

## APPENDIX Q

### **Multiple Subject University Intern Program Professional Development Plan CSUN/LEA Shared Responsibilities**

Teaching Internship Programs are designed to help districts meet shortages of qualified teachers, and to attract persons into teaching who would not normally enroll in a traditional preparation program. Internships provide an alternative route to certification that allows candidates to obtain credentials while teaching in classrooms. This arrangement requires cooperative agreements between participating Local Education Agency (LEAs) and Institute of Higher Education (IHEs) to address the employment shortages in the specified LEA.

Summarized below are the responsibilities of California State University, Northridge (CSUN) and the LEA in the Professional Development Plan for the Intern in CSUN's Multiple Subject University Intern Program (MSUIP).

#### **CSUN's Responsibilities in the Professional Development Plan**

As the **Lead Sponsor** in the Multiple Subject University Intern Program, CSUN will provide:

1) A teacher-education program that consists of sequenced coursework leading to a Preliminary Multiple Subject Credential with individual advisement and mentoring. The required courses for the MSUIP can be found in Table 1. These include the supervised fieldwork courses (EED 550B [1-3] and EED 551C or EED 561CB), one of which is required every semester in the program. Also included are SPED 420 *Improving the Learning of Students with Special Needs*, which instructs Interns in the etiology and methods of teaching children with mild and moderate disabilities. In addition, during the first semester of the program, Interns receive additional instruction in teaching kindergarten/grades 1-6 inclusive in ten following areas: (1) Child development through E ED/EPC 500 *Foundations of Teaching* and (2) teaching methods through E ED 520 *Teaching Reading for Diverse Learners*. Instruction, during the first year of service is provided for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in etiology and methods of teaching children with mild and moderate disabilities. All required subject-specific coursework in the program addresses the specific needs of English learners in acquiring the content knowledge and skills in that particular subject area.

2) Classroom support and on-site supervision by university faculty with the following qualifications:

- current knowledge of the elementary school curriculum
- an understanding of the public-school context
- the ability to model best professional practices in teaching and learning, scholarship, and service
- knowledge about diversity in ability, culture, language, ethnicity, and gender
- a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

University Supervision includes contact/communication with the LEA Support Provider throughout the two-year program; at least two observations each of four semesters; and a seminar that meets monthly at CSUN to address Intern needs, link coursework with practice, and establish a network of collegial support;

**Table 1 Course and Other Requirements for the MSUIP**

**Required Prior to Admission**

1. Baccalaureate degree from an accredited institution of higher education.
2. General credential program admission requirements and verification of a full-time teaching position in a self-contained elementary classroom (General Education) within the CSUN geographic region for supervision.
3. Internship program application submitted to Multiple Subject Internship program office.
4. Preservice requirement to be completed at time of application to the Multiple Subject Internship program:
  - a. English Learner (EL) preservice component:40 hours.
  - b. Additional preservice requirement:120 hours.

**Required Courses**

**A. Required in the first semester of enrollment**

1. E ED/ EPC 500 Foundations of Elementary Teaching (3)
2. E ED 520 Reading Instruction for Diverse Learners (3)
3. KIN 595PE Applied Methods for Physical Education (1)
4. E ED 550B(1) Supervised Field Experience and Seminar (2)

**B. Required in the second semester of enrollment**

1. E ED 565M Mathematics Curriculum and Methods (3)
2. E ED 577 Language Arts Instruction and English Language Development (3)
3. HSCI 465ELM Teaching Health in the Elementary School Classroom (1)
4. E ED 550B(2) Supervised fieldwork and Seminar (2)

**C. Required in the third semester of enrollment**

1. AAS/AFRS/ARMN/CHS/ELPS 417 Equity and Diversity in Schools (3)
2. E ED 575 Integrated Social Studies and Arts Curriculum and Methods (3)
3. SPED 420 Improving the Learning of Students with Special Needs through Diff. Instr. and Collab. (3)
4. E ED 550B(3) Supervised Field Experience (2)
5. E ED 559C Supervised Fieldwork Seminar (2)

