



**MICHAEL D. EISNER**  
COLLEGE OF EDUCATION

**Department of Elementary Education  
Multiple Subject University Intern Program  
(MSUIP)**

**HANDBOOK**

**California State University, Northridge  
Michael D. Eisner College of Education  
18111 Nordhoff Street  
Northridge, CA 91330-8265**

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This handbook is designed for candidates in the Multiple Subject University Intern Program at California State University, Northridge.

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## CONTACT INFORMATION

The following information is provided to assist participants in contacting appropriate offices and personnel while enrolled in a Multiple Subject Teaching Credential Program.

| Name/Title  | Phone  | Email  |
|---|--|--|
| <b>Department of Elementary Education</b><br>Please contact the Department of Elementary Education for coursework inquires.   |  |  |
| Main Office<br><i>Department of Elementary Education</i>  | (818) 677-2621                               | <a href="mailto:eed@csun.edu">eed@csun.edu</a>                 |
| Dr. Greg Knotts<br><i>Chair of Elementary Education</i>   | (818) 677-2621                               | <a href="mailto:greg.knotts@csun.edu">greg.knotts@csun.edu</a> |
| Professor Jill Frieze<br><i>Intern Coordinator</i>  | (818) 677-2621                               | <a href="mailto:jill.frieze@csun.edu">jill.frieze@csun.edu</a> |
| <b>Credential Office</b><br>Please contact the Credential Office for questions regarding state requirements and regulations, and for your Credential Progress Report. |  |  |
| Main Office<br><i>Credential Office</i>   | Phone: (818) 677-2733<br>FAX: (818) 677-5722 | <a href="mailto:credprep@csun.edu">credprep@csun.edu</a>       |

## CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION

The Multiple Subject Credential programs reflects the philosophy and guiding values of the College of Education. This philosophy is expressed in the following Conceptual Framework adopted by the college.

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## INTERN PROGRAM COURSEWORK

Interns may begin their coursework in either the fall or spring semester.

The Intern Program is designed as a 4-semester program because the state-issued Intern Credential is valid for only 2 calendar years from the date of issue. But some Interns can complete the program in fewer semesters.

Below is a chart of the courses leading to a preliminary multiple subject credential. If you are new to the credential program, you will likely take 4 full semesters.

However, many Interns begin as Traditional credential program candidates and complete some credential courses before they are hired as full-time teachers and transfer into the Intern Program. Transfer Interns then have a course sequence with a different starting point.

The Intern Program Coordinator will help you plan the sequence of courses that is most appropriate for you.

| <b>Total Required Units: 41</b> |   |
|---------------------------------|---|
| EED 500                         | Foundations of Elementary Teaching (3)  |
| EED 520                         | Reading Instruction for Diverse Learners (3)  |
| EED 550B                        | Supervised Fieldwork and Seminar (2), taken for first three semesters as B1, B2, and B3 |
| EED 577                         | Language Arts Instruction and English Language Development (3)                          |
| EED 565M                        | Mathematics Curriculum and Methods (3)  |
| SPED 420                        | Improving the Learning of Students with Special Needs (3)                               |
| EED 565S                        | Science Curriculum and Methods (3)  |
| AAS, CHS, ELPS, AFRS, ARMN 417  | Equity and Diversity in Schools (3)   |
| EED 575                         | Integrated Social Studies and Arts: Curriculum and Methods (3)                          |
| EED 515                         | Learning Technologies (3)   |
| KIN 595PE                       | Applied Methods for Physical Education (1)  |
| HSCI 465ELM                     | Teaching Health in the Elementary School Classroom (1)                                  |
| EED 559C                        | Supervised Fieldwork Seminar (2)  |
| EED 559F                        | Student Teaching Seminar (1)  |
| EED 551C                        | Intern Teaching and Seminar (3), (student teaching)                                     |

