

School Psychology Apprenticeships: Lessons from Apprentices, Supervisors, and Faculty

Michigan Association of School Psychologists

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Presenters

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Plan for Today

- Content
 - Definitions
 - Overview
 - University Requirements
 - University Recommendations
 - Compelling SPA Positions
 - Benefits
- Panel
 - FAQs
 - Questions from the Audience
- Feedback
- Resources

Objectives for Today's Session

For School Psychologists and Administrators

- Increased awareness of SPAs may increase openness to developing SPA positions and supervising SPAs
- Districts will gain 3-5 ideas for developing a compelling SPA
- Districts will have the opportunity to ask questions and to learn from one another

For School Psychology Students and SPAs

- Students will make more-informed decisions when applying for and accepting SPA offers
- Students will develop a list of questions to ask when applying for SPAs
- More districts offering high-quality SPAs will enhance student training
- MASP's role in developing paid positions may help students feel supported by and connected to MASP
- Students will have the opportunity to ask questions and to learn from one another

Definition: School Psychology Apprenticeship (SPA)

A paid, intensive, school-based position that integrates learning and service

- Apprentices have a BA or MA and are first or second year students in School Psychology MA/EdS (or PhD) programs
- Typical SPAs are paid ~\$25/hour
- Typical SPAs work 20-30 hours per week during the academic year
- SPAs complete practicum experiences and course assignments onsite
- SPAs
 - Year 1) May be supervised by any appropriate school staff, periodic interaction with a school psychologist
 - Year 2) Must be supervised by a school psychologist for at least 2 hours/week

SPA vs. Intern

	Year 1 SPA	Year 2 SPA	Intern
Time Commitment	2-4 days/week 15-30 hours/week	2-4 days/week 15-30 hours/week	5 days/week 35-40
Education and Certification	BA/BS	BA/BS then MA	MA Preliminary Certificate in School Psychology
Level and type of supervision	Supervised by school staff Interacts with a school psychologist periodically Shadowing and frequent interaction 1+ hour supervision/ week	Supervised by one school psychologist Shadowing and frequent interaction 2+ hour supervision/ week	Supervised by one school psychologist Shadowing and frequent interaction 2+ hours supervision/ week
Support Needed	Assessment: full support Intervention: full support Consultation: full support	Assessment: some support Intervention: some support Consultation: full support	Assessment: limited support Intervention: limited support Consultation: limited support
Independence	Shadowing and some independence scaffolded on a case-by-case basis	Shadowing, limited independence increasing over time, scaffolded on a case-by-case basis	Shadowing, increasing independence over time, scaffolded on a case-by-case basis

Year 1 Activities

Guiding Framework

- NASP Practice Model

Practicum requirements

- ½ day per week in an elementary school, supervised by a school psychologist and/or teacher
- Additional fieldwork may be supervised by a school psychologist OR another school professional

What tasks are likely appropriate with adequate supervision?

- Supporting MTSS efforts at tiers 1-3
 - Supporting benchmarking
 - Supporting SEL activities at tiers 1-3
 - Supporting progress monitoring at tiers 1-3
 - Providing academic interventions
- Advanced secretarial tasks such as scheduling/coordinating meetings
- Preparing/sending out mailings, forms, and rating scales
- Entering information into school systems (e.g., REEDs)
- Standardized assessment (in the late spring PENDING program faculty approval)
- Conducting field reviews and observations
- Additional ideas proposed by local school psychologists that do NOT require specific formal training in assessment, intervention, consultation, etc. AND are approved by university faculty

Year 2 Activities

Guiding Framework

- NASP Practice Model

Practicum requirements

- At least 600 school-based hours supervised by a fully-certified school psychologist
- Work should be wide-ranging and should include assessment, intervention, and consultation activities related to academics and mental health/ behavior

What tasks are likely appropriate with adequate supervision?

- All the activities that are appropriate for a year one student
- Students are developing skills in file reviews, interviewing, observations, and standardized assessment including administering and interpreting cognitive assessment, achievement assessment, and assessing adaptive and social-emotional behaviors, and completing FBA procedures; close supervision is required to ensure these skills are carried out competently
- With supervision, students can co-implement cognitive-behavioral therapy and can provide manualized social skills intervention

How Do SPA Positions Benefit Michigan?

- SPAs remove the huge financial burden from attending school psychology graduate programs
- More districts offering SPAs are likely to attract more people to the profession
- More districts offering SPAs are likely to attract more students to Michigan universities
- We can potentially keep more interns in state
- We can potentially fill more school psychologist positions and reduce the shortage
- We can promote academic and social-emotional outcomes for young people

SPAs in Context

- MASP Critical Shortage Committee
- MASP Social Justice Committee
- School Mental Health Collaborative
- NASP Exposure Project
- SMART and SMART 180
- Mi-ELISIS

University Requirements

Communication (between student, site, and university) is essential

- Students who do not seek university approval before signing a contract may or may not get university approval/credit for training hours and experiences

Each school psychology training program has their own expectations

- Ask about availability during the workweek, supervision, specific assignments and activities, and expectations for formal affiliation agreements
- Reach out to the School Psychology Faculty at the institution(s) near you for more information

University Recommendations

- Approximately 3 days per week in the district from late August to June
 - 4-5 days per week is only possible for SPAs with exceptional time-management skills
- Students complete fieldwork assignments AND district responsibilities during their 3 days per week
- Pay = \$25 an hour for 600 hours (roughly 20 hours a week during the 30 week school year) = \$15,000
 - Apprentices may be paid NO LESS THAN \$15 per hour
 - Determine optimal number of hours with your SPA
 - Higher hourly wages make school positions more competitive
- Offer tuition coverage with a service contract: upon graduation, the SPA agrees to work for the district for twice the number of years of funding (1 year tuition = 2 years service)

Compelling SPA Positions

- Select a supervisor who's interested in supervision and whose practice incorporates progressive practices (e.g., MTSS, SEL, Mental Health)
- Align position responsibilities with the NASP Practice Model
- Pay \$25 or more per hour
- Offer benefits (e.g., mileage, conference attendance, health insurance, etc.)
- Offer tuition coverage
- Grant opportunities

Panelists

Name	Affiliation	Role
Grace Gadwood, MA	Michigan State University	School Psychology Apprentice, Ingham ISD
Jenna Jodts, MA	Michigan State University	School Psychology Apprentice, JCISD
Dylan Voris, PhD	JCISD	Lead Psychologist, JCISD
Courtney Weckesser, EdS, NCSP	JCISD	Psychology Supervisor, JCISD

*Jackson County Intermediate School District (JCISD)

FAQs

- How did you establish and fund these positions?
- As a practicing school psychologist, what are the benefits to you and your district?
- What skills are helpful in supervising a SPA?
- So SPAs aren't interns?
- How do we integrate practicum into the SPA?
- What do we wish we knew a year ago (school psychologists, administrators, supervisors, SPAs, and faculty)?

Potential Panel Questions

- How can SPAs help expand the role of local SPs?
- How do we seek approval for these positions?
- How do SPAs differ in years one and two?
- How does a SPA differ from a typical first year? Second year?
- How are these positions similar to or different from paraprofessional positions?
- Pros and cons to switching after a year?
- What is the district commitment?
- Is supervising an SPA a lot of work?
- How do we recruit SPAs to our district?
- What growing pains did we encounter?
- What are our next steps?

Questions from the Audience

Help Us Improve

Perspectives: audience members and panelists

Topics: session format, organization, and content

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code for more
resources
about SPAs.

