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1. **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.

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 MOU with the University and meet the responsibilities outlined in the MOU.

2. **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. This will consist 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 18 observations and conferences** will take place between the University Supervisor and the Intern totaling **36 hours**. The University Supervisor will also provide **30 hours** of email and phone support during the school year.

The University Supervisor will meet 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.

**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 problem solving with students, curriculum, and instruction for both regular education and EL students.
3. Support from Cooperating School Districts

Employer Provided Mentor
The employer will appoint a mentor with an 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 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.

School School Site Meetings (60 hours)
Interns will attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, and Professional Develop Seminars provided to faculty.

4. 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. 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 approved 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. Supervision of the Intern
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 discuss 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
5. Required Forms

APPENDIX A: CSU EAST BAY INTERN APPROVAL FORM

A limited number of internships are available to CSU East Bay candidates, who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness. First preference will be given to internships in high demand fields including Single Subject Math, Single Subject Science, and Special Education. Internships are limited to districts that have a signed Memo of Understanding with CSU East Bay. Internships must be at least 40% FTE. The Commission on Teacher Credentialing (CTC) requires that Credential Programs and Districts provide 189 hours of mentoring and support annually to each intern. The hiring District agrees to pay CSU East Bay $2000 per intern to cover the costs of CTC-mandated support. The District may cover its costs by withholding 10% of the intern’s salary, providing half of these funds to CSU East Bay retaining the rest to pay for district-provided intern support.

If you believe that you are qualified for an internship and have received the approval of your program coordinator, please submit this Intern Application to the Credentials Student Service Center (AE 235) by the following date: ________

Intern Applicant’s Name: _______________________________________  Net ID: ______________
Cell phone #: __________________________  Email: ____________________________________

Subject:
___ Multiple Subject
___ Single Subject (Specify subject) __________________________
___ Special Education Mild/Moderate Disabilities
___ Special Education Moderate/Severe Disabilities

The Commission on Teacher Credentialing requires all candidates to meet specific requirements prior to entering an internship. Please check off each requirement that you have met:

___ BA from an accredited institution of higher learning
___ Passage of CBEST
___ Demonstration of knowledge of US Constitution
___ Subject Matter Competence
___ Completion of Intern Pre-service Preparation (summer quarter credential coursework)

Special Education Intern Applicants Only
___ First year of TED SPED program completion (required)
___ Please check here if you have a valid multiple subject teaching credential (not required)
___ Please check here if you have a valid single subject teaching credential (subject) ______________ (not required)

Internships require candidates to function as the teacher of record for a group of students in addition to fulfilling credential program requirements. Please answer the following questions regarding your experience with students:

1) How long have you worked with students?
2) In what setting did you work with students?
3) What age/grade students have you worked with?
4) How would you evaluate your ability to manage student behavior?

5) How would you evaluate your ability to be an effective teacher?

6) Internships require candidates to work long hours, meet deadlines, and fulfill responsibilities to their students and to the CSUEB Credential Program. Please evaluate your **stamina, time management** and **organizational skills** in terms of your readiness to take on this commitment:

Please sign below indicating your belief that you have the maturity, time management and teaching skills to be an effective intern and credential student. Your signature signals your acknowledgement that 10% of your salary may be retained to cover the cost of intern supervision and support.

Candidate’s Signature: _____________________________________________ Date____________

Program Coordinator’s Signature: _________________________________________ Date _____________

**Once approved, this form will be returned to you and you may seek an internship. If you receive a job offer complete the following (include a copy of the job offer):**

Internship Specifications:

District: _____________________________ School: ____________________________________

Principal: __________________________ Principal email: ___________________________

Mentor: ____________________________ Mentor email: _____________________________

% Time (minimum 40%): ___________ School phone #: _____________________________

Teaching Responsibilities: _________________________________________________________

Please do not write below the line

______________________________________________________________________________

___ Internship approved

___ Internship not approved

Candidate informed by:

___ Email

___ Phone

___ Face-to-face communication

Signature: _____________________________________________ Date: ___________
APPENDIX B: CSU EAST BAY INTERN CONTRACT

This contract is an agreement between California State University East Bay (CSU East Bay) and the intern (name), ______________________________________________________________, who has accepted a position in the ____________________________ School District. The position is ________ % time and includes the following responsibilities: _______________________________________________________________________________________________________________________.

You have been assigned the following employer provided mentor (EPM): ____________________________________________________________, who has agreed to fulfill the conditions outlined in this contract.
You have been assigned the following University Supervisor (US): ________________________________________________________________, who has agreed to fulfill the conditions outlined in this contract.

