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In rod c ion

Intern Commitment and Responsibilities

Candidates working as teachers under an intern credential are employees of the district and are considered teachers of record. However, there is much more work involved in being an intern than being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher, teacher on permit, or intern.

Interns are responsible for completing all assignments according to the deadlines

As part of the Intern Cluster, candidates spend the entire program together completing the [SPED 695](#) Intern Seminar Course sequence. Intern candidates receive unparalleled support from peers and from team faculty. Intern candidates receive unparalleled support from peers and from team faculty. The program is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepares new teachers in accordance with the California Teacher Performance Expectations for Education Specialists (TPEs) including [TPE 7](#).

The Education Specialist credentials include

Emplo men

Clinica

Interns

- Complete Intern Support hours/year
General Support (144 hours)

School District Support

An administrator from the school district will appoint an Employer Provided Mentor with the appropriate Education Specialist authorization, MMSN or ESN. Autism Spectrum Disorder, and an English Learner Authorization prior to an intern assuming daily teaching responsibilities

Employer Provided Mentor

The Employer Provided Mentor is identified to support the intern teacher over the course of the internship. This individual may be identified by the site of the district person charged with teacher development. Employer Provided Mentor meet the following criteria:

- the desire to mentor an intern teacher
- are fully credentialed or certified in the subject area of supervision
- have earned the Clear Credential, are tenured, and have been teaching for a minimum of three years
- possess strong subject-area and pedagogical knowledge, use technology and literacy strategies,
- have strong classroom-management skills, and effectively implement academic content standards
- have effective communication and collaboration skills
- are devoted to the academic learning needs of all students, including students from diverse ethnic and language backgrounds and including English Learners

Employer Provided Mentor provides support consisting of observations, conferences, email and phone calls to the Intern teacher. An example of the support is as follows: Each semester, the EPM provides a minimum of 26 hours of support, mentoring and supervision within the school day of the Intern teaching in the general education or special education classroom.

Additionally, the Employer Provided Mentor provides 10 hours of support and supervision related to English Learners during the school day.

School/District Meetings/Support (45 hours each semester. 90 hours total)

Interns attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, Special education and SELPA meetings and Professional Development Seminars provided to faculty.

District Support Includes:

- Development of IIP with University Supervisor
- District New Teacher Orientation
- District Professional Development
- Mentor conference/meeting
- Mentor email/phone/text support
- Mentor helps with instructional planning, assessment, management, etc.

Mentor observation

Observation of other experienced teachers

School-site meetings (grade level, department, faculty)

Individualized Intern Plan

The University Supervisor, Employer Provided Mentor, and the Intern develop the [Individualized Intern Plan \(IIP\)](#) during the

- : If an Intern secures a full-time position, a minimum of 60% of the position must be in the subject area of their credential goal.

- Candidates must meet CTC Intern Credential requirements
- Candidates must request approval for the Internship through the completion of the [SPED Intern Application](#).
- Candidates must complete the [Request for Intern Teaching Site Approval](#) form requesting credit for work within a specific school district
- The Program Coordinator reviews the application and determines if the request for the internship is approved.

Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, they may not leave or change jobs. Once a candidate is placed for student teaching, they may not leave to take an internship.

[Clinical sites for interns](#) are held to the same standard as those for fieldwork and student teaching. Teachers and administrators and staff at the clinical sites should demonstrate the use of culturally relevant, evidence based practices and a commitment to collaborative instruction for students with disabilities in the least Restrictive Environment. In addition the sites should be culturally and socioeconomically diverse and have programs for English Learners.

Candidates employed in a private school may complete their fieldwork in such a position, but must [spend 150 hours](#) in a California pub

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Exercise professional, respectful, and positive behavior
Show interest in both their field and coursework

Demonstrate cooperation, collegiality, and flexibility
Receive feedback and suggestions genially
Communicate with and respond to program faculty, supervisors, mentor teachers, instructors
Accept consequences for actions
Use discretion in communication with others
Exhibit the ability to successful meet the TPEs

When Disclies Arise

Despite the best intentions of all involved in the intern teaching experience, dissonance, conflicts and problems may arise. Interns should be in close communication with their University Supervisor and Employer Provided Mentor regarding their work and share interactions with site administration, special education district personnel and families.

The intern and supporting personnel should create and implement a process for addressing the areas of dissonance or concern. The Program Coordinator should be informed of any difficulties an intern is having in their position. Communication is key in addressing difficult situations.

Disq ali ca ion

Intern candidates must meet the same standards of academic performance as non-interns. Interns must maintain a cumulative GPA of 3.0 with No Incompletes, No Credits, or grades lower than "B." Grades of C, D and F may lead to academic disqualification. Intern candidates who are asked to leave their position prior to the end of the school year will need to meet with their University supervisor and Program Coordinator. A review of the circumstances will take place as the Program Coordinator meets with the site administrator. In some cases, the candidate will be disqualified from ses

Program Probation

If an Intern receives a program status of not satisfactory or a course grade of "C-" (C minus) or lower from an Instructor or Practicum Supervisor, that Intern will be placed on ^U