

**CSU EASTBAY INTERN
SUPPLEMENT
HANDBOOK**



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Introduction

This document accompanies the Program Handbook for the Education Specialist Credential Program with authorizations for Mild Moderate Support Needs and Extensive Support Needs. The Education Specialist credentials include authorization to teach English Learners (CLAD/ELD) and individuals with Autism Spectrum Disorders (ASDAA). Education Specialist Intern candidates must complete the summer session and have met Subject Matter Competency, Basic Skills and US Constitution prior to application for the Intern Credential.

The Department of Educational Psychology Special Education Programs offers the California Alternate Route to Certification or Intern Program to candidates who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record. Intern candidates receive unparalleled support from peers and faculty. The program is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepare new teachers in accordance with the California Teacher Performance Expectations for Education Specialists ([TPEs](#)) including [TPE 7](#).

The Intern Credential

The credential is valid for two years and is valid as long as the applicant remains employed in the same school district and remains enrolled in the CSUEast Bay Education Specialist Credential Program. The Intern Credential may be transferred to another school district. In order to do so the candidate must contact the Credential Student Service Center (CSSC) for the change in district process. A one year extension is available to candidates who are making progress in the program and are in good standing.

Intern Eligibility Requirements

In order to apply for the Intern credential candidates must have successfully completed the Subject Matter, Basic Skills and US Constitution requirements and the 120 hours of summer coursework or hold a general education credential prior to applying for an internship. Candidates must be enrolled in fall semester classes before the application will be processed. Candidates who hold an Education Specialist Credential with either the MMSN or the ESN authorization may return to CSUEB to obtain another authorization. In such cases the candidates may be employed as an intern when employed as a teacher for the second authorization.

The CTC sets forth the [eligibility requirements](#) for interns and internships. The Credential Student Service Center (CSSC) will require the following to recommend a candidate for an Intern Credential:

- Approval from Program Coordinator

- Documentation of 120 hours of appropriate coursework with a grade of “B” or higher in each class, have a cumulative GPA of 3.0 with no grades of Incomplete or No Credit;
- Current enrollment in Fall classes for your program verified by the Credential Student Service Center
- A submitted Intern Credential Application with the required documents.
- Verification of Employment from district signed by HR with a start date in the current academic year-page 4 of the Intern Application signed by HR
- Valid CTC document (www.ctc.ca.gov)
- Valid negative TB test (TB Risk Assessment not accepted)
- Verification of the Basic Skills Requirement (BSR), i.e., CBEST, SAT/ACT, Approved BSR Evaluation
- Subject Matter Competency (SMC), i.e., CSET score report or SMC approved coursework evaluation
- U.S. Constitution verification
- Copy of an offer of employment or district contract with date of hire and matching subject matter assignment

The CSSC will also require a Credential Processing Receipt - of \$25.00 for each credential document type. CashNet <https://commerce.cashnet.com/CRDNTL> (attach a copy of your receipt with your application)

Approval Process

Prospective Intern candidates must obtain university authorization from the Program Coordinator before they are eligible to accept any job offers. University approval is not given automatically. Candidates must request the [SPED intern application](#) form from the Program Coordinator.

The Program Coordinator reviews the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a university internship credential. The Program Coordinator must also approve the prospective job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. Once completed and reviewed the application is reviewed. If a candidate is approved by the Program Coordinator, they can seek employment.

Candidates with 50% job assignments may need to work with the Program Coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements. The Department reserves the right to terminate any intern credentials if the District fails to uphold all conditions of the Memorandum of Understanding with the university. Once completed and reviewed the application is reviewed. If a candidate is approved by the Program Coordinator, they can seek employment.

Intern Commitment and Responsibilities

Candidates working as teachers under an intern credential are employees of the district and are considered teachers of record. However, there is much more work involved in being an intern than being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher, teacher on permit, or intern.

Interns are responsible for completing all assignments according to the deadlines set forth in the course syllabus. Extensions are not granted due to the additional duties and responsibilities of the intern teaching position. Interns must make arrangements to meet the fieldwork hours of observation and participation. Therefore interns may need to make arrangements with their site administrator for time off in order to complete the required tasks.