### **Suggested 2-year Course Sequence for Interns new to the Credential Program**

| Semester | Course   |
|----------|--|
| Sem 1    | EED/EPC 500/EPC 315 - Fundamentals of Teaching (3)                             |
|          | EED 520 - Teaching Reading in the Elementary School (3)                        |
|          | KIN 595PE – Applied Methods for Physical Education (1)                         |
| Sem 2    | <i>EED 550B1 – Supervised Fieldwork (2)</i>                                    |
|          | EED 577 – Language Arts and ESL Instruction (3)                                |
|          | EED 565M – Mathematics Curriculum and Methods (3)                              |
|          | HSCI 465ELM– Teaching Health in the Elementary School Classroom (1)            |
|          | ELPS/CHS/AAS/AFRS 417– Equity and Diversity in Schools (3)                     |
| Sem 3    | <i>EED 550B2 – Supervised Fieldwork (2)</i>                                    |
|          | EED 565S – Science Curriculum and Methods (3) <i>(565M is a pre-requisite)</i> |
|          | SPED 420 – Improving the Learning of Students with Special Needs (3)           |
|          | <i>EED 550B3 – Supervised Fieldwork (2)</i>                                    |

|       |  |
|-------|--|
|       | <i>EED 559C– Supervised Fieldwork Seminar (2) – (Includes edTPA rehearsal)<br/>Should be taken the semester prior to the Intern’s final semester in the program.</i> |
| Sem 4 | EED 575 – Integrated Social Studies and Arts: Curriculum and Methods (3)   |
|       | EED 515 – Basic Technology Methods (3)   |
|       | <i>EED 551C– Supervised Practicum (3) (Student Teaching)</i>   |
|       | <i>EED 559F – Student Teaching Seminar (1) – (Includes edTPA)</i>  |

If you are able, you may take any of the courses that are offered during a Summer or Winter Session, typically SPED 420, and HSCI 465ELM, and reduce your time in the program.

One key difference among Interns is the place of the fieldwork courses in their course sequence. The table below sets out the sequence of fieldwork courses depending on the number of semesters an Intern spends in the program. Up to two fieldwork experiences can be combined during a single semester. If the Intern will be combining two EED 550B experiences in a single semester, they will enroll in EED 550D.

A principal element of the Intern program is the required supervised field experience every semester, which enables the University to provide the candidate a University Supervisor.

### **PROFESSIONAL RESPONSIBILITIES**

All MSUIP interns, as teaching professionals, must be aware of the responsibilities that accompany participation in a teacher credential program.

#### **Course Responsibilities**

- Attend all classes on time and be prepared to participate in class discussions and group activities as required.
- Communicate in effective oral and written standard English for all course assignments.
- Notify the instructor prior to absence or tardiness (by email or phone call).
- Maintain a 3.0 average in all credential coursework with a C or better in all credential coursework. Candidates should strive to earn grades of A or B. Grades of C- and below are not acceptable, and would require the candidate to repeat the course.
- All Incompletes must be completed prior to gaining eligibility for EED 559F.

#### **Program Responsibilities**

- **All Credential Office credential program policies and regulations are your responsibility to fulfill. It is the responsibility of the Intern to consult the Intern Coordinator and a credential advisor of current changes in their status.**
- Read (and follow) the MSUIP Handbook guidelines. As an MSUIP intern, it is your responsibility to know program requirements and what is expected of you. The handbook has been written as a reference guide for your progression through the program.
- Inform the MSUIP Coordinator of any updates regarding your course completion and employment status. As a MSUIP Intern, it is your responsibility to inform the Coordinator of any change in meeting program requirements, principally any delay in taking courses within the 2-year limit, and any change in employment status.
- Meet the eligibility requirements for EED 559C and 559F, Supervised Practicum and Practicum Seminar, as determined by the Credential Office and EED Program, and apply for these courses the semester prior to enrolling in them.

#### **University Intern Credential Expiration Date**

You must be aware of the date that your University Intern Credential expires. You must finish all coursework and Preliminary Multiple Subjects credential requirements before that deadline.

## **Lesson Planning**

Thoughtful lesson planning is essential to becoming an accomplished teacher. The University Intern teacher candidate is required to have a semester overview, weekly, and daily lesson plans for each preparation as well as student handouts readily available in the classroom at all times.

In EED 550B and 551C, the observations, notes, plans, and handouts for each lesson plan must be kept chronologically in a three-ring binder (or a digital format, if agreed upon by all parties) that is available to the University Supervisor and Support Provider. The semester overview, weekly plans, daily plans, and student handouts for each preparation must be kept chronologically in a three-ring binder (or a digital format, if agreed upon by all parties). This notebook must be readily available in the classroom for perusal at any time by the University Supervisor, whose visits may be unannounced. Near the notebook, place copies of the student texts being used. Position these materials where the University Supervisor can always expect to find them.