YOU WILL RECEIVE THE FOLLOWING SUPPORT FROM YOUR CSU EAST BAY SUPERVISOR (US):

- 36 hours of University Supervisor (US) support and mentoring (1 hour per week)
  - General Education and/or Special Education: At least 12 observations of the Intern teaching and follow-up conferences (2 hours each)
  - English Learners: At least 6 observations of the Intern teaching EL and follow-up conferences (2 hours each)
- 30 hours of US support/mentoring provided via Blackboard Discussion Board, email, or phone

YOU WILL RECEIVE THE FOLLOWING SUPPORT FROM THE CSU EAST BAY INTERN COORDINATOR

- 12 Hours of online and face-to-face seminars, equaling 4 hours per academic quarter,

YOU WILL RECEIVE THE FOLLOWING SUPPORT FROM YOUR SCHOOL/DISTRICT:

- 26 hours of support, mentoring, and supervision provided by your Employer Provided Mentor (EPM) within the school day
- 10 hours of support, mentoring, and supervision related to English Learners provided by your EPM during the school day
- 60 hours of District Sponsored professional development and meetings

YOU WILL RECEIVE THE FOLLOWING SHARED SUPPORT FROM YOUR EPM AND US:

- 6 hours of face-to-face meetings at least twice per quarter (6 meetings, 1 hour each) to develop your Individualized Intern Plan and to discuss your progress.

PLEASE INDICATE YOUR ACCEPTANCE OF THE FOLLOWING CONDITIONS WITH YOUR INITIALS

_____ Ten percent of your salary may be withheld by the district that has hired you. Half of the 10% will be retained by the district and half will be given to CSUEB to cover the cost of intern supervision and support. If you are (a) appointed at a time base of less than 1.00, or (b) appointed after the start of the school year, you will receive levels of support that are prorated.
_____ YOUR RESPONSIBILITIES

1. Participate in the development of an Individualized Intern Plan that will specify the details of support that will be provided
2. Register for the intern section of student teaching
3. Attend all Credential Program course sessions and Intern Seminars. You may not attend District-sponsored activities or engage in extra paid assignments that interfere with CSUEB class/orientation attendance.
4. Maintain a “B” average and fulfill all Credential Program/Special Education Program requirements
5. Attend Intern seminars
6. Complete Intern Reports each quarter and post them on Blackboard
7. Respond in a timely manner to emails and/or phone calls from your US, EPM, and the Intern Coordinator
8. Notify the Intern Coordinator in writing if there are any problems with the internship or if you are not receiving the support specified in this document
9. Pass PACT (internships for candidates who fail PACT will not be renewed)

_____ WHAT HAPPENS IF YOUR DISTRICT DOES NOT SIGN AN OFFICIAL CSU EAST BAY MOU

Your district may need School Board approval to sign an official MOU. If this occurs, after the beginning of the school year, the district may sign an unofficial MOU and hire you on a 30-day Emergency permit. The district must provide a signed official MOU by the end of the 30 day period or the internship will be revoked.

_____ PROCESS FOR REVOKING INTERNSHIP

If the Intern Coordinator determines that the conditions specified in this document and in the Memorandum of Understanding (MOU) between CSUEB and the District are not being met the following steps will be taken:

1. The party who is not meeting his/her responsibilities will be notified in writing and warned of the consequences of failure to meet conditions specified in the MOU
2. Efforts will be made to remediate the problems
3. A final written warning will be sent to the intern and to the district
4. If the problems continue after the final warning, the internship will be revoked. This means that the candidate will not receive credit for the internship and will not be ineligible to complete his/her credential

My signature indicates that I accept the conditions and responsibilities specified in this contract and that I have discussed this contract with my principal.

__________________________________________________________________________   _____________
Intern’s Signature        Date

__________________________________________________________________________  ______________
Principal’s Signature        Date
APPENDIX C: INDIVIDUALIZED INTERN PLAN (IIP)

Name: ________________________________  Net ID: ___________  Cohort: _______________
School: ____________________________  District: _________________ Principal: _______________
Grade (MS): _____  Subject (SS): _________  Mentor Teacher: ________________________________
University Supervisor: __________________________  DATE: __________

This IIP must 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. This plan must include a minimum of two hours of support, mentoring, and supervision every five instructional days. Remember to look at the professional development opportunities offered by the district.