Fieldwork Binder

All candidates will complete a fieldwork binder for each year of the program. The contents of the binder reflects the activities of the Intern Teacher over the course of the semester. The binder is checked at each visit by the University Supervisor.

Intern Candidate Evaluation

Intern teachers are evaluated in the same manner as student teachers or teachers of record who are not interns. Candidate evaluation is based on the Teaching Performance Expectations and focuses on those expectations that can be verified within the field based setting. At this time a revised candidate evaluation form is in development and will be shared with the intern fall semester 2023.

Candidates are expected to communicate to the school district the criteria for obtaining a university internship credential through CSUEB. Candidates must have a cumulative GPA of 3.0 with No Incompletes, No Credits, or grades lower than "B."

Intern Program Course

The Education Specialist Intern credential programs encompass both the practical teaching component (clinical fieldwork, field practicum) and the curriculum component (coursework). Candidates have a district Employer Provided Mentor (EPM) and University Supervisor who will observe, consult, and support the intern candidate with implementation of the multiple roles of the Education Specialist: case management, legal mandates and educational policy, and implementation strategies for and outcomes of effective specialized strategies and inclusive, collaborative practices with general education and interdisciplinary colleagues and families. Resources including [high leverage practices](#), [teaching works](#), [CEEDAR Center](#) and the [IRIS Center](#) are shared with the intern throughout the program.

As part of the Intern Cluster, candidates spend the entire program together completing the [SPED 695](#) Intern Seminar Course sequence. Intern candidates receive unparalleled support from peers and from team faculty. Intern candidates receive unparalleled support from peers and from team faculty. The program is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepares new teachers in accordance with the California Teacher Performance Expectations for Education Specialists ([TPEs](#)) including [TPE 7](#).

The Education Specialist credentials include authorization to teach English Learners (CLAD/ELD) and individuals with Autism Spectrum Disorders (ASDAA). Education Specialist Intern candidates must complete the summer session and have met Subject Matter Competency, Basic Skills and US Constitution prior to application for the Intern Credential.

Intern candidates, complete the program as identified below:

- 4 semesters *and* one summer session for candidates without a general education credential
- 4 semesters, SPED, only for those who have completed their general education credentials
- Candidates who enter with general education credentials older than 7 years may be required to complete summer courses.

Course Sequence

(Candidates must complete the summer course sequence prior to applying for the intern credential. Individuals who hold a general education or special education credential are not required to complete the summer sequence of courses)

Summer

SPED 500

TED 505

TED 515

<p>Fall Year 1 SPED 601 SPED 602A SPED 604 SPED 614 SPED 694A SPED 695-01</p>	<p>Spring Year 1 SPED 602B SPED 605 SPED 606 (MMSN) or SPED 608 (ESN) SPED 611 (MMSN) or SPED 615 (ESN) SPED 694B SPED 695-01</p>
<p>Fall Year 2 SPED 607 (MMSN) or SPED 609 (ESN) SPED 610 SPED 612(MMSN) or SPED 616 (ESN) SPED 699A SPED 695-02</p>	<p>Spring Year 2 SPED 603 SPED 613(MMSN) or SPED 617 (ESN) SPED 699B SPED 695-02</p>

Employment

[Clinical sites for interns](#) are held to the same standard as those for fieldwork and student teaching. Teachers and administrators and staff at the clinical sites should demonstrate the use of culturally relevant, evidence based practices and a commitment to collaborative instruction for students with disabilities in the Least Restrictive Environment. In addition the sites should be culturally and socioeconomically diverse and have programs for English Learners.

Internships are limited to districts that have a current signed [Memorandum of Understanding](#) with CSU East Bay. Internships are limited to [districts](#) that have a current signed [Memorandum of Understanding](#) with CSU East Bay. Candidates are expected to communicate to the school district the criteria for obtaining a university internship credential through CSUEB.

Enrolled candidates who desire a university internship position must find their own position and must obtain [authorization](#) from the Program Coordinator before they are eligible to accept any job offers. Each internship job offer is carefully evaluated to ensure that the students at the school site will receive a quality education and that the candidate will engage in a teaching experience incorporating best and evidence practices. Interns must remain in their intern position for the academic year.