Before or after each University Supervisor's observation visit, Interns will submit a reflection based on a single lesson to the Supervisor. Each Supervisor will give directions for the format and submission requirements of the reflection. Here is a suggested set of questions for such a reflection:

### **Reflection on the Lesson's Effectiveness:**

1. What was most effective about this lesson, and what is your evidence for that?
2. If you were going to teach this lesson again to the same group of students, what changes would you make to address collective whole class learning and individual student needs as identified in the student learning profile?
3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse? How do you know?
4. Based on your responses above (#1-3), how would formal/informal assessment data from the lesson inform the changes you would make in the next lesson in this series?
5. What is one piece of evidence that indicates you created a challenging, positive learning environment that promoted mutual respect among students and welcomed various perspectives?

## **The Teaching Performance Assessment (TPA)**

All Teacher Candidates enrolled in the final student teaching or Intern field experience (EED 559F with EED 551C) complete a standardized Teaching Performance Assessment (TPA) to demonstrate teaching competence. Passing this assessment meets the TPA requirement in California for earning the preliminary teaching credential. CSUN supports the edTPA as its Teaching Performance Assessment.

The edTPA is a national assessment that has been approved as a California TPA. For the edTPA, the Candidate prepares and teaches a 3-5-day unit, assesses students during the unit, videos portions of the unit, and writes extensive analyses and reflection about the experience. Credential coursework and field experiences are designed to build the necessary skills and knowledge for the edTPA. Candidates are supported in completing the edTPA during the seminar courses, EED 559C and EED 559F, but passing the edTPA is not required to receive credit for those courses. Passing the edTPA, however, is a requirement to be recommended for the preliminary teaching credential.

If you pass the edTPA, there will be no problem. At that point you would move toward obtaining the Preliminary Credential that would replace the Intern Credential.

**But if you have not passed the edTPA, then you must keep your Intern Credential active to remain employed at your school, and that means you must remain enrolled in the Intern Program.** This is true even if you have a valid Intern Credential with an expiration date sometime in the future. **If you are not enrolled as a student, then your Intern Credential is cancelled.**

Remaining in the Intern Program will require you to enroll in the 2-unit EED 550B Field Experience course to continue to be supervised by one of our University Supervisors. The cost is approximately \$2,580 (see <https://www.csun.edu/stufin/tuition>).

You must be enrolled in EED 550B *before you return* to the classroom. If you are not enrolled in EED 550B, your Intern Credential will be cancelled, effective the first day of your school's semester.

Your school may be able to hire you as a non-Intern (e.g., as a long-term sub, short-term staff permit, or some other sort of emergency hire). In this case, you need not be enrolled in EED 550B or any other CSUN course, your Intern Credential will be cancelled, and you will no longer be in the Intern Program. You may continue to work on passing the edTPA and can still be recommended for the credential by CSUN's Credential Office even though you are no longer enrolled at CSUN.

If your school hires you as a non-Intern for the fall semester early enough, and you have already enrolled in EED 550B, you can disenroll from EED 550B and obtain a full refund, and your Intern Credential will be cancelled. If your school hires you as a non-Intern at a later date, you may be eligible for a partial tuition refund for EED 550B. You can verify the applicable dates at the following link.

<https://www.csun.edu/stufin/ucs-refund-information>

## MSUIP FIELD EXPERIENCES

### EED 550B 1-3 and EED 551C

The elementary Intern Program’s supervised field experiences constitute one of the major elements of the professional training program. Whether it is one or more of EED 550B 1-3 and EED 551C, an Intern candidate will benefit from the support of a University Supervisor every semester in the program.

|                                  |  |
|----------------------------------|--|
| EED 550B(1) Supervised Fieldwork | 2+ visits focused on reading and classroom management                            |
| EED 550B(2) Supervised Fieldwork | 2+ visits focused on language arts, math, and English Language Development (ELD) |
| EED 550B(3) Supervised Fieldwork | 2+ visits focused on science   |
| EED 551C Supervised Practicum    | 3+ visits focused on social studies and any other areas of need                  |

The final field experience, EED 551C, is designed as an opportunity for teachers to further refine practices aligned with the edTPA (Teacher Performance Assessment, [www.edtpa.aacte.org](http://www.edtpa.aacte.org)) and the Teacher Performance Expectations (TPEs, [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)). All supervised field experience requirements in the sequence of courses are completed in the Intern’s own classroom.

