

APPENDIX R

Single 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 Institutes 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 Single Subject University Intern Program (SSUIP).

CSUN's Responsibilities in the Professional Development Plan

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

1) A teacher-education program that consists of sequenced coursework leading to a Preliminary Single Subject Credential with individual advisement and mentoring. The required courses for the SSUIP are found in Table 1. These include the supervised fieldwork courses (SED 593, SED 554, and SED 555), 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 methods of teaching children with mild and moderate disabilities, and SED 529 *Teaching English Learners in Multiethnic Secondary Schools*, which provides effective methods of teaching ELs.

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

- current knowledge in the subject area
- 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; supervisory observations every semester of the program; and, for two semesters, a seminar that meets weekly 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 SSUIP

Required Prior to Admission

1. Verification of basic skills.
2. Verification of information session attendance.
3. Admissions interview with Intern Program coordinator.
4. Verification of subject matter competency.
5. Completion of 120 hours of pre-service instructional hours/modules.
6. Knowledge of the U.S. Constitution (course or exam).
7. Baccalaureate degree from an accredited institution of higher education.
8. Intern Credential and verification of full-time public school teaching position in subject area.
9. CPR Certification—infant, child, adult.

Required Courses

*SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)

**SED 593 Field Experience for Interns (2)

***SED 593S Field Experience Seminar for Interns (1)

SED 521 Literacy, Language and Learning in Multiethnic Secondary Schools (3)

SED 554/S Supervised Field Experience for the Single Subject Candidate (3/2)

EPC 420 Educational Psychology of Adolescence (3)

SED 514 Computers in Instruction (3)

SED 525xx Methods of Teaching Single Subject (3) (e.g., Art, English, etc.)

SED 529 Teaching English Learners in Multiethnic Secondary Schools (3)

SPED 420 Designing Equitable Learning Through Universal Design (3)

AAS/AFRS/ARMN/CHS/ELPS 417 Equity and Diversity in Schools (3)

HSCI 466ADO Health Concerns of the Adolescent (1)

SED 555 Supervised Practicum for the Single Subject Credential (4)

SED 555S Practicum Seminar for the Single Subject Credential (2)

* Must be taken in or before the first semester of the Intern program

**Required every semester that the Intern is not enrolled in SED 554 or 555

*** Must be taken concurrently with first enrollment in SED 593

Other Program Requirements

1. Teaching Performance Assessment and Individual Induction Plan (completed in SED 555S).
2. Overall GPA of 2.75 since admission with GPA of 3.0 in professional education courses.
3. A grade of "C" or better in all required classes.
4. A supervised fieldwork course is required in every semester of the program:
 - SED 555/S must be taken in the final semester of the program.
 - SED 554/S should be taken in the semester prior to SED 555/S (the second-to-final semester).
 - SED 593 must be taken every semester that the Intern is NOT enrolled in either SED 554/S or 555/S.
 - SED 593S (or equivalent) must be taken concurrently with first enrollment in SED 593
5. Interns must spend a minimum of three semesters in the single-subject credential program (including any semesters spent in the Traditional pathway).

Program schedules will vary based on individual advisement with Intern Program coordinators. Candidates earning a Bilingual Authorization with their Intern Credential will complete additional requirements.

Total Units Required for the Credential: 36-41

3) Evaluation of the Intern's teaching. The Intern is evaluated multiple times during the four-semester program. During each of the first three semesters, the Intern is evaluated on the TPEs by the University Supervisor throughout the semester, and formally evaluated with a Final Progress Report near the end of the semester. This formal evaluation is discussed with the onsite Support Provider and the Intern. During the fourth semester, the Intern is evaluated in this same manner, but twice: once at midterm and once at the end of the semester. The University Supervisor's observation notes and oral debriefing sessions offer the Intern more informal and formative evaluation. The Intern also completes the edTPA in the final (fourth) semester, preceded by a practice version in the third semester; both of these assessments serve as evaluations of the Intern's teaching competence.

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 SSUIP, 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 English Learner 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.