

Sample BCASP School Psychology Supervision Plan

I will complete the following 1200 hour school psychology supervised experience in School District No. XX (XXX) between September 1, 20XX and June 30, 20XX as one of the requirements of BCASP membership. The supervised experience will be completed in my role as a School Psychologist in School District No. XX (XXX).

The full time supervised experience will be completed under the supervision of XXX, a Certified School Psychologist (BCASP #XXX), who will provide weekly face-to-face supervision of at least two hours per week, and under the authority of XXX, District Administrator, School District No. XX (XXX). This supervision plan will be reviewed at about the midway point of the supervision as part of a formative evaluation, and it will be monitored for progress throughout. A summative evaluation, based on this supervision plan will be completed after 1200 hours of supervised experience and when all parties agree that I am prepared for independent work as a school psychologist.

The full time supervised experience will address the role of the school psychologist as described in the *Special Education Services: A Manual of Policies, Procedures and Guidelines* (September 2008), and it will be in accordance with the *BCASP Supervision Guidelines* (March 2009).

A. Data-Based Decision-Making and Accountability

“Informal assessment services include systematic observation, file review, interdisciplinary consultation, interviews and assessment to determine academic skill development, strengths and weaknesses in learning processes, and social/adaptive functioning.” A school psychologist “provides psycho-educational assessments for students referred by the school based team.” (BC Special Education Manual)

I will practice varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems and in measuring progress and accomplishments. These will be used 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. Included will be:

1. Consultations
2. Classroom observations
3. Interview with parent(s)
4. Interview with teacher(s)
5. Interview with itinerant staff
6. School record review
7. Medical/Community record review
8. Test selection
9. Testing
10. Scoring
11. Report writing
12. Debriefing

13. Participation in IEP meetings
14. Follow-up consultation in person or by telephone

I will conduct:

- 8 Learning Disability assessments
- 3 Mild Intellectual Disability assessments
- 3 Low Incidence assessments
- 3 Adjudication assessments
- 3 Culturally Diverse assessments
- 3 Behaviour/Risk assessments
- 3 ADHD/Mental Health/Behaviour assessments

Test mastery (including review of manual and discussion, practice administration, scoring, 3 formal assessments, 3 write-ups) will include:

1. Intellectual
 - a. WISC-IV
 - b. WAIS-III
 - c. SB-V
2. Nonverbal
 - a. TONI-3
 - b. UNIT or Leiter-R
3. Memory
 - a. WRAML-2
4. Visual-motor
 - a. Beery VMI
 - b. Beery Visual and Motor Supplements
5. Visual-perceptual
 - a. TVPS-3
6. Attention
 - a. IVA
7. Language
 - a. EVT-2
 - b. PPVT-3
8. Academic
 - a. WJ-III Achievement
 - b. WIAT-II
 - c. TOWRE
9. Phonological Processing
 - a. CTOPP
10. Adaptive Behaviour
 - a. ABAS-II
 - b. SIB-R
11. Mental Health/Attention/Personality
 - a. BASC-2
 - b. BRIEF

- c. Connors-3 and CBRS
- d. Reynolds
- e. MASC
- f. MMPI-A/MCMI/PIY

B. Consultation and Collaboration

A school psychologist “provides ongoing collaborative planning,” “provides collaborative consultation,” “assists with pre-referral interventions” and may “contribute to the design and evaluation of the IEP,” “provide inservice training in the area of assessment.” “Psychologists can assist school and district staff in providing inservice training for professional and teacher assistant staff (e.g. behaviour management, observational techniques/data gathering)...” School psychologists may “participate or assist in program evaluation and research activities.” (BC Special Education Manual)

I will collaborate effectively with others in planning and decision-making processes at the individual and group levels.

1. For individual students, I will consult with teachers, Student Support Services staff and others as is fitting for individual cases.
2. I will participate in Student Support Services groups (i.e. High Incidence Screening Committee, Low Incidence Screening Committee, Behaviour Committee, Low Incidence Team, and ASD Team).

C. School and Systems Organization, Policy Development and Climate

I will exhibit my professional knowledge of problem-solving, instructional support, staff training, program evaluation, transition plans, grading, retention, home-school partnerships, safe and violence-free schools and communities through the following:

1. Familiarization and consultation to schools with regard to Adjudication requests/requirements for Exam Adjudication and identification of special needs students (Chapter 7 – Adjudication – of the BC Ministry of Education *Handbook of Policies, Procedures and Guidelines*);
2. Familiarization with the BC Ministry of Education *Special Education Services: A Manual of Policies, Procedures and Guidelines*, and instruction to schools on the information contained in this document;
3. Familiarization with Ministry of Education and School District No. 62 (Sooke) policies and procedures particularly those which apply to special education students, discipline, retention, home-schooling, crisis planning, crisis response, and paraprofessional guidelines; and
4. Familiarization with the Learning Outcomes and grading policies for Kindergarten to Grade 12.

D. Home/School/Community Collaboration

As school psychologists have knowledge about:

1. Family systems and their influence on students’ cognitive, motivational, and social characteristics that may affect their development and academic performance;

2. Family involvement in education;
3. Methods to promote collaboration and partnerships to improve outcomes for students;
4. Cultural issues that impact home-school collaboration; and
5. Other family, home, and community factors that work to support learning

I will:

1. Provide support to parents at IEP meetings I attend;
2. Be mindful of the impact that cultural issues have on home-school collaboration;
3. Have knowledge of family, home, and community factors to support learning and achievement at school; and
4. Encourage parents to become involved in school-wide communities to facilitate collaboration between schools and parents in designing school curriculum and interventions for students.

E. Legal and Ethical Practice

As school psychologists are familiar with the professional, legal, and ethical standards of the profession, I will include:

1. Familiarization with the BCASP/NASP code of ethics (through review and discussion of ethical scenarios);
2. Review of relevant BC Law including an understanding of special education laws/procedures; and
3. Maintenance of accepted standards in assessment, consultation, intervention, and general professional practice.

F. School Psychology Practice and Development

I will integrate my knowledge of research statistics, and evaluation when collecting data about school and community programs and in other program accountability activities. I will maintain a professional knowledge base of research findings, professional literature and other information relevant to my work and apply this knowledge to all components of my work. When designing or suggesting educational, mental health, or treatment programs for children, I will apply this research information. Also, I will extend my current knowledge base through continuing education, including:

1. Self-guided learning (i.e. selected articles and books);
2. Preparation for the National School Psychology Examination (ETS Praxis in School Psychology);
3. Attendance at relevant conferences;
4. Administration of formal workshops (topic(s) to be determined) to School District staff; and
5. Participation in Psychology Team meetings.

G. Student Diversity in Development and Learning

When working in the school setting, I will be knowledgeable of biological, social, cultural, ethnic, linguistic, experiential, socioeconomic, and gender-related factors in children's development and learning, and incorporate this knowledge when designing, suggesting, and implementing interventions.

H. Information Technology

As school psychologists have knowledge of information sources and technology relevant to their work, I will access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

I will:

1. Use the Web, email, distance learning technology to acquire information, current research findings, and continuing professional development;
2. Use word processing, spread sheets, test scoring software, and other computer resources; and
3. Incorporate current knowledge about technology resources for children including instructional software and adaptive technology for individuals with disabilities.

Supervised Experience Agreement Approved By:

XXXX
District Administrator
School District No. XX (XXX)

XXX
Certified School Psychologist
BCASP #XXX
School District No. XX (XXX)

XX
School Psychologist
School District No. XX (XXX)

Date: _____