COLLEGE OF EDUCATION AND ALLIED STUDIES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

FORMS AND POLICIES MANUAL FOR EDUCATION SPECIALIST CANDIDATES TEACHING AS INTERNS 2018 – 2019

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CONTENTS

Welcome! 2

1.0 Summary of Intern Requirements 4

2.0 Becoming an intern teacher candidate 4

3.0 CTC REQUIREMENTS FOR SUPERVISION AND SUPPORT 5

3.1 Support From Cal State East Bay 6

3.2 Support From Cooperating School Districts 7

3.3 Individualized Intern Plans (IIPS) 7

4.0 My Internship Journal 8

5.0 Fieldwork and internship Enrollment Information 8

6.0 Mandatory Meeting Dates – 2018/2019 9

7.0 INTERN ADMINISTRATION 9

Appendices 10

Appendix A Individualized Intern Plan (IIP) 10

AppenDIX B: Links to important forms 11

AppenDIX C: Alternate Service Delivery and Level Experience 12

WELCOME!

We are pleased that you are interested in the Intern Alternate Pathway to an Education Specialist Mild Moderate or Moderate Severe Disabilities Credential. The Special Education Teacher Internship Program for the Preliminary Education Specialist Credential in Mild-Moderate or Moderate-Severe Disabilities at California State University, East Bay (CSUEB) has provided intern teachers to local school districts since the 2002-2003 academic year. The Internship prepares candidates for teaching responsibilities in elementary, middle, and high schools/transition age and for leadership roles in special education. Candidates combine academic preparation with extensive experiences in schools and classrooms. Please note that not all credential candidates will be given permission to seek an intern credential. You must complete the Intern Approval Google form and receive confirmation from the program coordinator to pursue an internship. The form may be found at https://docs.google.com/forms/d/1C89Mk3BGqmOQ1QG9gdBLrg4WwR-huUx1cYaT1uFBPXU/edit

The Intern Alternate Pathway for program completion is extremely challenging. Internships are not granted automatically or even if you already have a job offer. The Department of Educational Psychology has a

The College of Education and Allied Studies is fully accredited by the CTC (California Commission on Teacher Credentialing).

This handbook is intended to provide an overview of the Intern Credential Program for Education Specialists and to serve as a resource to candidates, employer provided mentors, site faculty,, university supervisors, and site administrators. This handbook outlines the expectations of a candidates working under an Intern Credential.

Please read this handbook carefully and thoroughly. **Candidates agree to abide by the policies described in this handbook as a condition of participation in the CSUEB Credential Programs.** We look forward to helping you to achieve your career objectives in teaching. Please note that the information in the handbook is subject to change without notice.

Dr. Jack Davis, Chair, Department of Educational Psychology

Dr. Linda Smetana, Intern Coordinator

Dr. Meaghan McCollow, Program Faculty

1.0 SUMMARY OF INTERN REQUIREMENTS

The Commission on Teacher Credentialing (CTC) has mandated new intern requirements for all teacher credential programs in California. Cal State University East Bay and the District share responsibility for providing each Intern with 189 minimum hours of annual support, mentoring and supervision. The 189 hours will include 144 hours of support, mentoring, and supervision in general education and an additional 45 hours of annual support, mentoring, and supervision related to teaching English learners. A minimum of two hours of support, mentoring, and supervision shall be provided to an intern teacher every five instructional days. Candidates who hold ELD authorization do not need to meet the additional 45 hours of support related to English Learners.

Candidates must maintain a cumulative GPA of 3.0. There can be no Incompletes, No Credits, or grades lower than "B." Failure to adhere to these grading guidelines will result in the cancellation of your Intern Credential and likely loss of employment.

Consistent with CTC policy, Interns who begin their assignment after the beginning of the school year shall receive a minimum level of support, mentoring, and supervision equal to four hours times the number of instructional weeks remaining in the school year.

Cal State East Bay interns may only work in Districts that have a signed Memorandum of Understanding (MOU) with the University and meet the requirements outlined in the MOU. Candidates who are employed on a Short Term Staff Permit or a Provisional Intern Permit are not eligible for the support afforded to interns.

2.0 BECOMING AN INTERN TEACHER CANDIDATE

Education Specialist candidates may become Intern teachers upon entrance in to the program. Candidates who hold valid general education credentials with English Learner Authorization may begin the Intern program Fall Semester. The general education credential serves as documentation of the 120 hours of pre-intern required coursework. Candidates who enter the program with a BA degree must complete the following requirements prior to being recommended for the Intern Credential.

Have an in hand hard copy of an offer of employment from a school district

Have evidence of successfully COMPLETED CSET and CBEST examinations, with scores submitted to the Credential Student Service Center (CSSC)

Have successfully met the Constitution Requirements

Have a valid TB test (Negative) submitted to CSSC

Have fingerprint clearance submitted to CSSC

Be enrolled in classes; summer classes fulfill the 120 hours of pre intern c(S)-0.8 (S)-d8 (S)-14.9 (C)]TJ0 nnS 2.6 0 Tw 16ud3e1T

3. Register for and complete on schedule the Intern log through “My Internship Journal” . Candidates will have midterm amounts of hours to be recorded.

