CALIFORNIA STATE UNIVERSITY

EAST BAY

College of Education and Allied Studies

Department Educational Psychology:

Education Specialist Mild-Moderate and Moderate-Severe Disabilities Teaching Credential Programs

Intern Handbook

Forms and Policies Manual

2017 - 2018

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1.0 WELCOME!

We are pleased that you have chosen this alternate path 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 been provided since 2002-2003. 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.

This handbook outlines the expectations of a candidates working under an Intern Credential with authorization for teaching students with Mild-Moderate or Moderate Severe Disabilities. As a member of this community, we each have unique expertise to share and responsibilities to fulfill. We hope this handbook will help you better understand your roles and responsibilities of an Intern Credentialed teacher.

Our credential programs are designed to encompass both the practical teaching component (field practicum) and the curriculum component (coursework). These dual experiences provide our candidates with the opportunity to immediately implement methods and strategies. As part of a team that spends the entire program together, candidates receive unparalleled support from peers and from team faculty. Thus candidates become reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. Over time we hope each candidate will become a leader in her/his educational community and will develop the skills to create a dynamic learning environment and to assess student learning in order to organize subject matter by planning and delivering effective lessons.

Social justice and democracy are exemplified through the Teacher Education Department (TED) and Department of Educational Psychology credential and Master's degree programs. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide credential candidates' experiences through classroom interaction, written assignments, reading, lectures, team meetings, and field placements.
The following standards are expected of all CSUEB credential candidates:

1. A minimum grade point average of 3.0 for all program coursework;
2. Use of standard American English;
3. Basic technology literacy including use of the Microsoft suite of applications;
4. Use of TaskStream web-based software;
5. Successful intern/student teaching experience in the field (CR grades for all field and intern work); and
6. Professional behavior at all times.

Intern candidates share the following dispositions:
(1) All individuals in our society have the right to inclusion and successful participation in the least restrictive environment;
(2) All children can learn and as teachers we must differentiate instruction;
(3) Families are partners in the educational process; and
(4) Effective education requires collaborative expertise.
The foundation of our knowledge base consists of evidenced-based practices of learning and development, legal mandates and educational policy, particularly in the area of school reform, and implementation strategies for and

outcomes of effective specialized strategies and inclusive, collaborative practices with general education and interdisciplinary colleagues and families.

The department is distinguished by accomplished instructors and by graduates who are powerful forces in their communities, and trains new teachers in accordance with the California Teacher Performance Expectations (TPEs) for general education and special education teachers.

The College of Education and Allied Studies is fully accredited by the CTC (California Commission on Teacher Credentialing). Therefore all courses and field-based experiences have been approved for licensure.
This handbook is intended to provide an overview of the credential programs and to serve as a resource to candidates, master teachers, university supervisors, and site administrators. 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
Dr. Meaghan McCollow

Other Intern related faculty include:
Dr. Eric Engdahl, Chair, Teacher Education Department
Dania Massey, CEAS Intern Coordinator

2.0 SUMMARY OF INTERN REQUIREMENTS

Becoming an Intern Teacher

Education Specialist Candidates may apply to be Intern teachers as follows:

1. TED/SPED candidates in the second year of the program. Completion of the first year of the TED/SPED program fulfills the 120 hours of pre-intern required coursework.
2. SPED only candidates who hold valid general education credentials with English Learner Authorization in the first year of their program. The general education credential serves as documentation of the 120 hours of pre-intern required coursework.

Candidates in the Education Specialist Mild Moderate Disabilities Credential program may work up to full time (100%) with the permission of their Program Coordinator. Candidates in the Moderate Severe Disabilities Credential Program may work up to 80% (4 days) with the permission of their Program Coordinator. The Internship may be cancelled or modified based on Intern performance within the position. All interns must have time within our outside of their position to meet requirements of field and course assignments with the range of ages, grade levels and populations authorized by the credential.

