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College of Education, Teaching Credentials  
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## Guidelines for Intern Credentials

### *Criteria for Approval of and Guidelines for the Intern Credential*

Sacramento State, in agreement with the California Commission on Teacher Credentialing (CTC) [guidelines](#), offers an intern credential that allows teaching credential candidates enrolled in a traditional credential program to be employed as the teacher of record while completing the relevant credential program when the following conditions are met:

- Are in their final semester for Multiple and Single Subject programs OR are in the Fall semester of the summer plus 1- year Education Specialist program or are in their second year of the 2-year pathway for Education Specialist programs
- Have completed a minimum of 120-hours of preservice preparation (in our credential program) that provides candidates with the opportunity to develop requisite knowledge and skills prior to entering the classroom as the teacher of record.
- Have met all eligibility requirements for the intern credential as outlined below.

If a candidate meets these criteria, then they may proceed with Sacramento State's Teaching credential intern application process.

### Frequently Asked Questions (FAQs)

**What is an intern teacher and do I get paid?** Interns are hired and paid by a district as the teacher of record for a class/program. In most cases, a separate job application and interview with the district is required. Interns are typically hired as new teachers and offered a temporary paid contract (varies by district). Internships are full-time; however, in Single Subject they can also be part-time.

**How long are internships?** Internships can vary in length and be for a few weeks to a whole semester or multiple semesters (varies by teaching credential program).

**How do I know if I am ready to be an intern?** Being an intern is more challenging than traditional student teaching. As the teacher of record, interns must be ready to take on the additional responsibilities of being a full-time teacher while also completing their credential. This may be a good option for candidates who have previous classroom experience, are organized, and are proactive learners.

**How do I start the intern application process?** When you are interested, speak with your program's Field Coordinator and/or Program Advisor who will advise you throughout the process.

**When is the earliest I am eligible to be an intern?** You MAY be eligible in your final semester as a Multiple Subject or Single Subject candidate OR in your Fall semester of the summer plus 1-year OR second year of the 2-year pathway as an Education Specialist candidate. Approval is required from the faculty in the program.

**How much does it cost?** During the application process, the candidate pays CTC \$100 for an intern credential.

**How long is my Intern Credential valid?** The intern credential is valid for 2 years; however, a 1-year extension may be requested by consulting with Sacramento State's credential analyst.

**Who supports an intern?** During the semester(s) the candidate is enrolled as an intern, both the District and the



University provide weekly supervision support and guidance. As an intern, in collaboration with Sacramento State, the district identifies a District or Site Mentor and Sacramento State assigns a University Supervisor to form the Triad team that supports the Intern.

**Do I still need to complete student teaching?** No, the intern teaching satisfies the requirements of student teaching if the candidate passes their internship course. If a candidate successfully meets the Teacher Performance Expectations (TPEs) of their credential program, as measured by their Fieldwork Evaluation Rubric, while teaching on an intern credential in lieu of a traditional student teaching experience, they do not have to complete student teaching. Their intern teaching substitutes for student teaching when the candidate secures full time employment in the district as an intern while enrolled in courses within the credential program. If a candidate is unsuccessful and does not pass their intern fieldwork course, see the next FAQ.

**What happens if I'm not successful in my internship?** If an intern does not pass the intern teaching course (does not meet the TPEs as evaluated at the end of the semester in their fieldwork evaluation rubric), the intern will not receive their teaching credential and must go through the appeals process and if approved, either re-enroll in intern teaching or in student teaching. In addition, district employment as an intern is determined solely by the district.

**Do interns still need to complete their edTPA?** Yes, if it is required by their program.

**Where do I need to submit my Monthly Support Calendars?** Interns are responsible for sharing their Monthly Support Calendars with Sac State's credential analyst. Refer to your program's field coordinator for further guidance.

