



# CALIFORNIA STATE UNIVERSITY

## E A S T B A Y

**COLLEGE OF EDUCATION AND ALLIED STUDIES**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**



**FORMS AND POLICIES MANUAL FOR EDUCATION SPECIALIST  
CANDIDATES TEACHING AS INTERNS 2018 – 2019**

**Dr. Linda. Smetana**

**Dr. Meaghan McCollow**

**Dr. Jack Davis, Chair**

## CONTENTS

Welcome! .....	2
1.0 Summary of Intern Requirements .....	4
2.0 Becoming an intern teacher candidate .....	4
3.0 CTC REQUIREMENTS FOR SUPERVISION AND SUPPORT .....	5
3.1 Support From Cal State East Bay .....	6
3.2 Support From Cooperating School Districts .....	7
3.3 Individualized Intern Plans (IIPS) .....	7
4.0 My Internship Journal .....	8
5.0 Fieldwork and internship Enrollment Information .....	8
6.0 Mandatory Meeting Dates – 2018/2019 .....	9
7.0 INTERN ADMINISTRATION .....	9
Appendices .....	10
Appendix A Individualized Intern Plan (IIP) .....	10
Appendix B: Links to important forms .....	11
Appendix C: Alternate Service Delivery and Level Experience .....	12

## WELCOME!

We are pleased that you are interested in the Intern Alternate Pathway 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 provided intern teachers to local school districts since the 2002-2003 academic year. The Internship prepares candidates for teaching responsibilities in elementary, middle, and high schools/transition age and for leadership roles in special education. Candidates combine academic preparation with extensive experiences in schools and classrooms. 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. The form may be found at <https://docs.google.com/forms/d/1C89Mk3BGqmOQ1QG9gdBLrg4WwR-huUx1cYaT1uFBPXU/edit>

The Intern Alternate Pathway for program completion is extremely challenging. Internships are not granted automatically or even if you already have a job offer. The Department of Educational Psychology has a

responsibility to ensure that only candidates with the dispositions and experience to provide quality education to California's K-22 students and youth are granted Intern credentials.

This handbook outlines the expectations for 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 and your 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). Threaded throughout the program are the themes of collaboration, universal access, and diversity. 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 advocates for their students and families.

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

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 Blackboard and other technologies
5. Successful teaching experience in the field; and
6. Professional behavior at all times.

Intern candidates share the following dispositions:

1. All individuals in our society have the right to inclusion and successful participation in the least restrictive environment;
2. All children can learn and as teachers we must differentiate instruction;
3. Families are partners in the educational process; and
4. Effective education requires collaborative expertise.

The foundation of our knowledge base consists of evidenced-based practices of learning and development, legal mandates and educational policy, particularly in the area of school reform, and implementation strategies for and outcomes of effective specialized strategies and inclusive, collaborative practices with general education and interdisciplinary colleagues and families. The Department of Educational Psychology is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepares 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 Intern Credential Program for Education Specialists and to serve as a resource to candidates, employer provided mentors, site faculty,, university supervisors, and site administrators. This handbook outlines the expectations of a candidates working under an Intern Credential.

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, Intern Coordinator

Dr. Meaghan McCollow, Program Faculty

## 1.0 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 who hold ELD authorization do not need to meet the additional 45 hours of support related to English Learners.

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. 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 program. Candidates who hold valid general education credentials with English Learner Authorization may begin the Intern program Fall Semester. 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 must complete the following requirements prior to being recommended for the Intern Credential.

Have an in hand hard copy of an offer of employment from a school district

Have evidence of successfully COMPLETED CSET and CBEST examinations, with scores submitted to the Credential Student Service Center (CSSC)

Have successfully met the Constitution Requirements

Have a valid TB test (Negative) submitted to CSSC

Have fingerprint clearance submitted to CSSC

Be enrolled in classes; summer classes fulfill the 120 hours of pre intern coursework

Contact Dr. Smetana for the intern application Google doc. She will send you the document for completion. Once completed share it with Dr. Smetana.

Complete the intern application form for submission to the CTC through the CSSC

<http://www.csueastbay.edu/cssc/files/docs/credential-intern-application.pdf>

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.

All Intern candidates may work up to full time (100%) with the permission of the Program Coordinator. The minimum time for an internship is 40% employment. The Internship may be cancelled or modified based on Intern performance within the position. 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.

