

**SUPERVISION IN SCHOOL PSYCHOLOGY-  
WHAT, WHO, AND HOW**

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**LEARNING OBJECTIVES**

-  Review TSBP rules and NASP guidelines providing supervision in school psychology
-  Review best practices of supervision of LSSP interns and practicum students
-  Learn examples of how LSSP internship and practicum programs are structured in Texas school districts
-  Identify opportunities and effective techniques of supervision, mentoring, and peer consultation in your own district



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**AUDIENCE POLL**

Field Supervisor	University Supervisor	Graduate Student
Intern	I Was Told in August I Am Now Supervising For the First Time	One Day I May Want to Supervise



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# TSBEP RULES

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## TSBEP RULE CHANGES

- Cap removed for remote or electronic supervision if provided through synchronous A/V means (465.2 (a) (7))
  - Telephone, email, text messaging, etc. methods still capped at 50%
- Applicants **MUST** complete jurisprudence exam **BEFORE** applying for licensure
  - Trainee Status Eliminated (463.9)
- No longer required to display copy of license if you provide patient or client written notification of your license number and instructions on how to verify same
- Renewal permits no longer printed and mailed to licensee following renewal

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## 465.2 SUPERVISION

The rule has been organized into four distinct subsections.

- Subsection (a) contains those supervision requirements generally applicable to all supervisory relationships
- Subsection (b) contains those supervision requirements applicable to supervisory relationships involving students, interns, residents, fellows, and trainees
- Subsection (c) contains those supervision requirements applicable to supervisory relationships involving PLPs and LPAs
- Subsection (d) contains those supervision requirements applicable to supervisory relationships involving LSSP interns and trainees

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**RULE 465. 2 (A)(1-3)**

1- A licensee is responsible for the supervision of all individuals that the licensee employees or utilizes to provide psych services of any kind

2-Licensees ensure that their supervisees have legal authority to provide psych services

3-Licensees delegate only those responsibilities that supervisees may legally and competently perform



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**RULE 465. 2 (A)(5)**

All materials relating to the practice of psychology, upon which the supervisee's name or signature appears, must indicate the supervisory status of the supervisee.

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**RULE 465. 2 (A)(5)**

Supervisory status must be indicated by one of the following:

- (A) Supervised by (name of supervising licensee);
- (B) Under the supervision of (name of supervising licensee);
- (C) The following persons are under the supervision of (name of supervising licensee); or
- (D) Supervisee of (name of supervising licensee)



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## QUALIFICATIONS OF SUPERVISOR

### Regulatory Requirement

LSSP supervisors have three years of independent practice experience before being qualified to serve as a supervisor

*(Internship year does NOT count)*  
TSBEP Rule 465.2 (d) (1)

### Best Practices

- Meet the NCSP credentialing requirements
- Complete a minimum of 3 years' supervised experience as a LSSP
- Helpful if employed full time in the district
- Knowledge that supervision takes considerable time
- Possesses significant interpersonal skills
- Familiar with basic ethical and legal responsibilities and requirements for field work




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## RULE 465.2 (D)(3) SUPERVISOR'S SIGNATURE ON DOCUMENTS

Must sign educational documents completed for students by the supervisee

- Includes:
- Student evaluation reports
  - Similar professional reports

It is NOT a violation of rule if supervisors do not sign documents completed by a committee reflecting the deliberations of an education meeting for an individual student which the supervisee attended and participated in as part of the legal proceedings required by federal and state education laws, unless the supervisor attended and participated in such meeting




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## RULE 465.2 (D)(4) DOCUMENTATION OF SUPERVISION

Document all supervision sessions

- Must include:
- Information about duration of sessions, as well as focus of discussion or training
  - Any contracts or service agreements between the ISD and university
  - Any contracts or service agreements between the ISD and supervisee
  - Supervisee's professional liability insurance coverage, if any
  - Any training logs required by university




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### TSBEP RULE 465.2 (D)(5)

Supervisors must ensure that each individual completing any portion of the internship required for licensure as an LSSP, is provided with a written agreement that includes a clear statement of the expectations, duties, and responsibilities of each party, including the total hours to be performed by the intern, benefits and support to be provided by the supervisor, and the process by which the intern will be supervised and evaluated.