**Does my internship begin when my district starts or when Sac State's semester begins?** Candidates can begin as an intern when their district returns to school if they are enrolled in the internship class AND the district provides all the supervision and support (5 hours per week) until Sac State begins classes and the University Supervisor can begin sharing supervision and support with the District.

**Where can I go with further questions?** For more info about the [CTC intern credential guidelines](#), you can reach out to our Credential Analyst [at this link](#) or your program's field coordinator or program advisor.

**Program specific FAQs:**

<u>Single Subject</u>	<u>Multiple Subject</u>	<u>Education Specialists</u>
<p><b>I'm a Single Subject candidate and want to pursue a full-time internship. What do I do?</b> Full-time internships may be an option; therefore, speak to your Field Coordinator for further details.</p>	<p><b>I'm a Multiple Subject candidate, can I be an intern?</b> In rare occasions, Multiple subject candidates may be eligible. Please ask the field coordinator if you are interested.</p>	<p><b>I'm an Ed Specialist candidate, what if I have a previous teaching credential?</b> You may be able to apply for an exemption to be an intern in your first year.</p> <p><b>Can I change districts once my Intern Credential has been approved in my current district?</b> The initial intern application is specific to the district. Candidates must submit a new intern application if pursuing a position in a new district; however, education specialist interns may move positions at semester break within a district without submitting a new application.</p>

## INTERN ELIGIBILITY REQUIREMENTS

### When am I eligible?

- Education Specialist candidates in the Summer plus 1-year pathway are eligible in the Fall semester as long as they meet the requirements and have a job offer. 2-year pathway candidates are also eligible in their second year of the program if they have met the requirements.
- Multiple and Single Subject candidates are eligible in their final semester.

### What are the intern eligibility requirements?

Before proceeding through the intern application process, candidates must meet ALL 3 requirements below.

### Requirement #1: Program Performance

*In good standing in their coursework as well as positive ratings in their fieldwork with written approval from their University supervisor.*

### Requirement #2: Competencies

1. [U.S. Constitution Requirement met](#) (for example, test or course)
2. [Subject Matter Competency Requirement met](#) (all programs except ECSE)

Note: Bilingual Authorization candidates must have passed either the course-based language competency in EDUC 175/172 OR the CSET LOTE exam before interning in a dual language program.

### Requirement #3: Program-Specific Coursework

Program	Required Courses <i>*Required courses listed below must be completed prior to or taken concurrently during the first semester enrolled as an intern (they cannot be taken during later semesters) *Candidate must earn a grade of "B" or better in all required courses</i>
<b>Mild to Moderate Support Needs</b>	EDUC 170, EDUC 100A/B, PUBH 136, EDSP 119, EDSP 220, EDSP 229, EDSP 232, EDSP 221, EDSP 471 (or equivalent)
<b>Extensive Support Needs</b>	EDUC 170, 100A/B, EDSP 119, EDSP 217, EDSP 206, EDSP 205, EDSP 209, EDSP 220, EDSP 235, EDSP 414 (or EDSP 421-Intern)
<b>Early Childhood Special Education (ECSE)</b>	CHAD 30, EDUC 170, EDUC 100A/B, EDSP 119, EDSP 201, EDSP 209, EDSP 212, EDSP 217, EDSP 474 (or equivalents)
<b>Deaf/Hard of Hearing (DHH)</b>	EDUC 170, EDUC 100A/B, EDSP 119, EDSP 261, EDSP 262, EDSP 462, EDSP 263, EDSP 209, EDSP 264, EDSP 360, EDSP 361
<b>ECSE – Added Authorization</b>	EDSP 201, EDSP 212, EDSP 475 (or equivalents)
<b>Single Subject</b>	EDUC 170, EDUC 100A/B, Content Methods Courses; EDSS 279A, EDSS 384A
<b>Multiple Subject</b>	EDUC 170, EDUC 100A/B, PUBH 136 (or equivalent), EDMS 234A/B, EDMS 334C

