



# **INTERN HANDBOOK**

**for the**

## **Single Subject Credential Program**

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**This and other Handbooks are available on the web at:**

<https://www.csustan.edu/teachered/secondary-education>

**A Program Fully Accredited by the  
California Commission on Teacher Credentialing (CCTC)**

TURLOCK CAMPUS  
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## **Use of This Handbook**

This Handbook complements the Single Subject Credential Handbook. Interns must complete all the courses and meet all the requirements outlined in both Handbooks. You may obtain a copy of the Handbook at <https://www.csustan.edu/teachered/secondary-education> under SSCP Forms and Documents.

Read the Handbook carefully so as to be able to complete the Credential program.

## **Overview of Teaching Internship Program**

Beginning in the 1996-97 school year, CSU Stanislaus has offered an option of a Teaching Internship. This allows students in the Single Subject Credential Program to work and be paid as teachers while taking the courses needed to complete their credential. Over 60 districts in the University service area hire interns.

Interns are required to meet all credential program requirements, but have four major differences:

1. Prior to the internship they must complete 120 clock hours of Post Baccalaureate teacher preparations instruction. This requires applicants to complete EDSS 4100-Secondary Education Methods I, EDSS 4850-Secondary Education Field Practicum I, EDSS 4110 – Multilingual Education in Secondary Schools or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization only), and EDSS 4115 – Teaching Literacy in Content Area or EDSS 4215 – Reading and Writing in the Content Area: Bilingual (Bilingual Authorization only).
2. Enroll in the Intern Teaching Seminar through UEE each semester while under an Intern Credential.
3. Interns can obtain credit for student teaching while in their paid teaching assignment provided the paid assignment meets university criteria for student teaching assignment.
4. This sequence in which courses are taken is changed (see Suggested Course Sequence for Interns later in this handbook).

### **What is the Intern Credential?**

The California Commission on Teacher Credentialing (CCTC) issues the Intern Credential after receiving the verification by the University that the applicant meets all requirements for the credential. The credential is valid for two years. It is only valid so long as the applicant remains employed in the same school district and remains enrolled in the University Credential Program, taking at least 1 course each semester. The Intern Credential may be transferred to another school district and/or university. For a district transfer you must contact the Credential Processing Center for procedure. If you are transferring universities, you must then contact the credential program at that particular university for their procedure.

The University will only send verification to the CCTC when all requirements are met. The application process can take two weeks to complete.

### **Advantages and Disadvantages of the Internship**

The advantages of the internship are these:

1. Ability to earn an income while going through the credential program
2. Having your paid assignment count for student teaching

The disadvantages are these:

1. It is very hard work. Interns should be ready to work 12 hour days, seven days per week. This is no exaggeration.
2. All the responsibility is yours. Interns have to do everything a teacher does, often with little guidance on how to do it. In the traditional program, student teaching affords an opportunity to learn real-life skills of how to be a teacher under the guidance of a cooperating teacher.

### **Who Makes a Good Intern Candidate?**

CSU Stanislaus students have been very successful as interns, and some have failed as well. Those who have done well share some common characteristics:

1. They are very hard working and organized.

2. They have had experience working in the classroom as instructional aides, Mini-corps students, or substitute teachers.
3. They are mature and goal-oriented.
4. They have initiative, learn quickly when in new settings, and know when to seek assistance.
5. They get along well with people and communicate effectively with students and staff.

### **Requirements for the Internship**

In order to apply for the CCTC-University Recommended Internship Credential, applicants must meet the following requirements:

- apply and be admitted to the university Post-baccalaureate program
  - apply and be admitted to the Single Subject Credential Program
  - be recommended for an Internship by the Selection and Review Interview Committee
  - have completed a B.A. /B.S.
  - have passed all CSET exams and Basic Skills Requirement
  - have passed college coursework or exam on U.S. Constitution
  - be hired by a school district that is a partner with CSU Stanislaus in the intern program
  - have Tuberculosis (TB) clearance
  - have a Certificate of Clearance or current emergency permit
5. Have completed 120 clock hours of Post Baccalaureate teacher preparation instruction by taking EDSS 4100 – Secondary Education Methods I, EDSS 4850 – Secondary Education Field Practicum I, EDSS 4110 – Multilingual Education in Secondary Schools or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization only), and EDSS 4115 – Teaching Literacy in the Content Area or EDSS 4215 – Reading and Writing in the Content Area: Bilingual (Bilingual Authorization only).
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### **Meeting the Student Teaching Requirement as an Intern**

SSCP students can become interns in their final semester in the Credential Program. The intern teaching position will meet the second semester student teaching requirement for the program. Interns will enroll in EDSS 4855 – Secondary Field Practicum II. They will be supervised following the same schedule as non-intern student teachers.

1. Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.
2. For BILA candidates: The classroom must be a designated bilingual classroom for the language of the credential.

### **Intern Teaching Seminar**

Interns must register in **EDUC 6538 Intern Teaching Seminar** each semester for which they are interns. This course is offered through the University Extended Education (UEE). Interns must complete a separate registration form for this class, deliver it to the UEE Office in the Mary Stewart Rogers (MSR) building and pay their fee (currently \$1,100 per semester). No financial aid is available for this course.

This course is designed to support interns in their classroom assignment. In addition to support provided in class, the course instructors is also the Intern Support Provider for each intern. She/he will visit the class to provide suggestions on topics of interest/need for the intern.

## **Course Requirements for an Intern**

An intern will be required to complete all of the coursework for the Single Subject Credential Program as described in the SSCP Handbook; however, the intern will need to complete the pre-requisites listed below first in order to be considered for an internship.

### **Option 1 - Internship in the Second Half of the Credential Program**

#### **Pre-requisites to the Internship Program (13 units)**

EDSS 4100 – Secondary Education Methods I	4 units
EDSS 4850 – Secondary Education Field Practicum I	2 units
EDSS 4110 – Multilingual Education in Secondary Schools Or EDUC 4400 – Intro to Multilingual Education (Bilingual Authorization only)	3 units
EDSS 4115 – Teaching Literacy in the Content Area Or EDSS 4215 – Reading and Writing in the Content Area: Bilingual	3 units
EDSS 4550 – Equity, Diversity, and Access in a Global Society	1 unit

#### **It is highly recommended that these courses be completed prior to the Internship Semester, but they may be completed in the Internship Semester (6 units)**

EDIT 4170 – Education Technology Foundations	2 units
EDSE 4310 – Introduction to Special Education	3 units
KINS 4165 – Survey of School Health and Safety	1 unit

#### **Internship Semester (minimum of 13 units of coursework + 3 UEE units)**

Students must have completed all courses listed above to be a one-semester intern.

#### **Required Internship Semester Courses:**

EDSS 4300 – Secondary Education Methods II	4 units
EDSS 4400 – Secondary Education Methods III	4 units
EDSS 4870 – Secondary Education Field Practicum II	5 units
EDUC 6538 – Intern Teaching Seminar (UEE)	3 units

### **Option II – Scott Early Completion Option**

Interns who meet the following requirements can complete their internship early:

- 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
- Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).
- 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 Section 44468](#)).

**Exemption from Student Teaching under the Scott Bill Program:** Students who have taught successfully for three years in an accredited private school do not need to complete the student teaching semester as per the provisions in AB 57 Scott Bill. Once the student has completed all program courses and tests, the student may submit the application for the preliminary credential. The principal must submit documentation to verify successful experience. Consult the Commission on Teacher Credential for more details for this option.

### **Grade Point Average (GPA) Required to Continue as an Intern**

Candidates must have a GPA of 3.0 in the Single Subject Credential Program and no grade lower than a "C" in a non-core class or lower than a "B" in the core class (EDSS 4100) to be considered for an intern position.

### **Finding a Position as an Intern**

The University does not find intern positions for students. When a student is admitted to the credential program, and meets all the requirements for the Internship, that student can then begin applying to the Districts that hire interns. To be hired, the applicant must meet all the application procedures and be interviewed by the hiring district. Most districts post their positions on Edjoin.org.

