

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  
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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 intern credentials, have completed 120 pre-service hours as specified by the CTC, have passed CBEST, have met 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 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 Coordinator 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 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.

### 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 45-hour requirement during the program;
- verification of passage of Basic Skills Requirement (CBEST or CSET Writing Skills);
- 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 Intern Coordinator (signature at bottom of this checklist);
- permission of School of Education Director (signature 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
- Memorandum of Understanding regarding hiring a distance supervisor, if necessary (see attached).

### Final requirements before you can receive your intern credential and begin teaching:

- promptly submit and pay for online application for your credential, when requested by the CTC via email; and
- meet with the school site administrator and Local Support Teacher and agree to and sign an MOU stipulating the specific requirements for an internship (see attached).

*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.)*

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Candidate name

---

Candidate signature

---

Date

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

---

Intern Coordinator 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: Deborah Summers, 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 and 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: \_\_\_\_\_

The district understands that hiring this intern establishes a partnership between the school district and the School of Education at CSU, Chico. 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 one-eighth to offset intern support, if necessary; 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 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); and
- using the Intern Requirement Checklist, identify an appropriate professional development plan for the intern and monitor and verify 144 hours of support (and additional 45 hours of English Learner training, if required) for each academic year of the internship.

Sincerely,

Superintendent/Personnel Director \_\_\_\_\_  
School District \_\_\_\_\_

### 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 (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>, 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

Date: January 27, 2015

From: Dr. Deborah Summers, Director  
School of Education

To:

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:**

**Local Support Teacher:**

**School Site Administrator:**

**University: California State University, Chico**

**School:**

**School District:**

**County:**

**Intern holds appropriate EL authorization:**

## **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 144 hours of support/mentoring, and, if necessary, 45 hours of additional EL training (required if intern does not already hold an EL authorization).

## **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 (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. Any necessary substitute costs will be assumed by the school district.
  5. Provide opportunity for and verify an additional 45 hours of support regarding English learners, if required, in addition to the 144 hours of support required each academic year (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, reduce the intern's salary by one-eighth to offset intern support, if necessary.
  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 (LSTs) is the responsibility of the hiring school district. The following qualifications are required of all LSTs:
  - 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. 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. Support the intern a minimum of two hours per five instructional days and a minimum of 144 hours each academic year 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. and other training as needed.
3. Schedule additional time with the intern as needed. Be available to provide assistance and answer the intern's questions.
4. Provide an additional 45 hours of support regarding English learners, if required (this is in addition to the 144 hours of support required each academic year; see Intern Requirement Checklist).
5. 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.
6. Understand the aims, structure, and procedures of the professional education program.
7. 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. Notify the School of Education of any changes in employment during the internship.
3. Maintain continuous enrollment in required credential coursework for the duration of the internship, and maintain good standing in the credential program and the University.
4. Meet all general credential obligations, as required of non-intern candidates.
5. Communicate with school site and district personnel to ensure compliance with all employment requirements and responsibilities.
6. Acknowledge that any relevant information regarding job performance and/or academic achievement may be shared between the employer and the School of Education.
7. 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 Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local Support Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Site Administrator Signature

\_\_\_\_\_  
Date

## Intern Requirement Checklist

Intern's Name \_\_\_\_\_

Intern will need 45 additional hours of support focused on teaching English Learners

Local Support Teacher's Name \_\_\_\_\_

Intern has met the English Learner Authorization by \_\_\_\_\_

University Supervisor's Name \_\_\_\_\_

Interns: Please use the attached log to 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. Please submit a final copy of this checklist and log to the CSU, Chico Intern Coordinator at the end of each semester.

LST/Supervisor Initials	Total hours for each activity	Support /Supervision Activity
<b>Potential Support &amp; Supervision Activities <i>most likely</i> to be provided through the Intern's Employer</b>		
		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)*
<b>Potential Support and Supervision Activities <i>most likely</i> to be Provided through Intern's Commission Approved Preparation Program</b>		
		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.)*
<b>Potential Support and Supervision Activities by <i>Either or Both</i> the Intern's Employer and Commission Approved Preparation Program</b>		
		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*
<b>Supervision/Support (at least 144 hours): _____ Additional EL Focused Supervision/Support (at least 45 hours): _____ Total Hours Completed: _____</b> <b>Prorated hours (for one-semester internship only): Supervision/Support: _____ Additional EL Focused Supervision/Support: _____ Total Hours Completed: _____</b>		
* 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 Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local Support Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