CTC Requirements for Supervision and Support

In 2014, The Commission on Teacher Credentialing (CTC) mandated new intern requirements for all Intern 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 /special 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. 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 Education Specialist Interns may only work in Districts that have a signed MOU with the University and meet the responsibilities outlined in the MOU.

The intern must complete all requirements within two calendar years of obtaining the Internship Credential, or the CCTC may revoke the Internship Credential. Therefore, it is essential that the Intern:
1. Fulfill all district and CTC-required pre-service requirements, including completion of the intern approval form an the intern application and the offer of employment
2. Register for and successfully complete all coursework and fieldwork/student teaching including enrollment in EPSY 6770 intern teaching and fieldwork/student teaching courses in sequence and on schedule.
3. Register for and complete on schedule the Intern log through "My Internship Journal"
4. Initiate and participate in a regular quarterly appointment with the faculty advisor (MM or MS Disabilities) to discuss progress in the program
5. Fulfill all requirements of the Internship as scheduled, including regular meetings and support activities as defined in the MOU with the district and as defined in your CSUEB Intern contract and Individual Intern Plan that will be developed with the Employer Provided Mentor (EPM) and University Supervisor.

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 may result in the cancellation of your Intern Credential and likely loss of employment.

3.0 SUPPORT FROM CAL STATE EAST BAY

Intern Coordinator

The Intern Coordinator will assist and monitor all Cal State East Bay Interns and University Supervisors. In addition, the University Intern Coordinator will lead Intern Seminars and will monitor the intern's completion of the Intern Support Record, documenting that the required number of hours of Support/Mentoring and Supervision have been met. **(10 hours)**

University Supervisor

Cal State East Bay will designate a University Supervisor to provide support, mentoring, and supervision to the Intern. The University Supervisor meets the university standards for employment, holds the appropriate credential, and has prior teaching/supporting and management experience in the target credential area

This individual acts as liaison among the Internship candidate, the district-school, and the university.
The university supervisor support consists of on-site observations and conferences, email and phone support. The University Supervisor will conduct 12 Regular Education/ Special Education observations and post observation conferences over the course of the school year (2 hours each). An additional 6 observation visits and 6 conferences (2 hours each) will be made by the University Supervisor to observe the Intern teaching English Learners. **A total of 16 observations and conferences** will take place between the University Supervisor and the Intern totaling **32 hours**. The University Supervisor will also provide **30 hours** of email and phone support during the school year.

The University Supervisor meets in person with the Employer Provided Mentor at least three times per quarter (once every 3-4 weeks) to discuss the Intern's progress. Additionally the Employer Provided Mentor and University Supervisor will exchange emails at least once every two weeks. As an Individualized Intern Plan team member, the University supervisor will participate in the development and monitoring of the Intern's IIP.

Intern Seminars

Interns are required to attend six online and face-to-face seminars lead by the Intern Coordinator over the school year (**12 hours**) Topics will include case management, communication with families, teachers and service providers, problem solving with students, curriculum, and instruction for students with a range of knowledge, abilities, and skills.

4.0 SUPPORT FROM COOPERATING SCHOOL DISTRICTS

Employer Provided Mentor (EPM)

The employer will appoint a mentor with the matching Education Specialist Credential with the authorization of Mild-Moderate or Moderate Severe Disabilities and English Learner Authorization prior to an intern assuming daily teaching responsibilities. This Employer Provided Mentor will provide support that consists of observations, conferences, email and phone calls to the Intern teacher. The Employer Provided Mentor 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 for those candidates who do not have English Learner Authorization.

The Employer Provided Mentor 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.
5. Possession of credential ***in the area the Intern is seeking*** (Mild-Moderate or Moderate-Severe

Disabilities, or former " LH "or "SH") as is required by CTC and CSUEB and have a minimum of two years experience in the Intern's credential area.

