

**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 will demonstrate the integration of skills acquired during the Millersville School Psychology program by managing two cases through the initial referral process to its conclusion under the supervision of both their University and Field Supervisors. One case will be an academic general education problem-solving case (e.g., Instructional Consultation; or direct service curriculum-based assessment, intervention, progress monitoring). The second case will be a comprehensive special education evaluation and report (or re-evaluation report) for a social, emotional, or behavioral concern. The student will have additional “getting to know your school district” activities (e.g., interviews of various school staff, observations of classrooms and teams). Additional activities may be included as part of this Practicum based on consideration of the student’s academic background, work experiences, and ability to handle those activities.

Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in preparation for their internship year. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

It is understood that the practicum student will purchase *professional liability insurance* through Millersville University to cover the period of the practicum placement. During the Practicum the student will also be supervised by a *University Supervisor* who will meet a minimum of twice a month. **Should concerns arise regarding the practicum student’s competence or performance the University Supervisor must be notified immediately.**

\_\_\_\_\_  
 Practicum Student Sign/Date

\_\_\_\_\_  
 Field Supervisor Sign/Date

\_\_\_\_\_  
 University Supervisor Sign/Date

\_\_\_\_\_  
 Practicum Site/Address/Phone/Email

**AGREEMENT FOR PRACTICUM**  
**PART II: Activities Checklist General Conditions of Practicum Placement**

The Practicum placement is designed to familiarize students with the education system through *120 hours of supervised experience* in appropriate school settings and/or non-school settings that serve children. This is the *equivalent of one day per week during the semester* spent in case activities. Students will demonstrate the integration of skill acquired during the Program by managing two cases (academic/general education; SEB/special education evaluation) through the initial referral process to its conclusion under the supervision of both their University and Field Supervisors.

Completion of the following activities must be verified by the signatures of the student, the Field Supervisor, and the University Supervisor at the bottom of this document. At the discretion of the student and Field Supervisor, additional activities may or may not be included as part of this Practicum based on consideration of the student’s academic background, work experiences, and ability to handle those activities.

Practicum activities may be accomplished independently OR in conjunction with the Field Supervisor (e.g., the student alone; the supervisor observes the student; the student observes the supervisor). The goal of the practicum experience is for students to achieve the greatest degree of independence possible in preparation for their internship year. Field Supervisors will need to consider the professional growth and comfort level of the student to make that determination.

This course is intended to meet NASP 2020 Practice Model Domains. The course addresses the following domains:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Supports
- Domain 4: Mental and Behavioral Health Services
- 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 Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

I (the undersigned) agree to engage in/supervise the activities delineated on the following page.

Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor(s) \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**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
- \_\_\_\_\_ Interview teacher/school personnel
- \_\_\_\_\_ Observe in the classroom
- \_\_\_\_\_ Contact child for background data
- \_\_\_\_\_ Contact parent for background data
- \_\_\_\_\_ Formulate referral questions(s)
- \_\_\_\_\_ Administer appropriate evaluation measures
- \_\_\_\_\_ Score and interpret data
- \_\_\_\_\_ Address referral question(s)
- \_\_\_\_\_ Write ER (psychological report)
- \_\_\_\_\_ Generate recommendations/interventions/conclusions
- \_\_\_\_\_ Attend related meetings

**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

.....

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 \_\_\_\_\_