

GUIDELINES FOR CERTIFICATION AND SUPERVISION OF SCHOOL PSYCHOLOGISTS

**Louisiana Department of Education
Cecil J. Picard, Superintendent**

April 1, 2001

**reaching for
results** 

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This public document was published at a cost of \$163.00. Two hundred (200) copies of this public document were printed in the first printing. This document was published by the Louisiana Department of Education; Division of Special Populations; P.O. Box 94064; Baton Rouge, LA 70804-9064 to provide information regarding the certification and supervision of School Psychologists. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R.S. 43:31.

Preface

These guidelines are intended to assist local educational agencies and their staffs in the recruitment, certification, retention and supervision of school psychologists. This publication includes excerpts of statutes, rules, and bulletins. It establishes the procedures and documents designed to implement said regulations.

In all cases, these guidelines are intended to comply with R.S. 17:7.1. Certification of Teachers; certification of principals; certification of school psychologists, *Bulletin 746: Louisiana Standards for State Certification of School Personnel*, and other relevant legislation. The Appendix provides forms that are to be used in the certification, renewal and supervision processes.

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Certification of School Psychologists

There are two basic types of certification for School Psychologists: *Standard* and *Provisional*.

The **Standard Certificate** is issued for five years (renewable) upon the applicant's meeting the following requirements:

1. Completion of a school psychology training program in Louisiana, which meets the requirements of the *Standards for Training Programs in School Psychology*.
2. Completion of academic preparation in school psychology in another state and submission of academic preparation, as evaluated by the Bureau of Higher Education and Teacher Certification, judged to meet the requirements of the *Standards for Training Programs in School Psychology*.
3. Current national School Psychologist certification issued by the National Association of School Psychologists.
4. Previous certification according to criteria previously adopted by the Louisiana State Board of Elementary and Secondary Education, and
 - a. certification at levels A or B, or
 - b. evidence of 30 additional graduate hours (to level C for 60 hours total) in the areas specified under Level E, from a regionally accredited college or university, and employment for at least two years under the supervision of either a licensed psychologist or a Level A or B school psychologist with three years of supervised experience as a school psychologist, at least two years of which have been in Louisiana.
5. There are two levels of Standard Certificates:
 - a. Level A: Issued to applicants who meet the requirements for the Standard Certificate and who possess a doctoral degree (such as Ph.D., Ed.D., or Psy. D.) in psychology from a regionally accredited institution.
 - b. Level B: Issued to applicants who meet the requirements for the Standard Certificate and who possess a master's or specialist degree from a school psychology training program in a regionally accredited institution.

The **Provisional Certificate** is issued for one year and is renewable once, unless due to lapse under the following conditions:

1. Issued to persons who have completed academic preparation in a school psychology training program that meets the requirements of the *Standards for Training Programs in School Psychology*, except for the internship. The internship shall be completed during the time of employment under the Provisional Certificate in accordance with the internship requirements specified in the *Standards for Training Programs in School Psychology*.

2. Issued to persons whose certification has lapsed and who have not met the requirements for certification renewal. (This type of provisional certification is not renewable.)

Instructions to obtain certification in school psychology:

1. Complete the Application Form for Ancillary Certification (Appendix).
 - a) Ensure that the information concerning the degrees, institutions, and date degreed is complete. If the degree is **not** in School Psychology but the coursework is equivalent to that listed in the *Standards for Training Programs in School Psychology*, attach a letter from an authorized representative of the degree granting institution such a degree.
 - b) Indicate which level of School Psychologist certification is being requested.
 - c) Ensure that all questions have been answered and that the form has been signed and dated.
 - d) Ensure that the information regarding work history has been provided.
2. Attach an official copy of the transcript from the degree granting institution.
3. Attach a check for \$50.00 made out to the LA Department of Education.

Renewal of Certificates in School Psychology

The **Standard Certificate** in School Psychology is issued for a period of five years; it may be renewed for subsequent five-year periods upon completion within each period of:

1. At least one year of full-time experience or the equivalent as a psychologist; and
 - a. six semester hours of additional graduate credit in any of the areas specified in the *Standards for Training Programs in School Psychology*; or
 - b. the equivalent number of Continuing Professional Development / Education Units (90 contact hours or 9.0 CEU's) currently awarded by the State Department of Education, the National Association of School Psychologists, or the American Psychological Association; or
 - c. a combination of graduate credit hours and Continuing Professional Development/ Education Units equivalent to six semester hours, *or*
 - d. upon presentation of current national School Psychologist certification awarded by the National Association of School Psychologists.

The **Provisional Certificate** may be renewed for one additional year when necessary to complete the internship. A written request from the applicant and the Director of the Training Program or Intern Supervisor must be received by the LDE.

Lapsed certificates may be renewed upon verification of a, b, c or d above. A Provisional Certificate may be awarded for a one-year period during which time the individual must meet the renewal requirements to be awarded the Standard Certificate.

A School Psychologist or School Psychological Assistant certified at Levels E, D, or C (if fewer than two years of experience) according to criteria previously adopted by the State Board of Elementary and Secondary Education shall have continuing approval for the provision of School Psychological services so long as such certification is kept valid according to the previous renewal criteria. Graduate training pursued to meet the renewal requirements for the previous criteria shall be earned in the areas specified in the *Standards for Training Programs in School Psychology*.

Instructions to obtain renewal of certificate:

- 1) Complete the Application Form for Ancillary Certification.
 - a) Indicate the level of re-certification being requested
 - b) Submit CEU documentation either annually or concurrently with the request for renewal for approval.
 - c) Ensure that all questions have been answered and that the form has been signed and dated.
 - d) Ensure that the information regarding work history has been provided.
- 2) If NCSP certified, attach a copy of all certificates covering the years since previous certification.
- 3) Attach a check for \$25.00 made out to the LA Department of Education.

Supervision of School Psychologists

In accordance with 26:9-24-86, LA Register 12/20/86, Rule, 3/20/87, Vol. 13, Page 160, entry level school psychologists shall require professional supervision for a minimum of three years, one of which can be the approved internship as defined in the *Standards for Training Programs in School Psychology*.

Supervision Plans

1.B. The supervision of persons with Provisional Certificates shall consist of a minimum of one hour per week of on-site, one-to-one contact by the supervising school psychologist.

1.C. The supervision of persons during the first year after receiving the Standard Certificate (Level A or B) shall consist of a minimum of one hour per week, or two consecutive hours once every two weeks of on-site contact by the supervising school psychologist. The supervising school psychologist may, with the consent of the employing agency, provide this supervision in an individual or group setting. In all cases, however, the supervisee shall have access to individual consultation with his/her supervisor.

1.D. The final year of supervision shall consist of a minimum of one hour every two weeks, or two consecutive hours once every month. The supervising school psychologist may, with the consent of the employing agency, provide this supervision in an individual or group setting. In all cases, however, the supervisee shall have access to individual consultation with his/her supervisor.

1.E. A person certified under previously adopted criteria as a School Psychological Assistant I, II, or III (Level E, D or C) shall be supervised by a qualified school psychologist until he/she has been certified as Level A or Level B under current certification requirements and has had at least three years of experience as a school psychologist. Supervision shall consist of at least one hour, one-to-one contact per week for the first three years, and at least one hour per week or two consecutive hours once every two weeks for the person with more than three years of experience. For the person with five or more years of experience and with the approval of the State Supervisor of School Psychological Services, supervision may occur one hour every two weeks or two consecutive hours once a month. A person initially certified under previously adopted criteria, upon being certified under current criteria (Level A or B), shall be required a minimum of one year of supervision as specified in 1.D above.

1.F. A person who has completed academic preparation in school psychology in another state and who qualifies for a Standard Certificate (Level A or B) and who has fewer than two years of supervised experience as a school psychologist, shall be required a minimum of three years of supervision according to Sections 1.C. and 1.D. above. A person with two or more years of supervision experience as a school psychologist in another state shall be required a minimum of one year of supervision in Louisiana according to Section 1.D. above.

NOTE: Under no circumstances shall a person receive fewer than three years of supervision as a school psychologist. Any person licensed to practice psychology in Louisiana, certified as a school psychologist, and documented as having completed at least three years of experience as a school psychologist, at least one of which has been in Louisiana as of July 1, 1987, may work as a school psychologist without supervision and may supervise school psychologists, according to these guidelines.

In all instances a mechanism shall be established for supervised school psychologists to have access to their supervisor (or another qualified school psychologist) for emergency consultation.

Qualified Supervisors

A person may provide professional supervision to an entry level school psychologist if he/she is certified as a school psychologist under current certification requirements (Level A or B), and has had at least three years of supervised experience as a school psychologist, at least two of which have been in Louisiana.