Field experience seminars provide Interns opportunities to discuss best practices in managing and organizing the classroom, as well as planning, teaching, evaluating and assessing student work. The seminar will also help support the candidate with submission of the edTPA.

Field experience requirements are based on the six domains of the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and six Teacher Performance Expectations. The Standards are the basis for assessing candidates during their field experiences and throughout their credential coursework.

California Standards for the Teaching Profession Teacher Performance Expectations (TPES)  
[https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator



## THE FIELD EXPERIENCE TEAM

Each of the intern's field experiences, EED 550B1-3 and EED 551C, is coordinated by a team consisting of the collaborating school-site Support Provider, the University Supervisor, the Field Experience Office, and the Intern Coordinator. Members of the team have had supervisory training and experience as classroom teachers. Open communication is a major responsibility of each member of the field experience team. All members are aware of the special role each has to fulfill and that the common goal of the team is the success of the intern teacher candidate.

**The school-assigned Support Provider (SP)** observes and guides the intern teacher candidate in developing effective practices and communicates regularly with the **University Supervisor**. SPs are not expected or required to complete any formal evaluations of the Intern candidate. The SP is a coach and mentor, not an evaluator. The Support Provider will be provided by the district at which the intern is employed and confirmed with the Intern Coordinator.

**The University Supervisor (US)** is provided by CSUN. The US is the field supervisor of the intern teacher candidate and integrates the various aspects of the field experience assignment by scheduling visits, observing the intern teacher candidate, conferencing with the intern, and keeping communication lines open.

The supervision consists of a minimum of two visits each semester in EED 550B and three visits in EED 551C. Additional visits may be conducted if necessary. The intern candidate should submit a lesson plan a minimum of 24 hours in advance for their lesson observation. The University Supervisor completes the Intern Teacher Evaluation form at the end of each semester. The University Interns are graded on a Credit/No Credit basis in EED 550B1-3 and EED 551C.

**The Intern Program Coordinator** coordinates the Intern Program admissions process with the Credential Office, conducts orientations each semester, guides the assignment of Support Providers, and advises Interns.

## INTERN TEACHER EVALUATION

The University Interns are graded on a Credit/No Credit basis in the EED 550B1-3 and EED 551C field experiences, based on the following.

### **Basis for Intern Teacher Evaluation**

Evaluations in EED 550B1-3 and EED 551C are based on an appraisal of the Teacher Candidate's teaching competence and suitability for a career as a teacher by the University Supervisor. Evaluations are based on the Teaching Performance Expectations (TPEs), which address these major domains:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

### **Explanation of Ratings for Intern Teacher Evaluation (550B1 and 550B2)**

As candidates progress through each Supervised fieldwork/Intern Teaching experience, it is expected that their teaching performance will become more sophisticated and refined. Each final evaluation rating of 3 or higher is indicative of full proficient performance in the specified competency for beginning teachers. Most candidates do not receive ratings of 5.

#### **Minimum Passing Standard: The minimum passing standard for the final Intern Teacher Evaluation in this experience is an evaluation with no "1"s and no more than two "2"s.**

- 1 = Unsatisfactory Performance. The candidate demonstrates unsatisfactory knowledge and skills in this area.
- 2 = Emerging Performance. The candidate demonstrates inconsistent knowledge and skills in this area.
- 3 = Progressing Performance. The candidate demonstrates satisfactory knowledge and skills in this area.
- 4 = Proficient Performance. The candidate demonstrates significant knowledge and skills in this area.
- 5 = Advanced Performance. The candidate demonstrates a level of knowledge and skills beyond that expected of a beginning teacher.

### **Explanation of Ratings for Intern Teacher Evaluation (550B3 and 551C)**

As candidates progress through each Supervised fieldwork/Intern Teaching experience, it is expected that their teaching performance will become more sophisticated and refined. Each final evaluation rating of 3 or higher is indicative of full proficient performance in the specified competency for beginning teachers. Most candidates do not receive ratings of 5.

#### **Minimum Passing Standard: The minimum passing standard for the final Intern Teacher Evaluation in this experience is a minimum score of 3 in each category.**

- 1 = Unsatisfactory Performance. The candidate demonstrates unsatisfactory knowledge and skills in this area.
- 2 = Emerging Performance. The candidate demonstrates inconsistent knowledge and skills in this area.
- 3 = Progressing Performance. The candidate demonstrates satisfactory knowledge and skills in this area.
- 4 = Proficient Performance. The candidate demonstrates significant knowledge and skills in this area.
- 5 = Advanced Performance. The candidate demonstrates a level of knowledge and skills beyond that expected of a beginning teacher.

