

## CALIFORNIA STATE UNIVERSITY, LONG BEACH

### SCHOOL PSYCHOLOGY PROGRAM/DISTRICT UNIVERSITY INTERNSHIP AGREEMENT

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The following are agreements between the School Psychology Credential Program at California State University, Long Beach and \_\_\_\_\_ (Employer/District) to be effective on the date it is signed. It will remain effective in alignment with the College of Education Affiliation Agreement.

The district will provide supervised field experiences to the University Intern in accordance to the Internship requirements and Pupil Personnel Services Program Standards set forth by the California Commission on Teacher Credentialing (CTC) leading to the Pupil Personnel Services Credential in School Psychology.

#### RESPONSIBILITIES OF THE UNIVERSITY

1. The university shall designate in writing a faculty member (i.e., "University Supervisor") to collaborate with the district in coordinating the internship experience.
2. The university shall complete periodic evaluations of the intern while engaged in internship-related activities at the district (e.g., observations and interviews) or, if a site visit is precluded due to excessive distance, as arranged by the university and district. Alternate evaluations of the intern may be conducted via phone, email, or other web-based communication. University priority however, is on-site observation of the intern and in-person interview with the district.
3. The university shall provide, at a minimum, four (4) hours of face-to-face supervision per month to the intern.
4. The university will ensure that there is a written plan for the culminating internship experience that is prepared and agreed upon by representatives of the local educational agency, the intern supervisor and program supervisory staff. The field plan must be completed within the first month in the field experience and is periodically reviewed and revised (at least once each semester). The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan will also delineate the responsibilities of both the university and the local supervisory personnel.
5. The university will ensure that the culminating internship will include a minimum of 1000 clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils. The

culminating internship shall be completed within (1) academic year but shall be completed within no more that (2) consecutive academic years.

6. The university will assure that the intern shall be eligible for the internship as evidenced by recommendation of the university.
7. The university and the internship site agree that intern selection and placement shall not be for reasons of sex, race, color, religion, national origin, ethnic group, marital or parental status, ancestry, age, sexual orientation, or physical or mental disability or the perception of one or more of such characteristics.
8. The university may, upon good cause, withdraw from fieldwork at any time any student of the university assigned to fieldwork in the internship site.

#### RESPONSIBILITIES OF THE INTERN

1. If the Internship Credential is required for employment with the district, the intern will notify the CSULB Credential Center regarding his/her eligibility to obtain the Internship Credential. The candidate must submit an offer of employment including a start date from the district human resources department. The Credential Center will obtain approval from the School Psychology Program Director for approval prior to recommendation of the Internship Credential.
2. The intern will conform to the administrative policies, standards, and practices of the district, as well as the ethical and legal standards of the school psychology profession.
3. In both written and verbal forms, the intern shall identify himself/herself to the public (i.e., school personnel, students, parents, community agencies, etc.) as "School Psychology Intern."
4. The intern will provide his/her own transportation to and from the district.
5. The intern will obtain prior written approval from the district and the university before publishing any materials relating to internship.
6. Prior to the start of internship, the intern, in collaboration with the district and university, will establish internship (a) dates and locations, (b) responsibilities, and (c) anticipated activities in accordance to the National Association of School Psychologists Standards for Training and Practice.
7. The intern, in collaboration with the supervising district school psychologist and university supervisor, will engage in specific coursework activities at the district under the supervision of the University Supervisor and district.
8. The intern will obtain written evaluation of performance from the district supervisor(s) within the last weeks of the semester and submit that written evaluation according to the paperwork and schedule established by the university supervisor. This written evaluation is required prior to posting a grade for the internship course.
9. The intern will notify the district of illness, accident, or any other situation that would preclude the intern from participating in agreed upon internship activities at the district.
10. The intern will inform the university of any changes to dates, times, and locations of the internship.

## RESPONSIBILITIES OF THE INTERNSHIP SITE (DISTRICT)

1. The district will provide the intern with qualified site supervisor. Qualified site supervisors must have a minimum of 3 years of experience as a professional in the field, possess a PPS School Psychology Credential, and knowledge of the context and content appropriate to the practicum experience. The district will assign no more than 2 qualified supervisors to an intern.
2. The district will provide up to 1200 hours of supervised field experience unless this requirement is otherwise reduced in writing.
3. The district will ensure that there is a written plan for the culminating intern experience that should be prepared and agreed upon by representatives of the local education agency, the intern supervisor, and program supervisory staff. The field experience plan should be completed within the first month of the assignment.
  - a. The written plan must identify the field experience objectives across settings and outline the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
4. The internship experience is recognized as a training activity with appropriate supervision by the cooperating school district and the program.
5. The district will provide opportunities for the intern to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, and research.
6. The district will provide opportunities for the intern to develop professional competencies in a broad range of programs and populations, including but not limited to general education, special education, bilingual education, migrant education, ages, disabilities, cultures, languages, socioeconomic, and ethnicities.
7. The district will advise the university of any personal safety issues, concerns, or requirements that are pertinent to the location or specific area in which the intern will be assigned.
8. The district will accept no more interns or graduate students than district staff, space, and program permit; and except in pre-negotiated circumstances, any one supervisor will provide concurrent supervision for no more than two interns or graduate students.
9. The district will provide the intern with a thorough orientation to district administrative policies, standards, and practices.
10. The district will assure that the intern will be free to participate in university activities and spend at least one day (20%) each to week to pursue individual professional goals and development. This may be waived in the case of interns receiving salary and benefits commensurate with a professional support service provider.

