



## University-Partnered Intern Support and Supervision Program

### INTERN ROLES AND RESPONSIBILITIES

The North Coast School of Education (NCSOE) administers and operates a state-approved University-partnered Intern Support and Supervision Program that is designed to support Interns who are enrolled in a University Intern Program in the attainment of the California Preliminary Credential. Preliminary preparation for Interns integrates the process of individualized support and assistance from Mentor Teachers with University coursework provided by partner Universities and professional development provided by NCSOE and local school districts. The program emphasizes the importance of guiding Interns to focus on the Teacher Performance Expectations (TPEs) using evidence gathered from formative assessment, local contexts, and student learning. Upon completion of all program requirements, the University will recommend Interns to the California Commission on Teacher Credentialing (CTC) for their California Preliminary Credential.

#### Eligibility and Enrollment Procedures:

1. Prior to being hired, University, district, and NCSOE faculty and staff review each potential Intern's application to verify eligibility for the Intern Program. Acceptable candidates apply to the University and to the selected credential program. Once receipt of acceptance, the University notifies Interns of academic and credential requirements and the University Credential Analyst further analyzes eligibility for the Intern Credential. The following conditions must be met PRIOR to the University's issuance of an Intern Credential:
  - Must be accepted into the University and accepted into (or eligible for) a University Intern Program
  - Has met the University's approved pre-service preparation requirement\*
  - Has met the basic skills requirement (CBEST or multi subjects CSET writing option)
  - Has met subject matter competency (through course work waiver or CSET exam)
  - Has met the US Constitution requirement
  - Has fingerprint clearance via Certificate of Clearance or previously met/teaching permit
  - Has an offer of employment
  - Is enrolled in an Intern Program (i.e. NCSOE's Intern Support and Supervision Program)
  - Has completed 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation" **prior** to the issuance of an Internship Credential. Each university's initial preparation pre-service requirement must be approved by CTC and will include the following:
    - a. Classroom Management and planning
    - b. Developmentally appropriate teaching practices
    - c. Pedagogy related to the subject/grade level being taught
    - d. Teaching English Learners (minimum 45 hours)
    - e. Communication skills including reading
2. The University Credential Analyst submits the credential application to CCTC and notifies NCSOE that the credential has been filed. An Intern Credential can only be issued through the University Credentialing Office. If the potential Intern currently has a teaching permit issued through the county office (Sub Permit, STSP or PIP), in order to be considered an "Intern" he/she is required to file for an Intern Credential regardless of the expiration date of the permit.

*\* If the potential Intern has NOT met the pre-service preparation or the U.S. Constitution requirements, it may be necessary to issue a Short Term Staff Permit (STSP). If the potential Intern has not met Subject Matter Competency, it may be necessary to issue a Provisional Intern Permit (PIP).*

3. Interns complete the online registration at <http://www.ncsoe.org>, creating an Account Profile and registering for their Intern seminars (see responsibility #3 below). They may be contacted by the Intern Program Coordinator regarding program participation and next steps/timelines that apply to their individual situation. The Program Coordinator's contact information is located on the NCSOE website (<http://www.ncsoe.org>).
4. A Mentor Teacher is assigned by each district to work with the Intern for a minimum of one hour per week. Mentors advise the Intern about their involvement in the Intern Program and provide site level support and formative feedback about their participation in and progress towards completion of the Preliminary Credential program requirements.
5. A University Supervisor is assigned by the University to ensure that the Intern is fully meeting University and Credential Program requirements.

#### **Responsibilities:**

1. **Credential Requirements:** It is the responsibility of each Intern to apply for the Intern Credential and to accumulate evidence to document completion of all preliminary credential requirements, and, at the end of the program, to organize this evidence in support of their application for a California Preliminary Credential. The University and NCSOE support and facilitate this process.
2. **Formative Assessment:** Mentor Teachers observe lessons, both formally and informally, to gather formative assessment evidence that may be presented as proof of preliminary credential completion. Formative assessment results are used to guide professional development and credential requirements, not for the purpose of teacher evaluation, nor employment decisions.
3. **Meetings:** Interns and Mentors are required to attend formal and informal meetings and/or Intern seminars several times per year. Interns also meet with Mentors a minimum of one hour per week (required 40 hours per year). Weekly meetings are used to ensure that Interns are successful in both their day-to-day teaching and in their University coursework. Mentors guide the meetings to support Interns in problem-solving activities, completion of coursework assignments, curriculum development, or any other pressing issue being faced by the Intern. Summary notes of these meetings are documented on a monthly **Intern Support and Supervision Table** that is submitted and kept as documentation of these weekly meetings.
4. **Support and Supervision:** A minimum of 144 hours of support/mentoring and supervision (plus 45 hours of English Learner support) shall be provided to each Intern per school year, including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. In order to effectively document support and supervision hours, Interns are required to maintain a monthly **Intern Support and Supervision Table** that is reflective of Employer-based and Commission Approved Preparation Program activities used to meet program requirements.
5. **Annual Summary-Overview:** The Intern maintains a complete record of program participation, including documenting progress towards completion of program requirements. The Annual Summary-Overview must be submitted to NCSOE each year.
6. **Mentor Self Assessment:** The Intern Mentor completes a self assessment, noting their strengths and areas of growth, developing actions to address them, then commenting at the end of year on their experience.