



California State University, Long Beach
District-University Internship Agreement

Multiple Subject Intern Program
Single Subject Intern Program
Education Specialist Intern Program

This document establishes a formal Internship Program Agreement between the initial credential programs listed above and Los Angeles USD (Employer/District), to be effective on the date it is signed.

Rationale

The District has a broad recruitment program to locate highly qualified certificated employees. Due to the shortage of certificated teachers in some areas, it is necessary to employ non-certificated personnel. The Internship Program offers a way for the District and the Commission-approved credential programs to collaboratively identify, prepare, and support candidates for the Intern positions in these areas of shortage.

Basic Agreement

1. An intern credential can be authorized by the Commission on Teacher Credentialing (CTC) for up to two years. During that time the Intern completes all credential program requirements. Internships are considered on a case-by-case basis. This agreement specifically authorizes internships for CSU Long Beach Multiple Subject, Single Subject, and Education Specialist Credential Programs in Los Angeles USD (Employer/District).
2. Each of the credential programs reserves the right of approval for any Intern candidate based on the program's capacity to provide university supervision and support at the school where the Intern is assigned. The programs also reserve the right to withhold approval of an Internship for a candidate who has not demonstrated readiness for full-time teacher of record responsibilities or for admission to the credential program.
3. An Intern is authorized to assume the functions authorized by the credential. The Intern's services meet the instructional needs of the Employer/District. The Intern does not displace other certificated employees, and this Agreement meets with the Employer/District's contractual specifications with certificated employees as affirmed below by signatures of both the Employer's/District's authorized representative and of the certificated bargaining unit's authorized representative.

Shared Responsibilities Between CSULB College of Education and Los Angeles USD (District)

The Employer/District and CSULB's Intern Programs are equally responsible for assuring the following occur.

1. Identify the individual(s) and roles/responsibilities related to:

- a. Weekly course planning;
 - b. Coaching within the classroom;
 - c. Problem-solving regarding students;
 - d. Curriculum;
 - e. Teaching;
2. Establish the process for communication between the principal/evaluator and the Intern program supervisor;
 3. Clearly define the documentation and monitoring processes for additional services to interns who have not yet earned the English Language Authorization (ELA).
 4. Each party shall maintain commercial general liability or a program of self insurance with limits of not less than \$1 million per occurrence or \$3 million aggregate. Should Facility require proof of professional liability insurance coverage, the participating student is responsible to obtain such proof from the University's Office of Risk Management. University does not provide medical malpractice insurance coverage for students participating in non-allied health/non-therapeutic field placements.

Responsibilities of the Employer/District

1. The Employer/District provides the Intern with a full-time contract teaching position in the subject in which the Intern is working toward the credential.
2. The Employer/District agrees to comply with the "Preconditions Established by State Law for Internship Programs" and the "Preconditions Established by the Commission for Internship Programs" published by the CA Commission on Teacher Credentialing (Appendix A).
3. The Employer/District agrees that Interns must meet credential program entry and exit standards.
4. The Employer/District is responsible for ensuring that the Intern they have hired is adequately supported. In particular, they will provide:
 - a. A clearly defined description of qualifications for the Employer-provided mentor, including at a minimum:
 - i. Valid corresponding Clear or Life Credential;
 - ii. 3 years successful teaching experience;
 - iii. EL Authorization (if responsible for providing EL support to the Intern)
 - b. Sufficient resources including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type/frequency of support;
 - c. Terms of employment, including evaluation process of site-support (such as a contracted retiree, or a current school employee).
5. In cases where the Intern has not yet earned English Learner Authorization (ELA), the Employer/District will identify an individual (may be the same mentor providing she/he has an EL authorization and is immediately available) who is immediately available to assist the Intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.
6. Provide opportunities each semester for the Intern to observe teaching practices in different settings.