California law requires that Interns maintain employment in order to be enrolled in an intern credential program. The employing district determines the employment status of each Intern. Evaluation of the Intern, from an employment perspective, is done in accordance with the procedures and time lines set out by each individual district. Interns whose employment relationship is severed or altered, for any reason should immediately contact the Program Coordinator.

Internships are limited to [districts](#) that have a signed [Memorandum of Understanding](#) (MOU) with CSU East Bay. The job assignment must:

1. Match candidate's credential objective
2. Include or allow for additional experiences teaching English Learners, students with different disability classifications
3. Have district support as required by CTC regulations. The district is responsible for identifying and assigning mentors to intern candidates.

Intern credentials can be issued to candidates working in a private school. However the school must meet the following conditions:

The private school demographics must meet the state definition of a “diverse school setting” that reflects California’s public schools. The private school will be asked to provide evidence that relative to diversity of all of the following:

- race, ethnicity of the students
- number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges
- languages spoken by the students, including English learners
- the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes

Intern candidates teaching in private schools must complete an additional 150 hours of fieldwork/student teaching in a public school setting.

Support for Interns

Intern candidates are supported by the district and the University. Support is individualized according to the needs of the intern candidate and the demands of the position.

Documentation of Support

Intern candidates will document their mentor hours as well as their fieldwork hours through [Time2Track](#). Mentor hours will be documented through the Intern section on the dropdown menu. Fieldwork hours will be documented through the Master's section on the dropdown menu. The University supervisor will approve or reject the hours/activities submitted.

Mentor hours include the 1-1 support provided by the Employer Provided Mentor, site, district, county and SELPA professional development activities, conferences. The intern support is directly related to the responsibilities of the position including case management, curriculum and instruction, assessment, classroom management, collaboration and professional development. Support may be through in person meetings, phone and email communications.

[Time2Track and Intern Support Requirements](#)

Over the course of the program candidates are required to purchase subscriptions to Time2Track the platform accesses to document hours spent in the classroom and in other special education and general education environments. Time2Track has multi year plans that lead to significant savings. Candidates use the item in the Custom Activity List to document their work across service delivery models. Interns will have two Time2Track pathways: Internship- where they log the mentor hours and Masters-where they log the observation and participation activities required each semester.

Interns

- Complete Intern Support hours/year

General Support (144 hours)

ELD Support (45 hours)*

- Complete Fieldwork/Student teaching hours

614 50 hours Early Fieldwork Exploration (30 in general education)

611/615 100 hours Early Fieldwork (20 in general education)

612/616 270 hours Fieldwork

613/617 400 hours Student Teaching

University Support

Interns are provided with a University Supervisor from the beginning to the end of the internship. The university supervisor will observe/consult with the supervisor a minimum of 6 times each semester. University supervision is carried out in real time fashion where the supervisor views the intern teacher in action. University support is documented through notes from the University supervisor and contents of the Fieldwork Binder. The University Supervisor supports the Intern Teacher in understanding and completing all the requirements, provides meaningful guidance, support and feedback and assists in problem solving.

The University Supervisor has a dual role when working with interes, that of an intern supervisor and that of a clinical practice supervisor. In both roles the University supervisor will know the context of instruction and be familiar with the content being taught. The University Supervisor will visit/observe/make contact 6 times over the course of the semester. Two of the contacts are documented through a candidate's upload of a lesson to Go React followed by an annotation of the video. The University supervisor also annotates the video. A conference is held where the annotated video is shared and discussed.

At the end of the semester, the University Supervisor will evaluate the interns progress towards meeting the teaching Performance Expectations.

Additional university support is provided to the intern candidate through the Intern Seminar course [SPED 695](#). Seminar sessions are designed for year 1 (SPED 695-01) and year 2 (SPED 695-02) candidates. A separate section SPED 695-03 is available to interns who have requested a one year extension of their intern credential.