Interns are required to attend six online and face-to-face seminars lead by the Intern Coordinator over the school year totaling **12 hours**. Topics will include problem solving with students, curriculum, and instruction for both general education and EL students. Whenever possible, seminars will follow credential classes.

3.2 SUPPORT FROM COOPERATING SCHOOL DISTRICTS

Employer Provided Mentor

The employer will appoint a mentor with a minimum of three years of teaching experience in the area of the authorization of the credential. The mentor will hold an Education Specialist Mild Moderate or Moderate Severe Disabilities Credential or a Learning Handicapped or Severely Handicapped Credential with Autism Spectrum Disorders and English Learner Authorization. This Employer Provided Mentor will provide support that consists of observations, conferences, email and phone calls to the Intern teacher. The EPM will provide **26 hours** of support, mentoring and supervision within the school day of the Intern teaching in the general education or special education classroom. Additionally, the Employer Provided Mentor will provide **10 hours** of support and supervision related to English Learners during the school day to intern candidates who do not hold a general education credential.

The Employer Provided Mentor (EPM) participates actively as a member of the Intern candidate's team (EPM, Intern, and University Supervisor) and communicates regularly with the University Advisor regarding any additional Intern needs for support and information. The Employer Provided Mentor serves as a resource to the Intern in areas such as: district procedures; competencies related to core curriculum, individualized and group instruction; and specific academic, social and behavioral interventions. The Employer Provided Mentor may also provide the Intern with information related to staff training and supervision; community resources and key agencies; and collaborative teamwork with families and with staff.

The procedure for selecting EPMs for individual Intern candidates involves school district administration, potential district support providers, and the Special Education University faculty and supervisors. While criteria may vary, depending on the specific credential area, assignments are based in general on the following:

1. Willingness to meet periodically and communicate regularly by electronic and other means with the Intern according to the MOU and CTC requirements, to assist in instructional planning and provide direct feedback on curriculum and instruction, to be observed by the Intern and to suggest others for the candidate to observe based on Intern needs and goals.
2. Commitment to modeling exemplary instructional methods and effective classroom management/positive behavioral support.
3. Sensitivity to the needs of the Intern as a beginning teacher.
4. Skills in communicating about expectations, rationale for decisions, and coaching about the instructional process.

School Site Meetings **(64 hours)**

Interns attend New Teacher Orientation, grade level, department, program and team meetings as well as faculty meetings, and professional development seminars provided to faculty and district employees. Interns attend professional development related to English Learners and students with special needs.

3.3 INDIVIDUALIZED INTERN PLANS (IIPS)

The University Supervisor, Employer Provided Mentor, and the Intern shall develop the Individualized Intern Plan (IIP) during the first three weeks of school year. The IIP will specify the support, mentoring, and supervision the Intern will receive so that the total hours of annual Support/Mentoring and Supervision equal to 144 hours **plus** 45 additional hours specific to the needs of English Learners. The plan shall be uploaded to Blackboard for

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During the second year of the program Mild Moderate Disabilities Interns will enroll in SPED 612 (fall) and SPED 613 (spring) in addition to SPED 695 Section 02. During the second year of the program Moderate Severe Disabilities Interns will enroll in SPED 614 (fall) and SPED 615 (spring) in addition to SPED 695 Section 02.

6.0 MANDATORY MEETING DATES – 2018/2019

Summer Quarter

Friday, July 27, 2018 1:00 – 2:00 for Cohort Meeting

Friday, July 27, 2018 2:00 – 3:00 pm Intern Meeting with TED candidates

(Candidates seeking internships who do not attend mandatory meetings **WILL NOT BE GRANTED** intern credentials.)

Fall Semester

Year 1 Candidates

Wednesday, September 5, 2018, following the SPED 604 class

Friday September 7, 2018 at 4:30. Room to be determined.

Wednesday, November 7, 2018, following the SPED 604 class

Year 2 Candidates

Tuesday, September 11, 2018, following the SPED 610 class

Tuesday, November 13, 2018, following the SPED 610 class

Spring Semester

Dates to be determined

Template for the Individual Intern Plan Program Document

Name: Credential Authorization:

E-mail Phone

School: Position

District Principal

Employer Provide Mentor- EPM contact information

Support: District/EPM/US/CSU	Projected Meetings/ Professional	Projected Date/Time

APPENDIX C: ALTERNATE SERVICE DELIVERY AND LEVEL EXPERIENCE

Full-Time Interns

Candidates who complete the two-year Education Specialist Mild Moderate Disabilities Credential Program as interns will need to complete an Alternate Service Delivery and Level Experience. Prior to the completion of the program, these candidates must pr