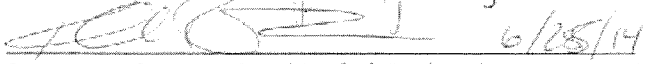
Responsibilities of the CSULB Intern Program (Multiple Subject, Single Subject, or Education Specialist)

1. The Program provides university-based professional preparation consistent with the standards and experiences applied to the regular credential program in compliance with the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*.
2. The Program is responsible for ensuring that the Intern in their Program is supervised and there is adequate support. The Program assigns a Program Supervisor to the Intern. The Supervisor provides support, coaching and assessment of the Intern, for which the Program covers the costs.
3. Related to the Program Supervisor, the Program will provide:
 - a. A clearly defined description of qualification for the Program Supervisor including:
 - i. Current knowledge in the content they teach;
 - ii. Certification in the area in which they are supervising, including EL certification if applicable.
 - iii. Understanding of the context of public schooling;
 - iv. Ability to model best professional practices in teaching and learning, scholarship and service;
 - v. Knowledge about diverse abilities, and about cultural, language, ethnic, and gender diversity;
 - vi. A thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
 - b. Support/Mentor training and orientation for Program Supervisors;
 - c. Specific responsibilities of the Program Supervisor including allocation of time and frequency of observations and/or coaching;
 - d. Procedures for communication between the Program Supervisor and on-site Support/Mentor as appropriate.
4. In cases where the Intern has not yet earned English Learner Authorization (ELA), the Program will provide supervision including in-classroom coaching specific to the needs of learners.

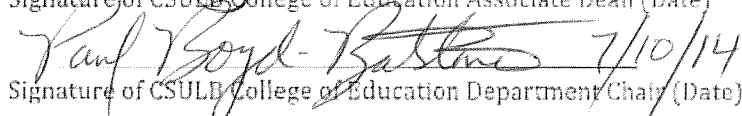
Authorization

The signatures below authorize the Program and Employer/District to participate as partners in the California State University, Long Beach Intern Program (Multiple Subject, Single Subject, and/or Education Specialist).

 6/19/2014
Signature of District Rep/ Deborah A. Ignagni, Interim Deputy Chief Human Resources Office (Date)

 6/25/14
Signature of District Rep/ Rachel Bonkovsky, Executive Director of Talent Management (Date)

 7/8/14
Signature of CSULB College of Education Associate Dean (Date)

 7/10/14
Signature of CSULB College of Education Department Chair (Date)

Appendix A

Commission on Teacher Credentialing Standards Adopted: January 2009 Preconditions Adopted: March 2009

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

(5) **Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

(7) **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(s) involved. Reference: Education Code §§ 44321 and 44452.

(8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. 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. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL PSYCHOLOGY PROGRAM-DISTRICT INTERNSHIP AGREEMENT

UNIVERSITY CONTACT: Dr. Kerri Knight-Teague, School Psychology Program Coordinator

EMAIL: Kerri.KnightTeague@csulb.edu

PHONE: 562-985-1202

ADDRESS:

California State University, Long Beach
College of Education
Department of Advanced Studies in Education and Counseling
1250 N. Bellflower Boulevard,
Long Beach, CA 90840-2201

The following are agreements between the school psychology program at California State University, Long Beach (UNIVERSITY) and **Los Angeles Unified School District and supervisor (DISTRICT)**, and reflect requirements for the following candidate: **Nida Chawla for the academic year of 2021/2022.**

The DISTRICT will provide supervised field experiences to the INTERN in accordance to the INTERNSHIP requirements set forth by the California Commission on Teacher Credentialing (CTC) leading to the Pupil Personnel Services Credential in School Psychology.

Is so doing, the UNIVERSITY, DISTRICT, and INTERN agree to the following:

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 assure that the INTERN shall be eligible for INTERNSHIP as evidenced by recommendation of the UNIVERSITY.
5. The UNIVERSITY and DISTRICT expect the INTERN to participate in internship-related activities at the DISTRICT for the duration of the academic or school year.

