

POINT¹⁹**LOMA**⁰²
NAZARENE UNIVERSITY

School of Education



Intern Teaching Credential Handbook

2023-2024

School of Education

Point Loma Nazarene University

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Initial Intern Eligibility

By accepting a position as a university intern, the teacher candidate acknowledges that:

1. They will have the role of both a full-time teacher and a full-time graduate student.
2. They are aware of the requirements and workload the position necessitates.

Before a job offer may be accepted, the teacher candidate must meet the following California Commission on Teacher Credentialing (CTC) and PLNU requirements.

State Requirements

In accordance with the requirements set forth by the CTC and California Education Code, the teacher candidate must meet the following requirements before being recommended for the university intern credential:

- Bachelor's degree from an accredited school of higher education
- Basic Skills Requirement (CBEST or CTC-approved alternative)
- Subject Matter Competency (CSET or CTC-approved alternative)
- U.S. Constitution (CTC-approved course or passing score on an approved U.S. Constitution exam)
- A minimum of 45 hours of pre-service hours in specific content areas
- Offer of employment in a local school district that does not displace a certificated employee.
- A recommendation from PLNU for intern service

PLNU Requirements

Before PLNU will recommend a teacher candidate for a university intern credential, the candidate must meet the following additional requirements:

- Completion of an Intern Eligibility Application, including approval from the Associate Dean or Program Director
- Current enrollment at PLNU
- At least 9 units of EDU coursework completed in residency at Point Loma Nazarene University
- A minimum GPA of 3.00 (No grade lower than a "B")
- Registration with the Kern County Superintendent of Schools SMS Database and receipt showing payment of the associated registration fee
- Letter from the district with the following information included:
 - Official start date
 - Position
 - School Site
 - Name of the District support provider

- Verification that the District support provider has completed 10 hours of state mandated supervisor training
- Provide a statement indicating that the Intern placement is due to need and not displacing a certificated employee
- If Intern is an Education Specialist, indicate the approximate number of IEPs that the Intern will be the Case Manager for

Early Completion Option (ECO)

PLNU offers an Early Completion Option (ECO) to Preliminary Multiple and Single Subject Intern candidates who meet eligibility requirements. Candidates who qualify for the ECO must:

- Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- Pass the Teaching Performance Assessment (TPA). This assessment may be taken only one time by an intern participating in the early completion option.
- Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. The ECO application is located at the end of this handbook.

Continuing Intern Eligibility

University intern credentials are issued for a maximum of two years* and are dependent upon employment circumstances. Any changes in employment may result in the revocation of the credential. The intern may not seek employment in another district until their preliminary credential is granted.

University Interns must adhere to the following ongoing requirements:

- Active enrollment in the PLNU Credential program
- Adherence to an Intern Program Plan as developed with Student Success Advisors
- Satisfactory academic progress throughout the duration of the internship (minimum 3.00 GPA)
- Adherence to all Fieldwork and Clinical Practice requirements for university interns
- While the candidate's school year with students is in session, enrollment in EDU 6048 (3 units) each quad except during Clinical Practice, which provides the intern with a university coach
- Submission to the KCSOS SMS database a minimum of every two weeks

Failure to maintain these requirements may result in the revocation of the university intern credential.

*Intern certificates may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple or single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.

Fieldwork

Fieldwork Placement and Eligibility for Clinical Practice

University Interns must meet the program standards and experience a variety of diverse educational settings outside of their own educational employment settings. Therefore, most fieldwork courses cannot be completed in the intern's own classroom. If a university intern is unable to set an observation schedule during the regular school year, the candidate should be prepared to complete fieldwork courses and the concurrent classroom courses in the summer.

The following fieldwork courses MAY be completed in the intern's classroom, provided the classroom meets the course requirements:

- EDU 6012: Differentiated Mathematics Instruction for All Learners (K-6th grade setting)

- EDU 6021: General Methods for Secondary Teachers (7 - 12th grade setting)

In order to be eligible for Clinical Practice, Multiple Subject and Education Specialists Candidates must prove passage of the RICA prior to the commencement of the CP experience.

Fieldwork Prerequisites

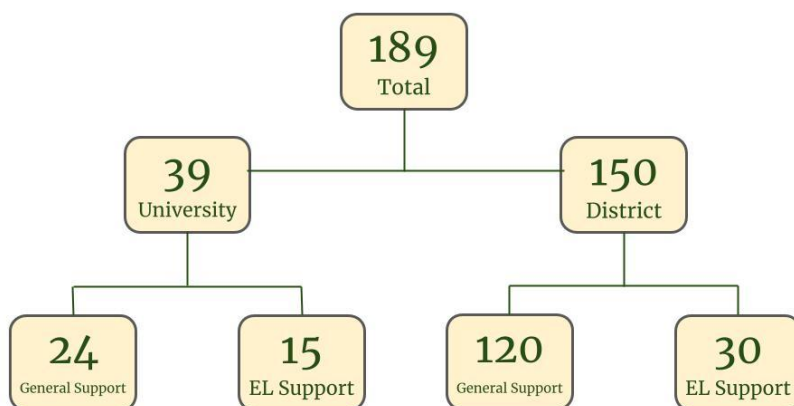
- **Health Clearance:** PLNU requires that TB tests with doctor signature or district risk assessment forms signed by the district nurse to be dated within the last four years. TB tests must be valid through the end of the quad.
- **Certificate of Clearance or other CTC-issued permit:** The university intern credential satisfies this requirement. The credential must be valid through the end of the quad.
- **Professional Liability Insurance:** Insurance is obtained through membership in the California Teachers Association/National Education Association or the Association of American Educators. If the university intern is already a member of either of these associations, proof of current liability insurance through employment will satisfy this requirement.
- **FERPA Training:** All candidates completing fieldwork must complete a Federal Educational Rights and Privacy Act (FERPA) training prior to beginning fieldwork. All candidates will need to complete the FERPA 101: Local Agencies Training; registration is free and through the Department of Education. Candidates can find the link and instructions on the Field Experience website at www.plnusoe.com.