Plans of Supervision

Each school system shall submit to the State Supervisor of School Psychological Services, by September 15 of each year, a [plan of supervision for school psychologists](#), which shall include a list of those requiring supervision, the [individual plans of supervision](#) (1.B., 1.C., or 1.D.), and the name of the school psychologist providing the supervision. Any modifications of the plan during the school year shall be submitted to the State Supervisor of School Psychological Services within 10 operational days following the modification. Documentation of completion of plans shall be submitted to the State Supervisor of School Psychological Services no later than July 15 of each year.

NOTE: Supervisors are encouraged to provide materials, to model appropriate techniques, and otherwise to interact dynamically with the supervisee in order to make the supervision experience both productive and meaningful to the professional growth of the supervisee. In addition, peer interaction and consultation between those no longer requiring direct professional supervision is strongly recommended.

Standards for Training Programs in School Psychology

The program for preparation for the Standard Certificate in School Psychology is delivered within a context of program values and clearly articulated training philosophy/ mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

1. Requirements for Specialist-Level Programs

- A. Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.
- B. Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.

2. Requirements for Doctoral Programs

- A. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards.
- B. Doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.
- C. Doctoral programs include a minimum of one academic year of doctoral supervised internship experience, consisting of a minimum of 1500 clock hours.

3. Domains of School Psychology Training and Practice

School psychology candidates demonstrate entry-level competency in each of the domains of professional practice discussed below. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive: they should be fully integrated into graduate level curricula, practica, and Internship.

- A. **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods 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. Data-based decision-making permeates every aspect of professional practice.

- B. Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and in decision-making processes at the individual, group, and system levels.
- C. Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.
- D. Socialization and Development of Life Skills:** School psychologists have 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. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
- E. Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- F. School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
- G. Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

- H. Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- I. Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
- J. School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career long professional development.
- K. Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

4. Field Experiences/Internship

School psychology candidates have the opportunities to demonstrate under conditions of appropriate supervision their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

- A.** Supervised practical and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practical experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.
- B.** The internship is a collaboration between the training program and the administrator's of the field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and the internship agency in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.
- C.** The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may

complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define *equivalent experiences* and explain their acceptance with regard to doctoral internship requirements.

- D. Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, from a psychologist appropriately credentialed for the internship setting.
- E. The internship placement agency provides appropriate support for the internship experience including (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Expanded definitions of [these standards and domains](#) are on file in the Office of Teacher Certification and are available on the Internet on the National Association of School Psychologists web-site.

A full listing of the institutions with [programs in School Psychology approved](#) by the National Association of School Psychologists is on file in the Office of Teacher Certification and is available on the Internet on the National Association of School Psychologists web site.

A full listing of institutions [offering programs in School Psychology](#) is available on the Internet on the National Association of School Psychologists web site.

Guidelines for Approval of Continuing Education Units

1. Continuing professional development is required to renew the certification in school psychology; the continued development can be accomplished through either the completion of six (6) semester hours of graduate coursework in areas related to those specified in the *Standards for Training Programs in School Psychology*; or
2. The requirement can be met by (a) completing the equivalent number of Continuing Professional Development / Education Units (90 contact hours) currently awarded by the Louisiana State Department of Education, the National Association of School Psychologists, or the American Psychological Association; (b) combining graduate credit hours and Continuing Professional Development / Education Units equivalent to six semester hours, or (c) upon presentation of current national School Psychologist certification awarded by the National Association of School Psychologists.
3. Continuing Professional Development/ Education Units may be recognized by the Louisiana State Department of Education under the following conditions and within the descriptions and limits specified in the [Continuing Professional Development/ Education Categories and Credit Allowances](#) and as summarized in the [Summary Table for Continuing Professional Development/ Education Allowances and Ceilings](#):
 - a. The Continuing Professional Development/Education activity is related to any of those specified in the *Standards for Training Programs in School Psychology*, and
 - b. The Continuing Professional Development/Education activity is documented in one of the following methods:
 - (1) a copy of a certificate of completion issued by the sponsoring organization, or
 - (2) a completed Documentation for Continuing Education Units in School Psychology form (if no certificate is issued). The form must be signed by the requesting individual, the presenter of the activity or a representative of the sponsoring organization and the State Supervisor of School Psychology Services in the Department of Education, Division of Special Populations.
 - (3) a completed Documentation of Conference Continuing Education in School Psychology form (for documenting participation in conferences).
 - (a) The form must specify each conference topic attended.
 - (b) The form must be signed by the requesting individual, a representative of the sponsoring organization, and the State Supervisor of School Psychology Services in the Department of Education, Division of Special Populations and,
 - (c) A copy of the conference program agenda must be attached to the form.
4. Continuing Professional Development/ Education activities will be awarded per one contact hour per clock hour of activity, not to include lunch or breaks.
5. LEAs, Universities and other organizations planning to conduct a professional development activity for which credit for School Psychologists is sought should write a letter to the State Supervisor of School Psychological Services. An outline of the activity

