

School of Education

Internship Teacher Preparation Program

For Education Specialist, Multiple Subject, and 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.

Intern Advisor:

Andrew Nichols
(530) 898-6421
acnichols@csuchico.edu

Education Specialist Program Coordinator:

Vicki Shadd
(530) 898-4227
vshadd@csuchico.edu

Multiple Subject Program Coordinator:

Linda Mobilio-Keeling
(530) 898-5775
lmobilio-keeling@csuchico.edu

Single Subject Program Coordinator:

Dr. Maris Thompson
(530) 898-4196
mrthompson@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 intern credentials, have completed 120 pre-service hours as specified by the CTC, have passed Basic Skills, have met Subject Matter Competence requirements, and are considered “highly qualified.”
- More information is available at: <http://www.csuchico.edu/soe/credential/internship-information.shtml>

Internship Requirements

1. Interns complete the same program and meet the same requirements as regular credential students, except that the teaching practica 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 and to the appropriate credential program, exams, pre-service requirements, 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 Advisor and Director of the School of Education 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 Advisor to verify that all requirements are met (see below).
5. An internship requires an *Intern Credential*, granted by the CTC. Before beginning employment, the intern is responsible for completing this application process.

Intern pre-qualifications and pre-requisites:

- 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;
- completion of all pre-service requirements, including 120 pre-service hours;
- hold English Language Authorization or agree to satisfy annual 45-hour annual requirement during the program;
- verification of passage of Basic Skills Requirement (e.g. CBEST or CSET Writing Skills);
- verification of Subject Matter Competence in subject area to be taught (e.g. CSET or waiver);
- passage of U.S. Constitution course or exam;
- fingerprint clearance (e.g. Certificate of Clearance);
- release (written or email) from current Cooperating Teacher, if needed;
- verification that school district is within the [Chico State Service Area](#);
- permission of Intern Advisor and School of Education Director (signatures at bottom of this checklist);
- submission of a letter of intent to hire from a school district (see attached template letter);
- credential Request for Recommendation Form (see attached) and \$25 check made out to CSU, Chico; and
- Memorandum of Understanding regarding hiring a distance supervisor, if necessary.

Final requirements before you can receive your Intern Credential and begin teaching:

- Submit a complete packet to the Intern Advisor, including this checklist, an **original** letter of intent to hire, signed Memorandum, Local Support Teacher Information Form, Request for Recommendation, and \$25 check.
- promptly submit and pay for online application for your credential, when requested by the CTC via email.

I have discussed all of the requirements for an internship with the Intern Advisor. 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.

School of Education Intern Advisor Signature

Date

School of Education Director Signature

Date

Template Letter of Intent to Hire from District
(Click here for a Word version of this letter)

Letter must be prepared on district letterhead; letters that are not original and on letterhead, and those that do not follow this template precisely, will not be accepted.

TO: Dr. Lynne Bercaw, Director
School of Education
California State University, Chico
Chico, CA 95929-0222

SUBJECT: Intent to Hire Intern Teacher DATE: _____

This letter verifies that this district intends to hire an intern teacher for the position described.

Intern name: _____

School site: _____ CDS code: _____

County: _____ Position full-time or percent of full-time: _____

Credential sought: Education Specialist Multiple Subject Single Subject

Subject(s)/Specialization(s): _____ or self-contained classroom

Grade level(s): _____ Beginning date: _____ Ending date: _____

(Note: Ending date cannot be after the term in which the intern will complete the credential program.)

The district understands that hiring this intern establishes a partnership between the school district and the School of Education at CSU, Chico. A current [contract](#) between the school district and the university must be on file. If your school district does not have a current contract on file, please contact the School of Education Field Placement Coordinator, Laura Lorianio: llorianio@csuchico.edu. The district and the School of Education will collaborate in the support and performance assessment of the intern. The intern credential candidate and the hiring school district have verified fulfillment of the following Commission on Teacher Credentialing requirements for an Intern Credential, as outlined on the Internship Requirements document.

The school district also verifies that the following requirements regarding the teaching position have been satisfied. The proposed teaching position:

- is in a public school district or public charter school;
- is a regular teaching position authorized by the standard credential which the credential candidate is pursuing;
- does not displace any certificated employees in the school district;
- is at least 50% of a full-time position;
- is appropriate for the subject matter competence of the credential candidate;
- meets salary specifications in Education Code Section 44462, and the district agrees to reduce the intern's salary by up to one-eighth to offset intern support; and
- is supported by the local bargaining unit representing district teachers.