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### TSBEP RULE 465.2 (D)(6)

- Supervisors must ensure that supervisees have access to a process for addressing serious concerns regarding a supervisee's performance.
- The process must protect the rights of clients to receive quality services, assure adequate feedback and opportunities for improvement to the supervisee, and ensure due process protection in cases of possible termination of the supervisory relationship.



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### FREQUENTLY ASKED QUESTION



How many practicum students/interns/trainees can I supervise at one time?

- No Specific Limit- Licensees may only supervise the number of supervisees for which they can provide adequate supervision

TSBEP Rule 465.2 (a)(10)



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# SUPERVISION: HOW?

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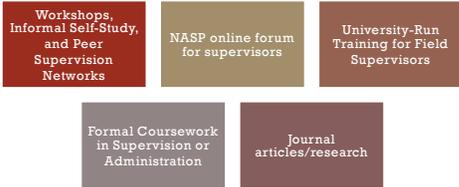
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## TRAINING FOR SUPERVISORS



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## CRITICAL SUPERVISOR CHARACTERISTICS

- Demonstrate commitment to supervision
- Help intern obtain resources, supports, and experiences
- Establish a strong working alliance with the intern and intern's training program
- Model best practices and ethical principles
- Employ developmentally appropriate supervision strategies
- Assess intern performance and provide feedback
- Appreciate diversity
- Support internship completion and entry into early career

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### GUINEY AND NEWMAN'S GROUND THEORY MODEL



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### SUPERVISION MODELS



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### SUPERVISION GOALS



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### ASSESSING SUPERVISEE READINESS

I do, We do, You do	Competency checks	Pre-assessment and self-assessment
Discuss self-perceived readiness	Practicum evaluations	Self-assessment of cultural responsiveness




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### BEST PRACTICES FOR INTERN FIELD SUPERVISION: EVALUATION

- The supervisor ...
- 7.1 Effectively uses formative evaluation, including communication with program faculty, to assess intern needs.
  - 7.2 Provides effective feedback to the intern on an ongoing basis and prior to summative evaluation.
  - 7.5 Provides valid, open summative evaluation and, as necessary, suggestions for future development.
  - 7.6 Seeks evaluative data from multiple sources (e.g., intern self-report, observation, products) and individuals (e.g., other staff, clients).

National Association of School Psychologists. (2016). Best Practices Guidelines for School Psychology Intern Field Supervision and Mentoring. Bethesda, MD




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 How do you know when someone is a "good" school psychologist?

 How do you know when you supervise well?

 How do you develop a plan for professional improvement for yourself or your supervisees?

**USE THE EVALUATION PROCESS TO HELP ANSWER THESE QUESTIONS**




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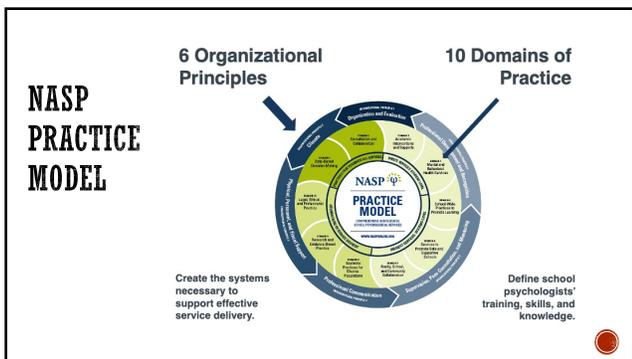
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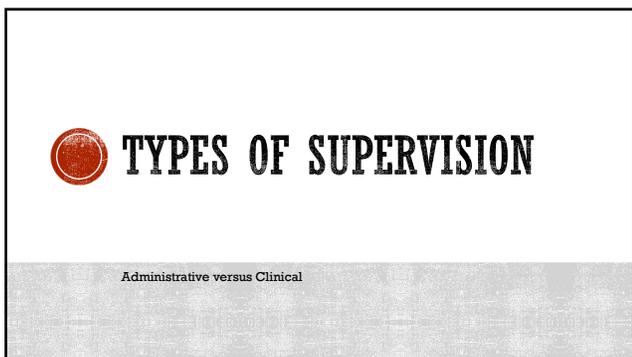
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# SUPERVISION

