



Pupil Personnel Services Credential - School Psychology Intern Credential

INTERSHIP AGREEMENT:

By and Between

CHAPMAN UNIVERSITY AND

William S. Hart Union High School District

An Internship Credential authorizes the same service at the same level as the Clear Credential with some exceptions. The Internship Credential is only valid in one school district or consortium. Internship Credentials are issued by the California Commission on Teacher Credentialing. Applicants for an Internship Credential must satisfy all applicable requirements as established by the Commission.

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a District Supervisor who provides general support at the cooperating school(s). Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission on Teacher Credentialing if in its judgment an applicant is unable to complete renewal requirements because of illness or other circumstances judged to be extenuating and not within the control of the applicant.

The District will assign a District Supervisor to the intern to provide support throughout the year. The District Supervisor will serve as an on-site guide, who observes the intern, and provides substantive feedback. Selected other conditions and guidelines appear in Appendix A and C.

The District acknowledges that each intern under this Internship Agreement shall be a paid employee of the District and thus covered under the District's insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of Chapman University while performing services for the District.

Chapman University and William S. Hart Union High School District agree to all the conditions of this Internship Agreement as outlined above, to be effective on **August 1, 2018** and continuing until **September 1, 2023**. This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

CHAPMAN UNIVERSITY

Harold Hewitt
Exec. Vice Pres. and Chief Oper.
Officer

Date

DISTRICT REPRESENTATIVE

Superintendent

Date

Human Resources

Date

APPENDIX A

Conditions Established by State Law for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation of the Commission on Teacher Credentialing, participating districts and universities must adhere to the following requirements of state law and all other applicable requirements:

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of postsecondary education. (Reference: California Education Code Section 44453).
- (2) **Supervision of Interns.** In an internship program, the participating district shall provide supervision of all interns. Salary payments for supervision of interns may be made out of district funds and may be met by reducing proportionately the salaries paid interns. Under this authorization no more than two interns may be supervised by one staff member and the normal district salary paid each intern may be reduced by as much as, but no more than, one-eighth to pay the salary of the supervisor. In no event may an intern be paid less than the minimum salary required to be paid by the state to a regularly certificated teacher. (Reference: California Education Code Section 44462). Institutions will describe the procedures used in assigning supervisors and where applicable, the system used to pay for supervision.
- (3) **Effectiveness of Intern.** The internship program shall meet the instructional or service needs of the district with the primary objective being to increase the effectiveness of the intern in the district. Both the district and the intern shall concur on the program plan. (Reference: California Education Code Section 44458).
- (4) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: California Education Code Sections 44321 and 44452).

Specific Preconditions Established by the Commission for Internship Programs

For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.

- (5) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (6) **Justification of Internship Program.** Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. Also, the local bargaining unit (teacher union) is encouraged to provide a written statement of support for the internship agreement, a sample of which appears as Appendix B.

APPENDIX B

Local Bargaining Unit Sample Letter

This must be on the Bargaining Unit Letter Head

To Whom It May Concern:

On behalf of the _____ Education Association, I wish to express our support of the
_____ School District in their efforts to secure an Internship Credential Agreement with
Chapman University.

Sincerely,

APPENDIX C

Specific Supervision Requirements

School Psychology Fieldwork:

- A. Provide an average of 2 hours of individual or small group supervision per week from a school psychologist with at least three years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Data-Based Decision Making and Accountability
 - b. Consultation and collaboration.
 - c. Interventions and Instructional Support to Develop Academic Skills.
 - d. Interventions and Mental Health Services to Develop Social and Life Skills.
 - e. School-Wide Practices to Promote Learning.
 - f. Preventive and Responsive Services.
 - g. Family-School Collaboration Services.
 - h. Diversity in Development and Learning
 - i. Research and Program Evaluation.
 - j. Legal, Ethical, and Professional Practice.
- E. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years of experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- F. The FIELDWORK SITE shall ensure that the student receives an average of two hours of individual or group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- G. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- H. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.
- I. Audio and/or video taping of selected psychology activities by the student for purposes of supervision shall be conducted by the FIELDWORK SITE or UNIVERSITY provided that all parties to be recorded have separately consented to such taping.