### 3.0 CTC REQUIREMENTS FOR SUPERVISION AND SUPPORT

In 2014, The Commission on Teacher Credentialing (CTC) mandated new intern requirements for all Intern teacher credential programs in California. Cal State University East Bay and the District share responsibility for providing each Intern with 189 minimum hours of annual support, mentoring and supervision. The 189 hours will include 144 hours of support, mentoring, and supervision in general /special education and an additional 45 hours of annual support, mentoring, and supervision related to teaching English learners. A minimum of two hours of support, mentoring, and supervision shall be provided to an intern teacher every five instructional days.

Consistent with CTC policy, Interns who begin their assignment after the beginning of the school year shall receive a minimum level of support, mentoring, and supervision equal to four hours times the number of instructional weeks remaining in the school year.

Cal State East Bay Education Specialist Interns may only work in Districts that have a signed MOU with the University and meet the responsibilities outlined in the MOU. The intern must complete all requirements within two calendar years of obtaining the Internship Credential, or the CCTC may revoke the Internship Credential. Therefore, it is essential that the Intern:

1. Fulfill all district and CTC-required pre-service requirements, including completion of the intern approval form, the intern application and the offer of employment
2. Register for and successfully complete all coursework and fieldwork/student teaching including enrollment in EPSY 695 Intern Teaching and fieldwork/student teaching courses in sequence and on schedule.

3. Register for and complete on schedule the Intern log through “My Internship Journal” . Candidates will have midterm amounts of hours to be recorded.

4. Initiate and participate in a regular quarterly appointment with the faculty advisor (MM or MS Disabilities) to discuss progress in the program

5. Complete 200 hours of supervised field experience in general education and special education under the review of a district mentor and university supervisor. The 200 hours is spread over the arc, the three semesters of the program.

5. Fulfill all requirements of the Internship as scheduled, including regular meetings and support activities as defined in the MOU with the district and as defined in the CSUEB Intern contract and Individual Intern Plan that will be developed with the Employer Provided Mentor (EPM) and University Supervisor.

Candidates must maintain a cumulative GPA of 3.0. There can be no Incompletes, No Credits, or grades lower than “B.” Failure to adhere to these grading guidelines may result in the cancellation of your Intern Credential and likely loss of employment.

### 3.1 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. The Intern Coordinator is the point person with respect to District HR departments. **(10 hours)**

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

#### 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. Each visit is approximately 2 hours in length. 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 or phone calls 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 totaling **12 hours**. Topics will include problem solving with students, curriculum, and instruction for both general education and EL students. Whenever possible, seminars will follow credential classes.

### 3.2 SUPPORT FROM COOPERATING SCHOOL DISTRICTS

#### Employer Provided Mentor

The employer will appoint a mentor with a minimum of three years of teaching experience in the area of the authorization of the credential. The mentor will hold an Education Specialist Mild Moderate or Moderate Severe Disabilities Credential or a Learning Handicapped or Severely Handicapped Credential with Autism Spectrum Disorders and English Learner Authorization. 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 to intern candidates who do not hold a general education credential.

The Employer Provided Mentor (EPM) participates actively as a member of the Intern candidate's team (EPM, Intern, and University Supervisor) and communicates regularly with the University Advisor regarding any additional Intern needs for support and information. The Employer Provided Mentor serves as a resource to the Intern in areas such as: district procedures; competencies related to core curriculum, individualized and group instruction; and specific academic, social and behavioral interventions. The Employer Provided Mentor may also provide the Intern with information related to staff training and supervision; community resources and key agencies; and collaborative teamwork with families and with staff.

The procedure for selecting EPMs for individual Intern candidates involves school district administration, potential district support providers, and the Special Education University faculty and supervisors. While criteria may vary, depending on the specific credential area, assignments are based in general on the following:

1. Willingness to meet periodically and communicate regularly by electronic and other means with the Intern according to the MOU and CTC requirements, to assist in instructional planning and provide direct feedback on curriculum and instruction, to be observed by the Intern and to suggest others for the candidate to observe based on Intern needs and goals.
2. Commitment to modeling exemplary instructional methods and effective classroom management/positive behavioral support.
3. Sensitivity to the needs of the Intern as a beginning teacher.
4. Skills in communicating about expectations, rationale for decisions, and coaching about the instructional process.

#### School Site Meetings (64 hours)

Interns attend New Teacher Orientation, grade level, department, program and team meetings as well as faculty meetings, and professional development seminars provided to faculty and district employees. Interns attend professional development related to English Learners and students with special needs.