University Support includes:

- Development of IIP with Employer Provided Mentor
- Intern Coordinator support as needed
- Intern seminar
- Supervisor conference
- Supervisor email/phone/text support
- Supervisor observation

School District Support

An administrator from the school district will appoint an Employer Provided Mentor with the appropriate Education Specialist authorization, MMSN or ESN. Autism Spectrum Disorder, and an English Learner Authorization prior to an intern assuming daily teaching responsibilities

Employer Provided Mentor

The Employer Provided Mentor is identified to support the intern teacher over the course of the internship. This individual may be identified by the site of the district person charged with teacher development. Employer Provided Mentor meet the following criteria:

- the desire to mentor an intern teacher
- are fully credentialed or certified in the subject area of supervision
- have earned the Clear Credential, are tenured, and have been teaching for a minimum of three years
- possess strong subject-area and pedagogical knowledge, use technology and literacy strategies,
- have strong classroom-management skills, and effectively implement academic content standards
- have effective communication and collaboration skills
- are devoted to the academic learning needs of all students, including students from diverse ethnic and language backgrounds and including English Learners

Employer Provided Mentor provides support consisting of observations, conferences, email and phone calls to the Intern teacher. An example of the support is as follows: Each semester, the EPM provides a minimum of 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 provides 10 hours of support and supervision related to English Learners during the school day.

School/District Meetings/Support (45 hours each semester. 90 hours total)

Interns attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, Special education and SELPA meetings and Professional Development Seminars provided to faculty.

District Support Includes:

- Development of IIP with University Supervisor
- District New Teacher Orientation
- District Professional Development
- Mentor conference/meeting
- Mentor email/phone/text support
- Mentor helps with instructional planning, assessment, management, etc.

- Mentor observation
- Observation of other experienced teachers
- School-site meetings (grade level, department, faculty)

Individualized Intern Plan

The University Supervisor, Employer Provided Mentor, and the Intern develop the [Individualized Intern Plan \(IIP\)](#) during the first three weeks of the 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 Individualized Intern Plan Google Form will be submitted for approval to the CSU East Bay Program Coordinator.

Fieldwork Binder

All candidates including interns complete a Fieldwork Binder for each year of the program. The contents of the binder reflects the activities of the Intern Teacher over the course of the semester. The binder is checked at each visit by the University Supervisor.

Intern Candidate Evaluation

Intern teachers are evaluated in the same manner as student teachers or teachers of record who are not interns. Candidate evaluation is based on the Teaching Performance Expectations and focuses on those expectations that can be verified within the field based setting. At this time a revised candidate evaluation form is in development and will be shared with the intern fall semester 2023.

3rd Year Interns

Interns who have completed coursework but not RICA must continue to enroll in a support class if they want to remain in the classroom. Candidates must enroll in SPED 695-03 through Open University. Year 3 interns must meet the 144+45 hours of mentoring in year 3 of the internship.

Employment

Enrolled candidates who desire university internship positions find their own jobs and, once a candidate accepts an approved position, they may not leave or change jobs since the intern credential is tied to the school of employment. Interns may seek part-time or full-time employment in their subject area.

Part-Time: An intern can work part-time. However, if the position is less than 60% time, the candidate must student teach in order to meet the 600 hour clinical fieldwork requirement. This will need to be approved by the Program Coordinator.

Full-Time: If an Intern secures a full-time position, a minimum of 60% of the position must be in the subject area of their credential goal.

- Candidates must meet CTC Intern Credential requirements
- Candidates must request approval for the Internship through the completion of the [SPED Intern Application](#).
- Candidates must complete the [Request for Intern Teaching Site Approval](#) form requesting credit for work within a specific school district
- The Program Coordinator reviews the application and determines if the request for the internship is approved.

Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, they may not leave or change jobs. Once a candidate is placed for student teaching, they may not leave to take an internship.

[Clinical sites for interns](#) are held to the same standard as those for fieldwork and student teaching. Teachers and administrators and staff at the clinical sites should demonstrate the use of culturally relevant, evidence based practices and a commitment to collaborative instruction for students with disabilities in the Least Restrictive Environment. In addition the sites should be culturally and socioeconomically diverse and have programs for English Learners.

Candidates employed in a private school may complete their fieldwork in such a position, but must [spend 150 hours](#) in a California public school prior to being issued their preliminary credential. Since the CTC Intern credential is valid for two years from the date of issuance, it intern should be valid for the duration of the program.

Candidates under CTC issues university internship credentials are mentored by site partners (employer provided mentors), have a university supervisor, and are also evaluated by a school or a district administrator.