District and School Site Meetings **(64 hours)**
Interns will attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, and Professional Development Seminars (district, county, state, specialized areas of study) provided to faculty. Interns may be required to attend professional development sessions provided by the College of Education and Allied Studies.

5.0 INDIVIDUALIZED INTERN PLANS (IIPS)

Individualized Intern Plan
The University Supervisor, Employer Provided Mentor, and the Intern shall develop the Individualized Intern Plan (IIP) during the first three weeks of school year/Internship. The IIP will suggest and outline 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 for those candidates requiring such authorization. The plan shall be uploaded to Blackboard for approval by the CSU East Bay Intern Coordinator.

Any of the following may be included in the plan, to provide more specificity for the time allocated above:
1. Observation of others teaching
2. Intern Supervision by Mentor or University Supervisor
3. Conferences, in person
4. Email or telephone conferences
5. Grade level/department meetings
6. Instructional planning
7. Logistical help before or after school (bulletin boards, seating arrangements)
8. Participation in District or Regional conferences
9. Review and discussion of test results
10. Editing work-related writing (letters to parents, announcement, etc.)
11. Completion of interactive journal (Intern and either US or EPM)
12. Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with service providers and general education teachers.

6.0 MY INTERNSHIP JOURNAL

Intern Candidates at CSU East Bay must pay for a program called My Internship Journal. This application will allow you to track your support from both CSU East Bay and the District. Please follow the directions provided by the company.
- Download the Quick Start Guide here
- Click here to sign up
- Enter your information (make sure you select your school from the school list.
- Click "Next"
- Follow the prompts to complete your purchase
If you run into any problems, contact support@myinternshipjournal.com.

7.0 ENROLLMENT INFORMATION

Each quarter Education Specialist Mild-Moderate or Moderate Severe Disabilities Intern Credential holders will enroll In the section EPSY 6770 Intern Teaching identified with Smetana as the course instructor. Education Specialist Moderate Severe Disabilities Intern Credential holders will enroll in the section of EPSY 6770 Intern Teaching identified with Kennedy or other identified faculty as the course instructor. During the spring quarter of the first year of the program and each quarter of the second year of the quarter, Intern Credential holders for both Mild-Moderate and Moderate-Severe Disabilities Credentials will enroll in the cohort designed fieldwork section for EPSY 6860 (spring year 1), EPSY 6862 (fall year 2), EPSY 6880 -4 (winter year 2 and EPSY 6880-8 (Spring year 2).

8.0 MANDATORY MEETING DATES

Mandatory Meeting Dates – 2017/2018
Fall Quarter
Wednesday, September 13, 2016 from 5-7 PM
Monday, December 5, 2016 from 5-7 PM*
Winter Quarter
Friday, February 10, 2017 from 5-7 PM*
Monday, March 13, 2017 from 5-7 PM*
Spring Quarter
Monday April 10, 2017 from 5-7 PM*
Monday, June 5, 2017 from 5-7 PM*
*These dates are tentative and may be changes. Intern candidates will receive at least two weeks notice regarding any change in meeting date

9.0 INTERN ADMINISTRATION

Dr. Linda Smetana is the 2017-2018 Intern Coordinator for the Education Specialist Programs. She works collaboratively with Dr. Meaghan McCollow. .-Dania Massey is the Intern Coordinator for the teacher credential programs. She can be reached at dania.massey@csueastbay.edu.

Please contact Dr. Smetana or Dr. McCollow with program specific intern-related questions at the following e-mails: linda.smetana@csueastbay.edu or meaghan.mccollow@csueastbay.edu. Please include your phone number and a few good times to reach you.