Additionally, during the internship the school district agrees to:

- determine that the potential intern has alternative authorization to teach while the Intern Credential paperwork is being processed, if necessary;
- provide release time and compensation for the intern and Local Support Teacher, if necessary, for required responsibilities and training (any necessary substitute costs will be assumed by the school district);
- using the Intern Requirement Checklist, identify an appropriate professional development plan for the intern and monitor and verify 72 hours of support (and additional 23 hours of English Learner training, if required) for each academic semester of the internship;
- notify the School of Education of any changes in employment during the internship; and
- release the intern from employment if the School of Education determines that the terms of the internship are not being met.

Sincerely,

Human Resources/Personnel Director Name _____

Human Resources/Personnel Director Signature _____

Phone: _____

Email: _____

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: a) hold a valid clear or life California teaching credential and valid English Learner Authorization that authorizes them for the subject and services they are providing (credential subject area must align with the subject area being pursued by the intern candidate; teachers with preliminary credentials are ineligible); b) have at least three years of successful K-12 teaching experience; c) be recognized and recommended by the site administrator as an effective teacher (including effective literacy instruction in the content areas) who has potential for, or demonstrated competence as, a Local Support Teacher; d) be an effective communicator and collaborator with other professional teachers; and e) commit to creating a diverse, democratic, and socially responsible society in which every student is valued. Please visit our website, <http://www.csuchico.edu/soe/top-nav/cooperating-teachers-supervisors.shtml>, for more information.

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: _____

(Note: Local Support Teachers must have at least three years of teaching experience)

Credentials/Certificates held (check all that apply):

Multiple Subject

Single Subject Subject Area(s): _____

Education Specialist Specialization: _____

English Learner (EL) Authorization type: _____

Supplementary or Subject Matter Authorization(s): _____

Is your credential Clear/Life? Yes No

(Note: holders of preliminary credentials are not eligible to be Local Support Teachers)

Highest degree held: Bachelor's Master's Doctorate

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

Please describe your previous supervision experience, if any:

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

Signature: _____ **Date:** _____

Memorandum of Understanding

From: Dr. Lynne Bercaw, Director
School of Education, California State University, Chico

Subject: Memorandum of Understanding for Intern Support

This Memorandum of Understanding represents an agreement to fulfill the responsibilities listed for each party in order to provide experiences and instruction that will assist candidates working on Intern Credentials in meeting California credential requirements.

Intern Name:

Local Support Teacher Name:

Local Support Teacher Phone:

Local Support Teacher Email:

School Site Administrator Name:

University: California State University, Chico

School:

School District:

County:

Intern previously holds English Learner Authorization (CLAD, BCLAD, ELA1, etc.):

Section I: School of Education Responsibilities:

1. Assist the intern candidate in applying to the Commission on Teacher Credentialing for the appropriate Intern Credential.
2. Advise the intern candidate in developing an individual academic program plan for completion of the credential program within two years, as determined by the issuance date of the Intern Credential, and meet the requirements for the preliminary credential being sought.
3. Assign a University Supervisor who will observe on-site teaching at least four times during assigned supervision semester(s), submit written observations, review lesson plans, and write a final evaluation.
4. Provide support and supervision assistance with 72 hours of support/mentoring, and, if necessary, 23 hours of additional English Learner training (required if intern does not already hold an English Learner Authorization) each academic term.

Section II: Site Administrator/School District Responsibilities:

1. Assign the intern to a paid teaching position, half time or greater, that is authorized by the standard credential for which the intern has verified subject matter competence.
2. Verify that the intern's teaching load will be reasonable for a teacher-in-training, and protected from extracurricular and case-overload demands.
3. Identify and recommend a qualified Local Support Teacher. Criteria for selection include:
 - a. hold a valid clear or life California teaching credential and valid English Learner Authorization that authorizes them for the subject and services they are providing (credential subject area must align with the subject area being pursued by the intern candidate; teachers with preliminary credentials are ineligible);
 - b. have at least three years of successful K-12 teaching experience;
 - c. be recognized and recommended by the site administrator as an effective teacher (including effective literacy instruction in the content areas) who has potential for, or demonstrated competence as, a Local Support Teacher;
 - d. be an effective communicator and collaborator with other professional teachers; and

