

Michael D. Eisner College of Education
California State University, Northridge

Single Subject University Intern Program (SSUIP)
Handbook 2017–18
(Revised August 2017)



Mission Statement - Michael D. Eisner College of Education

The primary mission of the Michael D. Eisner College of Education is to prepare teachers, counselors, administrators, and other professionals to serve the diverse educational needs of the region.

To fulfill this mission, faculty:

- design, deliver, and continually improve highly effective programs for pre-professionals through advanced graduate and professional levels;
- promote and are influenced by the reciprocal relationship between scholarship and practice;
- collaborate with colleagues across the campus and in other professional and community settings as partners in the mission; and
- provide leadership in teaching, learning, assessment, and professional development for diverse community within and outside the University.

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 single subject credential.

If you are new to the credential program, you will likely take 4 full semesters. Your first semester coursework will be SED 511, SED 525, and SED 593/593S, followed by SED 521, EPC 420 and SED 594/594S the second semester.

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.

SED 511	Fundamentals of Secondary Education in Multiethnic Schools	3 units
SED 593	Field Experience for Single Subject Interns (twice in the 4-semester sequence)	2 / 2 units
SED 593S	Field Experience Seminar for Single Subject Interns	1 unit
SED 521	Content Area Literacy and Learning in Multiethnic Secondary Schools	3 units
SED 554	Supervised Field Experience	3 units
SED 554S	Field Experience Seminar for the Single Subject Credential	1 unit
SED 525XX	Methods of Teaching [subject] in the Secondary School	3 units
SED 529	Teaching English Learners in Multiethnic Classrooms	3 units
SED 514	Computers in the Instructional Program	3 units
EPC 420	Educational Psychology of the Adolescent	3 units
ELPS 417	Equity and Diversity in Schools (also AAS, AFRS, ARMN, CHS)	3 units
SED 555	Supervised Practicum	5 units
SED 555S	Practicum Seminar for the Single Subject Credential	2 units
SPED 420	Improving the Learning of Students with Special Needs Through Differentiated Instruction & Collaboration	3 units
HSCI 466AD	Health Concerns of the Adolescent	1 unit

Total units = 41

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

Year One Courses:

1st Semester SED 593/593S, SED 511, SED 525XX

2nd Semester SED 593, SED 521, EPC 420

Year Two Courses:

3rd Semester SED 554/554S, SED 514, SED 529, SPED 420 & HSCI 466ADO

4th Semester SED 555I/555S, ELPS 417

If you are able, you may take any of the courses that are offered during a Summer or Winter Session, typically SED 514, SPED 420, and HSCI 466ADO, 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.

A principal element of the Intern program is that there is a supervised field experience every semester, which enables the University to provide the candidate a university supervisor.

Fieldwork Structure For Interns

	Typical Intern (4 semesters)	Intern who takes 3 semesters	Transfer Intern with 2 semesters left	Transfer Intern with 1 semester left**
Semester 1	593/593S (2/1)	593/593S (2/1)	554/554S (3/1)	555/555S (5/2)
Semester 2	593 (2)	554/554S (3/1)	555/555S (5/2)	
Semester 3	554/554S (3/1)	555/555S (5/2)		
Semester 4	555/555S (5/2)			
Semester 5				
Total Program Units*	41	39	36	36
<i>*Courses account for 25 units</i>				<i>**Assuming Intern took 554/554S as a Traditional candidate</i>

PROFESSIONAL RESPONSIBILITIES

All SSUIP 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 555I/555S.

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 SSUIP Handbook guidelines. As an SSUIP 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 SSUIP Coordinator of any updates regarding status and file copies in SSUIP Office. As a SSUIP 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 SED 555/555S, Supervised Practicum and Practicum Seminar.

University Intern Credential Expiration Date

You must be aware of the date that your University Intern Credential expires. You must finish all course work 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 (e.g. a history/social studies teacher with 3 periods of U.S. History and 2 periods of World History would be expected to have one U.S. History and one World History lesson plan every day), as well as student handouts readily available in the classroom at all times.

In SED 554, 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 Cooperating Teacher. For SED 555/555BL, 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 one suggested set of questions for such a reflection.

Reflection on the Lesson's Effectiveness:

1. What parts of the lesson were (or would be effective) in enabling students to meet the lesson objectives, and what made them so?
2. Consider both your content and academic language objectives. How appropriate were they in number and level of detail?
3. What parts were less effective in enabling students to meet the lesson objectives, and what made them so?
4. How does this lesson inform your next steps in instruction?

The Teaching Performance Assessment (TPA)

All Teacher Candidates enrolled in the final student teaching or Intern field assignment (SED 555/555BL) 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 semester they are enrolled in SED 555/555BL and SED 555S, 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.

SSUIP FIELD EXPERIENCES

SED 593/593S, SED 554/554S, and SED 555/555S

The secondary Intern Program's supervised field experiences constitute one of the major elements of the professional training program. Whether it is one or more of SED 593/593S, SED 554/554S, and SED 555/555S, an Intern candidate will benefit from the support of a University Supervisor every semester in the program.

The final field experience, SED 555, is designed as an opportunity for teachers to further refine practices aligned with the edTPA (Teacher Performance Assessment, 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). 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.

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.

The California Teaching Performance Expectations

Revisions Adopted, 2017

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 4 Planning Instruction and Designing Learning Experiences for All Students

TPE 2 Creating and Maintaining Effective Environments

TPE 5 Assessing Student Learning

TPE 3 Understanding and Organizing Subject Matter for Student Learning

TPE 6 Developing as a Professional Educator

THE FIELD EXPERIENCE TEAM

Each of the intern's field experiences, SED 593/593S, SED 554/554S and SED 555/555S, is coordinated by a team consisting of the collaborating school-site Support Provider, the University Supervisor, the Subject Matter Coordinator, 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.

