



California State University, Sacramento  
College of Education • Graduate and Professional Studies • School Psychology Program  
6000 J Street • Eureka Hall 401 • Sacramento, CA 95819-6079  
(916) 278-5942 • (916) 278-5993 FAX • <http://edweb.csus.edu>

## School Psychology Internship Expectations

\_\_\_\_\_ Has been offered a school psychology internship in the following school district/agency: \_\_\_\_\_. This internship will last \_\_\_\_\_ days. It will begin on \_\_\_\_\_ and end on \_\_\_\_\_. The length of each work day will be \_\_\_ hours.

This document outlines the expectations for interns, school districts/county agencies, and CSUS in the Internship partnership. This information is intended to serve as a general guideline. Circumstances unique to specific interns and districts will be addressed by agreement between the district, the intern, and CSUS.

I. The following comprise the services to be **provided by the school psychology intern** to the school district/agency<sup>1</sup>. These services shall include, but are not limited to:

1. Evaluations performed by the intern for the purposes of:
  - A. Special education placement.
  - B. Special education re-evaluation.
  - C. Manifestation determination
  - D. Guidance and consultation.
  - E. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
2. Observation of students for the purpose of:
  - A. Providing indirect consultation services to teachers, parents, and other support staff.
  - B. Providing direct therapeutic interventions to students identified as "at risk."
3. Participation in school-based Student Success Teams to:
  - A. Provide pre-referral services prior to formal special education assessment.
  - B. Obtain opportunities for consultation at individual school sites.
  - C. Provide linkages to outside services for parents, students and teachers.
4. Participation in Individualized Education Program (IEP) team meetings to:
  - A. Observe/participate in the placement of students through the IEP process.
  - B. Observe/participate in the development of intervention plans.
5. Consultation with staff and parents regarding behavioral, learning, and social issues.
6. Provide both individual and group counseling services.

II The following comprise the services given to the CSUS school psychology intern **by the school district or agency**. These services shall include, but are not limited to:

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<sup>1</sup> While the services listed here are the same as those provided by credentialed school psychologists, school psychology interns are not expected to provide the same level of services as credentialed school psychologists. For example, their school assignments/caseloads should be significantly less than that of the district's typical school psychologist.

1. Ensure that the intern is given the opportunity to engage in a broad range of school psychologist activities. These activities shall include (but should not be limited to) the following:
  - A. Evaluations performed by the intern for the purposes of:
    - i. Special education placement.
    - ii. Special education re-evaluation.
    - iii. Manifestation determinations.
    - iv. Guidance and consultation.
    - v. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
  - B. Observation of students for the purpose of:
    - i. Providing indirect consultation services to teachers, parents, and other support staff.
    - ii. Providing direct therapeutic interventions to students identified as "at risk."
  - C. Participation in school-based Student Success Teams in order to:
    - i. Provide pre-referral services prior to formal special education assessment.
    - ii. Obtain opportunities for consultation at individual school sites.
    - iii. Provide linkages to outside services for parents, students and teachers.
  - D. Participation in Individualized Education Program (IEP) team meetings to:
    - i. Observe/participate in the placement of students through the IEP process.
    - ii. Observe/participate in the development of intervention plans.
  - E. Consultation with staff and parents regarding behavioral, learning, and social issues.
  - F. Provide both individual and group counseling services.
2. Individual supervision by a credentialed school psychologist employed by the participating school district.
  - A. The intern field supervisor shall have a minimum of 2 years of employment experience as a school psychologist within the school district or agency.
  - B. Intern field supervisors shall be responsible for no more than 2 interns
  - C. The school psychology intern shall be provided with supervision on a scheduled basis. An average minimum of two (2) hours per week of supervision shall be provided to the school psychology intern. It is expected that such supervision will be especially intense at the start of the internship.
  - D. The supervisor shall assist the intern in becoming acculturated to the school district.
  - E. The supervisor shall monitor the intern's workload for appropriateness.
  - F. Interns shall have access to district personnel for crisis intervention.
3. Providing a record of internship hours completed and the nature of services provided. The forms used for this purpose shall be given to the field supervisor by the school psychology intern.
4. Providing a written evaluation of the school psychology intern at the end of the fall and spring semesters. The forms used for this purpose shall be given to the field supervisor by the school psychology intern. The evaluation completed at the end of the spring semester serves to document the field supervisor's determination of the school psychology intern's readiness to begin work as a credentialed school psychologist.

5. Appropriate administrative support, reflecting a commitment to the internship as a training experience, which includes:
  - A. A written contractual agreement specifying the period of appointment and terms of compensation (this contract shall be used to determine the number of credit hours the student receives for the internship).
  - B. Provision of the same level of professional liability coverage as is made available to all other district employees or volunteers.
  - C. A schedule of appointment consistent with that of district/agency school psychologists.
  - D. Provision for participation in continuing professional development activities. This includes release time for state and national school psychology conferences.
  - E. Expense reimbursement consistent with policies for district/agency psychologists.
  - F. Provision of an appropriate work environment.
  - G. Release time for the school psychology intern’s field supervisors so that they may provided quality intern supervision.

III. The following comprise the services **provided by the CSUS School Psychology Program** in the supervision and continued professional development of the school psychology intern. These include, but are not limited to:

1. Ongoing instruction aimed at upgrading intern skill level relative to school district needs.
2. Consultation with the district, supervising psychologist regarding intern services and performance, including at least two site visits (one per semester), and phone contacts as needed.
4. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.
5. Supervision of interns, in consultation with the supervising field psychologist.
6. Monitoring of the Internship Activities Log to assure that the intern is engaging in a broad array of activities.
7. CSUS School Psychology Program University-based supervisors shall be responsible for no more than 12 interns at any one time.

We have read the above and agree to the expectations as outlined.

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CSUS School Psychology Intern/date

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CSUS Fieldwork/Internship Coordinator/date

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District/Agency Field Supervisor/date

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CSUS University Supervisor/date