SPECIAL EDUCATION
INTERNSHIP HANDBOOK

Education Specialist Preliminary Level I Credentials:

Mild/Moderate Disabilities
Moderate/Severe Disabilities
Program Overview

FEATURES OF THE INTERNSHIP PROGRAM

The CSU Stanislaus Internship Program was developed to address the shortage of qualified teachers in special education classrooms. An internship allows an individual to be the teacher of record while completing a professional preparation program. The University's Intern Program is administered by CSU Stanislaus and it is a cooperative program between the University and participating school districts. Individuals are "interns" only if such a formal agreement has been created and approved. The Internship Credential authorizes an individual to serve as a special education teacher employed under the supervision of the university and the school district.

An internship is most ideally suited for individuals with a basic understanding of the challenges that face first year teachers and individuals with experience, but limited academic training, as a classroom teacher. Successful interns also possess the following qualities:

- Willingness to adapt to the internal processes of the school to which they have been assigned.
- Willingness to take direction and act in an independent manner when necessary.
- Excellent oral and written skills.
- Ability to relate to others.
- Motivation and flexibility necessary to take on whatever tasks may be assigned and complete them in a professional manner.
- Mature in attitude and behavior.

The duration of the internship program is one to two years. Interns participate in a rigorous program leading to the Education Specialist Level I Credential in Mild/Moderate or Moderate/Severe Disabilities. The intern program is collaboration between CSU Stanislaus and participating school districts and county offices of education. Once each semester, interns are released from teaching to attend an all-day class conducted by personnel from the school district and/or CSU Stanislaus or to participate in an approved professional growth activity, e.g., visitations to other classrooms; attendance at a conference or workshop.

An intern must meet district employment criteria, as well as, University and Special Education Program admission standards. Both the University and the district must accept an applicant into the internship program. Interns are employed through the district's Human Resources Department. The University and the participating district collaborate to establish a list of eligible interns. It is, however, the district that determines employability.

An Intern's growth and performance are measured through a variety of class assignments and on-the-job evaluations. An integrated collection of forms, criteria, and processes are used to support, monitor, and evaluate the professional growth and development of the intern.
THE SUPPORT TEAM

An integral component of the University's Intern program is the on-site coaching, support, and mentoring interns receive from their support team. For each intern, the support team includes a university intern coordinator, site administrator, district intern coordinator, and local support teacher. Team supervision is an approach to internship supervision built on collegiality and coaching. Team members observe and confer with interns and jointly prepare the semester and annual reports.

The success of the University's intern program is dependent upon three elements: (1) the interest, initiative, and performance of the intern; (2) the concern and interest of the local support teacher, district intern coordinator, and site administrator; and (3) the ability of the intern's University intern coordinator to provide academic direction. All participants must be willing to evaluate the program and suggest improvements.

Intern

The responsibilities of the intern are twofold. First are responsibilities as a special education teacher employed by the district. Second are responsibilities as a candidate in the University's Special Education Intern Program.

It is the responsibility of the intern to:

- perform all duties assigned by the school district to special education teachers.
- adhere to university and district policies and procedures.
- enroll in required university courses each semester.
- avoid any substantial outside responsibilities, e.g., coaching, extracurricular activities, outside employment. Interns will inform the LST, district intern coordinator, and university intern coordinator in writing, of other assigned responsibilities.
- recognize that continuing in the internship program is contingent on satisfactory progress on the job and in the University’s Internship Program. The District and University can exercise their professional judgment and terminate an intern's assignment.
- communicate professionally with school personnel, families, and others with whom the intern interacts.
- seek clarification of expectations regarding preparation or teaching plans, rules governing student conduct, record keeping, etc.
- submit written input for the midterm and final evaluation reports and participate in the evaluation of the internship program, e.g., nature of assignments, overall teaching experience.

 Participating Districts

Local Support Teacher (LST). As part of their participation in the Internship Program, districts have agreed to assign a local support teacher to each intern. The role of the LST is to support and assist the intern to increase his or her professional competence and confidence. Areas in which interns may require assistance include:
• familiarization with local school policies and procedures.
• developing positive professional relationships with other staff members.
• organizing and completing necessary local and state paperwork.
• planning long-term and daily lessons.
• implementing instructional strategies.
• developing behavior management systems.
• building a curriculum in academic and non-academic areas.
• monitoring and evaluating pupil progress.

The criteria for the Local Support Teachers are:

• credentialed LH or M/M teachers if supporting RS or SDC interns; credentialed SH or M/S teachers if supporting M/S interns.
• three years successful experience teaching M/M or M/S students.
• reasonable geographic proximity to the intern.
• ability to communicate clearly, express support, and willingly share time, ideas, and enthusiasm.
• selection by the district intern coordinator and/or site administrator.

It is the responsibility of the Local Support Teacher to:

• orient the intern to classroom rules, curriculum/program, teaching materials, and other guidelines, resources, and rules.
• maintain regular weekly contact with the intern; observe the intern’s teaching, review teaching plans, and provide written feedback, and draft narrative comments for the intern's midterm and final evaluations. (This feedback is neither supervisory nor evaluative).
• provide guidance, resources, emotional support, and feedback on any aspect of the intern's performance on the job.
• respond to questions, concerns, issues in a collegial way.
• observe the intern in his/her role as a special educator and provide written, specific feedback and coaching.
• promptly inform the university or district intern coordinator of any concerns regarding the intern’s progress.

District Intern Coordinator. The district intern coordinator works with district office personnel, site administrators, university intern coordinator, local support teachers and interns to: (a) communicate policies, procedures, and deadlines regarding the Intern Program; and (b) assist in the recruitment and selection of local support teachers; (c) provide the training/coaching of the local support teachers; and (d) plan instructional schedules.

It is the responsibility of the district intern coordinator to:
• inform the University Intern coordinator of any changes in the intern's assignment or support team.
• notify the University intern coordinator of training needs or changes in district policies or procedures that impact the intern program.
• direct questions and concerns about interns or the intern program to the university intern coordinator.
• provide the intern opportunities to observe in other classrooms.
• observe and confer with each of the interns a sufficient number of times to contribute to ratings and descriptive information for use in preparation of the midterm and final evaluation for each intern.
• discuss the intern's performance and the quality of the intern program with the university intern coordinator and/or Special Education Advisory Committee.
• serve as a resource person for the intern and the local support teacher.

Site Administrator. The site administrator works with the District intern coordinator in placing interns and encourages successful teachers to serve as local support teachers. The site administrator provides support to interns and the University Internship Program in the following ways:

• welcomes interns to the building and ensures that they are cognizant of established school and district policies, regulations, and rules.
• remains informed about the Internship Program.
• recognizes that teaching is the intern's first priority; assigning additional roles—i.e., coaching, extracurricular activities—detracts from the intern's performance as a teacher.
• works with the supervisory team—local support teacher, district intern coordinator, and university intern coordinator—in the resolution of any problems that arise.
• participates in the evaluation of the intern program.
• occasionally observes the intern and provides guidance, as necessary.
• formally evaluates the intern a minimum of once each year.

University

In some cases, the University intern coordinator is also the University field supervisor. However, the functions of each role are outlined below.

University Field Supervisor. The field supervisor is the direct link between the schools and the University. In this role, the university field supervisor keeps facilitates the intern's professional development, it is the responsibility of the university field supervisor to:

• orient the intern to the requirements, expectations, and duties of the position.
• observe and meet with each intern early in the placement and on a regular basis thereafter to clarify responsibilities and expectations.
• confer with the local support provider on a regular basis about the progress of the intern
• conduct scheduled seminars an hour each week throughout the semester.
• coordinate, in a timely fashion, the preparation of the midterm and final evaluation process for each intern.
• assist interns to relate their intern teaching experience to previous academic training and current professional preparation and practice
• attend meetings called by the University intern coordinator, district intern coordinator, site administrator, and/or intern.
• submit mid-term and final evaluations.
• document the number of hours of observations/conferences with each intern, each semester.
• inform the university intern coordinator of the progress of each intern and of problems involving the intern.
• if necessary, explain and/or reconcile differences between the philosophy and methods presented in the Internship Program and those of the local support provider, district intern coordinator, and/or site administrator.

_Undergraduate Intern Coordinator_. The University field supervisor is the University's representative in the schools. It is the responsibility of the UIC to:

• communicate to school personnel and to interns the role of the university intern coordinator.
• submit to the Credentials Processing Center, the final intern evaluation reports, and notify the Center of any intern who is “at risk.”
• direct questions and concerns of the intern and/or university field supervisor to the district intern coordinator.
• occasionally observe the intern and participate in the evaluation of the intern.
• formally evaluate the intern a minimum of once each year.
• meet frequently with the local support teacher (individually and/or in a supervisory team meeting) and district intern coordinator to provide support and to monitor each intern’s progress and, when needed, make adjustments in an intern’s assignment/schedule.
• evaluate the quality of the academic assignments and the intern's overall performance with the LST, district intern coordinator, and site administrator.

**SUPERVISION AND EVALUATION**

Successful internships are marked by (1) frequent, specific, and accurate feedback to the interns regarding their development, and (2) comprehensive, consistent, and well-documented evaluation of their performance. The supervision and evaluation system are used to support the team in efforts to meet these two important responsibilities.

The supervision and evaluation system is organized around the California Standards for the Teaching Profession. Components of the system consist of: (1) forms for reporting judgments about intern performance, (2) forms for guiding observation of intern classroom teaching, and (3) a portfolio that documents the intern’s progress throughout the program.

| Semester Report... | an interim report that both informs the university about the intern’s progress and summarizes for the intern and team any emerging strengths and prioritized... |

5
needs for development or improvement.

<table>
<thead>
<tr>
<th><strong>Annual Report</strong>...</th>
<th>the yearly report that documents the candidate’s professional competence. The Annual Report communicates the team’s recommendation. The decision in Year 1 is whether to continue or discontinue an intern's candidacy in the Internship Program. The decision in Year 2 is whether or not to recommend an intern for the Education Specialist Preliminary Level I Credential.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation Form(s)...</strong></td>
<td>a form used by the University to guide and direct observation of interns’ classroom teaching. Features include (1) provision for “rating” performance on each indicator and/or descriptor, (2) space for making brief notes, and (3) carbonless copies for distribution to others.</td>
</tr>
<tr>
<td><strong>PORTFOLIO...</strong></td>
<td>a record of the intern's professional development; a coherent set of materials including work samples, reflective commentary, and documents related to the intern's progress and development.</td>
</tr>
</tbody>
</table>
Admission Requirement

Applicants to the University Internship Program in Special Education must:

- apply for and be accepted to the University;
- apply for and be admitted to the Special Education Credential Program;
- apply for admission to the University Internship Program; and
- have an offer of employment from a participating school district.

Applications to the University Internship Program are reviewed by District and University admissions/screening committees. Only the most qualified applicants are considered for an internship program. To become an intern in the Special Education Internship Program, an individual must:

1. be accepted to CSU Stanislaus

2. complete all of the following requirements before applying to the Internship Program:
   - Baccalaureate degree from a regionally accredited college or university or the equivalent;
   - Passage of the California Basic Educational Skills Test (CBEST);
   - Attainment of Subject Matter Competence either by CCTC approved exam or approved program in the area of the teaching assignment;
   - Health clearance;
   - Character Identification;
   - Demonstrated knowledge of the United States Constitution (passing grade in a college level course--US History or introductory political science--or an approved test)
   - Complete prerequisite coursework through the university prior to entering the classroom: grade "B" or better in EDSE 4310 Introduction to Special Education and grade "B" or better in EDSE 4560 Theory of Instructional Design.

3. submit Supplement to Internship Program.

4. accept an offer of admission to the CSU Stanislaus Special Education Program AND accept an offer of employment as a special education teacher with a cooperating school district. Applicants are informed of their employment by the district; the University informs applicants of their admission to Special Education Program.

5. submit the following forms to the Office of Field Services (DBH 344) within 2 weeks of admission to the University Internship Program. An application for an Internship Credential will not be processed without the forms on file. Contact Internship Program Coordinator prior to your preparation of the documents.

   - Memorandum of Understanding
   - Supplement to Internship Contract: Special Education
6. apply to the California Commission on Teacher Credentialing (CCTC) for the Intern Credential through the Credential Processing Center (DBH 303). Applications for an Internship Credential are submitted to CCTC only when all conditions to be an intern are met.
Program Requirement

All interns must meet the admission requirements for the Internship Credential Program. For applicants accepted to the Internship Credential Program, the sequence of steps to obtain an Education Specialist Preliminary Level I Credential: Mild/Moderate and Moderate/Severe Disabilities are outlined below.

1. **Complete the Internship Course of Study.** The Special Education Internship Program is a one to two year program. In 4 semesters, interns complete all requirements for the Level I Education Specialist Credential: Mild/Moderate or Moderate/Severe Disabilities.

**Recommended Sequence of Courses: Mild/Moderate Disabilities and Moderate/Severe Disabilities** (Discuss your individual sequence of courses with program advisors)

<table>
<thead>
<tr>
<th>Pre-Program Courses</th>
<th>Core Curriculum Year 1</th>
<th>Specialized Curriculum Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4310 Introduction to Special Education</td>
<td></td>
<td>EDSE 4210 Reading &amp; LA: Special Education</td>
</tr>
<tr>
<td>EDSE 4330 Communication and Social Skills</td>
<td></td>
<td>EDMS 4110 Reading &amp; LA: General Education</td>
</tr>
<tr>
<td>EDSE 4550 Practicum with Exceptional Children Or EDSE 4560 Theory of Instructional Design</td>
<td></td>
<td>EDSE 4915 Internship Practicum: Mild/Moderate Disabilities or EDSE 4916 Internship Practicum: Moderate/Severe Disabilities</td>
</tr>
<tr>
<td>CDEV/PSYC 3140 Child Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Curriculum Year 1</th>
<th>Specialized Curriculum Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>EDSE 4560 Theory of Instructional Design or EDSE 4550 Practicum with Exceptional Children</td>
<td>EDSE 4210 Reading &amp; LA: Special Education</td>
</tr>
<tr>
<td>EDSE 4750 Applied Behavior Analysis in the Classroom</td>
<td>EDMS 4110 Reading &amp; LA: General Education</td>
</tr>
<tr>
<td>EDSE 4915 Internship Practicum: Mild/Moderate Disabilities or EDSE 4916 Internship Practicum: Moderate/Severe Disabilities</td>
<td>EDSE 4915 Internship Practicum: Mild/Moderate Disabilities or EDSE 4916 Internship Practicum: Moderate/Severe Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Curriculum Year 1</th>
<th>Specialized Curriculum Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>EDSE 4430 Assessment of Students with Disabilities</td>
<td>EDSE 4450 Teaching Students with M/M Disabilities or EDSE 4440 Teaching Students with M/S Disabilities</td>
</tr>
<tr>
<td>EDMS 4150 Methods in Multilingual Education</td>
<td>EDMS 4190 Student Teaching Practicum I</td>
</tr>
<tr>
<td>EDSE 4915 Internship Practicum: Mild/Moderate Disabilities or EDSE 4916 Internship Practicum: Moderate/Severe Disabilities</td>
<td>EDSE 4915 Internship Practicum: Mild/Moderate Disabilities or EDSE 4916 Internship Practicum: Moderate/Severe Disabilities</td>
</tr>
</tbody>
</table>

2. **Pass Exit Interview/Examination.** Only interns who earn a Credit (CR) or a grade of "B" or better in all credential courses and receive a satisfactory job evaluation by the district can
take the Exit Interview/Examinations. The University intern coordinator reviews grades and job performance each semester. All candidates, including interns, must pass the exit examination. Given 2 hours, candidates respond in writing to 3 of 5 questions on a range of special education topics. The examinations are rated by Special Education faculty and members of the Advisory Committee.

3. **If Exit Interview/Examination Is Successfully Passed, Meet with Program Coordinator to Establish Direction for the Professional Level II Induction Plan.** Candidates who earn a rating of 3 (acceptable) of a 5 point scale are informed by letter that they passed the exit examination. Candidates who earn a 2 or less on any question must retake the exit examination.

4. **If RICA Successfully Passed, Institution Recommends the Candidate for the Preliminary Level I Education Specialist Credential.** Candidates who hold a valid California Multiple Subject or Single Subject Credential are not required to take RICA.

5. **Apply for the Level I Credential.** After satisfactory completion of the exit examination, all program requirements, and RICA, interns complete an application for the credential available from the Credential Processing Center Office.

**Education Specialist Professional Level II Credential**

Upon completion of the Option One internship program, an application will be filed with the California Commission on Teacher Credentialing and the Preliminary Level I Education Specialist Credential authorizing service in Mild/Moderate or Moderate/Severe Disabilities will be issued. This credential will be valid for five years. Five years from the issuance of the Preliminary Level I credential, special educators must complete: (a) a Professional Level II special education credential program and (b) additional courses in health and technology.
Program Policies and Procedures

In addition to program policies and procedures, interns in the Special Education are individually responsible for knowing and complying with University policies and procedures (e.g., academic requirements, grade appeal, plagiarism).

Enrollment Requirements

Interns who fail to enroll in credential coursework in any one semester will be dropped from the internship program. Leaves from the Internship Credential Program are not granted.

Grade and Performance Requirements

For all courses in the credential program, students must earn a "B". Interns will be given the opportunity to repeat one course with a below "B" grade before they are counseled out of the program. Candidates are expected to meet ethical and professional standards; failure to do so may result in dismissal from program.

Dismissal from Program

Interns will be dismissed from the Internship Program if they are no longer employed by the district with which the MOU was initiated. Interns can continue in the traditional credential program but they will no longer be candidates in the internship program.

In addition, interns will be dismissed from program if they: (1) earns two C's in the special education credential program courses; (2) earn a no credit (NC) grade in EDSE 4915 or EDSE 4916; (3) withdraw from special education classes in any two semesters; or (4) fail to enroll in any one semester.

Petition or Challenge of Program Requirements

Coursework prescribed in the Internship Program may be petitioned. It is the student's responsibility to provide sufficient evidence that competencies were acquired. The appropriate Petition forms can be obtained from the Department of Advanced Studies in Education.

Matriculated students may also fulfill requirements through Challenge Examinations. Students may only challenge courses as determined and approved by the Program Coordinator. Challenge Examination credit will not be counted toward completion of the credential requirements except with the approval of the Special Education Program Coordinator. (See Course Challenge Examinations in California State University, Stanislaus catalog.)

Appeal Procedures

A student may appeal a decision of the program regarding admission, termination of placement, or removal from the program, if he/she feels that: (1) the decision is either arbitrary or
capricious, and/or (2) University Department policies were not followed. The University’s appeal procedures do not apply to decisions made by the employing district.

An appeal of a university decision must be made within four weeks of the semester immediately following the decision. The appeals process involves the following steps:

1. In order to appeal a decision, a student must first meet with the coordinator regarding the reasons for the decision. If a student chooses to appeal the decision, he/she must submit a formal letter of appeal to the coordinator. The letter should detail and document his/her contention that: (1) the decision was arbitrary or capricious and/or (2) university or program policies were not followed. The remedy that the student seeks should be included in the letter of appeal.

2. The coordinator must appoint an appeals committee within ten (10) working days of the receipt of the student's formal letter of appeal. The appeals committee shall consist of a faculty member from the program, a member of the Special Education Advisory committee, and a faculty member selected by the Chair of the Department of Advanced Studies in Education, or in instances of conflict, the Dean of the College of Education.

3. The appeals committee will inform the student and the coordinator of its decision within ten (10) working days. The recommendations of the appeals committee are binding to both the student and the program. If procedural errors were found to occur, the coordinator will be directed to correct the errors.

**Leave of Absence**

Unlike the traditional special education credential program, interns cannot request a leave of absence. Failure to enroll in any semester will result in dismissal from the program.