

Appendix IX: INTERNSHIP AGREEMENT

AGREEMENT BETWEEN DESIGNATED SCHOOL DISTRICT AND THE GRADUATE DEPARTMENT IN SCHOOL PSYCHOLOGY AT ROCHESTER INSTITUTE OF TECHNOLOGY

The School Psychology Program at Rochester Institute of Technology considers field instruction to be a vital component of the student's education. RIT seeks to meet the National Association of School Psychologists (NASP) Standards in its contract with school districts, and recognizes the important contribution made by school districts in which our interns are placed. As stated in Standard 6.5 of *NASP Standards for Training and Credentialing in School Psychology*, "At least 600 clock hours of the 1200 hour internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special education programs." In order to maintain the educational excellence desired by both parties in this joint endeavor, specific statements of the responsibilities of both parties are outlined below:

Responsibilities of School Psychology Program at Rochester Institute of Technology

The RIT School Psychology Program will have primary responsibility for the following:

1. Assuring that all students meet the highest standards of ethical and legal practice.
2. Adhering to the Standards for Training and Credentialing in School Psychology prepared by the National Association of School Psychologists.
3. Selecting and screening of school districts and field-based supervisors for each placement.
4. Selecting and screening of students to be placed in the field, and determining the appropriateness of specific placements for specific students.
5. Developing an integrative seminar for all interns.
6. Arranging on-site visits between the collegiate supervisor and the field placement supervisor at least twice during the school year. Additional on-site visits will be made as individual needs dictate.
7. Evaluating the school district as an appropriate internship placement.
8. Providing evaluation forms and Institute calendar to the field placement supervisor.
9. Determining the quarter grade for the student, based on the evaluation of the field placement supervisor, the student's performance in the seminar, submission of daily logs, and an evaluation conference between the field supervisor and the collegiate supervisor.
10. Terminating the student's internship placement when either the student or the school district is in gross violation of responsibility for the internship.

Responsibilities of the School District

Participating school districts, through their assigned field placement supervisors, will have primary responsibility for the following:

1. Ascertaining that the field-based internship supervisor is responsible for no more than two interns at any one time.
2. Assuring that the intern participates in the full range of tasks and activities of the school psychologist.
3. Meeting with the student during the initial two weeks of the placement to draw up a plan addressing the goals of the internship. This plan should include the following:
 - a. A general overview of the role and responsibilities of the intern
 - b. Needs of the district to be met by the intern in areas of assessment, counseling, consultation, participation in stuffing's, etc.
 - c. Schedules including the district calendar (vacation days, in-service meetings, etc.), and the intern's daily schedule (hours, school building assignments, etc.)
4. Identification of the field placement supervisor prior to accepting an internship student. Field-based internship supervisors must hold a valid credential in school psychology.

5. Provision of at least two hours per week of direct supervision for each intern with the field-based internship supervisor.
6. Designation of work space for the internship student before the field placement begins.
7. Provision of a formal orientation of the intern to the school district, its goals, policies and functions.
8. Assistance of students in their integration of knowledge, skills and attitudes learned in the classroom with field-based practices.
9. Close supervision of the internship student to insure that educational objectives are being met.
10. Immediate contact with the RIT faculty member responsible for the internship when there are problems in student adjustment or performance.
11. Preparation of a written quarterly evaluation of student learning and performance. Field-based internship supervisors must share evaluations with the intern prior to submission to the faculty at RIT.

Both parties recognize the interdependence of the School Psychology Program at Rochester Institute of Technology and the local school district, and recognize that each will derive the greatest benefit by promoting the interests of both. Each of the parties is therefore entering into this cooperative educational effort and agrees to interpret the provisions stated above in such a manner as to best promote the interests of the profession of school psychology, the school district, the children, adolescents and families whom we serve, and the larger community. This agreement will be reviewed yearly and may be altered or modified by mutual consent.

Dates of Service: The 200____-200____ internship period shall be September through June and shall follow the calendar of the school district of employment. During this period the intern will be in the field placement five days each week. The school district will allow the student to attend half or full day on-campus seminars once per month from September to May. Vacation periods will follow the local school calendar.

Payment for Services: A Stipend of \$_____ will be paid to the intern by the local school district. In the event of termination of the placement, the intern shall be paid an amount proportional to the amount of time spent in the placement.

PLEASE PRINT INFORMATION REQUESTED BELOW:

_____	(School District Name)
_____	(School District Street Address)
_____	(School District City, State, Zip)
_____	(School District Phone #)
_____	_____
(Director of Pupil Personnel Services)	Signature/date
_____	_____
(Field-based Internship Supervisor)	Signature/date
_____	_____
(Student Intern)	Signature/date
<u>Suzanne B. Graney</u>	_____
Director, School Psychology Program	Signature/date
_____	_____
(Internship Coordinator)	Signature/date