

AGREEMENT FOR PRACTICUM
PART I: General Conditions of Practicum Placement
Psychology 685: Practicum in School Psychology

I (We) hereby *agree* to provide a *Practicum Experience in School Psychology* for _____ during the periods of _____ to _____. It is understood that this placement requires a *minimum of 120 hours* of supervised service consistent with the activities and requirements delineated below.

During the Practicum the assigned Field Supervisor(s) will be a *certified school psychologist* who has *either* a doctoral degree OR three (3) years of experience as a school psychologist. They will provide a minimum of one hour face-to-face supervision per each 40 hours of service to the practicum student. In the instance of *non-school placements*, those persons serving as field supervisors shall be *licensed* psychologists. The *Field Supervisor* will evaluate the practicum student twice during the placement using forms provided by Millersville School Psychology Program. These evaluations will be submitted to the *University Supervisor*.

The Practicum placement is designed to familiarize students with the education system by serving the *equivalent of one day per week during the semester* spent in case activities. Students

Instructions: The student should initial and date each activity as it occurs in the spaces provided below. At the conclusion of the field placement the Field Supervisor should sign and date this form in the section provided below to verify the completion of the activities.

Practicum Activities:

- _____ Spend one full day with a school psychologist to discuss and review school culture/climate data
- _____ Attend an IST or pre-referral meeting (may be combined with case study)
- _____ Attend an MDE meeting (may be combined with case study)
- _____ Interview a school principal
- _____ Visit two kinds of classes (i.e.: Life Skills, Learning Support, EL)
- _____ Interview an administrator from a mental health agency (ex: TW Ponessa)
- _____ Visit two specialists (i.e.: School Counselor, Speech Therapist, Reading)
- _____ Interview the school psychologist to review assessment battery recommendations and protocols for the main special education eligibility categories
- _____ Interview the school psychologist and any applicable school crisis team members and review school crisis plans (e.g., threat assessment procedures, disaster, grief/loss, intruder in building, etc.)

Case Study – Instructional Consultation and/or Direct Academic Assessment/Intervention:

- _____ Contract with teacher for collaboration
- _____ Problem-Identification and Analysis Interview(s)
- _____ Curriculum-Based Assessment - Instructional Assessment(s)
- _____ Curriculum-Based Measurement – Baseline, Weekly Progress Monitoring
- _____ Intervention Planning
- _____ Intervention Implementation, Progress Monitoring, Performance Feedback
- _____ Post-Intervention Planning and Closure
- _____ Write informal consultation report
- _____ Attend related meetings

Case Study – Comprehensive Special Education Evaluation, Social Emotional Behavioral:

- _____ Review pertinent folders
- _____

Follow-up to ER/RR Case Study: Note: Time constraints or other considerations may not permit the case study to be accomplished. In that case, students may develop a *hypothetical* scenario of how they would handle the situations below and/or what they might expect to happen.

_____ Present information to team and/or parent(s) (responsible party)

_____ Summarize impressions of team meetings/decisions

_____ Summarize available resources for teacher use

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I (the undersigned) verify that the activities above were completed by the Practicum Student named in this form.

Practicum Student _____ Date _____

Field Supervisor(s) _____ Date _____