## Administrative

- Personnel issues
- Job Performance Evaluation
- Legal, contractual, and organizational practices
- Individuals who do not hold a school psychologist credential

## Clinical

- Pre professional Preparation
- Professional development of credentialed school psychologists
- Guidance for professional activities
- Oversight to ensure client welfare and the integrity of the profession
- Only provided by a LSSP or NCSP who have 3 years of experience




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# ADMINISTRATIVE SUPERVISION

## Administrative Supervisors:

- Provide leadership
- Recruit and hire
- Delegate assignments
- Conduct formal personnel evaluations
- Design corrective action
- Take ultimate responsibility for services provided by supervisees




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# CLINICAL SUPERVISION

- Demonstrate and teach techniques and skills
- Examine student work with supervisees
- Help supervisees conceptualize cases
- Assist supervisees as they design intervention strategies
- Assist supervisees as they disaggregate and interpret data
- Provide training and professional development opportunities
- Encourage induction into the profession via membership in professional organizations
- Ensure that supervisees practice only within areas of professional competence
- Help supervisees learn how to work with different types of people
- Debrief supervisees after difficult or crisis situations
- Provide second opinions
- Ensure that supervisees practice only within areas of professional competence




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# SUPERVISION

## Practicum Student

- Highly Structured
- Great Deal of Direction
- High level of encouragement & Support
- High level of monitoring
- Review and check protocols
- Train on interpreting/delivering assessment results

## Intern

- Highly Structured
- Good Deal of Direction
- High level of encouragement & Support
- High to Medium level of monitoring
- Review and check protocols
- Observe delivering assessment results



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# PRACTICUM-KATY ISD

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# SCHOOL PSYCHOLOGY PRACTICA

"supervised and sequenced practica and internship experiences"

- Graduate program practicum courses are completed for academic credit.
- Courses are distinct from, precede, and prepare candidates for the school psychology internship.
- Courses include required activities and systematic development and evaluation of skills...
- Practica include direct oversight by the graduate program and close supervision by program faculty
- Practica include collaboration between the graduate program, school district, and practicum supervisors.
- Practica include close supervision by qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.



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## SCHOOL PSYCHOLOGY PRACTICA

"At a minimum, practica must include opportunities to build

- structured, specific activities that are consistent with the goals and objectives of the school psychology program and that foster the development of competence in advocating for understanding of human diversity and social justice;
- data-based decision making, including psychoeducational assessment with recommendations;
- the design, implementation, and evaluation of services that support cognitive and academic skills; and
- the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social-emotional learning)."

NASP (2020) Graduate Educators: COVID-19 Policy Guidance for School Psychology Supervised Field Experiences. Bethesda, MD: Author.




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## PRACTICUM HOURS

- No established minimum number of hours required by the NASP or TSBEP

Graduate program & school district should agree:

- Minimum number of hours required by the university
- What counts as "hours" & what activities will field supervisor sign off on?
  - On-campus hours, research hours or report writing hours at home, etc.?
- 1 semester vs 2 semesters or more
- District expectations of practicum hours
  - School hours, flex schedule, etc?




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## PRACTICUM ACTIVITIES

Structured, specific activities:

- University expectations (types of activities, types of populations, types of services)
- District expectations (Gen ed vs SPED students, Initial vs Re-evals, Medicaid eligible vs. not, etc.)

