



**CALIFORNIA STATE  
UNIVERSITY**  
**E A S T B A Y**

**COLLEGE OF EDUCATION AND ALLIED STUDIES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**



**EDUCATION SPECIALIST MILD-MODERATE AND MODERATE-SEVERE  
DISABILITIES INTERN FORMS AND POLICIES MANUAL 2019-2020**

**Dr. Linda. Smetana  
Dr. Meaghan McCollow**

**Dr. Jack Davis, Chair**

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## 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 school/transition age programs 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. Prospective interns must complete the Intern Approval Google form and receive confirmation from the program coordinator to pursue an internship. The Intern Alternate Pathway for program completion is extremely challenging. Internships are not granted automatically if there is a job offer. The faculty in the Special Education Programs cluster in the Department of Educational Psychology has a responsibility to ensure that only candidates with dispositions and

experiences to provide quality Education to California's K-22 students and youth are granted Intern credentials

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 to yourself, your students, program faculty and mentors.

The Education Specialist Mild Moderate and Moderate Severe Disabilities 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 Department of Educational Psychology credential and Master's degree programs. Threaded throughout the program are the themes of collaboration, universal access, evidence-based practices and diversity. 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 of 3.0 for all program coursework;
2. Use of standard American English;
3. Basic technology literacy including use of the Microsoft and Google suite of applications;
4. Use of TaskStream, Blackboard, and other technologies
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 Special Education Cluster is distinguished by accomplished faculty, instructors and supervisors as well as and by graduates who are powerful forces in their communities. Credential candidates are prepared 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, Program and Intern Coordinator

Dr. Meaghan McCollow, Program Faculty

## 1.0 SUMMARY OF INTERN REQUIREMENTS

The Commission on Teacher Credentialing (CTC) has specific for all teacher preparation programs in California. California State University, East Bay and the employing school, district or agency share responsibility for providing each intern with a minimum of 189 hours of annual support, mentoring and supervision. The 189 hours will include 144 hours of support, mentoring and supervision 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 have the 45 hours of support related to English Learners.

All interns must have time within or 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. 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 the Intern Credential and possible loss of employment. Intern candidates may be required to complete hours in an alternate grade placement.

Consistent with CTC policy, Interns who begin their assignment after the beginning of the schoolyear 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 Memorandum of Understanding (MOU) with the University and meet the responsibilities outlined in the MOU.

Over the course of the Education Specialist Program, intern candidates must complete 200 hours of field experience in general education and special education under the review of the district mentor the University supervisor. 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 credential program. Candidates who hold a valid general education credential with English Learner Authorization may begin the credential program as an intern teacher Fall Semester of the first year of the program. 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 and not credential must complete the following requirements prior to being recommended for the Intern Credential.

**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:

- Have an in hand card copy of an offer of employment from a school district that identified the type of position, the start date and end date.
- Have evidence of successfully COMPLETED the CSET and CBEST examinations with scored submitted to the Credential Student Service Center.
- Have successfully completed the Constitution requirement
- Have a valid TB test (negative) submitted to the CSSC
- Have fingerprint clearance submitted to the CSSC
- Completed the 120 hours of summer coursework or hold a general education credential
- Be enrolled in fall courses
- Complete the intern application for submission to the CTC through the CSSC  
<http://www.csueastbay.edu/cssc/files/docs/credential-intern-application.pdf>

Intern candidates should read the instructions on the form; complete the form as directed. Bring a hard copy of the form and a check for payment to the CSSC. You will receive a receipt indicating that you have applied for the intern credential through CSU East Bay. Interns must be employed for a minimum of 40% employment.

The internship may be cancelled or modified based on intern performance within the position. All interns must make time within or outside of their position to meet the requirements of field and course based assignments.

Over the course of internship, the intern will add SPED 695 to their course schedule, register for the intern log via My Internship Journal and participate in once a semester intern seminars. In addition, interns will complete an Individual Intern Plan with the guidance of the employer provided mentor and the University supervisor.

Intern candidates must maintain a cumulative GPA of 3.0. There may be no Incompletes, No Credits, or grades lower than a "B-."

Failure to adhere to these guidelines may result in the cancellation of the Intern Credential and possible loss of employment.

### 3.0 SUPPORT FROM CAL STATE EAST BAY

#### Intern Coordinator

The Intern Coordinator assists and monitors all Cal State East Bay interns and University supervisors. In addition, the Intern Coordinator leads Intern Seminars and monitors the intern's completion of the Intern Support Record

recorded in My Intern Journal documenting that the required number of hours of support/mentoring and supervision have been met.