### **Procedures to Follow When You Are Offered a Position as an Intern Teacher**

When a school district offers you a position as an Intern Teacher, do the following:

1. Contact Credential Services at 667-3534. Inform the office of the following:
  - a. the District employing you
  - b. the grade you will teach (if you already know)
2. Credential Services will review your records to verify that you qualify for an internship.
3. Bring one copy of the contract that you signed with the District (some districts have you sign an offer of employment - if this is your case, bring that form) to Credential Services.
4. Credential Services will give you a Memorandum of Understanding (MOU) for you to sign and take to your District for them to fill out and sign. You will also be given an intern consent and intern application form.

When you submit the completed forms to Credential Services, they will recommend your application for an Intern Credential to the California Commission on Teacher Credentialing (CCTC).

### **Support Provided to Intern Teachers**

School Districts that hire interns have agreed to assign an "Intern Support Provider" or mentor to help the intern adjust to the new school setting. The Intern Support Provider should meet with the intern on a regular basis to ensure the interns success. They also ensure that they provide additional hours of support.

The University also assigns a supervisor who visits the classroom weekly or once every two weeks depending on where the intern is in the credential program. The supervisor observes lessons and provides feedback on the observation. The intern and supervisor also hold conferences at which point the intern can ask questions or ask for assistance.

University supervisors only visit classrooms during the duration of the University semesters (August through December and January through May). Supervision is not provided in the summer term. Interns who begin their employment at this time will have to await the beginning of the semester to be supervised.

Extra support for interns is provided in EDUC 6538 Intern Teaching Seminar.

### **Formative and Summative Assessment of Intern Performance**

Interns will be evaluated at the midpoint of each semester and again at the end of the semester using the Midpoint and Final Evaluation form (see the end of this Handbook). The evaluation shall be completed by the University Supervisor for the first semester of the Internship and by the instructor of the Intern Teaching Seminar in the second and subsequent semesters.

### **Salary for Interns**

Generally, interns receive the same salary as new teachers. CSU Stanislaus is aware of only two school districts in its service area that pay interns less than beginning teachers. The difference in pay goes to the District and not the University. It is suggested that you check with the District in which you are seeking employment for information on this item.

### **Important Timelines**

**Students who receive an internship must inform the Field Services Office of their change in status prior to the beginning of the second semester of the student teaching field practicum.**

# Intern Eligibility Requirements

To qualify for an internship, candidates in all programs (MSCP, SSCP, and ESCP) must meet these requirements:

- Possess BA/BS degree
- Basic Skills Requirement
- Subject Matter Competency (MSCP – Pass CSET; SSCP – Pass CSET or complete Waiver Program)
- College course or examination on US Constitution
- Tuberculosis (TB) clearance
- Certificate of Clearance (fingerprint clearance)
- CPR Certification (infant/child/adult)
- Complete these courses – (Complete 120 hours of post-baccalaureate studies to include - see program-specific list below):

MSCP	SSCP	ESCP
<p>EDMS 4110 Reading/Language Arts Methods EDMS 4150 Methods of Multilingual Education OR EDUC 4400 Foundations of Multilingual Education</p> <p><i>(If any of these were completed as an undergraduate – substitute, in this order: EDMS 4121 Mathematics Methods Any other EDMS course)</i></p>	<p>EDSS 4100 - Secondary Education Methods I EDSS 4850 - Secondary Education Field Practicum I EDSS 4110 - Multilingual Education in Secondary Schools or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization Only) EDSS 4115 – Teaching Literacy in Content Area or EDSS 4215 - Reading</p>	<p>EDSE 4310 Introduction to Special Ed. EDMS 4150 Methods of Multilingual Education EDSE 4750 Applied Behavior Analysis</p> <p><i>(If any of these were completed as an undergraduate – substitute, in this order: EDSE 4210 Reading &amp; Lang Arts in Spec Ed EDSE 4110 Reading &amp; Lang Arts in Gen Ed EDSE 4410 Consultation &amp; Collaboration EDSE 4550 Practicum with Except Children)</i></p>









## Teaching Internship Credential Program

### Memorandum of Understanding for

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INTERN (Student name)

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SCHOOL DISTRICT

The California Commission on Teacher Credentialing (CCTC) University Internship Program, a partnership between CSU, Stanislaus and participating school districts, allows teacher candidates enrolled in the University's SB 2042 Credential Programs to provide instructional services while they complete teacher preparation program requirements. Interns complete coursework for the Credential Program concurrent with their first one or two years in a paid teaching position. An intern must meet district employment criteria as well as University and Credential Program admission standards. Recommendation to the CCTC for issuance of the intern credential for candidates who meet all requirements is made through mutual agreement between the University and the participating school district.

As part of this collaboration, the **SCHOOL DISTRICT AGREES** to:

- 1) provide a minimum of 72 hours of support/mentoring and supervision to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.
- 2) provide a minimum of 22.5 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.)
- 3) designate an Intern Support Provider (mentor) who holds a valid clear or life corresponding teaching credential, has an EL Authorization, and who has at least a minimum of three years of successful teaching experience. **This person shall help with a professional development plan and annual evaluation.**
- 4) abide by University requirements and timelines for student admittance to the CSU, Stanislaus Credential Programs. (The University will only accept interns who meet all admission requirements to the University and the Internship Credential Program.)

- 5) inform the University of its intent, or desire, to hire an intern, prior to issuance of a teaching contract to assure student eligibility and appropriateness of the teaching assignment, relative to Credential Program Requirements.
- 6) allow the University sufficient time to process the student's application for the Internship Credential. (A potential student who is not already enrolled in the credential program must complete an application packet, which includes transcripts and letters of recommendation; have the packet evaluated against University and CCTC criteria; be interviewed by the University, and be approved by the Credential Program Selection and Review Committee.)
- 7) avoid assigning the intern any substantial outside responsibilities (e.g. coaching or other extracurricular activities) and recognize that the intern's teaching load is the primary responsibility requiring his/her full attention for successful completion of the program.
- 8) pay the intern a salary during the internship.
- 9) consult the local bargaining unit on matters pertinent to the Internship Program.
- 10) terminate the training agreement at any time, if it is found that continuation is detrimental to pupils or if, based on performance to-date, District or University supervisors recommend dismissal from the Internship Program.

As part of the collaboration, **CSU STANISLAUS AND ITS DEPARTMENT OF TEACHER EDUCATION AGREE** to:

- 1) verify that the potential intern meets the basic program criteria to become an intern.
- 2) submit the University and District-recommended Internship Credential application to the California Commission on Teacher Credentialing, and notify the District in writing that the student has been recommended and that the application has been forwarded.
- 3) provide advisement to the intern regarding the best sequence of courses to complete the program in a timely manner.
- 4) provide supervision and consult with the school-based District Intern Support Provider.
- 5) provide a minimum of 72 hours of support/mentoring and supervision to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.
- 6) provide a minimum of 22.5 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.)

As part of the collaboration, the **INTERN TEACHER AGREES** to:

- 1) enroll in the Intern Teaching Seminar course through the CSU Stanislaus University Extended Education (and pay the registration fees). In addition to this course the intern agrees to participate in professional development activities. The course and professional development activities must add up to a minimum of 144 hours of support/mentoring and supervision per intern teacher per school year to include coaching, modeling, and demonstration within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days. These hours are in addition to the hours required for the program courses taken in the credential program. (Note: By CCTC Program Standards, a student who fails to participate in Intern Seminar Course meetings and/or participate in professional growth activities will have his/her intern credential revoked.)
- 2) participate in a minimum of 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners. Some of these hours will be met in the Intern Teaching Seminar and some will be through professional growth activities.) (Note: By CCTC Program Standards, a student who fails to participate in Intern Seminar Course meetings and/or participate in professional growth activities will have his/her intern credential revoked.)
- 3) maintain records required to prove that he/she has participated in a minimum of 144 hours of regular support and mentoring and the 45 hours of English Learner support and mentoring as required by CCTC and listed above in items 1 and 2.
- 4) perform all duties assigned by the School District to teachers.
- 5) enroll in the University Credential Program for a minimum of six units per semester in courses that meet program requirements (exclusive of the Intern Teaching Seminar course). (In the final semester of the internship, an intern may enroll in less than six program units if all other requirements have already been met.)
- 6) meet the legal, ethical, and professional standards expected of credentialed teachers.
- 7) recognize that continuation as an intern is contingent upon demonstration of satisfactory teaching competence and that termination of an assignment, based on inadequate performance, is the responsibility of the District and the University based on their professional judgment.
- 8) provide pertinent information promptly when requested by the University or the District.
- 9) upon completion of the last course in the Credential Program, apply for the Preliminary Credential as required by CCTC. (This requires that all interns pass RICA and TPA – if it is part of their program – prior to the completion of the last course in the program. CCTC does not allow candidates to remain on the intern credential after completion of the last program course.)

University projected completion date: \_\_\_\_\_

**Check the appropriate credential:**

- Education Specialist: Mild/Moderate Intern Credential
- Education Specialist: Moderate/Severe Intern Credential
- Multiple Subject Intern Credential
- Single Subject Intern Credential

**SIGNATURES**

\_\_\_\_\_  
SCHOOL DISTRICT SUPERINTENDENT (OR DESIGNEE)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
INTERN CANDIDATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN (OR DESIGNEE), COLLEGE OF EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
CHAIR, DEPARTMENT OF TEACHER EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
COORDINATOR, CREDENTIAL PROGRAM

\_\_\_\_\_  
DATE



OFFICE OF FIELD SERVICES

209-667-3230

**SUPPLEMENT TO INTERNSHIP CONTRACT**

**1. PERSONAL INFORMATION**

Full Name: \_\_\_\_\_

CSU Stanislaus Student Identification Number or Social Security Number: \_\_\_\_\_

**2. SCHOOL INFORMATION**

School District (Do not abbreviate with initials): \_\_\_\_\_

Assigned School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Telephone: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Principal (First AND Last Name): \_\_\_\_\_

Grade: \_\_\_\_\_ Subject \_\_\_\_\_

Do you hold an emergency permit? \_\_\_\_\_ If yes, expiration date: \_\_\_\_\_

**3. CONTRACT INFORMATION (TO BE COMPLETED BY HIRING AGENCY)**

County \_\_\_\_\_ County Code \_\_\_\_\_ District Code \_\_\_\_\_

Name of Assigned Support Provider/Mentor at School Site: \_\_\_\_\_

Initial employment will begin on \_\_\_\_\_ and end on \_\_\_\_\_

Type of Classroom: \_\_\_\_\_ CLAD \_\_\_\_\_ BCLAD

Job Share: \_\_\_\_\_ Yes \_\_\_\_\_ No If Yes: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.

Total Number of Days in the Week the Intern Will Be Teaching: \_\_\_\_\_

\_\_\_\_\_  
 Signature of School Official

\_\_\_\_\_  
 Date



## Syllabus

### EDUC 6538 Intern Teaching Seminar

Instructor: TBD

Days: TBD

Time: 4:30 – 8:30 pm

Location: Room ESB 24 (Ed Services Bldg.)

**Tuition fees:** \$1100.00 for the course. Fees are due at the time of registration. Need a payment plan? We may be able to help. Please contact Dinah Copple at [dcopple@csustan.edu](mailto:dcopple@csustan.edu) prior to registration. Financial Aid is not available for this course.

**Bring to each of the seminars: notepaper, pen, and highlighter. For the first seminar, be prepared to create, edit, and/or share a letter from you to your students' parents/guardians. Note that during the seminars, laptops, tablets, phones, etc. are to be off and out of sight.**

**As part of this 3-unit class, there will also be 5 contacts with your university support provider this semester in order to fully support you in this new career. These will include site visits by your course instructor and additional contacts via Skype, telephone and email.**

#### **Mission Statement: Preparing Leaders in Learning**

*The mission of the College of Education, Kinesiology & Social Work is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.*

#### **Vision Statement: Enhancing Lifelong Learning**

*The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.*

#### **Prerequisites:**

- Pre-service requirements for specific program (MSCP/SSCP/ESCP).
- Intern teaching placement with signed MOU from district including district mentor and university supervisor.

#### **Seminar Description:**

##### **Course Description**

The Intern Teaching Seminar is a class specifically designed to meet the California Commission on Teacher Credentialing (CCTC) requirements for support for teaching interns in multiple subjects, single subjects, and education specialist assignments. This 3-unit course is for extension credit only and does not carry any institutional academic credit.

This seminar includes face-to-face or online seminar meetings and/or coaching sessions that provide a context for interns to share information and discuss common experiences, problems, challenges, resources, solutions, and successes. Interns will

have opportunities to reflect on relevant theories and techniques as they attempt to understand real problems, develop responses, and considered the potential resulting effects. Emphasis will be put on working with English Learners.

Topics to be addressed include classroom management, lesson planning and delivery, student assessment, instructional planning for EL and special needs students, school policies and procedures, effective parent-school communication, stress management, and others to be determined by the students and course instructor.

### Required Textbooks and Materials:

You need to have access to Blackboard (<http://www.csustan.edu/Blackboard>) in order to complete requirements. Each week agendas, assignments, videos, readings, and other resources will be posted. In addition to Blackboard, videos and other resources will be available via the CSU Stanislaus media site. .

### General Information:

- Attendance, active participation, and punctuality are expected;
- Assigned readings, journals, and video viewing will form the foundation for discussion and should be prepared prior to meetings/discussions;
- Self-esteem is important to all; have and encourage positive attitudes as essential ingredients to learning;
- Transfer of knowledge and application to the classroom is expected and anticipated;
- Ask questions for discussion, clarification or information;
- Learn to work effectively in cooperative/collaborative learning situations through active participation, active listening, encouragement and reinforcement of others, providing feedback and focusing on goals;
- Have a positive attitude towards the learning experience.

### Grading: Credit/No Credit

- To earn Credit, a student must attend all class sessions and complete all activities assigned in class at a passing level.
- Interns who receive No Credit in the Intern Teaching Seminar cannot continue as interns in subsequent semesters.

### Learner Objectives

To facilitate the student's ability to be a successful intern the student will:

1. Understand the specifics of what it means to be the "teacher of record" (Standard 4)
2. Be prepared to teach curriculum to all students (Standard 7 & 8)
3. Be prepared to teach English Learners (Standard 12)
4. Be prepared to teach students with special needs in the General Education classroom (Standard 13)
5. Learn to teach through supervised fieldwork (Standard 14)
6. Learn, apply, and reflect on their progress of Teacher Performance Expectations (Standard 16)

IMPORTANT INFORMATION
<i>Any student in this seminar who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. It is also important to contact Disability Resource Services (667-3159) located in the MSR building for assistance.</i>

### List of Activities/Topics for Each Class Meeting

Note: The instructor reserves the option to make changes to this syllabus as needed.

Meeting 1      Introductions to Each Other and the Syllabus  
                    Current Frustrations and Questions  
                    Schedule for Observations and Communications; explanation re logging hours  
                    Letter to Parents/Guardians (including parents who don't read English)  
                    Assigned Tasks  
                    Intern Professional Development Plan – take to complete with district administrator and support provider

Meeting 2 -      Catch-up/ Clean-up  
                    Day-to-Day Duties with Helpful Hints  
                    Plans for Substitutes  
                    Discuss Special Needs: Gifted Students (including gifted language-minority students)  
                    Review Previous Seminar's Assigned Tasks  
                    Assigned Task

Meeting 3	<p>Catch-up/ Clean-up</p> <p><b>Speaker: Special Education</b></p> <p>Videos and Discussion re Classroom Management/Cultural Diversity and EL's PBIS/Behavior Modification Communicating with Parents (including from diverse linguistic and cultural backgrounds) Assigned Task</p>
Meeting 4	<p>Catch-up/Clean-up</p> <p>Common Core (and Critical Thinking) – Adapting for Students Limited in English</p> <ul style="list-style-type: none"> <li>*California's Progress</li> <li>*Best Practices, Lesson Ideas, and Resources</li> <li>*Parents</li> </ul> <p>Discuss Special Needs: Foster Children</p> <ul style="list-style-type: none"> <li>*Special Speaker re Foster Youth</li> </ul> <p>Assigned Task</p>
Meeting 5	<p>Catch-up/Clean-up</p> <p>Continue Discussion re Common Core EL's and Common Core, discussion and videos</p> <p><b>Speaker re EL's:</b></p> <p>Discuss CELDT Scores</p> <p>Assigned Task</p>
Meeting 6	<p>Catch-up/Clean-up</p> <p>Discuss Take-aways from Assigned EL Videos</p> <p>Share an Implementation of an EL Strategy</p> <p>SDAIE/SIOP Videos with Discussion after Each Segment</p> <p>Assigned Task</p>
Meeting 7	<p>Catch-up/Clean-up</p> <p>Discussion of Learning Styles and Applications Thereof</p> <p>Bloom's Taxonomy Verbs</p> <p>Objective Writing with Bloom's Taxonomy (including adaptations for EL's and students with special needs)</p> <p>Share and Shop re Creative Assignments</p>
Meeting 8	<p>Catch-up/Clean-up</p> <p><b>Special Speaker: BTSA Induction</b></p> <p>Personal Stressors</p> <p>Stress Management</p> <p>Share previous seminar's assignment.</p> <p>Motivational Videos</p> <p>Survey</p>





# Intern Professional Development Plan

Intern Name \_\_\_\_\_ Date of Start of Internship \_\_\_\_\_

District of Employment \_\_\_\_\_ School Site \_\_\_\_\_

Intern Contract Percentage of Time (full-time position = 100%) \_\_\_\_\_

### Background Information

Interns must develop a Professional Development Plan at the beginning of their internship. Included in this plan are:

- 1) All the courses needed to earn the Preliminary Credential (see form below),
- 2) Additional instruction during the first semester in child development, teaching methods, and students with special needs (see Intern Teaching Seminar syllabus) and
- 3) And for those teaching in bilingual classes, methods of teaching bilingual children, and instruction in etiology and methods for special needs children (see Intern Teaching Seminar syllabus).

This plan is to be developed by the district of employment in consultation with California State University, Stanislaus.

### Directions for Interns

Complete the form below with your district administrator and intern support provider. Bring the form to class for the next meeting of the Intern Teaching Seminar.

Following the table below is a recommended sequence of courses for interns for each credential program. If, in any semester, you have already completed the recommended courses, you can substitute courses from subsequent semesters.

INTERN SEMESTER: List date	COURSES: List all courses to be completed each semester	UNIT S
SEMESTER 1: _____	EDUC 6538 Intern Teaching Seminar	3
SEMESTER 2: _____	EDUC 6538 Intern Teaching Seminar	3
SEMESTER 3: _____	EDUC 6538 Intern Teaching Seminar	3
SEMESTER 4: _____	EDUC 6538 Intern Teaching Seminar	3

# Single Subject Suggested Course Sequence for Interns

**Prior to Admittance to the Internship: Must be taken post B.A. (18 units = 16 units of courses + 2 units of Student Teaching)**

EDSS 3900 – Foundations of Secondary Education	3 units
EDSS 4100 – Secondary Education Methods I	4 units
EDSS 4850 – Secondary Education Field Practicum I	2 units
EDSS 4110 – Multilingual Education in Secondary Schools	3 units
Or EDUC 4400 – Intro to Multilingual Education (Bilingual Authorization only)	
EDSS 4115 – Teaching Literacy in the Content Area	3 units
Or EDSS 4215 – Reading and Writing in the Content Area: Bilingual	
EDSE 4310 – Introduction to Special Education	3 units
EDSS 4550 – Equity, Diversity, and Access in a Global Society	1 unit

**Internship Semester (16 units = 11 course units + 5 student teaching units)**

EDSS 4300 – Secondary Education Methods II	4 units
EDSS 4400 – Secondary Education Methods III	4 units
EDSS 4870 – Secondary Education Field Practicum II	5 units
* KINS 4165 – Survey of School Health and Safety	1 unit
* EDIT 4170 – Education Technology Foundations or take CSET 133 and 134	2 units
* Students are encouraged to take these courses prior to the internship semester	

**Single Subject Credential Program: Fieldwork - Final Form**

Credential Candidate:	CSU ID Number:	Subject Area:	School Site:
Lesson Observer:	Date:	Semester / Year:	Midterm or Final: Drop Down Menu

**Assessment Key:**

**AP = Advanced Proficient:** The credential candidate *has exceeded expectations by using an innovative approach.*

**P = Proficient:** The credential candidate is *effectively utilizing the pedagogical practice* at the level of a professional teacher.

**E = Emerging:** The credential candidate is *beginning to utilize the pedagogical practice* and is progressing towards attaining proficiency.

**N = Needs Improvement:** The credential candidate *needs improvement* in order to begin to implement the pedagogical practice.

**UJ = Unable to judge** at this point.

*Use the assessment key above for the drop down menus in the table.*

<b>Teaching Performance Expectations (TPEs) and Elements</b>	
<i>TPE 1: Engaging and Supporting All Students in Learning</i>	
1.1 Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Drop Down Menu
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Drop Down Menu
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Drop Down Menu
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Drop Down Menu
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Drop Down Menu
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	Drop Down Menu
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Drop Down Menu
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Drop Down Menu
<i>TPE 2: Creating and Maintaining Effective Environments for Student Learning</i>	
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Drop Down Menu
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Drop Down Menu
<i>Continued on the Next Page →</i>	

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Drop Down Menu
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	Drop Down Menu
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Drop Down Menu
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Drop Down Menu
<i>TPE 3: Understanding and Organizing Subject Matter for Student Learning</i>	
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Drop Down Menu
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Drop Down Menu
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Drop Down Menu
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Drop Down Menu
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Drop Down Menu
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	Drop Down Menu
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	Drop Down Menu
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Drop Down Menu
<i>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</i>	
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status and cultural background for both short-term and long-term instructional planning purposes.	Drop Down Menu
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Drop Down Menu
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Drop Down Menu
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>○ appropriate use of instructional technology, including assistive technology;</li> <li>○ applying principles of UDL and MTSS;</li> <li>○ use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>○ appropriate modifications for students with disabilities in the general education classroom;</li> <li>○ opportunities for students to support each other in learning; and</li> <li>○ use of community resources and services as applicable.</li> </ul>	Drop Down Menu
<i>Continued on the Next Page →</i>	

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	Drop Down Menu
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Drop Down Menu
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Drop Down Menu
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Drop Down Menu
<i>TPE 5: Assessing Student Learning</i>	
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	Drop Down Menu
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Drop Down Menu
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Drop Down Menu
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Drop Down Menu
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Drop Down Menu
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Drop Down Menu
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Drop Down Menu
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Drop Down Menu
<i>TPE 6: Developing as a Professional Educator</i>	
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Drop Down Menu
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Drop Down Menu
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Drop Down Menu
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	Drop Down Menu
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	Drop Down Menu
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Drop Down Menu
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Drop Down Menu

**Subject-Specific Pedagogical Skills:**

- Please comment on the Subject-Specific Pedagogical Skills for the credential candidate:

**Electronic Form Signature** - *Please type your name between the two forward slashes to indicate your signature. This verifies that you have completed the form with the student teacher: /                    /*

*This document is based on the TPEs adopted in 2016.*