Some options include the following:

1. Observation of others teaching
2. Supervision of the Intern
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 discuss 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

<table>
<thead>
<tr>
<th>Support: District/EPM/US/CSU</th>
<th>Projected Meetings/ Professional Development/Supervision/Observation</th>
<th>Projected Date/Time</th>
</tr>
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<tbody>
<tr>
<td>Example: District</td>
<td>School Faculty Meeting</td>
<td>1 hour/weekly (Wednesday)</td>
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<tr>
<td>Example: District</td>
<td>EPM help with curriculum planning (General and EL)</td>
<td>August 20 – 1 hour general planning, 1 hour EL planning</td>
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</tbody>
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APPENDIX D: INTERN SUPPORT RECORD

Name: ____________________________________  Net ID: ___________  Cohort: ______________

School: ____________________________  District: _________________ Principal: _______________

Grade (MS): _____  Subject (SS): _________  Mentor Teacher: ________________________________

University Supervisor: __________________________  QUARTER: ________

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<tr>
<th>Observation &amp; Conference with CSUEB Supervisor Date/Time</th>
<th>Regular Ed/SPED or EL</th>
<th>Topics Discussed, Suggestions</th>
<th>Supervisor Initials</th>
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<th>Regular Ed/SPED or EL</th>
<th>Topics Discussed, Suggestions</th>
<th>Supervisor Initials</th>
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## EMPLOYER PROVIDED MENTOR

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<th>Modeling, Support, Observation by EPM</th>
<th>Regular Ed/SPED or EL</th>
<th>Topics Discussed, What you learned from EPM, EPM-EL</th>
<th>EPM Initials</th>
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<td>Date/Time</td>
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### ADDITIONAL SUPPORT CSU EAST BAY

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<th>Regular Ed/SPED or EL</th>
<th>Topics Discussed, What you learned</th>
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<td>Date/Time</td>
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### DISTRICT/SCHOOL SITE MEETINGS & PROFESSIONAL DEVELOPMENT/ OTHER

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<td>New Teacher Orientation</td>
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Did you receive a minimum of 8 hours of release time this quarter to meet with your EPM?

___ yes ___ no

Did your EPM provide at least 8 hours of support during the school day this quarter, at least 3 hours of which concerned EL?

___yes ___ no
Please indicate which of following forms of support you received from your EPM?

___ Modeling of teaching
___ Modeling of teaching EL
___ Observation of you teaching
___ Observation of you teaching EL

Did your university supervisor observe you teaching at least 6 times this quarter, at least half of which were when you were teaching EL?

___ yes ___ no

Did your university supervisor provide at least 6 ½ hours of email or phone support this quarter?

___ yes ___ no
APPENDIX E: Intern Alternate Grade Experience

What is an Alternative Grade Level Experience?
Grade levels are separated in self-contained classrooms as follows: K-2, 3-5, and 6-8. You need experience with at least two levels in a self-contained classroom. For example, if you teach 6th graders, then your grade level would be either at the K-2 or 3-5 level. Also see Diversity and EL below.

The intern and the credential coordinator discuss and agree on the alternate grade level site; the intern may then make her/his own arrangements. The university supervisor is informed of the placement. The credential coordinator will provide you with the forms that will be completed to meet this requirement.

Diversity and EL
The alternate grade level should also meet the diversity and EL requirements if these are not already met at your regular teaching site.

Part-Time Intern
See Diversity and EL above. Interns with greater than 60% contracts will, in addition to the teaching assignment covered by the part-time contract, have twenty-five (25) contiguous hours actively assisting and teaching at the alternate grade level. "Contiguous hours" is defined as teaching the same class on a regular basis. "Teaching" is defined as the planning and delivery of the instructional content determined by the host teacher. Interns complete an Active Observation sheet for each alternate grade level class.

University supervisors may observe the candidate teaching at the alternate site. The intern and the credential coordinator discuss and agree on the alternate grade level site; the Intern may then make her/his own arrangements.

Full-Time Intern
See Diversity and EL above. Interns with full-time contracts will, in addition to the teaching assignment covered by the full-time contract, have twenty-five (25) contiguous hours actively observing and assisting at the alternate grade level. "Contiguous hours" is defined as teaching the same class on a regular basis. Interns complete an Active Observation sheet for each alternate grade level class.

University supervisors may observe the candidate teaching at the alternate site, and will conduct post-observation interviews with the candidate. After the Intern and the Team Leader discuss and agree on the alternate grade level site, the Intern may then make her/his own arrangements.

Protocol for Intern 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.
Appendix F: Intern Alternate Grade Experience

Final Report and Assessment of Intern Forms

Candidate ___________________________ School ___________________________
Class ___________________________ Grade ___________________________
Teacher ___________________________

Active Observation /Instruction Dates

Please complete this report and return it to the Program Coordinator within one week of completing your alternate grade level experience.