Supervised & sequenced:

- Practicum student should successfully have completed the graduate course relevant to the field experience




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# TSBEP REQUIRED GRADUATE LEVEL COURSEWORK FOR LSSP LICENSURE

- (1) Psychological Foundations, including:
  - (A) biological bases of behavior;
  - (B) human learning;
  - (C) social bases of behavior;
  - (D) multi-cultural bases of behavior;
  - (E) child or adolescent development;
  - (F) psychopathology or exceptionalities;
- (2) Research and Statistics;
- (3) Educational Foundations, including any of the following:
  - (A) instructional design;
  - (B) organization and operation of schools;
  - (C) classroom management; or
  - (D) educational administration;
- (4) Assessment, including:
  - (A) psychoeducational assessment;
  - (B) socio-emotional, including behavioral and cultural, assessment;
- (5) Interventions, including:
  - (A) counseling;
  - (B) behavior management;
  - (C) consultation;
- (6) Professional, Legal and Ethical Issues; and
- (7) A Practicum.

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# KATY ISD

**District:**  
Encompasses 181 square miles in Harris, Fort Bend, Waller Counties

**Student Enrollment**  
85,000 students

- Schools**
- 43 elementary,
  - 17 junior high,
  - 9 high schools,
  - 1 alternative high school
  - 1 career and technology center

**Office of Psychological Service**  
• Department of Special Education

**2021-22 School Year**  
• 69 LSSP positions  
• 4 paid intern positions  
• 6 practicum students (3 graduate schools)

**Staffing**  
• ES – ½ - 1 LSSP  
• JH – ½ - 1 LSSP  
• HS – 1.5 - 2 LSSPs

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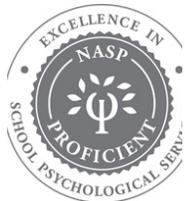
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# FULL SERVICE MODEL

**Psych Services Dept. - Ferrisse,**  
To provide consultation, intervention, assessment, and educational support to ensure each student an opportunity to learning in a safe, healthy, and supportive environment.

- NASP 10 Practice Domains**
- Domain 1: Data-Based Decision Making
  - Domain 2: Consultation and Collaboration
  - Domain 3: Academic Interventions and Instructional Supports\*
  - Domain 4: Mental and Behavioral Health Services and Interventions
  - Domain 5: School-Wide Practices to Promote Learning
  - Domain 6: Services to Promote Safe and Supportive Schools
  - Domain 7: Family, School, and Community Collaboration
  - Domain 8: Equitable Practices for Diverse Student Populations
  - Domain 9: Research and Evidence-Based Practice
  - Domain 10: Legal, Ethical, and Professional Practice



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## ASSIGNMENT & SUPERVISION

### Assignment

- Supervisor's 1-2 campuses (not confirmed until August, 2021)

### Start & End Dates

- Typically first and last weeks based on the university calendar

### Hours & # of Days

- Assigned campus's employee work hours (7.5 clocked hours; 8 hours - 30 min lunch)
- 300 school hours - 2 full days a week
- 450 school hours - 2.5 to 3 days a week

All hours must be completed on district property

### Supervision

- 1 hour / week - face to face, individual +
- 1 hour / week - consultation, modeling, in vivo, etc.

### Developmental Model

- I do. You watch.
- You do. I watch.
- You do.

### No Compensation

- No pay/salary
- No travel/drive reimbursement
- No device/laptop issued
- Fingerprinting & background check needed - student's expense




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## "STRUCTURED, SPECIFIC ACTIVITIES"

Fall Expectations	Spring Expectations
Complete District Mandatory Trainings	Initial Psychological Evaluation (ED/ADHD)
Classroom Observations - structured setting, unstructured setting, and time sampling	Initial Psychological Evaluation (Autism)
Psychological Re-Evaluation (ED/ADHD)	Psychological Consultation
FBA/BIP	Individual Counseling or Psych Services Case
504 Consultation	Facilitate Counseling Group
Academic Consultation	Observe Suicide Risk Assessment
Participation in RTI Meeting or Special Education Staffing	Observe Behavior Threat Assessment
Participation in ARD Meeting	Observe MDR Meeting
Co-facilitate Individual or Psych Services Sessions	Participation in ARD Meeting
Co-facilitate Group Counseling Sessions	Participation Individual Weekly Supervision
Participation in Individual Weekly Supervision	




