

## CHAPTER 7

### Special Policies and Issues for Interns

The Cal State Fullerton Education Specialist Internship Program is designed for students who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

Special program features include (1) an emphasis on effective teaching strategies in reading and mathematics and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom. Further, the Internship Program is a 24-month program that results in a Level II Professional Clear Education Specialist Credential.

This chapter is organized as follows:

- *California Commission on Teacher Credentialing Definition of Internship Program*
- *Intern Readiness and Application Process*
- *Procedures for Obtaining C-19 Internship Credential*
- *The Intern Teaching Assignment*
- *The Internship Program Experience*
- *Additional Support for Interns*
- *Late Admissions for Interns*

#### ***California Commission on Teacher Credentialing Definition of Internship Program***

Internship programs provide opportunities for intern teachers to engage in systematic study and supervised practice of teaching while they serve as instructors-of-record with compensation. The Commission currently awards \$11.0 million in grants to local education agencies and postsecondary institutions to support the design, development and implementation of internship programs. These programs provide an alternate route into teaching for individuals who have met certain entry requirements and have demonstrated strong potential to succeed as teachers while completing their professional studies.

Interns participate in planned sequences of instruction, study, consultation and reflection that support the learning-to-teach process. Internships are alternatives to traditional programs that include education coursework and supervised teaching in an experienced teacher's classroom. An internship is a planned program of instruction, study and supervised practice of teaching. Because interns have met California's subject matter requirements for teaching, their instruction focuses almost entirely on pedagogical principles and strategies. For one or two years, interns attend classes, read textbooks, engage in curriculum and instructional planning, and have their classroom practices observed, coached and assessed.

#### ***Intern Readiness and Application Process***

Intern Program applicants must first be admitted to the Education Specialist Credential Programs. Once all requirements are completed, the candidate should submit an Intern Readiness Form (I-IR) to the Intern Director, Dr. Belinda Karge. Once these requirements are met, the candidate is considered "Intern Ready," and their name and contact information will be

distributed to inquiring districts. In order to be admitted to the Internship Program, however, the candidate must have a job or a job offer.

The Intern Readiness Form should be submitted prior to the beginning of the semester in which the candidate hopes to intern.

### **Admissions File Requirements**

- Admission to Education Specialist Credential Program
- Passage of all portions of the CBEST
- Passage of all necessary Subtests of the CSET - either Multiple Subject or Single Subject for an approved content area (math, FLM, science, or English/Language Arts)
- Completion of the U.S. Government/Constitution requirement.
- Fully completed credential file.

### **Coursework Requirements**

*NOTE: All coursework below must be completed prior to beginning the Internship program. Any course substitutions must be approved in advance of beginning the Internship program.*

- For candidates planning to teach in 0-5: SPED 371 and HCOM 407
- For candidates planning to teach in K-6: SPED 371, EDEL 315, and CAS 312 or CAS 325
- For candidates planning to teach in 7-12: SPED 371, EDSC 310, and EDSC 320
- Completion of all of the following pre-service coursework: SPED 421, SPED 430, SPED 434, SPED 462

#### ***U.S. Constitution Requirement***

*Completion of university course in the U.S. Constitution or successful passage of the U.S. Constitution Examination is required prior to admissions to the Intern Program. This examination may be taken at CSU Long Beach. Examinations are given on various weekdays and Saturdays. You may register by calling 562 985-4698. To reserve your space, call at least two days in advance. The examination consists of 80 True/False questions. To prepare for the examination, please read 25 Lessons in Citizenship by D. L. Hennessey (94 pages), ISBN: 0960295879. The text is available at [www.amazon.com](http://www.amazon.com) and at the CSU Long Beach Bookstore.*

### ***Procedures for Obtaining C-19 Internship Credential:***

Once a candidate is "Intern Ready" and has a full-time teaching position or job offer (that includes internship language and a start date), they need to complete the following:

1. Submit the Intern Readiness Form with a copy of your contract or letter of offer with start date to Dr. Belinda Karge, Director of the Education Specialist Internship Program.
2. Dr. Karge will check your qualifications and the position offered, confirm that the district is enrolled in the program, and send notification of approval to the Credentials Office, College Park 740 (large white building at the corner of Nutwood and Commonwealth), where you may go apply for your C19.
3. The Credentials Office CSUF will give you the paperwork to take to your employing district.

Acceptance of the Intern Readiness Form and contract/offer letter constitutes acceptance in the Internship Program. If all program requirements have been met, the candidate will complete a new Program Plan will need and will complete their credential program according to this plan. In addition, the candidate will be issued a University C-19 Internship Credential. This credential authorizes the holder to serve, under the supervision of a Commission-accredited college or university and the holder's employer, in the area t listed on the credential. To be eligible for an internship credential, candidates meet the following state, college, and program requirements. This eligibility is tracked on the Intern Readiness form (I-IR).

### ***The Intern Teaching Assignment***

It is the responsibility of the candidate to obtain an intern teaching position in their area of competence within the service area of the CSU Fullerton Education Specialist Credential Program. Internships may be arranged with any Orange County school district with whom Cal State Fullerton has an approved internship agreement. However, not all districts in Southern California are within our service area. Contact the Department Chair of Special Education to determine if a district is within our service area.

### ***The Internship Program Experience***

Cal State Fullerton offers two program options for Education Specialist credentials:

- Education Specialist Internship Program, Mild/Moderate OR Moderate/Severe Disabilities
- Early Childhood Education Specialist Internship Program

In each of these programs, the candidate is employed by the district/agency and works full-time in the public school/agency setting while also completing coursework. These programs are very rigorous. Candidates complete all the coursework for both a Level I and a Level II Education Specialist credential. Upon successful completion of the program, candidates are recommended for a Level II Professional Clear Education Specialist Credential.