This particular classroom was chosen because...

Describe how you spent your twenty-five hour alternate grade experience in this classroom?

Describe your instructional contributions?

Describe the type and level of interaction between you and the students? Between you and the teacher?

Describe how these students are different from those at your internship grade level?

What did the teacher do to meet the students' particular needs, as adolescents, in the content area, in literacy, and for her/his EL students?

What would you need to do/know in order to teach at this alternate grade?

In what ways did this classroom meet/not meet your expectations?

Anything else you would like to say about this experience...
Appendix G: Alternate Grade Experience - Assessment of Intern

Teacher: Please complete this form and place it in a sealed envelope, which the candidate will deliver to the Chair. If you prefer to word-process, this file is available for downloading at, http://www20.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-ms-and-ss-intern-alternate-grade-exp-assessment-of-intern.pdf.

Thank you very much for all you have done to help ensure the success of future teachers.

–Dr. Eric Engdahl, Interim Chair

Please describe what instructional tasks the candidate performed in your classroom during the twenty-five hour alternate grade experience? You may choose to also evaluate the effectiveness of these tasks.

Describe any additional contributions to your curriculum/classroom made by the candidate?

Please describe the level of interaction between your students and the candidate? Between you and the candidate?

Please rate and comment as to the dispositions of the candidate.

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<th>Always</th>
<th>Usually</th>
<th>Rarely</th>
<th>Comments</th>
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<td>Ability to assess classroom needs and assist appropriately</td>
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<td>“Curious” and “teachable”</td>
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<td>Professionalism</td>
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Appendix H: Standard 13 Program Requirement: English Learner Form

Candidate’s Last Name (print): _________________________________

Candidate’s First Name: _________________________________

Team Number: _________________________________

Placement: School/District/Grade: _________________________________

Date: _________________________________

Standard 13/TPE 7 -2042 Program Requirement

In the 2042 program, Standard 13/TPE 7 (as noted in the Program Handbook) requires that you teach students who are classified as English Learners (ELs). It is important for you to know the ELs you are working with in this assignment, so that you can focus planning and instruction on their needs. In order to do this, please provide the following information for each of your ELs: the name (first name and last initial only), the first language and the CELDT level. In order to meet the Standard 13/TPE requirement, at least three of your students must be ELs, with at least two different CELDT levels among them. If you do not have three EL students, then you need to make arrangements to work with a group of at least 3. This could be done with a resource teacher, ESL teacher, or with a group of students after school. You should meet this requirement in your first placement.

English Learners (list by first name and initial of last name) and the primary language:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>First Language</th>
<th>CELDT Level</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

This form is to be submitted to CSSC prior to the end of the fourth week of your assignment. A copy should be placed in your portfolio, TPE 7.

Supervisor or Credential Coordinator Signature: _________________________________

Date: _________________________________
Appendix I: EL Requirements for Single Subject Candidates

During the first (fall) placement each single subject candidate must observe 25 hours in a sheltered English instruction classroom, preferably but not necessarily in their content area. They must participate in at least five hours co-instructing with the master teachers. If possible they should be observed by their supervisor. This requirement should be done, whenever possible, at your school site. The “Sheltered English Instruction“ form should be placed in their binders and reviewed by their supervisors.

Interns are required to complete this by the end of their second placement.

Single Subject Sheltered English Instruction Experience

<table>
<thead>
<tr>
<th>Candidate</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Grade</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Hours Observing</td>
</tr>
<tr>
<td></td>
<td>Hours Instructing</td>
</tr>
</tbody>
</table>

*Please complete this report and place in your binder by the end of the first placement.*

This classroom was chosen because...

Describe how you spent your twenty-five hour sheltered English instruction experience in this classroom.

Describe your instructional contributions.

Describe the type and level of interaction between you and the students.

Describe how these students are different from your assigned classroom.

What did the teacher do to meet the students' particular needs, as adolescents, in the content area, in literacy, and for these students?

In what ways did this classroom meet/not meet your expectations?
Blackboard Information

Multiple Subject Candidates - Enroll in TED 5354 Section 4
Single Subject Candidates - Enroll in TED 5381 Section 5
M/M SPED Candidates - Enroll in ESPY 6770 Section 1
M/S SPED Candidates - Enroll in ESPY 6770 Section 2

Intern Administration

- Dania Massey is the Intern Coordinator.
- Please contact Ms. Massey with Intern-related questions at the following e-mail: dania.massey@csueastbay.edu. Please include your phone number and a few good times to reach you.
  Ms. Massey will get back to you as soon as possible.