- Candidates must meet CTC Intern Credential requirements
- Candidates must request approval for the Internship through the completion of the [SPED Intern Application](#).
- Candidates must complete the [Request for Intern Teaching Site Approval](#) form requesting credit for work within a specific school district
- The Program Coordinator reviews the application and determines if the request for the internship is approved.

Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, they may not leave or change jobs. Once a candidate is placed for student teaching, they may not leave to take an internship.

The Credential Student Service Center will require the following to recommend a candidate for an intern credential:

- Approval from Program Coordinator
- Documentation of 120 hours of appropriate coursework, summer courses, with a grade of “B” or higher in each class, have a cumulative GPA of 3.0. Candidates who hold a multiple or a single subject credential may not need to take the summer program.
- A copy of one’s District contract, offer of employment, or letter of Intent with date of hire AND matching subject matter assignment;
- Appropriate application and fees;
- Completion of Basic Skills Requirement and Subject Matter Competencies;
- Completion of US Constitution requirement.

Interns must secure their own employment in a job that is a minimum of 60% time. An intern can work part time, but must student teach part time if the job is less than 60%. If an Intern secures a full time position, a minimum of 60% must be in a job that aligns with their credential goal. The intern position must enable the candidate to meet the Fieldwork and Student Teaching hour requirements as well as work with English Learners and students in general education.

Once a candidate accepts an approved intern position, they may not move or change jobs since the intern credential is tied to the district.

The Department reserves the right to terminate any intern credentials if the District fails to uphold all conditions of the Memorandum of Understanding with the university. Interns must be able to complete specific course assignments that require observation/participation outside of the interns position.

Intern Dispositions

Interns are professional in their conduct at the school site and within the University learning environment. They are positive in their interactions with others and refrain from behaviors that are seen as disruptive, racist, or offensive. Interns abide by the CSUEB Student [Code of Conduct](#) and the Policy on [Academic Dishonesty](#).

At all times candidates must

- Maintain confidentiality and adhere to FERPA requirements

Exercise professional, respectful, and positive behavior

- Show interest in both their field and coursework
- Demonstrate cooperation, collegiality, and flexibility
- Receive feedback and suggestions genially
- Communicate with and respond to program faculty, supervisors, mentor teachers, instructors
- Accept consequences for actions
- Use discretion in communication with others
- Exhibit the ability to successful meet the TPEs

When Difficulties Arise

Despite the best intentions of all involved in the intern teaching experience, dissonance, conflicts and problems may arise. Interns should be in close communication with their University Supervisor and Employer Provided Mentor regarding their work and share interactions with site administration, special education district personnel and families.

The intern and supporting personnel should create and implement a process for addressing the areas of dissonance or concern. The Program Coordinator should be informed of any difficulties an intern is having in their position. Communication is key in addressing difficult situations.

Disqualification

Intern candidates must meet the same standards of academic performance as non-interns. Interns must maintain a cumulative GPA of 3.0 with No Incompletes, No Credits, or grades lower than "B." Grades of C, D and F may lead to academic disqualification. Intern candidates who are asked to leave their position prior to the end of the school year will need to meet with their University supervisor and Program Coordinator. A review of the circumstances will take place as the Program Coordinator meets with the site administrator. In some cases, the candidate will be disqualified from the program.

- Exercise professional, respectful, and positive behavior
- Show interest in both their field and coursework
- Demonstrate cooperation, collegiality, and flexibility
- Receive feedback and suggestions genially
- Communicate with and respond to program faculty, supervisors, mentor teachers, instructors
- Accept consequences for actions
- Exhibit the ability to successful meet the TPEs

Program Probation

If an Intern receives a program status of not satisfactory or a course grade of "C-" (C minus) or lower from an Instructor or Practicum Supervisor, that Intern will be placed on program probation and an *Improvement Plan* will be initiated. The Intern will be required to meet with the Instructor or Practicum Supervisor responsible for the below standard rating in order to negotiate an appropriate remediation program which must be completed within the academic semester. Upon successful completion of the remediation program, the Instructor or Practicum Supervisor will submit a grade change to the Executive Director. If an Intern fails to successfully complete the remediation program, he/she will be removed from the program.

Receipt of a minimum grade point average (GPA) of less than 3.0 for any program work will cause an Intern to be placed on program probation. Receipt of more than one such rating in any academic year will result in the Intern's removal from the program.