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- Observe campus or district level crisis response
- Observe specialized programs/classrooms
- Participate in department professional development opportunities (no paid training)
- Observe and complete psychoeducational evaluations (student must coordinate with the diag with support from site supervisor)
- Observe an ADOS-2 administration
- Observe and complete early childhood / play based assessments (prerequisite: successful completion of an equivalent graduate course)
- Psychological evaluations and/or consultations, not at the supervisor's assigned school

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### SAMPLE LOGISTICS TIMELINE

- Early April - Application deadline
- Mid April - Practicum match interview
- June - July:
  - University - School District agreement paperwork (university supervisor - district supervisor - district contracting office)
  - Practicum student's background check & fingerprinting (at student's expense) (district HR - student)
- August:
  - Verification of successful completion of required classes (student - district supervisor - university supervisor)
  - Copy of liability insurance (student - district supervisor - university supervisor )
- End Aug - Beg September:
  - Practicum starts
  - Structured, specific activities agreement (student - district supervisor - university supervisor)




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### OTHER LOGISTICS TO CONSIDER

District email address <small>{Issued district email}</small>	District ID card <small>{Issued a contractor ID card}</small>	Building access <small>{Access through the front office, no access card}</small>
On-line assessment account <small>{access with the supervisor}</small>	Modes of supervision <small>{Face-to-face unless district is asynchronous}</small>	




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### SUPERVISOR SUPPORT

- Supervisor meeting
- Reminders of TSBEP rules
- Learning opportunities for supervisors (NASP best practices, webinars, etc.)
- Sample supervision status notification letter (TSBEP Rule 465.2(a)(4))
- Sample documentation of supervision hours (TSBEP Rule 465.2 (a)(9))
- Coordination of practicum experience that is outside the experience of the assigned supervisor (e.g., observation of the ECSE evaluation)
- Formal process addressing serious concerns regarding a supervisee's performance (TSBEP 465.2)




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### SAMPLE FORMAL PROCESS OF SUPERVISEE PERFORMANCE (465.2(B)(4))

Addressed at weekly individual supervision session (supervisor and supervisee sign)

If serious concerns occur:

- Supervisee and supervisee meet to discuss the concern and develop a follow-up plan.

If ineffective...

- Contact Leadership and communicate difficulties addressed that are not resolved.

If ineffective...

- In collaboration with Leadership, contact University Supervisor to inform and discuss a plan of action.




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## INTERNSHIP-FRISCO ISD

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## FRISCO ISD

### District

- 75 square miles in North Texas
- Cities of Frisco, Prosper, Plano, McKinney, Little Elm
- Collin and Denton Counties

### Student Enrollment

- Over 65,000 students

### Schools

- 42 elementary schools
- 17 middle schools
- 11 high schools
- 1 alternative school
- 1 career and technology center
- 1 Early Childhood School

### SpEd Classes

- Mainstream, Inclusion, Co-Teach
- Resource
- Centralized programs: SBS, SAIL, SLC, FA, LifeSkills, ALC
- Post HS programs: Aspire (18+), Project SEARCH

### More Facts

- Bilingual/ESL/Alternative Language 8%
- Gifted and Talented 12%
- Special Education 10%
- Languages served: 72
- Economically Disadvantaged 13%
- Ethnicity: 36% white, 33% Asian, 13% Hispanic, 11% African American 5% 2+, American Indian/Alaskan .5%, Hawaiian/PI 0.7%




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# ASSIGNMENT & SUPERVISION

## 2021-22 School Year

- 38 LSSP positions
- 1 lead LSSP
- 2 paid intern positions
- 5 practicum students

### Staffing

- Each LSSP has ~2 campuses
- Diagnosticians
- Behavior coaches
- Gen ed behavior support team