CATEGORY F POST GRADUATE SUPERVISED EXPERIENCE

Credit Allowances	Following completion of their school psychology degrees, many school psychologists participate in supervised fellowships, internships, or other experiences to acquire new knowledge and skills. The supervised experiences may occur in settings outside the school psychologist's regular job setting or may occur as part of a planned and sequential program on the job. For purposes of claiming credit for this activity category, school psychologists should consider the extent to which the supervised experience leads to professional growth and new knowledge and skills. Credit may not be claimed for regular supervised experiences that are required as part of the school psychologists employment. Credit may be claimed according to the percentage of the school psychologist's time spent in the supervised experience, according to the following: ¼ time = 5 credits ½ time = 10 credits ¾ time = 15 credits full time = 20 credits
Ceiling Limits	Credit for supervised experiences may be claimed no more than four times (four years) during a five-year renewal period. Note – if the experience is taken for university/college course credit, Activity Category B should be used instead of Category F. In addition, some activities during the supervised experience, such as attendance at conferences or inservice training or informal programs of self-study may earn credit in other activity categories.

Documentation	Documentation of Continuing Education in School Psychology form.
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CATEGORY G PROGRAM PLANNING AND EVALUATION

Credit Allowances	Program planning/evaluation may be claimed when it is not an ordinary aspect of one's employment.
Ceiling Limits	30 credits maximum. No more than two projects may be submitted in a five-year period.

Documentation	Documentation of Continuing Education in School Psychology form.
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CATEGORY H SELF STUDY

Credit Allowances	Two types of self study are valid for credit: Sequenced Programs are self-studies developed and published to provide training in specific knowledge or skill areas. One topic = 15 credits (unless otherwise specified and documented in self study publication). Informal Programs involve systematically studying a topic of interest by reviewing the literature and becoming familiar with the available resources. Included in this category would be book, journal, and manual readings. One topic = 15 credit maximum.
Ceiling Limits	Sequenced = 45 CEU in a 5 year period Maximum. Informal = no more than 3 topics or 45 CEU in a 5 year period.
Documentation	Certificate of Completion for Sequenced Programs. Documentation of Continuing Education in School Psychology form for Informal Programs. (Attach four professional sources per self-study topic.)

CATEGORY I PROFESSIONAL ORGANIZATIONAL LEADERSHIP

Credit Allowances	A school psychologist who holds a position in a local, state, or national professional organization may earn credit. President = 10 credits Other Officer = 5 credits Regional Director, Delegate or Committee Chair = 5 credits.
Ceiling Limit	Credit may be obtained for no more than one position per year, per organization with a maximum of 30 credits in a five-year period.
Documentation	Documentation of Continuing Education in School Psychology form. Attach minutes of organizational meetings documenting position and attendance for the time period credit is claimed.

Appendix and Forms

Documentation of Continuing Education in School Psychology

PRINT ALL INFORMATION. To be completed by applicant

NAME:	CERTIFICATE #
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ACTIVITY TITLE:

NAME OF PRESENTER (S):

LOCATION OF ACTIVITY:

DATE(S) OF ACTIVITY:	CONTACT HOURS:
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START TIME:	END TIME:	ACTIVITY CATEGORY (CIRCLE) A B C D E F G H I
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SPONSORING ORGANIZATION:

Description of Activity (Include learning objectives, if known.):

This form verifies that I attended, successfully completed, and met the exit competencies of the above-described activity.

Signature

Date

VERIFICATION

To be completed by a representative of sponsoring organization or presenter(s)

This form verifies that the above named individual was present for all contact hours stated above, successfully completed the described activity, and met the exit competencies.