10.0 APPENDICES

APPENDIX A: LINKS TO IMPORTANT FORMS

Intern Screening Form
Paste the following link into your browser: http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-sped-intern-credential-application-processing-app-receipt-03-2015-fillable.pdf

CSUEB Intern Contract Form -

Paste the following link into your browser: http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-intern-contract-2016.pdf

Intern Checklist – or paste the following link into your browser:
http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/ted-ms-and-ss-intern-checklist-2017.pdf

Alternate Grade Experience Assignment - or paste the following link into your browser
http://www.csueastbay.edu/ceas/cssc/file

CSUEB Intern Application form

Paste the following link into your browser: http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-sped-intern-credential-application-processing-app-receipt-03-2015-fillable.pdf

Standard 13 Program Requirement Form

Paste the following link into your browser: http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-ms-and-ss-standard-13-form-2015-fillable.pdf

APPENDIX B: INDIVIDUALIZED INTERN PLAN (IIP)

Work with your University Supervisor and District Mentor to complete your support plan for the year. Remember to look at the professional development opportunities offered by the district, schedule observations of your mentor or other seasoned teachers at least twice a month, and identify dates/times for meeting with your District Mentor and University Supervisor. Then scan and upload this plan to Blackboard for approval by the Intern Coordinator **within one month** of starting your employment.

Name: _____ Net ID: _____ Cohort:_____

School: _____ District: _____ Principal: _____

Grade (MS): _____ Subject (SS): _____ Mentor Teacher (Name/Email/Phone):_____

University Supervisor: _____ DATE: _____

This IIP must specify a plan for your support, mentoring, and supervision 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. This plan must include a minimum of two hours of support, mentoring, and supervision every five instructional days.

Some options include the following:

1. Observation of others teaching
2. Intern Supervision by EPM or US
3. Conferences, in person
4. Email or telephone conferences
5. Grade level/department meetings
6. Instructional planning
7. Logistical help before or after school (bulletin boards, seating arrangements)
8. Participation in District or Regional conferences
9. Review and discussion of test results
10. Editing work-related writing (letters to parents, announcement, etc.)
11. Completion of interactive journal (Intern and either US or EPM)
12. Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with general education teachers

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

APPENDIX C: ALTERNATE SERVICE DELIVERY AND LEVEL EXPERIENCE

Full-Time Intern

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 provide documentation to the program coordinator evidence of 15 hours of observation and/or participation in a model of service delivery that is different from that of their employment and at a different level. These hours do not have to be contiguous hours; however, all of these hours must be completed in a single program of service delivery. "Alternate" grade level means that a high school intern will conduct their alternate placement in a middle school or an elementary school. A n elementary intern will conduct their alternate placement in a middle school or high school. During the intern seminars candidates will be provided with additional details and a series of observation activities. For interns, the work for the alternate experience will be counted as part of their intern support.

Intern candidates in Moderate-Severe Disabilities will be employed as Intern Teachers a maximum of 4 days a week, and will be placed in an alternate experience to address the range of ages and school levels addressed by the credential (ages 5-22) as well as the cultural and linguistic diversity of students, and the range of complex needs. The placement will be with one of the CSU master teachers in moderate-severe disabilities for the 5th day for each fieldwork quarter. They will receive university supervision in both locations.

Part-Time/Mid-Year Interns

Part time and mid-year interns may have met Alternate Service Delivery and Level Experience. This will be determined on a case by case basis with the candidate's University Supervisor and the Intern Coordinator.

TPE7/Standard 13 Requirements

Interns in either public or private schools must meet the state mandated requirements of working with English Learners. If the internship site cannot supply sufficient English Learners the intern must fulfill this requirement at another site. For interns at private schools, this must be fulfilled in a public school. During the year and on their own time, these interns must arrange 45 hours of documented work in classrooms with English Learners. All arrangements must be approved by the University Supervisor in advance.

Protocol for Interns in Mild Moderate Disabilities Alternate Arrangements

Above all, one must conduct all negotiations in a professional manner.

- Approach the alternative site principal and teacher and set a tentative schedule.
- Present to and discuss this schedule with your site administrator.

Once the schedule is agreeable to all parties,

- Provide both the Team Leader and University Supervisor with the schedule.
- Arrange for observation by the University Supervisor.