6. 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.
7. 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 school psychology program director regarding his/her eligibility to obtain the Internship Credential. Thereafter, it is the responsibility of the INTERN and DISTRICT to contact the CSULB Credential Office regarding obtaining the Internship Credential from CTC, the issuer 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) at least once each 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 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.
2. 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.
3. 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.
4. 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.
5. The DISTRICT will provide the INTERN with a thorough orientation to DISTRICT administrative policies, standards, and practices.
6. The DISTRICT will assure that the INTERN will be free to participate in UNIVERSITY activities.
7. The DISTRICT will designate up to two school psychologists who have at least two years experience as school psychologists to serve as the INTERN's supervisors. After the first few months, the INTERN may also work with other experienced school psychologists for specific activities.
8. The DISTRICT will assure that the designated supervisor will serve as a model school psychologist engaging in broad and diverse service delivery.
9. DISTRICT acknowledges that the supervising school psychologist(s) will not receive compensation for supervising the INTERN.
10. The DISTRICT agrees that the designation of the school psychologist supervisor(s) is subject to the approval of the UNIVERSITY.
11. The DISTRICT supervisor(s) will evaluate INTERN competencies, oversee all INTERN professional activities in the district, and provide guidance throughout the INTERN's professional growth and development. All psychological or psycho-educational reports must be co-signed by the supervising school psychologist throughout the internship year.

12. The DISTRICT supervisor(s), in collaboration with the UNIVERSITY, will complete periodic written evaluations of the INTERN's performance. The written evaluation form will be provided by the INTERN to the DISTRICT at the end of each university semester.
13. The DISTRICT assures that the INTERN will receive face-to-face supervision for a minimum of two hours a week; however, as many as four hours a week may be needed, especially at the beginning of the internship experience.
14. The DISTRICT assures that the INTERN shall serve no more than two schools and possibly one special program. It is presumed that the INTERN will maintain his/her assigned school placement(s) for the full academic school year. Any deviation from this should be made by cooperative agreement between the DISTRICT supervisor or administrator and the UNIVERSITY supervisor.
15. The DISTRICT assures that the INTERN will devote not more than forty percent (40%) of his/her time to psycho-educational evaluations and related activities. The DISTRICT assures that the INTERN will be given multiple opportunities to prepare to assume a school psychologists role the following year, including completing initial and triennial assessments from beginning to end.
16. The DISTRICT assures that the INTERN will be treated by the DISTRICT as part of the professional staff; provided salary and benefits (if applicable) as specified in the DISTRICT contract or in an attached addendum; provided a supportive work environment, adequate supplies, counseling and test materials, and access to computer, internet, and e-mail; encouraged to participate in DISTRICT, SELPA, or county committees; and provided release time to attend professional development opportunities, and professional association meetings and conferences.
17. The DISTRICT will notify the UNIVERSITY in writing the desire to terminate or cancel any INTERNSHIP agreement when performance by the INTERN is unsatisfactory, or INTERN personal competencies are below those acceptable by the DISTRICT, or INTERN health status is a detriment to his/her successful completion of the INTERNSHIP. Prior to cancellation or termination, the DISTRICT and UNIVERSITY will consult about the proposed action.

UNIVERSITY-DISTRICT-INTERN AGREEMENT

Participating School District

LAUSD

Signature of Employer/District Rep

Peggy Zylar Pusch, Administrator
(Title, Date)

Signature of CSULB College of Ed Rep

Key Van Wert, Assistant Dir. 9/1/21
(Title, Date)

Signature of CSULB Contracts Manager

(Title, Date)

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RESOURCES OFFICER

July 25, 2014

Ms. Kit Van Wyk
Director
College of Education Credential Center

California State University, Long Beach
1250 Bellflower Boulevard ED1-42
Long beach, CA 90840

Dear Kit:

This letter is to verify the intent of the Los Angeles Unified School District to participate in the California State University, Long Beach (CSULB), School Psychologist Intern Program, and to employ in apprenticeship, supervised credential candidates from the university's Commission on Teacher Credentialing approved Pupil Personnel Services School Psychology Credential Program.

The District will appoint a representative to serve as a member of the CSULB College of Education Practitioner Committee. Human Resources may be reached by calling (213) 241-6334.

Please feel free to call should any questions arise.

Sincerely,

Handwritten signature of Deborah A. Ignagni in cursive script.
Deborah A. Ignagni

/cgc