### 3.3 INDIVIDUALIZED INTERN PLANS (IIPS)

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 Blackboard for approval by the CSU East Bay Education Specialist 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/team/job-alike/department/service provider meetings
6. Instructional, assessment and progress report planning and implementation
7. Planning for IEP/504/SST meetings
8. Observations of mentor and veteran teachers in SST, IEP, 504 and other meetings
9. Logistical help before or after school (bulletin boards, seating arrangements)
10. Participation in district, SELPA, local and/or regional conferences/meetings
11. Review and discussion of assessment results and findings
12. Editing work-related writing (letters to parents, announcement, etc.)
13. Completion of interactive journal (Intern and either US or EPM)
14. Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with general education teachers.

#### 4.0 MY INTERNSHIP JOURNAL

Intern Candidates at CSU East Bay must pay for a program called My Internship Journal. This application will allow candidates to track support from both CSU East Bay and the District. Please follow the directions provided by the company.

1. Download the Quick Start Guide <http://www.myinternshipjournal.com/help/>
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](mailto:support@myinternshipjournal.com).

#### 5.0 FIELDWORK AND INTERNSHIP ENROLLMENT INFORMATION

Each quarter Education Specialist Mild-Moderate or Moderate Severe Disabilities Intern Credential holders will enroll in the section SPED 695 Intern Teaching identified with Smetana as the course instructor. **Section 01 will be for all Interns in the first year of the program and section 02 for Interns in the second year of the program.** During the spring semester of the first year of the program Mild Moderate Disabilities Interns will enroll in SPED 611 in addition to the Internship course SPED 695 section 01. Moderate Severe Disabilities Interns will enroll in SPED 615 in addition to the Internship course SPED 695 section 01.



During the second year of the program Mild Moderate Disabilities Interns will enroll in SPED 612 (fall) and SPED 613 (spring) in addition to SPED 695 Section 02. During the second year of the program Moderate Severe Disabilities Interns will enroll in SPED 614 (fall) and SPED 615 (spring) in addition to SPED 695 Section 02.

## 6.0 MANDATORY MEETING DATES – 2018/2019

### *Summer Quarter*

Friday, July 27, 2018 1:00 – 2:00 for Cohort Meeting

Friday, July 27, 2018 2:00 – 3:00 pm Intern Meeting with TED candidates

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

### *Fall Semester*

Year 1 Candidates

Wednesday, September 5, 2018, following the SPED 604 class

Friday September 7, 2018 at 4:30. Room to be determined.

Wednesday, November 7, 2018, following the SPED 604 class

Year 2 Candidates

Tuesday, September 11, 2018, following the SPED 610 class

Tuesday, November 13, 2018, following the SPED 610 class

### *Spring Semester*

Dates to be determined

Intern seminars will follow scheduled Education Specialist course sessions.

## 7.0 INTERN ADMINISTRATION

Dr. Linda Smetana is the 2018-2019 Intern Coordinator for the Education Specialist Programs. She works collaboratively with Dr. Meaghan McCollow. 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.

## APPENDICES

### APPENDIX A 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.

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 and collaborations, in person
- Email or telephone conferences
- Grade level/department meetings
- Instructional planning, schedules
- Logistical help before or after school
- Working with support staff and service providers
- SST, PBIS, IEP meeting preparation, reflection
- Participation in district, SELPA, local or regional conferences
- Review and discussion of assessment results, narrative findings; implications for planning
- Work-related writing (letters to parents, announcements, IEP present levels of performance etc.)
- Mentoring activities specific to Special Education interns such as the development of IEPs and conferences/collaboration with general education teachers

### Template for the Individual Intern Plan Program Document

Name: \_\_\_\_\_ Credential Authorization: \_\_\_\_\_  
E-mail \_\_\_\_\_ Phone \_\_\_\_\_  
School: \_\_\_\_\_ Position \_\_\_\_\_  
District \_\_\_\_\_ Principal \_\_\_\_\_  
Employer Provide Mentor- \_\_\_\_\_ EPM contact information \_\_\_\_\_

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

### APPENDIX B: LINKS TO IMPORTANT FORMS

Note: These links are being replaced with information on the CSSC website. Choose Admitted/Enrolled Student and then the Special Education dropdown menu. Check with your Program Coordinator for additional information.

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

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

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

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

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

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

## APPENDIX C: ALTERNATE SERVICE DELIVERY AND LEVEL EXPERIENCE

### Full-Time Interns

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 based on their work or teaching prior to the establishment of the internship. This will be determined on a case by case basis with the candidate's University Supervisor and the Intern Coordinator.

### All Interns

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 of the contact with the site administrator for the alternate experience.

The arrangements for the alternate experience must be conducted 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 an observation by the University Supervisor.