### **Coursework**

The coursework followed by intern candidates is equivalent to the coursework followed by traditional student teachers. However, intern candidates also complete Level II coursework as well as attend SPED 490 seminars over the two-year period. In addition, the coursework sequence has significant variation in order to space out the graduate-level coursework required for the Level II credential. Intern candidates can expect a heavier workload than their traditional student teacher counterparts, but the result of this hard work is a clear credential and two years of teaching experience as an employed professional!

In order to complete this program in a two-year period, intern candidates will be expected to complete some coursework during the summer session and Intersession in January. See the appropriate Program Requirements Plan for the coursework sequence. These plans are found in Chapter 13.

- Education Specialist Internship Program, Mild/Moderate OR Moderate/Severe Disabilities (PRP-ES-I)
- Early Childhood Education Specialist Internship Program (PRP-ECSE-I)

### **Fieldwork Activities and Program Competencies**

Candidates may enter the Internship Program at the beginning of either semester of the credential program. Intern candidates are expected to complete the activities for the course in which they are registered. These activities are outlined in Chapters 3 through 6 of this *Handbook*. The Intern candidate should be familiar with and prepared to follow all of the requirements in the Chapter that corresponds to the course in which they are enrolled (i.e., SPED 439, 489A, 489B, 489C, or 489D).

Candidates are expected to meet all required Special Education Competencies and Teaching Performance Expectations. If their employed setting does not provide the necessary environment to fulfill these competencies, the candidate will need to student teach an alternate site.

Unlike traditional student teachers who have the luxury of a gradual induction into their student teaching experience, interns are immediately in full and complete charge of their students and classroom setting. They determine the curriculum, plan learning activities, deliver instruction, monitor student progress, create and maintain the classroom learning environment, administer student discipline, attend to the needs of students, and also fulfill additional responsibilities such as attending IEP and teacher meetings, . . . .

### **Fieldwork Observations, Communications, and Evaluations**

Just like their student teacher counterparts, intern candidates are observed in the classroom setting and supported by both a district/agency staff member (instead of a Master Teacher, intern candidates have a Support Provider) and a University Supervisor. Observations and communications will be weekly, and candidates will be monitored closely to insure that they are effective in the classroom setting.

Intern candidates will be evaluated by both their Support Provider and University Supervisor. These evaluations are based on candidate dispositions towards the teaching profession, special education competencies, and the Teaching Performance Expectations. Interns who are not proficient in all competences and expectations will be given a NC (No Credit) for their student teaching experience and are subject to program removal.

### **Special Forms**

Most of the forms used by Interns are those utilized by traditional student teachers. However, there are a number of special forms just for Interns. These forms are found in Chapter 13 and include:

- Intern Readiness Form (I-IR)
- Intern Student Fieldwork Profile Form (I-SFP)

### **Additional Support for Interns**

In addition, intern candidates in the Cal State Fullerton Education Specialist Credential Program receive additional support as follows:

- 24/7 Help Hotline
- Classroom Assistance from a trained University faculty member
- On-site Support Provider
- Paid Substitute Coverage for days to be used for professional development - -
- Special Seminars

## **Late Admissions for Interns**

If the candidate already has a Multiple Subject or Single Subject Credential and have a job offer as a special education teacher, he/she may qualify for our Late Admission Cycle. The Intern Late Application Cycle is only be available for FALL admissions and the deadline is August 1.

### **Please note the following requirements:**

1. Applications will be accepted ONLY from credentialed MS or SS teachers who have a job already promised in SPED and meet intern requirements.
2. Candidates must apply to the University at [www.csumentor.org](http://www.csumentor.org).
  - University application must be completed and all transcripts submitted in a timely manner (just as required for the regular SPED application). The University will not process applications until ALL transcripts have been submitted. If you aren't admitted to the university, you will have to pay University Extended Education fees, which are much higher than the state-supported cost.
3. Candidates must also apply to the Special Education Credential Program.
  - Application is available online at <http://ed.fullerton.edu/adtep/SpecialED.htm>.
  - Partial applications WILL NOT BE ACCEPTED!
  - In addition to the regular application, your late application must include the following forms (available outside of EC-574):
    1. completed Intern Readiness Form
    2. completed Intern Student Fieldwork Profile
    3. completed PRP for Intern-ECSE or Intern-MS/MM (must be signed by your Intern Program Advisor)
  - The application must be submitted complete and in full, with a review and approval of complete file by an Intern Program faculty member prior to submission.
  - Admission Interviews will be scheduled by the Admissions Coordinator as soon as ALL admission materials have been received in the Admissions to Teacher Education Office. Intern faculty will participate in the interview.

### **Next Steps:**

1. Attend a program overview. Dates are posted at <http://ed.fullerton.edu/adtep/Overviews.htm>.
2. Pick up important applications materials outside EC-574:
  - Intern Readiness Form
  - Intern Student Fieldwork Profile
  - Program Requirements Plan (PRP) for Intern-ECSE or Intern-MS/MM
3. Make an appointment with one of the following Intern Program faculty. For advisement purposes, you must bring a copy of your credential and a current transcript to the appointment:
  - Intern Director, Dr. Belinda Karge ([bkarge@fullerton.edu](mailto:bkarge@fullerton.edu))
  - Dr. Joan Levine ([jlevine@fullerton.edu](mailto:jlevine@fullerton.edu))
  - Dr. Jan Weiner ([jweiner@fullerton.edu](mailto:jweiner@fullerton.edu))
  - Ms. Roxy Moore ([roxymoore@fullerton.edu](mailto:roxymoore@fullerton.edu)).

NOTE: At this late date, successful admission to the credential program is very dependent on your prompt completion of application materials, so be organized and efficient, and communicate with your Intern Program Advisor!

