



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

**EDUCATION SPECIALIST CREDENTIAL  
PROGRAM  
INTERN PROGRAM  
INTERN PROGRAM ADMISSIONS CHECKLIST**

2022

Name: \_\_\_\_\_ Credential Area: MM ESN ECSE

CWID: \_\_\_\_\_

Intern Program Start (semester and year): \_\_\_\_\_

Checklist:

\_\_\_\_\_ Acceptance into Education Specialist Credential Program and Approval for Intern Program as verified by completed **Intern Readiness Form**

\_\_\_\_\_ Completion of all prerequisites verified by **Program Coordinator**

\_\_\_\_\_ Completed **Intern Offer of Assignment**, with identification of Mentor/Support Provider, signed by Principal/Administrator, verified by **Program Coordinator**

\_\_\_\_\_ Successful filing for **Intern Credential**, verified by **Credential Analyst** (date filed) \_\_\_\_\_

\_\_\_\_\_  
(Name Intern Program Director or Program Coordinator)

\_\_\_\_\_  
(Signature of Intern Program Director or Program Coordinator)

\_\_\_\_\_  
(Signature of SPED Admissions Assistant)

\_\_\_\_\_  
(Date)



**INTERN PROFESSIONAL DEVELOPMENT PLAN**

Early Childhood  
 Preliminary

STUDENT NAME: \_\_\_\_\_

CWID: \_\_\_\_\_

STUDENT EMAIL: \_\_\_\_\_

STUDENT PHONE NUMBER: \_\_\_\_\_

DISTRICT/SCHOOL: \_\_\_\_\_

NAME OF PRINCIPAL/MENTOR TEACHER: \_\_\_\_\_

**ALL OF THE FOLLOWING MUST BE COMPLETED:**

- BACHELOR'S DEGREE (Institution/Date) \_\_\_\_\_
- U.S. CONSTITUTION COURSE or  U.S. CONSTITUTION EXAM
- BASIC SKILLS REQUIREMENT
- CPR – (Infant, Child & Adult)

**PREREQUISITES:**  SPED 371 (3)  SPED 425\* (3)  SPED 322 (3)  Ethnic Studies (3)

**ADDITIONAL REQUIRED COURSES:**

- SPED 400 (3 units) IP
- SPED 401 (3 units) IP
- SPED 421 (3 units) IP

**FALL COURSES:**

- SPED 436 (3 units) IP
- SPED 428 (3 units) IP
- SPED 514 (3 units) IP
- SPED 489C (6 units) IP
- SPED 490 (3 units) IP

**SPRING COURSES:**

- SPED 482C (3 units) IP
- SPED 489D (6 units) IP
- SPED 515 (3 units) IP
- SPED 522 (3 units) IP
- SPED 490 (3 units) IP

\*IP = In Progress

\*SPED 425 not required for holder of CSUF issued Multiple Subject credential.

\*A 3.0 GPA required with a grade no lower than a B-.

\_\_\_\_\_  
 Intern Signature

\_\_\_\_\_  
 CSUF Program Coordinator Signature

\_\_\_\_\_  
 Principal/Mentor Teacher  
 Signature

**EDUCATION SPECIALIST CREDENTIAL  
INTERN PROGRAM  
INTERN PROFESSIONAL DEVELOPMENT PLAN**

Original     Revision

**Teacher Candidate**

**CWID**

**Plan**

**Subject Area** (MM, MS, or ECSE)

**Name of School** (Elementary, Middle, or High School)

**District**

**Professional Development Plan**

**Identify your goal for improvement of teaching practice.**

**Identify the California Standards for the Teaching Profession (CSTP) that will be addressed in your goal.**

Engaging & Supporting All Students in Learning

Creating & Maintaining Effective Environments

Understanding & Organizing Subject Matter

Planning Instruction & Learning Experiences

Assessing Student Learning

Developing as a Professional Educator

**Identify how this goal will impact your students.**

**Identify specific objectives to be met, indicates that you have met your objectives, and a timeline for meeting your objectives.**

**OBJECTIVES**

Objectives should be specific and based on knowledge and skills you need to obtain in order to meet your goal.

**INDICATORS**

Indicators are the evidence that indicate that you have met your objective. Indicators should be observable and measurable. Highlight the observable and measurable part of your indicator.