## **ADDITIONAL POLICIES**

### **Student Concern Report (SCR)**

When a teacher candidate requires significant additional assistance during an intern experience, and received that assistance from a seminar leader or university supervisor, a Student Concern Report will be completed by the faculty member who provided assistance. Assistance should be in response to helping the teacher candidate meet expectations in the Teaching Performance Expectations (TPEs) as reflected in the Intern Teacher Evaluation. The Student Concern Report will document what additional assistance was offered and what the expectations are for the teacher candidate following the engagement of extra assistance. A meeting will be held with the intern, faculty member, and Intern Coordinator to review this report. The purpose of this document is to create a record of the type of assistance offered to the teacher candidate, so that the department, faculty, and candidate are aware of efforts taken to improve teaching performance.

### **Intern Teacher Assistance Plan (ITAP)**

When an Intern Candidate is not demonstrating satisfactory progress in the Intern experience, the University Supervisor will develop an Intern Teacher Assistance Plan (ITAP) based on the appropriate California Standards for the Teaching Profession and Teaching Performance Expectations (TPEs). The ITAP will specify competencies that the Intern candidate will need to demonstrate within a defined period of time in order to successfully complete the Field Experience assignment. Completion of the Intern experience can occur within the semester the ITAP is written, or in a subsequent semester when the Intern Candidate re-enrolls in EED550B1-3 or EED 551C. The MSUIP Coordinator will review the ITAP. A copy of the ITAP remains with the Intern candidate, the University Supervisor, the Field Experience Office, and the MSUIP Coordinator. Any traditional candidate transferring to MSUIP who has received a NC in 560C and/or 561F will be given an Intern Teacher Assistance Plan at the outset of the remaining Intern field experiences.

### **Grade of “No Credit” (NC) Assigned for Intern Fieldwork**

Intern fieldwork is graded on a “Credit” (CR)/“No-Credit” (NC) basis. A grade of No-Credit is given by the university supervisor in consultation with the Intern Coordinator and is based on assessments of the candidate’s teaching proficiencies made by the university supervisor. Generally, a grade of No-Credit is assigned in situations in which the teacher candidate has not demonstrated a satisfactory level of competency as defined by the 6 Teaching Performance Expectations.

### **Involuntary Withdrawal from the Teacher Education Program**

In instances in which the teacher candidate consistently demonstrates poor work habits or unprofessional behavior, he or she may be involuntarily withdrawn from the Program. This action is initiated between Program faculty and the Coordinator for the candidate’s program. The action is communicated in writing to the Executive Secretary of the Selection and Admission Committee. The student is informed of the existence of the negative written communication per the Family Privacy Act of 1974. Thereafter the Executive Secretary begins the procedures identified in the Credential Office memorandum of August 18, 1988, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate’s right to free speech and provide an opportunity to face the person(s) who wrote a negative communication about the candidate. The procedures are on file in the Credential Office.

### **Appealing Unfavorable Decisions**

Every student has the right to appeal any unfavorable decision, including the involuntary withdrawal from the teacher education program. To protect the rights of the student, the Program follows procedures established by the College and University for appealing decisions regarding involuntary withdrawal from the teacher preparation program and a grade of “No Credit” for intern fieldwork experiences.

## MSUIP PROGRESS CHECKLIST

Name \_\_\_\_\_ 1st Semester in MSUIP \_\_\_\_\_

Effective Date of Intern Credential Recommendation: \_\_\_\_\_

*It is your responsibility to keep an up-to-date record of your coursework and requirements to complete your intern credential program.* At the beginning of each semester, revisit this chart in order to record courses completed, and remind yourself of any additional responsibilities/forms to file

Using the space below, indicate the semester in which you completed the requirements or indicated credential coursework with a grade of “C” or better in all courses. No grade of C- is allowed.