## HOW DO I APPLY TO BE AN INTERN?

1. **Initial Advisement: Intern Discussion & Intern Eligibility Requirements Review**. If interested in an intern position or approached by a district about an intern position, a candidate should contact their Field Coordinator to review intern eligibility **prior to engaging in discussions** with an employer about an intern position and discuss intern expectations. **If approved**, the Field Coordinator submits an Intern Eligibility Review request to the Credential Analyst who then reviews the candidate's eligibility requirements and informs the candidate and their Field Coordinator of their status.
2. **Sac State Program Faculty Approval**. If eligibility requirements are met, the Field Coordinator presents the candidate's case to the program faculty for program-level approval. Once approved, the Field Coordinator emails the Credential Analyst and the candidate with approval.
  - a. For Ed Specialists, the candidate will write a 1-page single spaced letter to the faculty requesting approval to be an intern. The letter should include why they feel ready to take on the responsibilities of an internship and evidence to support their request (e.g., comments from their supervisor evaluations, comments from their mentor on fieldwork performance, organization skills, participation in professional learning experiences, participation in IFSP/IEP meetings, course artifacts that have prepared them to be the teacher of record, work experiences, etc.). If applicable, address any challenges faced and how they worked to address such concerns. Candidates submit their letter to their Field Coordinator.
3. **District Agreement**. The Credential Analyst will confirm or establish an active Agreement with the employer.
4. **Intern Eligibility Letter and Application Process**. The Credential Analyst emails the candidate and Field Coordinator the applicable *Intern Eligibility letter* (to be shared with their district when seeking a district position as proof of their approval to be an intern) and Intern Application materials. The candidate completes the application and submits it to the Credential Analyst and Field Coordinator as soon as possible.

The **Intern Application** materials include the following documents (see Appendix)

- a. *Intern Position Information Form* (see Appendix A). The candidate contacts the district representative (e.g., Human Resources) to identify the District Support Provider (Mentor) for the relevant information needed to complete the form and requests signature approval.
  - b. *Sample Monthly Support Calendar* (see Appendix C & D). Candidate works with district to develop a sample calendar of support from the district for the first month of the internship. Across the year, the intern is provided 144 hours of general support and 45 hours of EL support, which amounts to roughly 5 hours per week from both the District and University; thus, each partner provides about 2.5 hours of general support and EL support per week. This includes at least 1-2 hours per week by the District Support Provider (Mentor) such as coaching, modeling, and demonstrating and various other district supports (e.g., meetings, observations, reflection, training, etc.). The intern will consult with their University Supervisor to add projected observations and meetings.
  - c. *Program Specific Signed District Intern agreement letter* (see Appendix B). The candidate communicates with the principal and relevant administrator about internship expectations and requests signature approval.
5. **CTC Recommendation for Intern Credential**. Once the application has been received and approved by the Credential Analyst, the Credential Analyst submits the candidate's recommendation to CTC for the Intern Permit Credential. The candidate receives an email from the CTC confirming the application and guidelines for paying the appropriate fee. Once paid, it takes 5-10 business days to approve and post on the CTC website.

## HOW DO I APPLY TO BE AN INTERN?

# My Intern Application Process Checklist

*Questions? Contact your Advisor or Credentials Office EUREKA HALL 414, (916) 278-4567*

Before an Intern Credential can be issued, ALL of the following must be met:

- ☐ **I am in my final semester of my Multiple or Single Subject program OR 1<sup>st</sup> semester of Summer plus 1-year Education Specialist program OR 2<sup>nd</sup> year of my Education Specialist (SPED) program.**
- ☐ **I completed Initial Advisement steps before applying for a position**
  - *I feel ready to take on the greater demands of an internship*
  - *I have checked that I have met my eligibility requirements (see Eligibility Requirements table)*
  - *I met with my Program Advisor/Field Coordinator*
- ☐ **Ed Specialists only: I emailed my Advisor my *Student Letter to Program Faculty***
- ☐ **My program's faculty approved my intern request & my coordinator emailed the credential analyst with the approval**
- ☐ **I received my Intern Eligibility Letter and Application from Credential Analyst**
- ☐ **I submitted my Intern Application materials to Sac State's Credential Analyst:**
  - *Intern Position Information form completed by my district's Human Resources (HR)*
  - *First month's Monthly Support Calendar created with my district mentor & university supervisor (if applicable)*
  - *Signed letter of agreement from my principal AND relevant director/administrator*
- ☐ **CTC Recommended me for my Intern Permit Credential and I paid the intern credential fee**
- ☐ **My name is posted on CTC's website: [www.ctc.ca.gov/commission/lookup](http://www.ctc.ca.gov/commission/lookup)**



# What do I do while I'm an Intern?

## General Guidelines

- ✧ I continue to complete my coursework and fieldwork as directed by my credential program.
- ✧ My Field Coordinator consults with my Triad team to maintain communication & support and ensure the candidate is making appropriate progress.
- ✧ At the end of the semester, my University Supervisor submits my *Signature Page* and *Observation Log*.

## Monthly Support Calendar

With my intern application, I collaborate with my district to create a sample Support Calendar, which is then updated the first month of my internship with my University Supervisor and District Support Provider and I update it throughout the month to reflect any changes to my supervision plan. To maintain status as an intern, I am responsible at the end of each month in the semester (5 times) for updating my MONTHLY Intern Supervision and Support Calendar according to my program's guidelines. The Credential Analyst will upload it to my credential e-file. I will use the template and sample in the Appendix as a guide.

## Intern Support

My district and university support me in the following ways, which is recorded on my support calendar:

1. **36 hours of support across the semester** from BOTH Sac State AND my District, which amounts to **1-2 hours** of support **each week** from my District Support Provider (Mentor) AND my University Supervisor and includes:
  - i. touching base weekly through email, phone calls, online, face-to-face conversations;
  - ii. Observation cycles: preconference, observation, post conference (minimum of 8 for Sac State);
  - iii. Informal coaching on instructional plans, problem solving and troubleshooting, access to resources, and other supports; and
  - iv. District meetings, trainings, team meetings, support meetings with administration, etc.
2. **45 hours** of English Learner (EL) support **per year** shared by Sac State AND my District of support, mentoring and/or coaching (including in-classroom coaching, specific to the needs of ELs).
3. When concerns about my performance and/or professionalism warrant, I have additional meetings, communications, and a written *Statement of Concern and Action/Performance Contract*.

## Triad Team Meetings

I collaborate with my University Supervisor and my District Support Provider (Triad Team) by meeting 3 times in the semester (can be combined with observation visits) (NOTE: I must have a current Taskstream subscription during all semesters I am enrolled as an intern).

- **Initial meeting:** set semester goals
- **Mid-term meeting:** review progress and mid-term evaluation
- **Final meeting:** determine grade for fieldwork and final evaluation

## Intern Resources and Support

- ✧ If I have questions or concerns, I contact my University Supervisor and Field Coordinator.
- ✧ All tools for my internship are in the Current Students tab on the [Sac State Teaching Credential website](#).

## Examples: Intern Supervision & Support Activities

The CTC states, “A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.” (CTC Coded Correspondence 14-07, August 21, 2014)

The following list are examples of activities you can add to your Monthly Supervision and Support Calendar.

★ **OBSERVATION:**

- cycle of classroom observation of teaching: pre-conference, observation, debrief
- Intern observes (or co-observes) other teachers and their teaching, classrooms/programs, assessments, IFSP/IEP meetings, etc.
- demo lessons and/or co-teaching activities with a mentor, coach, or supervisor
- intern leads a meeting (e.g., grade-level team meeting, IFSP, IEP, paraprofessional education, colleague training)

★ **COACHING:**

- email, phone, and/or video conferencing support related to observation
- problem-solving, planning, curriculum and/or instruction around student needs
- content specific coaching (e.g., math coach, behavior coach, EL coach)

★ **TRAININGS:**

- New Teacher Orientation
- attendance at district/regional/state seminar, activities, workshops, trainings
- release time to participate in district or regional groups (ELAC, CEC, CAC, etc.)

