

School of Education

Internship Teacher Preparation Program

For Education Specialist, Multiple Subject, or Single Subject Credentials

Introduction

The Internship Teacher Preparation Program is an alternative pathway to earning a California teaching credential that links a professional teacher preparation program with employment as a beginning teacher in a public school. Qualified individuals are authorized to teach on a California Education Specialist, Multiple Subject, or Single Subject Intern Credential, valid for two years. Through a partnership between the school district and the School of Education, interns complete a state-approved CSU, Chico professional education program.

For internship advising:

Intern Coordinator	Richard Stout (530) 898-5532 rgstout@csuchico.edu
Education Specialist Program Coordinator:	Dr. Talya Kemper (530) 898-4227 tkemper@csuchico.edu
Multiple Subject Program Coordinator:	Dr. Lynne Bercaw (530) 898-5719 lbercaw@csuchico.edu
Single Subject Program Coordinator:	Dr. Al Schademan (530) 898-4534 aschademan@csuchico.edu

Benefits

For the intern:

- The Internship Teacher Preparation Program allows candidates for an Education Specialist, Multiple Subject, or Single Subject Credential to find appropriate *paid teaching positions* in order to combine supervised teaching and completion of the teacher preparation coursework with employment in a school district. The Intern Credential authorizes up to two years of classroom teaching.
- Increased teaching experience upon completion of the credential program, which will be an added benefit when applying for teaching positions.

For the school district:

- The University provides supervision and support for intern teachers and collaborates with school districts to form intern support teams that greatly enhance opportunities for teacher success.
- By hiring interns, school districts can fill positions when fully credentialed teachers are not available. Interns hold temporary two-year credentials, have passed CBEST, meet subject matter competence requirements, and are considered “highly qualified.”

Internship Requirements

1. Interns complete the same program and meet the same requirements as regular credential students, except that the teaching practicums are completed as an employed classroom teacher.
2. Before seeking an internship, students must determine that they meet **all** of the Commission on Teacher Credential (CTC) admission requirements including acceptance to Graduate Studies, acceptance to the appropriate credential program, and all entry requirements including exams and prerequisite courses (see below). **These requirements are determined by the CA Education Code and the CTC; there are no exceptions.**
3. Interns must seek employment and complete the hiring process themselves – the School of Education does not find intern positions. To qualify for a teaching practicum, the student must be hired by the school district as an **intern**, not as a long-term substitute or on any other authorization.
4. Permission of the Intern Coordinator and Program Coordinator are required when applying for an internship, which must be satisfactory for a teaching practicum experience. It is the student’s responsibility to meet with the Intern Coordinator to verify that all requirements are met (see below).
5. An internship requires an *intern teaching credential*, granted by the CTC. Before beginning employment, the intern is responsible for completing this application process (information and assistance available in the School of Education office, Tehama 101).

Intern qualifications and requirements:

- Hold a bachelor’s degree (granted before employment begins)
- Admission to the University Office of Graduate Studies
- Acceptance into the appropriate credential program
- Completion of all prerequisite coursework
- Verification of passage of Basic Skills Requirement
- Verification of Subject Matter Competence in subject area to be taught
- Passage of U.S. Constitution course or exam
- Fingerprint clearance (Certificate of Clearance)
- Release (written or email) from current Cooperating Teacher, if needed
- Permission of Program Coordinator (signature at bottom of this checklist)
- Permission of Intern Coordinator (signature at bottom of this checklist)
- Submission of a letter of intent to hire from a school district (see attached sample letter)
- Credential Request for Recommendation Form (see attached) and online application for intern credential

Additionally, during the internship the following requirements must be satisfied:

- Work with the Intern Coordinator to design a plan for completion of the credential program.
- Notify the School of Education of any changes in employment during the internship.
- Continue as an active credential candidate in good standing, participating in training and coursework each semester.
- Meet all general credential obligations, as required of non-intern students.

I have discussed all of the requirements for an internship with the Intern Coordinator. I understand the requirements and my responsibilities (please keep a copy of this document for your records).