Signature

Title of Position in Organization

Date

Address

APPROVAL

To be completed by State Supervisor of School Psychology Services

Signature

Date

Hours Authorized:

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Summary Table - Continuing Professional Development/ Education - Credit Allowances and Ceilings

ACTIVITY CATEGORY	CREDIT ALLOWANCES	CEILING LIMITS	REQUIRED DOCUMENTATION
A – Workshops/ In-service training Conferences	One hour = 1 credit One hour = 1 credit	None	Certificate of Attendance or Documentation of Continuing Education in School Psychology Form Conference Continuing Education Form and Conference Program
B – College/University Courses	One quarter hour = 10 credits One semester hour = 15 credits	None	Official Transcript
C – Teaching and Training Activities	One hour = 1 credit	Credit may be claimed only the first time that content is taught.	Copy of course syllabus or copy of program flyer or Documentation of Continuing Education in School Psychology Form
D – Research and Publications	Actual hours, up to maximum specified	Unpublished Research = 10 CEU maximum. Research and Publication or presentation = 30 credit maximum. Article published or poster presented = 10 credit maximum. Theoretical/editorial article = 5 credit maximum. Each project may be claimed only once.	Documentation of Continuing Education in School Psychology Form and abstract of research, publication or article if possible.
E – Supervision of Interns	1 year of supervision = 10 credits	30 credit maximum and no more than 4 interns in 5 years.	Documentation of Continuing Education in School Psychology Form
F – Post-graduate supervised experiences.	¼ time = 5 credit maximum ½ time = 10 credit maximum ¾ time = 15 credit maximum full time = 20 credit maximum	No more than 4 supervised experiences in 5 years. Granted only for supervised experiences that are not required as part of employment.	Documentation of Continuing Education in School Psychology Form
G – Program planning/evaluation	One hour = 1 credit	30 credit maximum and no more than 2 projects in 5 years.	Documentation of Continuing Education in School Psychology Form
H– Self Study	Sequenced: 1 topic = 15 credit maximum. Informal: 1 topic = 15 credit maximum	Sequenced = 45 credits in a 5 year period maximum. Informal = no more than 3 topics 45 credits in a 5 year period.	Certificate of Completion for Sequenced Programs Documentation of Continuing Education in School Psychology Form and four professional sources per self study topic for Informal Programs.
I– Professional Organization Leadership	President = 10 credits Other Officer = 5 credits Regional Director/Delegate/Committee Chair = 5 credits	No more than one activity per organization per year. No more than 30 credits in a 5 year period.	Documentation of Continuing Education in School Psychology Form and organization minutes documenting position and attendance.

Individual School Psychologist's Plan of Supervision

Instructions: During the first three years one serves as a certified school psychologist, the candidate must submit this plan to the State Department of Education; Division of Special Populations; Policy, Research and Program Effectiveness Section, School Psychological Services no later than September 15 of each year.

Any changes to the plan as submitted must be documented and submitted to the State Department of Education within 10 operational days following the modification.

During the plan year, the completion of the plan must be documented and be submitted by July 15 following the current school year.

Supervisee Name:	Certificate Number:
Date Certified:	Level of Supervision: 1B 1C 1D
Level of Certification: A B	LEA:
Supervising Psychologist Name:	
Certificate Number:	LEA:

Level of Supervision:

- 1B – Minimum of one hour per week of on-site, one-to-one contact.
- 1C – Minimum of one hour per week, or two consecutive hours once every two weeks of on-site contact. May be provided in group setting with consent of employing agency.
- 1D – Minimum of one hour every two weeks or two consecutive hours once every month. May be provided in group setting with consent of employing agency.

This plan is to provide supervision for _____	
(Supervisee)	
by _____	from _____
(Supervising Psychologist)	(Beginning Date)
through _____	at a minimum of _____
(Ending date)	(Frequency)
<p>The plan will be completed through (Check the delivery method for this plan.)</p> <p><input type="checkbox"/> one to one</p> <p><input type="checkbox"/> in group</p> <p><input type="checkbox"/> combination of one-to-one and group contact.</p> <p>The above named individuals agree to the conditions of the plan outlined herein:</p>	
_____ Supervisee Signature	_____ Supervising Psychologist Signature
_____ Date	_____ Date
_____ LEA Authority (required only if supervision is to be provided in group or combination delivery methods)	_____ Date

