

## **Seeking School Psychology Fieldworkers (2nd Year) and Interns (3rd Year) for the 2024-2025 School Year**

**Contact: Tiffani Allen, Lead School Psychologist**  
**allent@mdusd.org or (415) 915-5185**

**Positions available:** MDUSD is looking for graduate students who will be in the second or third year of their school psychology programs during the 2024-2025 school year.

*Second year students (fieldworkers) - 1 to 2 positions:*

- Typically work 2 to 3 days a week with 1 to 2 hours of weekly direct supervision
- Complete supervised tasks related to assessment, pre-referral intervention, consultation, and individual/group counseling
- Unpaid position

*Third year students (interns) - 5 positions:*

- Typically work 4 to 5 days a week with 2 hours of weekly direct supervision
- Complete tasks related to assessment, pre-referral intervention, consultation, and individual/group counseling with increasing independence over the school year
- Build and strengthen professional skills (e.g., caseload management, meeting facilitation, teamwork)
- Third year students receive at \$175 per day for a 180-day calendar (i.e., \$175 a day for 4 days = \$25,200 per year; \$175 a day for 5 days = \$31,500)

**What we offer:** Large suburban public school district with approximately 30,000 students ranging from 3 to 21 years of age and a wide range of races/ethnicities, languages, and socio-economic statuses. As its own SELPA, our district has the full range of special education programs, including special day classes (SDC) for students with mild/moderate/severe learning challenges; inclusion and SDC services for students with Autism and Dyslexia; resource support; inclusion support; services for students who are deaf/hard of hearing (DHH) or have visual impairments (VI); DIS/related services (e.g., counseling, speech, OT, PT, vision, adapted PE, mobility & orientation); and post-secondary transition services. Our district completes its own Educationally Related Mental Health Services (ERMHS) evaluations and offers a range of counseling and social-emotional/behavioral supports (e.g., DIS counseling, Counseling Clinic, ERMHS counseling, Social Emotional Educational Collaborative/Counseling Enriched Program classrooms, and separate schools with in-classroom supports provided).

Placement is available in elementary, middle, and high schools and is based on supervisor assignment; there is potential for limited preschool activities, as well. Fieldwork and internship experiences will be based on university program requirements, but students will generally have the opportunity to observe and complete the daily tasks credentialed school psychologists do. Experiences include, but are not limited to, shadowing/observing daily school psychologist activities; attending pre-referral (CARE and SST), 504 Accommodation Plan, and IEP meetings; consulting with teachers/staff/parents; individual/group counseling; observing/completing assessments for many of the 13 special education eligibility categories; writing/interpreting/presenting reports; and attending school and department staff meetings/trainings. It is likely that students would be able to shadow other school personnel, including special education staff, but this would be set up on an individual basis. If there is a need/want to present on a topic during a staff meeting, we could also accommodate that easily.

***Application requirements:***

- Complete the **School Psychologist Fieldworker/Intern Application** (see next page OR request an electronic copy to complete from Tiffani Allen at [allent@mdusd.org](mailto:allent@mdusd.org)) and submit it with a **cover letter, a resume, and two letters of recommendation**. A redacted psychoeducational report may be included but is not required.
- Please send all of the required documents by the due date noted below. If you do not have your letters of recommendation by the due date, please submit what you have while you are waiting for them.
- Completed applications are required for all candidates regardless if you are applying for a fieldworker or intern position.
- Email the application packet directly to Tiffani Allen and *NOT* the district's personnel office.

***Application deadlines and interview process:***

- Application due dates and interviews will be on a rolling basis. Interested students may submit an application and other documents as early as they would like. We will hold two separate interview days based on when applications are received.
- **Completed application received by 5pm on Monday, February 12, 2024**
  - Selected applicants will be invited for interviews held on **Tuesday, February 20**
  - Selected candidates will be notified by **Friday, February 23**
- **Completed applications received between 5pm on Monday, February 12, 2024 and 5pm on Monday, March 4, 2024**
  - Selected applicants will be invited for interviews held on **Monday, March 11**
  - Selected candidates will be notified by **Wednesday, March 13**

***District hiring requirements:*** If offered a fieldwork or internship position, the district requires the following before starting in August:

- Cleared fingerprints
- Negative TB test
- CTC Intern Credential (for third year interns only)

*Please contact Tiffani Allen with any questions or concerns at any time during this process.*

*For more information about the district, please visit our website at [mdusd.org](http://mdusd.org).*

*We look forward to supporting your fieldwork/internship experience!*

## School Psychologist Fieldworker/Intern Application

Mt. Diablo Unified School District

1936 Carlotta Drive

Concord, CA 94519-1397

**Name:**

**Email:**

**Phone:**

Program/University in which currently enrolled:

What level of placement are you seeking for the 2024-2025 school year – fieldworker or intern?

(Note: If your program does not follow the traditional school year calendar and you are unsure of the type of placement you need, please consult your program’s director, field placement coordinator, or handbook. You will need to have finished the necessary coursework for the CTC Intern Credential by August to be eligible for an internship.)

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### **What You Are Looking For**

Number of days you wish to work per week:

Level you prefer (e.g., elementary, middle, or high school) and number of days preferred at each level. Please note if your program has specific requirements for level and number of days, as well as if your class schedule might impact the days of week you will be available:

List any particular programs, types of assessments, and/or types of experiences you are interested in or required to do during your internship year (e.g., SLD, Autism, Emotionally Disturbed, bilingual, alternative assessments; individual or group counseling; BIP/FBA; staff presentation):

List any skills and/or experiences you would like to gain during your internship:

List the qualities in a supervisor that you are hoping for:

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**Prior Experience**

List specific assessment instruments which you have learned/administered. Please note if there are tests that you are comfortable administering, interpreting, writing up, and presenting independently; however, this **is not a requirement** for either the fieldworker or intern positions:

Briefly describe/highlight any past work, life experiences, or previous internship experiences you have had that relate to school psychology:

List the school psychology skills you feel you have already acquired and strengths that you will bring to your internship: