INTERN HANDBOOK
for the
Education Specialist Credential Program

This and other Handbooks are available on the web at:

https://www.csustan.edu/teacher-education/education-specialist-special-ed

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

TURLOCK CAMPUS
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(209) 667-3357

ESCP Coordinator: Dr. Kimy Liu
Intern Coordinator: Dr. Elmano Costa
Office of Field Services: Mrs. Julie Magana - 667-3230
Use of This Handbook
This Handbook complements the Multiple 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/teacher-education/education-specialist-special-ed under ESCP Handbook and Forms. 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 Multiple 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 EDSE 4310-Introduction to Special Education, EDMS 4150 Methods of Multilingual Education or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization only), and EDSE 4750-Applied Behavior Analysis before being intern eligible.
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 pamphlet).

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 Postbaccalaureate program
- apply and be admitted to the Education Specialist 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
- Have completed 120 clock hours of Post Baccalaureate teacher preparation instruction by taking EDSE 4310-Introduction to Special Education, EDMS 4150 Methods of Multilingual Education or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization only), and EDSE 4750-Applied Behavior Analysis. If any of these courses were completed as an undergraduate level, then substitute EDSE 4210-Reading and Language Arts in Special Education.

Meeting the Student Teaching Requirement as an Intern

Two Semester Interns
Students who become interns upon entering the credential program must register for one student teaching course each semester for the first two semesters (EDSE 4815/4915-Student Teaching I in the first semester & EDSE 4816/4916-Student Teaching II in the second semester). They will be supervised on an every other week basis for two semesters.

One Semester Interns
Students who become interns after completing all coursework can register for both student teaching practicums in one semester (EDSE 4815/4915-Student Teaching I in the first semester & EDSE 4816/4916-Student Teaching II). They will be supervised on a weekly basis for the semester.

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.
**Suggested Course Sequence for Interns**
The sequence of course for interns is only suggested because the actual sequence is dependent on courses completed at the time a student becomes an intern.

**Option 1 - Internship Begins Soon After Admission to the Credential Program**
**Prior to Admittance to the Internship: Must be taken post B.A.**
- EDSE 4310 Introduction Special Education 3 units
- EDMS 4150 Methods of Multilingual Education or EDUC 4400 Intro to Mult Ed (for BIngl Authorization) 3 units
- EDSE 4750 Applied Behavior Analysis 3 units
*(If any of these courses were taken during the B.A., then students may substitute EDSE 4210-Reading & Lang Arts in Spec Ed and/or EDSE 4110 Reading & Lang Arts in General Ed)*

**Internship Semester 1 (9 units = 6 course units and 3 student teaching units)**
- EDSE 4210-Reading & Language Arts in Special Education 3 units
- EDSE 4410 Consultation & Collaboration 3 units
- EDSE 4815 or 4915 M/M or M/S Student Teaching Practicum I 3 units

**Internship Semester 2 (8 units = 5 course units and 3 student teaching units)**
- EDSE 4110-Reading & Language Arts in General Education 2 units
- EDMS 4121 Mathematics Methods 3 units
- EDSE 4816 or 4916 M/M or M/S Student Teaching Practicum II 3 units

**Internship Semester 3 (9 course units)**
- EDSE 4450 Teaching Students with Mild/Moderate Disabilities 3 units
- EDSE 4550 Practicum with Exceptional Children 3 units
- EDSE 4560 Theory of Instructional Design 3 units

**Internship Semester 4 (6 course units)**
- EDSE 4330 Communication and Social Skills 3 units
- EDSE 4440 Teaching Students with Mild/Severe Disabilities 3 units

**Option 2 - Internship Begins After Completing Courses in the Credential Program**
**Prior to Admittance to the Internship - Completed courses:**
- EDSE 4310 Introduction Special Education 3 units
- EDSE 4550 Practicum with Exceptional Children 3 units
- EDSE 4560 Theory of Instructional Design 3 units
- EDSE 4750 Applied Behavior Analysis 3 units
- EDMS 4150 Methods of Multilingual Education 3 units
- EDSE 4330 Communication and Social Skills 3 units
- EDMS 4121 Mathematics Methods 3 units
- EDSE 4440 Teaching Students with Mild/Severe Disabilities 3 units
- EDSE 4110-Reading & Language Arts in General Education 2 units
- EDSE 4210-Reading & Language Arts in Special Education 3 units
- EDSE 4450 Teaching Students with Mild/Moderate Disabilities 3 units

**Internship: One Semester (9 units) - must have completed all courses listed above to be a one-semester intern.**
- EDSE 4410 Consultation & Collaboration 3 units
- EDSE 4815 or 4915 M/M or M/S Student Teaching Practicum I 3 units
- EDSE 4816 or 4916 M/M or M/S Student Teaching Practicum II 3 units
Option III – Scott Early Completion Option
Interns who meet the following requirements can complete their internship early:

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 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
Interns must have a GPA of 3.0 and no grade lower than a "C" during each semester in order to continue as an intern.

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 intern's 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
For one semester interns, the University Supervisor will complete a Formative Assessment of Student Teaching (see form at the end of this Handbook) in weeks 5 and 10 of the semester. The Supervisor will hold a conference with the Intern Teacher to discuss the results of each Formative Assessment and to set goals for the weeks following the assessment. In week 16, the Supervisor will complete the Summative Assessment of Student Teaching (see form at the end of this Handbook) and hold a conference with the Intern Teacher to discuss the results.

For two semester interns, the University Supervisor will complete a Formative Assessment of Student Teaching (see form at the end of this Handbook) in weeks 8 and 16 of the first semester, and week 8 of the second semester. The Supervisor will hold a conference with the Intern Teacher to discuss the results of each Formative Assessment and to set goals for the weeks following the assessment. In Week 16 of the second semester, the Supervisor will complete the Summative Assessment of Student Teaching (see form at the end of this Handbook) and hold a conference with the Intern Teacher to discuss the results.

Second year interns will be assessed by their University Intern Support Provider. In Week 16 of the first semester, the Support Provider will complete the Formative Assessment of Student Teaching (see form at the end of this Handbook) and hold a conference with the student teachers to discuss the results. In Week 16 of the second semester, the Support Provider will complete the Summative Assessment of Student Teaching (see form at the end of this Handbook) and hold a conference with the Intern Teacher to discuss the results.

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 are scheduled to begin a student teaching placement must inform the Field Services Office of their change in status prior to the beginning of the student teaching placement (this is true for first and second student teaching placements).
# 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):

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<thead>
<tr>
<th>MSCP</th>
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<th>ESCP</th>
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<tr>
<td>EDMS 4110 Reading/Language Arts Methods</td>
<td>EDSS 4100 - Secondary Education Methods I</td>
<td>EDSE 4310 Introduction to Special Ed.</td>
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<td>EDMS 4150 Methods of Multilingual Education OR EDUC 4400 Foundations of Multilingual Education</td>
<td>EDSS 4850 - Secondary Education Field Practicum I</td>
<td>EDMS 4150 Methods of Multilingual Education</td>
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<td>(If any of these were completed as an undergraduate – substitute, in this order: EDMS 4121 Mathematics Methods Any other EDMS course)</td>
<td>EDSS 4110 - Multilingual Education in Secondary Schools or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization Only)</td>
<td>EDSE 4750 Applied Behavior Analysis</td>
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<td>EDSS 4115 – Teaching Literacy in Content Area or EDSS 4215 - Reading</td>
<td>(If any of these were completed as an undergraduate – substitute, in this order: EDSE 4210 Reading &amp; Lang Arts in Spec Ed</td>
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<td>EDSE 4110 Reading &amp; Lang Arts in Gen Ed</td>
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Teacher Intern Support and Supervision Hours

University – Time Log Sheet

Intern Name__________________________________________________________
Semester____________________________________________________________
University Intern Support Provider_______________________________________
School Site__________________________________________________________
Intern Contract Percentage of Time (full-time position = 100%)______________
Date of Start in the Classroom__________________________________________

Intern Support & Supervision Hours Required = 47.25 Pre Semester for full-Time Interns

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<tr>
<th>Date</th>
<th>Activity Category</th>
<th>Description of Activity/ Professional Development</th>
<th>Hours</th>
<th>University Intern Support Provider Signature</th>
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<td>GPD = General Professional Development</td>
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<td>ELPD = EL Professional Development</td>
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Subtotal for this page: General Professional Develop Hours (Minimum 36 hrs.)

Total of all pages: General Professional Develop Hours (Minimum 36 hrs.)

Subtotal for this page: ELPD Hours (Minimum 11.25 hrs.)

Total of all pages: ELPD Hours (Minimum 11.25 hrs.)

Teacher Intern Signature__________________________________________________ Date____________________
University Intern Support Provider Signature________________________________________ Date_____________________
Teacher Intern Support and Supervision Hours  
**School Site** – Time Log Sheet

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<th>Intern Name</th>
<th>School Site</th>
<th>Date of Start in the Classroom</th>
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<tr>
<td>School Site Intern Support Provider</td>
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<tr>
<td>School Site Administrator</td>
<td>Intern Contract Percentage of Time (full-time position = 100%)</td>
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</tbody>
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**Intern Support & Supervision Hours Required** = 47.25 Pre Semester for Full-Time Interns

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<th>Date</th>
<th>Activity Category</th>
<th>Description of Activity/ Professional Development</th>
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<th>Intern Support Provider / Administrator Signature</th>
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Annual Evaluation- Formative or Summative Evaluation forms

<table>
<thead>
<tr>
<th>Teacher Intern Signature</th>
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<tr>
<td>School Site Support Provider Signature</td>
<td>Date</td>
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<td>School Site Administrator Signature</td>
<td>Date</td>
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Teaching Internship Credential Program

Memorandum of Understanding for

__________________________________________
INTERN (Student name)

__________________________________________
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**

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<tr>
<th>Position</th>
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<tr>
<td>SCHOOL DISTRICT SUPERINTENDENT (OR DESIGNEE)</td>
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<td>INTERN CANDIDATE</td>
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<td>DEAN (OR DESIGNEE), COLLEGE OF EDUCATION</td>
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<td>CHAIR, DEPARTMENT OF TEACHER EDUCATION</td>
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<td>COORDINATOR, CREDENTIAL PROGRAM</td>
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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 – Fall 2017

EDUC 6538 Intern Teaching Seminar
Instructor: Mark Holmes/ Karen May
Days: Fridays: Aug 18, Sept 8 and 22, Oct 6 and 20, Nov 3 and 17, Dec 8
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 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.**

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.

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 subject, single subject, and education specialist assignments.

The College of Education, Kinesiology and Social Work, in conjunction with University Extended Education, will offer the Intern Teaching Seminar. This 3-unit course is for extension credit only and does not carry any institutional academic credit.

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.

List of Activities/Topics for Each Week
Note: The instructor reserves the option to make changes to this syllabus as needed.

Aug 18 – 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

(30 mins. ELs)

Intern Professional Development Plan – take to complete with district administrator and support provider

Sept 8 - 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
Sept 22 - Catch-up/ Clean-up

**(1 hour - ELs)** Speaker: Cindy Cope, Special Education

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

Oct 6 - Catch-up/Clean-up

Common Core (and Critical Thinking) – Adapting for Students Limited in English

*California’s Progress
*Best Practices, Lesson Ideas, and Resources
*Parents

Discuss Special Needs: Foster Children

*Special Speaker re Foster Youth

Assigned Task

**(1 Hour – ELs)**

Oct 20 - Catch-up/Clean-up

Continue Discussion re Common Core EL’s and Common Core, discussion and videos

**(3 Hours – ELs)** **Special Speaker re EL’s:** Irma Bravo Lawrence

Discuss CELDT Scores

Assigned Task

Nov 3 - Catch-up/Clean-up

Discuss Take-aways from Assigned EL Videos

Share an Implementation of an EL Strategy

**(4 hours- ELs)** SDAIE/SIOP Videos with Discussion after Each Segment

Assigned Task

Nov 17 - Catch-up/Clean-up

Discussion of Learning Styles and Applications Thereof

Bloom’s Taxonomy Verbs

Objective Writing with Bloom’s Taxonomy

(including adaptations for EL’s and students with special needs)

Share and Shop re Creative Assignments

**(30 mins – ELs)**

Dec 8 - Catch-up/Clean-up

**Special Speaker:** Rhonda Munoz, Induction

Personal Stressors

Stress Management

Share previous seminar’s assignment.

Motivational Videos

Survey
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.

<table>
<thead>
<tr>
<th>INTERN SEMESTER: List date</th>
<th>COURSES: List all courses to be completed each semester</th>
<th>UNIT S</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1:</td>
<td>EDUC 6538 Intern Teaching Seminar</td>
<td>3</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>SEMESTER 2:</td>
<td>EDUC 6538 Intern Teaching Seminar</td>
<td>3</td>
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</tr>
<tr>
<td>SEMESTER 3:</td>
<td>EDUC 6538 Intern Teaching Seminar</td>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td>SEMESTER 4:</td>
<td>EDUC 6538 Intern Teaching Seminar</td>
<td>3</td>
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</tbody>
</table>
Education Specialist Suggested Course Sequence for Interns

**Option 1 - Internship Begins Soon After Admission to the Credential Program**

*Prior to Admittance to the Internship: Must be taken post B.A.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4310</td>
<td>Introduction to Spec Ed</td>
<td>3 units</td>
</tr>
<tr>
<td>EDMS 4150</td>
<td>Methods of Multilingual Education</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4750</td>
<td>Applied Behavior Analysis</td>
<td>3 units</td>
</tr>
</tbody>
</table>

*(If any of these courses were taken during the B.A., then students may substitute EDSE 4210 Reading & Lang Arts in Spec Ed, 3 units and/or EDSE 4110 Reading and Lang Arts in Gen Ed, 2 units)*

**Internship Semester 1 (9 units – 6 course units and 3 student teaching units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4210</td>
<td>Reading and Lang Arts in Special Education</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4410</td>
<td>Consultation and Collaboration</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4815 or 4915 M/M or M/S Student Teaching I</td>
<td>3 units</td>
<td></td>
</tr>
</tbody>
</table>

**Internship Semester 2 (8 units – 5 course units and 3 student teaching units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4110</td>
<td>Reading and Lang Arts in Gen Education</td>
<td>2 units</td>
</tr>
<tr>
<td>EDMS 4121</td>
<td>Mathematics Methods</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4816 or 4916 M/M or M/S Student Teaching II</td>
<td>3 units</td>
<td></td>
</tr>
</tbody>
</table>

**Internship Semester 3 (9 course units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4450</td>
<td>Teaching Students with Mild/Moderate Disabilities</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4550</td>
<td>Practicum with Exception Children</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4560</td>
<td>Theory of Instructional Design</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Internship Semester 4 (6 course units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4330</td>
<td>Communication and Social Skills</td>
<td>3 units</td>
</tr>
<tr>
<td>EDSE 4440</td>
<td>Teaching Students with Moderate/Severe Disabilities</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Option 2 - Internship Begins After Completing Courses in the Credential Program**

*Prior to Admittance to the Internship*

**Completed courses:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Teaching Students with Mild/Moderate Disabilities</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Internship: One Semester (9 units) - must have completed all courses listed above to be a one-semester intern.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4410</td>
<td>Consultation and Collaboration</td>
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<tr>
<td>EDSE 4815 or 4915 M/M or M/S Student Teaching I</td>
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</tr>
<tr>
<td>EDSE 4816 or 4916 M/M or M/S Student Teaching II</td>
<td>3 units</td>
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</tr>
</tbody>
</table>
CALIFORNIA STATE UNIVERSITY, STANISLAUS  
Department of Teacher Education  
Education Specialist Credential Program  
FORMATIVE & SUMMATIVE ASSESSMENT OF STUDENT TEACHING  

TO BE COMPLETED AT THE 8TH AND 16TH WEEK OF THE STUDENT TEACHING PLACEMENT
Cooperating Teacher and University Supervisor: Together please RATE the student teacher in each item.
This Evaluation is for the (check one): ___ Week 8 (FORMATIVE)  ___ Week 16 (SUMMATIVE)
Semester/Year: _________________________ Date: _______________________

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td>University Supervisor:</td>
</tr>
</tbody>
</table>

Rating: 4 = Always  3= Usually  2 = Occasionally  1 = Never

**CSTP 1: Engaging and Supporting All Students in Learning (TPE-Domain C)**
Teacher Candidates (TC) are able to:  
<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Observe mentor teacher teaching and take copious reflective notes</td>
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<tr>
<td>Check for understanding / monitor on-going progress when teaching</td>
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<tr>
<td>Help students engage in purposeful learning; teach the relevancy of the skills learned</td>
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<tr>
<td>Ask students clarifying questions (TC should model this for students)</td>
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<tr>
<td>Engage all students; motivate challenged and/or reluctant learners</td>
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</table>

**CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE-Domain E)**
Teacher Candidates are able to:  
<table>
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<th>4</th>
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<tbody>
<tr>
<td>Establish and maintain multi-tiered classroom management system where all students learn in a safe, fair and respectful environment.</td>
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<tr>
<td>Know how to redirect/intervene challenging behaviors (other than token economy)</td>
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<tr>
<td>“They don’t care about how much you know until they know how much you care;” Focus on teaching students trust and mutual respect.</td>
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</tbody>
</table>

**CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE-Domain A)**
Teacher Candidates are able to:  
<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the content of the curriculum</td>
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<tr>
<td>Demonstrate basic understanding of content and language standards</td>
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<tr>
<td>Demonstrate basic competency in the use and understanding of instructional strategies.</td>
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</tbody>
</table>

**CSTP 4: Planning Instruction and Designing Learning Experience for all Students (TPE-Domain D)**
Teacher Candidates are able to:  
<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Design curriculum/lesson plans</td>
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<tr>
<td>Implement a lesson plan with fidelity</td>
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<tr>
<td>Modify a lesson based on learners’ responses</td>
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<tr>
<td>Provide students opportunities to practice and maintain proficiency of learned skills</td>
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<tr>
<td>Have plans to reteach lessons (i.e., parts or whole) when needed.</td>
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</table>

**CSTP 5: Assessing Students for Learning (TPE-Domain B)**
Teacher Candidates are able to:  
<table>
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<tr>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate basic understanding of different assessments (i.e., formative and checking for understanding) and how to use assessment data to inform teaching.</td>
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<tr>
<td>Give students specific and immediate praise and/or feedback of their learning.</td>
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</tbody>
</table>
### CSTP 6: Developing as a Professional Educator (TPE-Domain F)

**Teacher Candidates are able to:**

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<th>4</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Participate in at least 5 PLC/grade-level meetings or equivalent</td>
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<tr>
<td>Interact with and direct paraprofessionals effectively</td>
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<tr>
<td>Interact with stakeholders professionally</td>
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<tr>
<td>Keep reflective notes on feedback/advice received and/or teacher observations</td>
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<tr>
<td>Ask mentor teachers clarifying questions about teaching practices</td>
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</tbody>
</table>

**During student teaching or internship, Teacher Candidates are able to:**

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<tr>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Participate in and observe the pre-referral and IEP process</td>
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<tr>
<td>Compose legal and educationally useful IEPs and BIPs</td>
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<tr>
<td>Participate in Back to School Night/ Open House or Interview mentor teacher about the process (CSTP 6)</td>
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<tr>
<td>Participate in district or school sponsored professional development (CSTP 6)</td>
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</tr>
</tbody>
</table>

**In your professional opinion, is this teacher qualified and ready to enter the teaching profession? Yes or No (If no, please explain.)**

**Additional Comments:**

---

### Signature Section

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Signature (Signature means it was received)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Cooperative Teacher</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Name of University Supervisor</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>District:</td>
<td>School:</td>
<td>Setting/Grade level:</td>
</tr>
</tbody>
</table>