| Responsibilities & Coursework Completed |                              |                              |                              |
|---|------------------------------|------------------------------|------------------------------|
| Semester 1<br>Date Completed            | Semester 2<br>Date Completed | Semester 3<br>Date Completed | Semester 4<br>Date Completed |
|   |                              |                              |                              |

| MSUIP Credential Coursework Sequence                           |  |  |   |
|--|--|--|---|
| Semester 1<br><i>Courses are to be taken prior to EED 551C</i> | Semester 2<br><i>Courses are to be taken prior to EED 551C</i> | Semester 3<br><i>Courses are to be taken prior to EED 551C</i>                                       | Semester 4<br><i>Course are to be take prior to or concurrent with final semester</i> |
| EED 550B1  | EED 550B2  | EED 550B3  | EED 551C  |
| EED/EPC 500  | EED 577  | EED 559C<br><i>Should be taken the semester prior to the Intern's final semester in the program.</i> | EED 559F  |
| EED 520  | EED 565M   | EED 565S   | EED 575   |
| KIN 595PE  | HSCI 465ELM<br>(FORMERLY HSCI 496TH)                           | SPED 420   | EED 515   |
|  | ELPS/CHS/AAS/<br>AFRS/ARMN 417                                 |  |   |

| Additional Responsibilities |                    |  |  |
|-----------------------------|--------------------|--|--|
| Semester 1                  | Semester 2         | Semester 3   | Semester 4   |
| Maintain a 3.0 GPA          | Maintain a 3.0 GPA | Maintain a 3.0 GPA   | Maintain a 3.0 GPA   |
|                             |                    | Completion of the CPR requirement must be completed before applying for EED 551C.<br><br>Consult with your Credential Advisor RE: <b>edTPA and RICA</b> requirements before beginning your final semester. | <b>Preliminary Credential Application</b><br>The Preliminary Credential application must be filed in the Credential Office during the first two weeks of your last semester of coursework. |

Multiple Subject Intern Credential Program  
**INTERN SUPPORT PROVIDER SERVICES LOG (ISPSL)**

**Directions to the Intern:**

Please use this Intern Support Provider Services Log (ISPSL) to record the time you have spent with your Support Provider.

The Support Provider must conduct a minimum of two (2) classroom observations during the semester, and a total of twenty (20) hours of support during the semester – a minimum of one (1) hour per week.

|   |  |
|---|--|
| <b>Support Provider (SP) name and email address</b> |  |
| <b>SP School and District</b>                       |  |
| <b>SP Grade</b>                                     |  |
| <b>Intern name</b>                                  |  |
| <b>Intern School and District</b>                   |  |
| <b>Intern Grade</b>                                 |  |
| <b>Date Time Period Begin</b>                       |  |
| <b>Date Time Period Ends</b>                        |  |

Use the following letter codes to indicate the type of support you received on the log found on the next page. Write the letter of the code in the log in each dated entry.

- A. Met with Support Provider to discuss lesson planning;
- B. Support Provider visited Intern during instructional time (informal observation);
- C. Support Provider visited Intern during instructional time (formal observation), providing written comments.
- D. Attended class or workshop (as defined by the district) with Support Provider;
- E. Telephone/email communication with Support Provider;
- F. Observed demonstration lesson in another classroom with Support Provider;
- G. Worked on meeting standards district, state content standards, ELD standards, and Teaching Performance Expectations (TPEs);
- H. Worked on planning instruction based on classroom assessments;
- I. Observed a demonstration lesson taught by the Support Provider;
- J. Prepared or located appropriate resource material for use in the classroom;
- K. Analyzed student work with the Support Provider;
- L. Other (please specify):

**ADD ADDITIONAL PAGES TO THIS LOG AS NEEDED.**

|                              |           |        |                     |                    |
|------------------------------|-----------|--------|---------------------|--------------------|
| <b><u>Date and Hours</u></b> | Code (s)  | Notes: | SP<br>Initials/Name | Intern<br>Initials |
| <b><u>Date and Hours</u></b> | Codes (s) | Notes: | SP<br>Initials/Name | Intern<br>Initials |
| <b><u>Date and Hours</u></b> | Code (s)  | Notes: | SP<br>Initials/Name | Intern<br>Initials |
| <b><u>Date and Hours</u></b> | Code(s)   | Notes: | SP<br>Initials/Name | Intern<br>Initials |
| <b><u>Date and Hours</u></b> | Code(s)   | Notes: | SP<br>Initials/Name | Intern<br>Initials |
| <b><u>Date and Hours</u></b> | Code(s)   | Notes: | SP<br>Initials/Name | Intern<br>Initials |

**Total Hours: Page** \_\_\_\_\_

**\*Total Hours All Pages:** \_\_\_\_\_