Candidate name

Candidate signature

Date

I have advised the above student and will approve the proposed internship if all requirements are met.

Program Coordinator signature

Date

Intern Coordinator signature

Date

Local Support Teacher Qualifications and Criteria

Note: Local Support Teacher information materials will be provided by University Supervisor.

Identification of Local Support Teachers is the responsibility of the hiring school district. The following qualifications are determined by the CSU, Chico School of Education:

- have at least three years of successful K-12 teaching experience,
- hold a valid California teaching credential that authorizes them for the subject and services they are providing,
- be recognized by the site principal as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as, a Local Support Teacher,
- be an effective communicator and collaborator with other professional teachers, and
- commit to creating a diverse, democratic, and socially responsible society in which every student is valued.

Local Support Teacher Responsibilities:

1. In consultation with the Intern Coordinator, meet with the intern and University Supervisor at the beginning of the semester to make a cooperative plan for fulfilling each party's responsibilities. This plan should include a schedule of:
 - classroom visits and observations,
 - conferences with intern (and with University Supervisor when requested),
 - and other training as needed.
- 2) Meet with the intern at least one hour per week during the term of the internship. Schedule additional time as needed. Be available to answer intern's questions.
- 3) Write and submit at least two observation reports of the intern's teaching during each semester of the academic year. Require written lesson plans; discuss and approve plans before the observed lessons are implemented.
- 4) Write a letter of recommendation or completion for the intern at the end of internship. Submit the letter, on school letterhead, to the intern and include copy in the packet of completed submitted to the School of Education.
- 5) Understand the aims, structure, and procedures of the professional education program, and
- 6) Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

Please return to:
School of Education, CSU, Chico
Chico, CA 95929-0222
Phone: 530-898-6421 Fax: 530-898-6177

Local Support Teacher Information Form

Local Support Teachers are dedicated professionals who work closely with University Supervisors to help Interns become successful teachers by providing supervision, guidance, and instruction. Qualifications and criteria for selection of Local Support Teachers include: 1) minimum of three years teaching experience; 2) hold a credential that authorizes the assignment; 3) demonstrated effective classroom practice; 4) effective communicator and collaborator with other professional teachers; and 5) commitment to creating a diverse, democratic, and socially responsible society in which every student is valued.

Please complete this form and return to the prospective intern candidate.

Support teacher name: _____

Intern name: _____

District: _____

School: _____

Email: _____ Phone: _____

Current grade level assignment: _____ Years at this level: _____

Current subject matter assignment: _____

Total years of teaching experience: _____

Credentials/Certificates held (check all that apply):

Multiple Subject

Single Subject Subject Area(s): _____

Education Specialist Type: _____

English Learners (EL)

Circle all that apply: CLAD BCLAD SDAIE LDS ESL Bilingual Other: _____

Supplementary Authorization(s): _____

Highest degree held: Bachelor's Master's Doctorate

Have you previously served as a Local Support or Cooperating Teacher? Yes No

Have you taken or are you willing to take a course, seminar, or workshop in supervision?
 Yes No

Have you previously received program information from the School of Education for use in supporting and evaluating the Intern? Yes No

I have read and agree to fulfill the Local Support Teacher Responsibilities

Signature: _____ Date: _____

Please visit our website <http://www.csuchico.edu/soe> for more information.

Intern's Name _____ Credential Program _____ Local Support Teacher's Name _____

Intern/Local Support Teacher Practicum Checklist

Interns: Please record time spent in any of the following activities. 144 hours of support are required for all intern candidates each academic year (a minimum of 2 hours each week). Any intern not already possessing specialized EL training needs to record and additional 45 hours of support focused on teaching English learners. There does not need to be an entry for each activity.