**TIMELINE**

**BEGIN DATE**

**END DATE**

**Identify the support and resources you will need to meet your objectives.**

**The signature below indicates that the Intern Teacher Candidate has participated in the development of this plan and agrees to its implementation.**

**Intern Teacher Candidate Signature**

**Date**

**Mentor Signature**

**Date**



Date: \_\_\_\_\_

To: **Education Specialist Credential Program Intern Director**

From: \_\_\_\_\_ from \_\_\_\_\_  
*(PRINT Name of Administrator)* *(School/District/Agency)*

Subject: **Teaching Assignment for Intern Teacher Candidate**

A paid teaching assignment has been offered to \_\_\_\_\_  
*(Name of teacher candidate)*

under an Internship Agreement at \_\_\_\_\_  
*(Name of school, site, or agency)*

He/she will be mentored at the school site by

\_\_\_\_\_  
*(Support provider's name)* *(Support Provider's Email)* *(Support Provider's Credential held)*

who will be provided training by the University and will assist and observe the Teacher Candidate in the classroom as needed. The Support Provider and an assigned University Supervisor will be responsible for completing all required evaluations during the first and second semesters of the program and completing documentation of 144 hours of support and supervision (See page 2).

In order to meet the CTC requirements, classes taught by the Intern Teacher Candidate must be in the special education area in which the Candidate is earning a credential (Mild/Moderate, Moderate/Severe, Early Childhood). I verify that the mentor has the following minimum qualifications: valid corresponding Clear or Life Credential in M/M, M/S, ECSE or equivalent (the same SPED emphasis as the candidate), and 3 years of teaching experience.

The mentor and intern have determined they will meet \_\_\_\_\_ *(Identify date and time)*.

The Intern Teacher Candidate may need to be on campus by 4:00 PM twice weekly during the first semester to attend required CSUF classes. The Intern Teacher Candidate will inform both the Site Administrator and the Mentor Teacher of required classes. Repeated tardiness/absences will result in a failing grade. I agree to allow the Intern Teacher Candidate to leave early enough on those days to attend classes at CSUF.

He/she will begin this teaching assignment on \_\_\_\_\_ and end on \_\_\_\_\_  
*(Start Date)* *(End Date)*

**This teaching assignment is approved by the following:**

\_\_\_\_\_  
*(Print) Employing Principal Name* *Signature* *Date*

\_\_\_\_\_  
*(Print) CSUF Intern Director or Designee* *Signature* *Date*

\_\_\_\_\_  
*(Print) CSUF Special Education Admissions Office* *Signature* *Date*

## **SUPPORT AND SUPERVISION ACTIVITIES**

### **SUPPORT & SUPERVISION ACTIVITIES PROVIDED THROUGH EMPLOYER**

- Content-specific coaching, collaboration, and co-teaching\*
- Grade level Meetings related to assessment, grading, curriculum, planning and/or instruction\*
- Department Meetings related to curriculum, planning and/or instruction\*
- Coaching, not evaluation from Administrator\*
- Co-planning with General Educator or EL expert to address the needs of students on caseload included into general education classrooms and English Learners on caseload\*
- Logistical help before and during the school year (bulletin boards, seating arrangements, materials acquisitions, etc.)
- Parent conferences
- Participation through release time in District group or staff development and/or regional group or professional conference (e.g., Council for Exceptional Children, TASH, ELAC)\*

### **SUPPORT & SUPERVISION ACTIVITIES PROVIDED BY INTERN PROGRAM**

- Seminars (problem solving issues with students, curriculum, instruction, TPEs) offered in person, via webinar, or video conferencing media
- University Supervision Support (observation/coaching/discussion/debriefing)\*
- Provision of access/student memberships for participation in in District group/regional group (Council for Exceptional Children, TASH, ELAC)\*

### **SUPPORT & SUPERVISION ACTIVITIES PROVIDED BY EITHER OR BOTH THE EMPLOYER OR INTERN PROGRAM**

- Classroom observations and coaching
- Demonstration Lessons and/or Co-Teaching activities with mentor, coach or program supervisor\*
- Intern Observation of other teachers and classrooms\*
- Email, phone (voice, text), and/or video conferencing support related to observation problem-solving, planning, curriculum and instruction.\*
- Activities/workshops specifically addressing issues in the intern's classroom—co-attended by Intern and Mentor(s)
- Interactive Journal (University Supervisor, Mentor, and Intern)
- Phone/Email Support\*
- Watching and discussing teaching videos with University Supervisor, Mentor
- Observe SDAIE/ELD lessons online or in person\*
- Weekly planning or review of plans with EL Authorized Credential Holder\*
- Editing work-related writing (letters to parents, announcements\*)
- Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor\*

**\*May be used toward 45 hours of EL Support and Supervision Requirement.**