology ● PY836 School-Based Prevention and Intervention ● PY820 Response to Intervention ● PY801 School Psychological Consultation ● PY838 Supervised Practicum in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
Standard VI– Direct and indirect services: systems level 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,	<ul style="list-style-type: none"> ● PY714 Assessing Young Children with Special Needs ● PY811 Advanced Human Growth and Development

<p>–Family- School Collaboration</p>	<p>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 respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children</p>	<ul style="list-style-type: none"> ● CD838 Advanced methods for Inclusive Early Childhood Education ● PY801 School Psychology Consultation ● PY838 Supervised Practice in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>STANDARD VII Foundations of school psychologists’ service delivery:</p> <p>-Diversity in development And learning</p>	<p>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, and individual and role differences; and evidence-based 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 learning and advocacy for social justice are foundations of all aspects of service delivery</p>	<ul style="list-style-type: none"> ● SD550 Survey of Exceptionality ● PY703PE Multiculturalism in School Psychology ● PY714 Assessing Young Children with Special Needs ● PY835 Seminar in School Psychology ● PY836 School-Based Prevention and Intervention ● PY820 Response to Intervention ● PY841 Assessment of Intelligence ● SD700 Characteristics of Students with Mild/Moderate Disability ● SD850 Characteristics of Individuals with Gifts and Talents ● PY838 Supervised Practice in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>STANDARD VIII– Foundations of school psychologists’ service delivery:</p> <p>Research, Program Evaluation, Legal, Ethical, And</p>	<p>School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.</p>	

Professional Practice		
Element 8.1: 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, an program evaluation to support effective practices at the individual, group, and/or systems levels.	<ul style="list-style-type: none"> ● ER752 Analysis of Research OR ● ER851 Research Design and Writing ● ER857 Statistical Methods for Education & Psychology ● PY900 Thesis ● PY844 Ed. S. Project ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
Element 8.2: 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	<ul style="list-style-type: none"> ● PY703PE Multiculturalism in School Psychology ● PY835 Seminar in School Psychology ● PY860 Leading Processes to Meet Diverse Student Needs ● PY838 Supervised Practicum in School Psychology ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
STANDARD IX- Practica And Internships In School Psychology	During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery;	

	<p>integration of competencies across the standards of professional preparation and practice; and direct, measurable, positive impact on children, families, schools, and other consumers. The following elements are apparent in the school psychology program:</p>	
<p>Element 9.1– Practica:</p>	<p>The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance- based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.</p>	<ul style="list-style-type: none"> ● PY838 Supervised Practice in School Psychology
<p>Element 9.2– Internship</p>	<p>The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a culminating experience in the program’s course of study and is completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative</p>	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II

	performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.	
Element 9.3– Internship Hours	The school psychology program requires that the internship be completed for a sufficient time and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist -level interns and 1500 clock hours for doctoral- level interns, including a minimum of 600 hours of the internship completed in a school setting. The internship requires a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; and completion in settings relevant to program objectives for candidate competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
Element 9.4– Intern Supervision	The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision. Field supervision is provided from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in another setting, as noted in Element 9.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). The internship requires an average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements, and preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies.	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II

<p>Element 9.5– Internship Site Agreements:</p>	<p>The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns. The internship requires a written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. The internship includes formative and summative performance-based evaluation of intern performance by program faculty and field -based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed. Appropriate support for the internship by the placement agency is provided, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor;(c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities.</p>	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II
<p>Element 9.6 -</p>	<p>The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.</p>	<ul style="list-style-type: none"> ● PY910 Internship in School Psychology I ● PY920 Internship in School Psychology II