- e. commit to creating a diverse, democratic, and socially responsible society in which every student is valued.
4. Provide release time and compensation for the intern and Local Support Teacher, if necessary, for required responsibilities and training, including time for Local Support Teacher to support the intern a minimum of two hours per five instructional days and a minimum of 72 hours each academic term in a variety of content areas. Any necessary substitute costs will be assumed by the school district (see Intern Requirement Checklist).
5. Provide opportunity for and verify an additional 23 hours of support each academic term regarding English Learners, if required, in addition to the 72 hours of support required each academic term (see [Intern Requirement Checklist](#)).
6. Support the completion of the Intern Requirement Checklist, and, in consultation with the School of Education, develop and implement an appropriate Professional Development Plan for the intern, in compliance with CTC requirements, including:
 - a. provisions for an annual evaluation of the intern;
 - b. a description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.
 - c. additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities; and
 - d. instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
7. Hire the intern through an alternative authorization to teach while the Intern Credential is being processed, if necessary.
8. Introduce the intern to members of the local school community and acquaint the intern with school regulations and procedures.
9. Have an administrator (or designee) attend initial University Supervisor/intern meeting.
10. Have an administrator (or designee) evaluate the intern as a first-year teacher and communicate the evaluations to the intern and other members of the support team.
11. Per California Education Code section 44462, meet the minimum salary specifications for an intern and reduce the intern's salary by up to one-eighth to offset intern support.
12. Verify that the intern will not displace any certificated employees in the school district.
13. Notify the School of Education of any changes in employment during the internship.

Section III: Local Support Teacher Qualifications and Responsibilities

1. Identification of Local Support Teachers is the responsibility of the hiring school district. The following qualifications are required of all Local Support Teachers:
 - a. hold a valid clear or life California teaching credential and valid English Learner Authorization that authorizes them for the subject and services they are providing (teachers with preliminary credentials are ineligible);
 - b. have at least three years of successful K-12 teaching experience;
 - c. be recognized and recommended by the site administrator as an effective teacher (including effective literacy instruction in the content areas) who has potential for, or demonstrated competence as, a Local Support Teacher;
 - d. be an effective communicator and collaborator with other professional teachers; and
 - e. commit to creating a diverse, democratic, and socially responsible society in which every student is valued.

2. Meet with the intern and University Supervisor at the beginning of the semester to make a cooperative plan for fulfilling each party's responsibilities.
3. Support the intern a minimum of two hours per five instructional days and a minimum of 72 hours each academic term in a variety of content areas, as verified on the [Intern Requirement Checklist](#). This plan should include a schedule of:
 - a. classroom visits and observations,
 - b. conferences with intern (and with University Supervisor when requested),
 - c. other training as needed.
4. Provide an additional 23 hours of support each academic term regarding English learners, if required (this is in addition to the 72 hours of support required each academic term; see [Intern Requirement Checklist](#)).
5. Schedule additional time with the intern as needed. Be available to provide assistance and answer the intern's questions.
6. Write and submit at least two observation reports of the intern's teaching during each semester of the internship. Require written lesson plans; discuss and approve plans before the observed lessons are implemented.
7. Understand the aims, structure, and procedures of the professional education program.
8. Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

Section V: Intern Responsibilities

1. Work with the School of Education Program Coordinator to design an academic program plan for completion of the credential program within two years, as determined by the issuance date of the Intern Credential.
2. Complete all coursework in the timeframe and class format (e.g. in-person classes, Zoom courses, etc.), as prescribed by individual course instructors.
3. Notify the School of Education of any changes in employment during the internship.
4. Maintain continuous enrollment in required credential coursework for the duration of the internship, and maintain good standing in the credential program and the University.
5. Meet all general credential obligations, as required of non-intern candidates.
6. Communicate with school site and district personnel to ensure compliance with all employment requirements and responsibilities.
7. Acknowledge that any relevant information regarding job performance and/or academic achievement may be shared between the employer and the School of Education.
8. Promptly complete all necessary paperwork for the internship, including that required by the Commission on Teacher Credentialing.

By signing below all parties of the requirements and obligations as outlined in this document and acknowledge that failure to meet these requirements and/or communicate necessary information between the intern, school district, and School of Education could result in termination of the internship at any time. Each party should keep a copy of this document for their records.