LST Initials	Date(s)	Hours	Support /Supervision Activity
Potential Support & Supervision Activities <i>most likely</i> to be provided through the Intern's Employer			
			1. Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*
			2. Grade Level or Department Meetings related to curriculum, planning, and/or instruction
			3. New Teacher Orientation
			4. Coaching (not evaluation) from Administrator
			5. Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
			6. Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences)
			7. Release time for participation in district group/regional group (ELAC , Council for Exceptional Children)*
Potential Support and Supervision Activities <i>most likely</i> to be Provided through Intern's Commission Approved Preparation Program			
			8. Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*
			9. Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
			10. Provide access/student memberships for participation in district /regional groups (ELAC committee, Council for Exceptional Children, etc.)*
Potential Support and Supervision Activities by <i>Either or Both</i> the Intern's Employer and Commission Approved Preparation Program			
			11. Classroom Observations and Coaching*
			12. Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
			13. Intern Observation of other teachers and classrooms*
			14. Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
			15. Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
			16. Watching and discussing teaching videos with support person (s)*
			17. Interactive Journal (Support/ Supervisor and Intern)
			18. Phone/Email Support Hotline*
			19. Observe SDAIE/ELD lessons online or in person*
			20. Weekly planning or review of plans with EL Authorized Credential Holder*
			21. Editing work-related writing (letters to parents, announcements, etc) *
			22. Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*
			23. Review test results*
Supervision/ Support (at least 144 hours): _____ Additional EL Focused Supervision/Support (at least 45 hours): _____ Total Hours: _____			
* May also be used towards the 45-hour EL Support & Supervision Requirement			

I attest that the information on this form is true and accurate. _____ Intern's Signature _____ Date _____ Support Teacher's Signature _____ Date _____

NEW *~* CREDENTIAL REQUEST FOR RECOMMENDATION *~* NEW

This form must be completed prior to any recommendations made to CTC. Please type or use black ink and printing clearly. Mail or hand-deliver completed documents & service fees if they apply to Credential Services office: Tehama 209 or place in drop-box in front of Tehama 209.

I. Student Information

Student ID Number _____	Social Security Number _____ <small>Required for Credential Issuance</small>
First Name _____	Birthdate _____
Last/Other Last Name(s) _____	Phone Number _____
Middle Initial/Name _____	Valid Email Address _____

II. Credential Information

Completion of the Credential Program	Fall _____ Year	Spring _____ Year
Type of Credential Requesting: _____		
Please Mark if it applies:		
<input type="checkbox"/> Internship	<input type="checkbox"/> Mild/Moderate	<input type="checkbox"/> Concurrent
<input type="checkbox"/> RTR	<input type="checkbox"/> Moderate/Severe	<input type="checkbox"/> Add-On _____
Supplemental & Subject Matter Authorizations: _____		
For information of a Supplementary &/or Subject Matter authorization contact CSU, Chico Credential Services or CTC web: www.ctc.ca.gov/help/supplement-SMA/default.html		

III. Processing Fees

<p>Credential Services Processing Fee: \$25.00 ~ Please submit a personal check/money order made payable to CSU, Chico (sorry no credit/debt cards accepted) to Credential Services Office (Tehama 209).</p> <p>LATE Fee will delay processing: \$10.00 after Second Friday in February for Spring Finishers & Second Friday in September for Fall Finsihers</p>

You will receive an email from the CTC when your credential recommendation has been submitted directing you to submit your application and pay your California Credential fee online. You must respond within ninety (90) days. You will receive a receipt of payment via email. When your application has been processed by the CTC, you will receive a final email verifying issuance of the credential. It is important to verify your information is correct on this legal document. It is suggested you print your credential for your records. This is the only notification you will receive regarding your credential.

I have read the above information. I understand that I must apply for my credential through the CTC website after I receive notification that California State University, Chico has submitted the recommendation. I authorize the Credential Services at CSU, Chico to release information regarding the issuance of my credential to school districts and/or county offices of education for the purpose of my employment. I understand this form expires in one year.

Signature: Typing your signature signifies that you agree with the information contained on the form and verifies that the information is true to the best of your knowledge. If you sign electronically, the form must be emailed from your Chico State email address to credentials@csuchico.edu with "Recommendation" in the subject line. IF you DO NOT SUBMIT this form via email please hand write signature and submit the original to Credential Services, Tehama 209

Date