



CALIFORNIA STATE UNIVERSITY
FULLERTON

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

2022

Name: _____ Credential Area: MM ESN ECSE

CWID: _____ Student Email: _____ Student Phone Number: _____

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)



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)

The Intern Teacher Candidate will be mentored at the school site by

(Support provider's name)

(Email)

(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 Clinical Coach 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/Extensive Support Needs, Early Childhood). I verify that the mentor has the following minimum qualifications: valid corresponding Clear or Life Credential in M/M, M/S or ESN, 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.

The Intern will begin this teaching assignment on _____ and end on _____.
(Date) *(Date)*

This teaching assignment is approved by the following:

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

(Print) University Intern Director or Designee *Signature* *Date*

(Print) Special Education Admissions Office *Signature* *Date*



CALIFORNIA STATE UNIVERSITY

FULLERTON

Department of Special Education, CP 570
(657) 278-5453 / Fax (657) 278-5085

INTERN PROFESSIONAL DEVELOPMENT PLAN

MILD/MODERATE EXTENSIVE SUPPORT NEEDS

Preliminary

NAME: _____

CWID: _____

ALL OF THE FOLLOWING MUST BE COMPLETED:

- BACHELOR'S DEGREE (Institution/Date) _____
- U.S. CONSTITUTION COURSE or U.S. CONSTITUTION EXAM
- Subject Matter Competency (CSET, SSMPP, or Bachelor's Degree) **OR** HOLDS VALID CLEAR, PROFESSIONAL CLEAR or LIFE CALIFORNIA TEACHING CREDENTIAL issued on basis of bachelor's or higher with teacher preparation program that include student teaching.

All passing scores must be used for California certification within 5 years of the individual test date

- BASIC SKILLS REQUIREMENT (CBEST, ACT, SAT, Bachelor's Degree, etc.)
- READING INSTRUCTION COMPETENCY ASSESSMENT (RICA, if required) _____
- CPR – (Cardiopulmonary Resuscitation covering Infant, Child & Adult)
- Completion of Reading/Language Arts Modules before entering the classroom

MILD/MODERATE

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

SUMMER COURSES:

- SPED 421 (3) IP
- SPED 463 (3) IP

FALL COURSES:

- SPED 522 (3) IP
- SPED 433* (3) IP
- SPED 432 (3) IP
- SPED 488 (6) IP must be taken with SPED 433
- SPED 490 (3) IP

INTERSESSION:

- SPED 401 (3) IP

SPRING COURSES:

- SPED 482A (3) IP
- SPED 489A (6) IP
- SPED 520 (3) IP
- SPED 420 (3) IP
- SPED 490 (3) IP

EXTENSIVE SUPPORT NEEDS

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

SUMMER COURSES:

- SPED 421 (3) IP
- SPED 464 (3) IP

FALL COURSES:

- SPED 522 (3) IP
- SPED 433* (3) IP
- SPED 432 (3) IP
- SPED 488 (6) IP must be taken with SPED 433
- SPED 490 (3) IP

INTERSESSION:

- SPED 401 (3) IP

SPRING COURSES:

- SPED 482B (3) IP
- SPED 489B (6) IP
- SPED 520 (3) IP
- SPED 420 (3) IP
- SPED 490 (3) IP

*SPED 425 and 433 are not required for holder of CSUF issued Multiple Subject credential. SPED 488 may be challenged if you hold a Multiple Subject credential. Submit course petitions posted on the website.

*3.0 GPA required with a grade no lower than a C.

Intern Signature

CSUF Program Coordinator
Signature

Principal/Mentor Signature



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EDUCATION SPECIALIST CREDENTIAL			
INTERN PROGRAM			
INTERN PROFESSIONAL DEVELOPMENT PLAN			
		<input type="checkbox"/> Original <input type="checkbox"/> Revision	
Teacher Candidate	Campus Wide ID	Plan	
Subject Area (MM or ESN)	School (of Internship)	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	INDICATORS	TIMELINE	
Objectives should be specific and based on knowledge and skills you need to obtain in order to meet your goal.	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.	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	

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.**