Dr. Linda Smetana is the Intern Coordinator for the Education Specialist Program candidates. She can be reached at [linda.smetana@csueastbay.edu](mailto:linda.smetana@csueastbay.edu).

#### University Supervisor

The Program Coordinator and Program Faculty 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 conducts 6 observations and conferences over the course of the semester (2 hours each). An additional 2 observation visits and 2 conferences over the course of the semester (2 hours each) will be made by the University Supervisor to observe the Intern teaching English Learners. Additional supervision and support may take place through e-mail, conference video, conferences and other methods of communication.

The University Supervisor meets in person with the Employer Provided Mentor at least twice a semester to discuss the Intern's progress. Additionally, the Employer Provided Mentor and University Supervisor exchange emails or communicate at least once every three weeks. As an Individualized Intern Plan team member, the University supervisor participates 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. Topics may include but are limited to include curriculum and instruction strategies for students, 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.

Intern support per semester may be organized as presented below:

University supervision	32 hours. (face-face, in person, online, e-mail)
Intern seminar	6 hours
ELD support	6 hours

## 4.0 SUPPORT FROM COOPERATING SCHOOL DISTRICTS

#### Employer Provided Mentor (EPM, mentor)

The employer (district or site) appoints a mentor with the matching Education Specialist Credential with the authorization of Mild-Moderate or Moderate Severe Disabilities and also holds English Learner Authorization. The mentor prior to an intern assuming daily teaching responsibilities. This Employer Provided Mentor provides support that consists of observations, conferences, email and phone calls to the Intern teacher during and after the school day.

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 supervisor 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 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

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.

Intern support per semester may be organized as presented below:

EPM support 26 hours

District level support 32 hours (district and site meetings)

English Learner support 10 hours

## 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 suggests and outlines 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 or 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 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](mailto:support@myinternshipjournal.com).

## 7.0 FIELDWORK AND INTERNSHIP ENROLLMENT INFORMATION

Each semester Education Specialist Mild-Moderate or Moderate Severe Disabilities Intern Credential holders enroll in a section of SPED 695. Section 01 is identified for first year interns. Section 02 is identified for second year interns. Intern Credential holders for both Mild-Moderate and Moderate-Severe Disabilities Credentials will enroll in the fieldwork courses as identified below:

- |               |  |
|---------------|--|
| Spring year 1 | SPED 611 Fieldwork I, Mild Moderate Disabilities   |
|               | SPED 615 Fieldwork I, Moderate Severe Disabilities |
| Fall year 2   | SPED 612 Fieldwork I, Mild Moderate Disabilities   |
|               | SPED 615 Fieldwork I, Moderate Severe Disabilities |



Spring Year 2      SPED 613 Student Teaching, Mild Moderate Disabilities  
                            SPED 616 Student Teaching, Moderate Severe Disabilities

## 8.0 MANDATORY MEETING DATES

Mandatory Meeting Dates – 2019/2020

Fall Semester

Friday, September 6, 2019 from 4:30 – 6:30PM

Additional dates will be scheduled. Intern candidates will receive at least two weeks notice prior to any meeting date.

## 9.0 INTERN ADMINISTRATION

Dr. Linda Smetana is the 2019-2020 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](mailto: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](mailto:linda.smetana@csueastbay.edu) or [meaghan.mccollow@csueastbay.edu](mailto: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/ceas/cssc/files/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/ceas/cssc/files/docs/cssc-ted-intern-contract-2016.pdf>

**Intern Checklist** – or paste the following link into your browser:

<http://www.csueastbay.edu/ceas/cssc/files/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/ceas/cssc/files/docs/cssc-ted-sped-intern-credential-application-processing-app--receipt-03-2015-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 or the Google Classroom 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:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Observation of others teaching</li> <li>2. Intern Supervision by EPM or US</li> <li>3. Conferences, in person</li> <li>4. Email or telephone conferences</li> <li>5. Grade level/department/district meetings</li> <li>6. Instructional planning</li> <li>7. IEP/SST/504 meetings</li> <li>8. Participation in District or Regional conferences, workshops</li> </ol> | <ol style="list-style-type: none"> <li>9. Review and discussion of test results</li> <li>10. Editing work-related writing including case reports, IEP related</li> <li>11. Completion of interactive journal (Intern and either US or EPM)</li> <li>12. Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with general education teachers</li> <li>13. Beginning of the year activities at the school, district, SELPA</li> </ol> |
|---|--|

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

**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. An 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.

**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. 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.