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WELCOME!

We are pleased that you are interested in the Intern Alternate Pathway. 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. 
https://docs.google.com/forms/d/1v9hGJuY11hn1BhNQPzn1wo_PEfykxPhGVi2fjyMEEdO/

You must pass all summer courses with a “B” or better. The Intern Alternate Pathway is extremely challenging. Interns have a higher failure rate on the TPA (Teaching Performance Assessment) than do regular student teachers. Internships are not granted automatically or even if you already have a job offer. The Department of Teacher Education has a responsibility to ensure that only candidates with the dispositions and experience to provide quality education to California’s pk-12 students are granted Intern credentials. As with all our work, quality education for pk-12 students is the most important consideration in all we do. This handbook outlines the expectations of a candidates working under an Intern Credential.

Our credential programs assist candidates in becoming 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.

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.

Updated 5/21/2018
Social justice and democracy are exemplified through the Teacher Education Department (TED) 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;
4. Use of TaskStream web-based software;
5. Successful teaching experience in the field; and
6. Professional behavior at all times.

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).

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 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. Eric Engdahl, Chair, Department of Teacher Education

Dania Massey, Single Subject Intern Coordinator

Kelly Moore, Multiple Subject Intern Coordinator

**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 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.**

**ADMINISTRATIVE LEAVE**

If you are placed on administrative leave by your district/employer the credential program cannot interfere with the process, it is a matter strictly between employer and employee. Being placed on administrative leave is a serious matter and you must notify the program coordinator within 48 hours of this occurring. Your fieldwork is suspended when you are placed on administrative leave. If the duration of administrative leave is such that you are unable to fulfill the required number of hours for fieldwork before the end of the term, then you will receive a NC for field work, regardless of the outcome of your administrative leave hearing. However, you continue to attend university coursework while on administrative leave. If you do not attend regular courses you risk failing your classes.

If you are removed from your position due to administrative leave proceedings, the credential program will consider this equivalent to 12.1 # 3 in the Program Handbook regarding declassification:

> If the school or school district requests that a candidate be removed from their placement they may be declassified. A school or district is not obligated to provide rationales for removal.

If this occurs, a letter of declassification will be issued. Please see the Program Handbook 12.1 for a complete explanation. If the administrative leave is resolved and you are returned to your placement, then university supervision will resume.

You will not be able to student teach in another district while under administrative leave. In many cases, this is not allowed under the employment contract you have signed. Since the credential program is not privy to the reasons for your being placed on administrative leave, we cannot place you in another district until the matter is resolved.

**EARLY PROGRAM COMPLETION OPTION FOR INTERNS**

Multiple Subject and Single Subject Interns may choose to pursue the Early Program Completion Option to earn their preliminary credential. Information about the Option is provided on the CTC website: [http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf](http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf). Any intern considering this option must meet with the Intern Coordinator to discuss the challenges the option presents.

**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 Internship Journal, documenting that the required number of hours of Support/Mentoring and Supervision have been met. *(10 hours)*
Dania Massey is the Single Subject Intern Coordinator. Kelly Moore is the Multiple Subject Intern Coordinator.

Please contact Ms. Massey or Ms. Moore with Intern-related questions at the following e-mails: dania.massey@csueastbay.edu or kelly.moore@csueastbay.edu. Please include your phone number and several good times to reach you

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 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 will meet in person with the Employer Provided Mentor at least four times per semester (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.

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 (64 hours)

Interns will attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, and Professional Develop Seminars provided to faculty.

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 uploaded to the Intern Google Classroom 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 general education teachers.

**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.

1. Download the Quick Start Guide available via the Intern Google Classroom
2. Enter your information tied to your school site
3. Follow the prompts to complete your purchase

If you run into any problems, contact support@myinternshipjournal.com.

**ENROLLMENT INFORMATION**

Intern credential holders will enroll in a different section for their field practicum. Rather than enrolling in the field practicum attached to your cohort, always enroll in Section 5, which will list either Massey (Single Subject) or Moore (Multiple Subject) as the instructor.

**Multiple Subject Candidates**

Enroll in TED 570 (Multiple Subject Student Teaching I) Section 5 Fall 2018

Enroll in TED 571 (Multiple Subject Student Teaching II) Section 5 Spring 2019

Updated 5/21/2018
Single Subject Candidates

Enroll in TED 575 (Single Subject Field Placement I) Section 5 Fall 2018

Enroll in TED 576 (Single Subject Field Placement II) Section 5 Spring 2019

**MANDATORY MEETING DATES – 2018/2019**

*Summer Quarter*

Friday, July 27, 2018 1:00 – 3:00 pm (After Better Together)

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

*Fall Semester*

Friday, September 7, 4:30 – 6:30 pm

Thursday, November 8, 4:30 – 6:30 pm

*Spring Semester*

Friday, February 8, 4:30 – 6:30 pm EL Focus Zoom meeting

Friday, April 12, 4:30 – 6:30 pm
APPENDIX: 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:

- Observation of others teaching
- Intern Supervision by EPM or US
- Conferences, in person
- Email or telephone conferences
- Grade level/department meetings
- Instructional planning
- Logistical help before or after school (bulletin boards, seating arrangements)

- Participation in District or Regional conferences
- Review and discussion of test results
- Editing work-related writing (letters to parents, announcements, etc.)
- Completion of interactive journal (Intern and either US or EPM)
- Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with general education teachers
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