Intern Name (printed)

Intern Signature

Date

Local Support Teacher Name (printed)

Local Support Teacher Signature

Date

School Site Administrator Name (printed)

School Site Administrator Signature

Date

INTERNSHIP Credential Process

Credential Services is the liaison between CSU, Chico credential candidates and the California Commission on Teacher Credentialing (CTC). Credential Services assists credential candidates (you) with the final step in obtaining a California Credential.

You will receive IMPORTANT information via your Chico State email account from the Credential Services: Rachele Sousa rrsousa@csuchico.edu

Review your "To Do List" in your student portal and do not ignore information from Rachele Sousa. It could jeopardize your employment.

How do I apply for the Internship Credential?

School of Education in Tehama 101 collects the following documents and gives the information to Credential Services to make the recommendation for the Internship Credential;

- ❖ Credential Services Processing Fee: \$25.00, payable to CSU, Chico
- ❖ Completion of the CSET (California Subject Exam for Teachers) or Subject Matter Competence (SMC) Letter on official letterhead from a CTC approved program. (Credential Services will verify this information).
- ❖ Completion of the Basic Skills (CBEST, CSET Writing, EAP or CSU Placement Exam). (Credential Services will verify this information).
- ❖ U.S. Constitution course is required to receive an INTERNSHIP Credential. The course must be passed with a C- or better. If you received your bachelor's degree from a University of California, it may not have been completed. The CTC requires for a recommendation of an INTERNSHIP Credential that the applicant meet the requirement for the U.S. Constitution.
- ❖ Bachelor's Degree (Credential Services will verify this information).
- ❖ Must be enrolled at CSU, Chico for the semester(s) you are participating in the INTERNSHIP Program. (Credential Services will verify this information).
- ❖ The Internship Packet must be completed with all the signatures.

What happens after all documents are turned into Credential Services?

- ❖ The Credential Analyst will determine if you have met all the requirements for the INTERNSHIP credential. The recommendation for the credential will be electronically submitted to the CTC.
- ❖ You will receive an email from the CTC when your INTERNSHIP credential has been recommended and you will need to finish the process and pay the CTC for the credential. It will take 10 business days for the INTERNSHIP credential to post at the CTC.
- ❖ It is IMPORTANT that you review the credential because it is a legal document and needs to be correct.

Additional Information you need to know about the INTERNSHIP credential.

- ❖ If you quit or leave your assigned internship program call Credential Services immediately.
- ❖ If you change locations of your internship assignment call Credential Services immediately.

Credential Services
Tehama 209
(530) 898-6455

INTERNSHIP CREDENTIAL REQUEST FOR RECOMMENDATION

This form must be completed for each credential recommendation submitted to CTC. Mail or hand-deliver completed original document, service fee and supporting documents to School of Education in Tehama 101.

I. Student Information

Student ID Number _____	
First Name _____	Birthdate _____
Last Name _____	Phone Number _____
Middle Initial/Name _____	Valid Email Address _____
Maiden Name(s) _____	

II. Credential Information

Completion of the Credential Program	<input type="checkbox"/> Fall _____ Year	<input type="checkbox"/> Spring _____ Year
Type of Credential Requesting:	INTERNSHIP Credential	
Please Mark One:	<input type="checkbox"/> Mild/Moderate~Ed Specialist	<input type="checkbox"/> Multiple Subject
	<input type="checkbox"/> Moderate/Severe~Ed Specialist	<input type="checkbox"/> Single Subject: _____

III. Processing Fees

~ Credential Services Processing Fee \$25.00
~ Please submit a personal check/money order made payable to CSU, CHICO or pay at Student Financial Services (SSC 230) and provide the receipt to the School of Education in Tehama 101

I authorize the Credential Services at CSU, Chico to share information pertaining to my qualifications, status, and/or performance in the credential program and they may share with faculty in the School of Education, California State University, Chico personnel and personnel from other universities, and with school district, county office of education, or other employing agency personnel, including the Commission on Teacher Credentialing, as necessary.

Signature ~ You agree with the information contained on the form and verifies _____ Date _____
that the information is true to the best of your knowledge.

[Office Use] PAID \$ _____ Check Number _____ / _____ Initials _____

Issue Date of Credential _____

ELA1 / ELAM / ELAS / ELAE / BCLAD _____

SMA / Exam _____

Recommended to CTC _____ ERST _____

First Proof _____ Date _____

Second Proof _____ Date _____