Field Experience Team

- **The school-assigned Support Provider** 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, either a Progress Report form in SED 593 or SED 554, or a Final Progress Report in SED 555. The SP is a coach and mentor, not an evaluator.
- **The University Supervisor** 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 four visits each semester in SED 593 and SED 554, and six visits in SED 555. Additional visits may be conducted if necessary. The University Supervisor completes the Intern Teacher Candidate Progress Report form at the end of each semester of SED 593 and SED 594. In SED 555, the University Supervisor completes a Midterm and a Final Student Teaching Evaluation. The University Interns are graded on a Credit/No Credit basis in SED 594, SED 554 and SED 555.

- **The Subject Matter Coordinator** assigns candidates to University Supervisors for supervision and is in contact with the supervisors. The Coordinator informs the Intern Coordinator about any candidate who is at risk of not making sufficient progress to receive credit for the semester.
- **The Intern Program Coordinator** coordinates the Intern Program admissions process with the Credential Office, conducts orientations each semester, guides the assignment of Support Providers, advises Interns, and leads the initial Intern seminar (SED 593S).

INTERN PROGRESS REPORT FORM & EXPLANATION OF RATINGS

The University Interns are graded on a Credit/No Credit basis in the SED 593, SED 554, and SED 555 field experiences, based on the following.

Basis for Progress Report Evaluations

Evaluations in SED 593, SED 554 and SED 555/555BL 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 SED 554: Supervised Field Experience Progress Report

The Progress Report reflects the developmental structure of this field experience and uses these ratings:

- Exceeds Standard—Demonstrates a high level of performance beyond what is expected of *beginning student teachers*.
- Meets Standard—Performs at the level expected of *beginning student teachers*. Is ready to make some independent decisions about planning and implementing lessons.
- Below Standard —Does not perform at the level expected of *beginning student teachers*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554, Candidates may have no more than 6 items rated “Below Standard” on the final evaluation and must “Meet” or “Exceed Standard” on Item #6.
- No Opportunity to Observe

Explanation of Ratings for SED 555/555BL: Supervised Practicum Evaluation

In the second fieldwork assignment, the Student Teacher Evaluation form is used for both the Midterm and Final Evaluations.

- Exceeds Standard—Demonstrates a high level of performance beyond what is expected of *beginning teachers*.
- Meets Standard—Performs at the level expected of *beginning teachers*. Demonstrates sufficient competence to warrant making independent decisions about planning and implementing lessons.
- Below Standard —Does not perform at the level expected of *beginning teachers*. Is not able to implement instruction independently in a classroom. To receive Credit for SED 555/555BL, Candidates may have no more than 4 items rated “Below Standard” on the final evaluation and must “Meet” or “Exceed Standard” on Item #6. Candidates with more than 4 items rated “Below Standard” on the midterm evaluation must receive an Assistance Plan.
- No Opportunity to Observe

FIELD EXPERIENCES ASSISTANCE PLAN for SED 593/554/555

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1. When an intern teacher candidate is not demonstrating satisfactory progress, the University Supervisor will develop a Field Experience Assistance Plan based on the Teacher Performance Expectations.

 2. The Assistance Plan will specify competencies that the intern teacher candidate will need to demonstrate within a defined period of time in order to successfully complete the assignment.

 3. Completion of the Field Experience Assistance Plan could occur within the semester the Field Experience Assistance Plan is written, or it could occur in a subsequent semester when the intern teacher candidate re-enrolls in SED 593, SED 554, or SED 555.

 4. The SSUIP Coordinator will review the Field Experience Assistance Plan. A copy of the Field Experience Assistance Plan remains with the intern teacher candidate, the University Supervisor and the SSUIP Coordinator.

 5. Any traditional candidate transferring to SSUIP who has received a NC in 554 and/or 555 will be given a Student Assistance Plan at the outset of the remaining Intern field experiences.
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SSUIP Progress Checklist

Name _____ 1st Semester in SSUIP _____

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.

Responsibilities & Coursework	Semester/Date	Completed/Date
Effective Date Intern Credential Recommendation (email from CTC)		
Completed credential coursework with a 3.0 GPA and a grade of “C” or better in all courses. No grade of C- is allowed.		
SSUIP Credential Coursework		
*Prerequisite classes must be taken before eligible for SED 555/555S		
SED 511*		
SED 593/SED 593S *		
SED 525XX* (Methods)		
SED 521 *		
SED 554/SED 554S *		
EPC 420 *		
SED 529		
SED 514		
SPED 420		
HSCI 466ADO		
SED 555/555S		
ELPS 417		
SED 555/SED 555S Final Field Experience/Student Teaching & Seminar Includes the edTPA.		
<p style="text-align: center;">Student Teaching Application</p> <p>Apply online at the <u>beginning</u> of the semester <u>prior</u> to taking SED 554/554S.</p> <p>If you are planning to enroll in SED 555/SED 555S in the fall semester, the application is due to the Credential Office by August 1.</p> <p>If you plan to take SED 555/SED 555S in the spring semester, the application is due by December 15.</p>		
<p style="text-align: center;">Preliminary Credential Application</p> <p>The Preliminary Credential application must be filed in the Credential Office during the first two weeks of your last semester of coursework.</p> <p>Completion of the CPR requirement must be completed before applying for SED 555/555S.</p>		