### LSSP Responsibilities

- ED, OHI (ADHD), AU evals
- Counseling
- Consultation
- Case review committee weekly
- Mentorship

### Intern Supervision

- Primary and Secondary Supervisor
- Mixture of ES, MS, & HS

### Full Time Employees

- No assigned campuses at first
- Badge + laptop = district supervisor

### Supervision, TSBP Rule 463.8 (c)(2)(I)

- 1 hour / week - face to face, individual
- 1 hour / week - group supervision

### Release

- 1 hour / week (after group supervision)
- District resources (music therapy, parent lending library, behavior coaches)
- Disability specific
- Site visits: LifePath, residential treatment facilities etc.
- Topic specific : emotional regulation in lites, TASP/NASP, intervention plans



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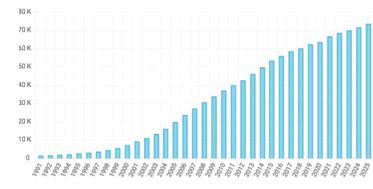
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## FRISCO ISD – FAST GROWTH DISTRICT



- 1993: 1933 student and 4 schools
- Today: more than 65,000 students and 73 schools
- 2014: still doing paper/triplicate forms for sped/ARDs



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# INTERNSHIP PROGRAM GROWTH



## Internship Growth

Unpaid to Paid  
Local advocacy efforts



## Retention

Previous practicum students now employed  
All paid interns are still working with the district (4)  
Opportunity for growth of program



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## INTERNSHIP HANDBOOK

Emphasis on overall skill, not just growing Frisco LSSPs

- Interns will gain experience in the domains identified as best practice by the National Association of School Psychologists. Interns will be exposed to a continuum of special education and general education supports and services. Interns will be exposed to diversity among students and staff, including racial, ethnic, linguistic, and socioeconomic backgrounds. Effort will be made to expose interns to those with low incidence disabilities and all ages in the school environment. Interns will work in a multidisciplinary team environment as they increase skills in consultation, assessment, counseling, behavior management, and crisis intervention.
- Frisco ISD's Internship Program is modeled off of the National Association of School Psychologists (NASP) Standards for the Credentialing of School Psychologists 2020 and Model of Comprehensive and Integrated School Psychological Services 2020, with emphasis on providing both knowledge and practical skills.



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## CONCERNS: INTERNS

Interns are required to abide by all Frisco ISD district standards, as well as their training program requirements. If, at any time, an intern is not progressing satisfactorily, the following steps will be taken:

1. Discuss concerns directly with the intern.
2. Steps to be taken to rectify the issue are discussed with the student and documented.
3. Timeline for complying with corrections is established.
4. Progress toward rectifying the concerns is evaluated by the internship supervisor.
5. Feedback toward progress is provided to the intern and documented.



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## CONCERNS: SUPERVISORS

If, at any time, an intern is unsatisfied with his or her training experience, the following steps should be taken:

1. Per APA's ethical guidelines, it is always preferred that the intern discuss concerns directly with the primary internship supervisor.
2. In the event of more serious concerns, an additional internship supervisor, IPL, LSSP lead, and/or FISD supervising special education coordinator should be included in the meeting.
3. Concerns brought by the intern will be documented and addressed with a plan for resolution, to be shared in writing with the intern.
4. After a specified time period, progress toward resolution should be assessed and additional steps taken as required. This may require a change in primary internship supervisors.
5. Documentation of concerns, plan toward resolution, timeline, and outcomes will be provided to the intern, IPL, LSSP lead, university supervisor, and FISD supervising Special Education coordinator.



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*“Leadership is solving problems. The day [people] stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership.”*

Colin Powell



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Google Folder of Resources:  
[https://drive.google.com/drive/folders/1zMR\\_DE\\_2ociZARHyWaV3cMoghKsMkri?usp=sharing](https://drive.google.com/drive/folders/1zMR_DE_2ociZARHyWaV3cMoghKsMkri?usp=sharing)



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