

Appendix J: Practicum Agreement

PRACTICUM AGREEMENT SCHOOL PSYCHOLOGY PROGRAM 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. Practica are provided over the two year period which precede the Internship. RIT seeks to meet the National Association of School Psychologists (NASP) Standards in its contract with school districts and agencies, and recognizes the important contributions which field placements make in the preparation of practicum students. In order to maintain the educational excellence desired by both field placements and university program 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:

- Limiting the RIT supervisor's practicum seminar sections to no more than ten students.
- Assuring that all students meet the highest standards of ethical and legal practice.
- Adhering to the Standards for Training and Credentialing in School Psychology prepared by the National Association of School Psychologists.
- Selecting and screening of school districts, agencies and field-based supervisors for each placement.
- Selecting and screening of students to be placed in the field, and determining the appropriateness of specific placements for specific students.
- Developing an integrative seminar class to be held on campus for all practicum students.
- 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.
- Evaluating the school district or agency as an appropriate practicum placement.
- Providing evaluation forms and Institute calendar to the field placement supervisor.
- Determining the student's quarter grade for the two hours of practicum credit, 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, the collegiate supervisor, and the student.
- Terminating the student's practicum placement when either the student or placement is in gross violation of responsibility for the practicum.

Responsibilities of the School District and/or Agencies

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

1. Ascertaining that the field-based practicum supervisor is responsible for no more than three practicum students at any one time.
2. Assuring that the practicum student observes the full range of tasks and activities of the school psychologist, and participates in those activities as appropriate.
3. Meeting with the student during the initial two weeks of the placement to draw up a plan addressing the goals of the practicum. This plan should include the following:
 - a. observation/learning opportunities available at the placement
 - b. a general overview of the role and responsibilities of the practicum student
 - c. needs of the placement that may be met by the practicum student
 - d. schedules including the placement calendar (vacation days, in-service meetings, etc.), and the student's daily schedule (hours, assignments, etc.)
4. Identification of the field placement supervisor prior to accepting a practicum student. Field-based supervisors must hold a valid credential in school psychology or a credential appropriate to the setting.
5. Provision of at least one hour of supervision per six hour period for each practicum student with the field-based practicum supervisor.

6. Designation of workspace for the practicum student before the field placement begins.
7. Provision of a formal orientation of the practicum student to the school district, or agency, 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 practicum student to insure that the educational objectives are being met.
10. Immediate contact with the RIT faculty member responsible for the practicum when there are problems in student adjustment or performance.
11. Preparation of a written quarterly evaluation of student learning and performance. Field-based supervisors must share evaluations with the student 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 and adolescents whom we serve, and the larger community. This agreement will be reviewed regularly and may be altered or modified by mutual consent.

PLEASE PRINT INFORMATION REQUESTED BELOW:

_____ (School District Name)
 _____ (School District Street Address)
 _____ (School District City, State, Zip)
 _____ (School District Phone Number)

Dates of Service: The Practicum period shall be (check all that apply):

I____ II____ III____ IV____ V____ VI____
 (Fall) (Winter) (Spring) (Fall) (Winter) (Spring)

Dates: From: _____ Until: _____

During this period the student will be in the practicum placement one full day each week. Vacation periods will follow the local school calendar.

_____	_____	_____
Building or District Administrator	Signature	Date
_____	_____	_____
Field-based Practicum Supervisor	Signature	Date
_____	_____	_____
Practicum Student	Signature	Date
_____	_____	_____
, University Supervisor	Signature	Date