★ **REFLECTIVE CONVERSATIONS:**

- watch & discuss teaching videos with support provider/supervisor
- review/discuss test results with colleagues
- PLCs with district or supervisor
- interactive journal with support provider and/or supervisor
- support for editing work-related writing (e.g., reports, letters to parents, IFSP/IEP)

★ **PLANNING:**

- weekly planning or review of plans with EL Authorization Credential Holder, supervisor, and/or support provider
- co-planning with general educators, education specialists, related service providers, or EL expert

★ **LOGISTICAL:**

- help with classroom setup, scheduling, bulletin boards, materials acquisition, parent conferences, seating arrangements, etc.
- help with paperwork like writing lesson plans, unit plans, IFSP/IEPS, FBA/BIP reports, assessment reports, etc.

★ **MEETINGS:**

- Grade level/Department/Team meeting re: planning, curriculum, and/or instruction
- Regular non-evaluative check-ins with administrator



## What does my Intern Application look like?

The following documents will be emailed to candidates by Sacramento State's Credential Analyst as part of their Intern Application.

NOTE: The internship credential is dated the day your application is received in the Credentials Office at CSU Sacramento, OR the beginning date of service, whichever date is the later.

### INTERN POSITION INFORMATION

*\*Intern Application Document*

**NOTE:** Form is completed by the district's Human Resources (HR) representative and then submitted by the candidate to the Credential Analyst AND Field Coordinator. Documents may be submitted in person, mailed, or emailed. All documents will be uploaded to the candidate's eFile.

**INTERN'S NAME:** \_\_\_\_\_

**Title of Intern's position:** \_\_\_\_\_

**Name of employing district/agency:** \_\_\_\_\_

**County of employing district/agency:** \_\_\_\_\_

**Name of HR district representative completing this form:** \_\_\_\_\_

**Name of ASSIGNED DISTRICT Support Provider (Mentor):** \_\_\_\_\_

**(to be completed by employer; please initial to confirm mentor meets each of the requirements below)**

- \_\_\_\_\_ The Mentor holds a Clear/Life Credential in the same credential area as the intern
- \_\_\_\_\_ The Mentor has 3 years or more teaching experience
- \_\_\_\_\_ The Mentor holds an EL Authorization
- \_\_\_\_\_ The Mentor is available to provide at least 1-2 hours of weekly mentoring, supervision and support to the intern teacher (including visiting the intern) and to communicate on a regular basis with program faculty sponsor/advisor and/or university supervisor

**Intern's BEGINNING DATE OF SERVICE IN THIS POSITION:** \_\_\_\_\_

**Signature of Employer (HR Representative):** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## MONTHLY Supervision and Support Calendar for Sacramento State Interns

### *\*Intern Guidelines Document*

*Note: Candidate collaborates with district mentor and university supervisor to create a sample plan for the first month and then updates each month of the internship completed monthly calendars indicating support (observations, meetings, communication) provided by University Supervisor AND District Mentor. Follow program guidelines for submission of completed calendars. The Credential Analyst uploads to candidate's monthly support calendars to their e-file to maintain their intern status.*

**TIP:** *Develop the plan at the beginning of each month and revise it based on changes that month. Save as a new document with the following naming convention: MONTH-YEAR\_PROGRAM-INTERN\_LastName (e.g., 10-2018\_ECSE-INTERN\_May)*

\_\_\_ Check here to confirm that the supervision/mentoring/support hours for this month conform to CTC regulations:

- Full academic year schedule: 144 hours scheduled, with at least 2 hours per week for general support, mentoring, and supervision. Less than a full academic year: total number of hours of support must equal 4 hours X the number of instructional weeks remaining in the year with at least 2 hours of support/supervision provided every 5 days. FOR THIS CANDIDATE, TOTAL HOURS = \_\_\_ x \_\_\_ = \_\_\_ hours
- Additional support for teaching English learners: 45 hours for a full academic year OR 5 hours X the number of months remaining in the school year. FOR THIS CANDIDATE, TOTAL HOURS = \_\_\_ X \_\_\_ = \_\_\_ hours

Intern Name: \_\_\_\_\_ Start & Finish Dates: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

*University Supervisor*

*District Mentor*

*Program Field Coordinator*

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Month: \_\_\_\_\_

KEY: Supervision times in regular font, Supervision with an EL focus in *italics*, Support sessions in **bold**, S = Supervisor (University), M = Mentor (District)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One					
Two					
Three					
Four					



-----SAMPLE-----

## MONTHLY Supervision and Support Calendar for Sacramento State Interns

Intern Name: Ima Teacher Start & Finish Dates: 2/6 – 6/6/14/18

District: City USD School: Red School

University Supervisor

District Mentor

Field Coordinator

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Month: February 2023

KEY: Supervision times in regular font, Supervision with an EL focus in *italics*, Support sessions in **bold**, S = Supervisor (University), M = Mentor (District)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One	<i>DS &amp; US observe ELD time (12:30-1 p)</i> DS & US observe Math block (1-1:55 p) <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>		EDSP339: Seminar (4-6p) <b>6:00 – 7:00 pm: Support session with US – review upcoming lessons, issues, questions</b>	Whole staff meeting 2:30-3:30p	<b>Weekly phone call with US and DS to plan for next week, will address general and EL questions</b> Weekly meeting with site admin (9:30-10a)
Two		<i>DS observes Literacy (10:30 – 11:30 am)</i> DS observes Math block (1:00 – 1:55 p) <b>Support/debrief with DS F2F (3:10-4:10 p)</b>	<i>US observes Literacy (10:30 – 11:30 am) and Math block (1:00 – 1:55 pm)</i> <b>Support/debrief with US F2F (3:10 – 4:10 p)</b>	Grade level meeting: 2:30-3:30p	<b>Weekly phone call with US &amp; DS</b> Weekly meeting with site admin (9:30-10a)
Three			EDSP339: Seminar (4-6p) & US support session, repeats each Wednesday	DS & US observe Literacy (10:30-11:30 a) <i>DS &amp; US observe Math block (1:00 – 1:55 pm)</i> <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>	<b>Weekly phone call with US &amp; DS, include program advisor</b> Weekly meeting with site admin (9:30-10a),
Four	<i>DS &amp; US observe ELD time (12:30-1 p)</i> DS & US observe Math block (1-1:55 p) <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>		EDSP339: Seminar (4-6p) <b>6-7 p: Support session with US- review upcoming lessons, issues, questions</b>	Grade level meeting: 2:30-3:30p	<b>Weekly phone call with US &amp; DS, will address general and EL questions</b> Weekly meeting with site admin (9:30-10a),

**XX** Check here to confirm that the supervision/mentoring/support hours for this month conform to CTC regulations:

- Full academic year schedule: 144 hours scheduled, with at least 2 hours per week for general support, mentoring, and supervision. Less than a full academic year: total number of hours of support must equal 4 hours X the number of instructional weeks remaining in the year with at least 2 hours of support/supervision provided every 5 days. **FOR THIS CANDIDATE, TOTAL HOURS = 16 x 4 = 64 hours**
- Additional support for teaching English learners: 45 hours for a full academic year OR 5 hours X the number of months remaining in the school year. **FOR THIS CANDIDATE, TOTAL HOURS = 5 X 5 = 25 hours**