**D. Required in the fourth semester of enrollment**

1. E ED 515 Basic Technology Methods (2)
2. E ED 565S Science Curriculum and Methods (3)
3. E ED 525 Bilingual and Bicultural Teaching in the Elementary School (3) (BL Auth. candidates only)
4. E ED 551C Supervised Practicum (3) OR
5. E ED 561CB Supervised Practicum (3) (BL Authorization candidates only)
6. E ED 559F Student Teaching Seminar (1)

In addition, candidates must complete 40 hours of fieldwork/alternative experiences that include English learners, students with special needs who are in inclusive settings, students who are emergent readers and writers, and students across different grade levels.

**Other Program Requirements**

1. Successful completion of California Teaching Performance Assessment and goals for the Individual Induction Plan (completed in EED 559F—Student Teaching Seminar).
2. Cumulative GPA of 3.0 in professional education coursework and an overall GPA of at least 2.75.
3. A grade of “C” or better in all program courses.
4. U.S. Constitution requirement.
5. CPR Certification (infant, child, adult).
6. Multicultural Category A course in culture/language of emphasis (BCLAD candidates only).
7. Passage of Reading Instruction Competence Assessment (RICA).
8. 40 hours of fieldwork: Alternative experiences that include English language learners/inclusive students/emergent learners/different grade levels.
9. Candidates earning a BCLAD Intern Credential will complete additional requirements.

**Total Units Required for the Credential: 40**

3) Evaluation of the Intern's teaching. MSUIP Interns are evaluated across all four semesters of the program. During each of the first two semesters (ED 550B1/550B2), the University Supervisor makes two visits to the classroom of the Intern, observes lessons, and conferences with the Intern following each visit. Based on lessons observed, the University Supervisor completes a formal evaluation at the end of the semester. In each of the Internship teaching courses in the second year (EED 550B3 & EED 551C), the Intern is likewise observed by a University Supervisor and evaluated twice, once at the midpoint of the semester and again at the end of the semester. The midpoint evaluation is to serve as a formative evaluation, indicating the Intern's strengths as a teacher and areas for improvement. The evaluation conducted at the end of each of these semesters serves as a summative evaluation of the Intern's teaching. All evaluations completed by the University Supervisors are shared and discussed with the district-assigned, onsite Support Provider.

4) Instruction for Interns employed in bilingual settings. The Intern who is employed in a bilingual setting will concurrently enroll in CSUN's Bilingual Authorization Program. This program provides the Intern with instruction in bilingual teaching methods (SED 525BL *Teaching the Bilingual and Bicultural Students*) and culture (440 ARMN *The Armenian Child*, or SED516K *Teaching the Bilingual and Bicultural Student: Korean American*, or CHS 431 *The Chicano Adolescent*).

### **The LEA's Responsibilities in the Professional Development Plan**

As a **Co-sponsor** in the MSUIP, the LEA will:

- 1) Assign each Intern a Support Provider who meets the following qualifications:
  - Holds a valid corresponding clear or life credential
  - Has three years of successful teaching experience
  - Has an EL Authorization (if responsible for providing specified EL support).
- 2) Provide protected time for the Support Provider to work with the Intern within the school day and meet clearly defined expectations for type/frequency of support, and ensure that the Support Provider is immediately available to assist the Intern with planning lessons. Examples of support and supervision activities include:
  - Classroom observations and coaching
  - Demonstration lesson(s) and co-teaching activities
  - Contact through meetings, email, phone (voice, text), and/or video conferencing related to observation, problem-solving, planning, curriculum and/or instruction
  - Attendance with the Intern at professional meetings (professional development, IEP meetings, faculty meetings)
  - Planning/assessment activities
  - Analysis of student work with the Intern
  - Assistance in IEPs and addressing needs of English Learners

3) Assign a Support Provider to Interns who have not yet earned an English Learner Authorization. This EL Support Provider is immediately available to assist the Intern with planning lessons that are appropriately designed and differentiated for English Learners (ELs), for assessing language needs and progress, and to support language-accessible instruction, through in-class modeling and coaching as needed.