Coaching

Intern Support

In order to meet CTC requirements, each university intern must be assigned a support provider from both the university and the district. Interns must receive at least 189 hours of support over the course of the school year, and at least 45 of these hours must be specific to EL support.

The support hour breakdown is as follows:



These support hours must be tracked and logged by all three parties (intern, district, and university). University interns will be responsible for tracking their own hours and regularly logging them in the KCSOS SMS database (<https://tdp-sms.kern.org>).

Support hours to be logged by the INTERN: Examples of activities, support, or mentoring provided by the Department Chair, Grade Leader, Academic Coach, Site/District Administrator, County Office, Program Specialist, Special Ed Lead, or other curriculum and instructional leader may include:

- Grade level meeting
- Department meeting
- New teacher meeting/CP seminars
- Curriculum Review
- Review tests
- Professional reading
- School site training
- District training
- County-State training
- Content coaching
- Co-planning
- Observing leaders
- Email/phone support
- Viewing a teaching video

- Using an interactive journal
 - Editing writing
 - Lesson modeling
 - Developing curriculum
 - Analyzing benchmarks
- *The intern must be guided to apply the above-listed support specifically to the intern's classroom for training hours to count. If the intern receives information on a topic but is not guided by an instructional leader to apply that information to the intern's classroom, then the support hours received should not be logged in SMS.*

Support hours to be logged by the UNIVERSITY or DISTRICT: One-on-one time with the intern, which may include:

- Reflecting and/or problem solving
- Providing resources
- Lesson planning
- Analyzing student work
- Lesson Modeling
- Pre or post observation conference
- Helping intern complete the support log
- Addressing intern's professional goals
- Addressing TPA standards

Intern Assessment

Each quad, the university intern must enroll in EDU 6048A/B at PLNU (excluding quads in which the university intern is completing Clinical Practice).

The university intern program will determine which type of support fits the university intern's needs for each quad.

Coaching Support (EDU 6048A/B)

During coaching, the *university intern* will:

1. Complete daily lesson plans using the PLNU Daily Instructional Plan form. (The district's daily lesson plan form may be used as an alternative if the Associate Dean deems that all of the same elements are included.) Formally submitted every two weeks.
2. Be formally observed by the university coach once every two weeks of instruction (four times per quad) in person or with SIBME.
3. Write a formal (UDL) lesson plan for each formal observation. Formal lesson plans must be provided to the university coach at least 24 hours in advance. UDL lesson plan is located at www.plnusoec.com.
4. Complete an Analysis & Reflection Conference Guide after each formal observation if the observation was completed in person.
5. Submit to the KCSOS SMS system a minimum of once every two (2) weeks.

The *university coach* will:

1. Formally observe the university intern once every two (2) weeks of instruction (four (4) times per quad).
2. Complete the Formative Assessment Summary form for every formally observed lesson if the lesson was observed in person.
3. Review and assess the university intern's daily lesson plans, formal lesson plans, and Analysis & Reflection Conference Guides.
4. Submit to the KCSOS SMS system a minimum of once every two (2) weeks.

Alternative Support

During alternative support, the university intern program will provide support for the specific needs of the candidate (e.g. passage of the RICA) through 10 hours of directed coaching and support.

Intern Support (EDU 6048A/B)

California Standards for the Teaching Profession

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

<i>CTSP Element</i>	<i>Expectation</i>
Connecting student’s prior knowledge, life experience, and interest with learning goals.	The candidate regularly integrated effective ways to activate student’s prior knowledge.
	Displayed evidence of ability to make connections between learning goals and the student’s background and experiences.
Using a variety of instructional strategies and resources to respond to student’s diverse needs.	The candidate regularly integrated effective ways to use a variety of instructional strategies that were appropriate to the students and the instructional goals.
	Displayed evidence of ability to make adjustments to respond to students’ needs.
Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	The candidate regularly integrated effective ways to ask an appropriate variety of questions, encourage thoughtful responses and stimulate discussion in different ways.
	Displayed evidence of ability to employ wait time (before repeating or rephrasing, making a comment or calling on another student).

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

<i>CTSP Element</i>	<i>Expectation</i>
Demonstrates knowledge of subject matter content and student development.	The candidate regularly integrated effective ways to demonstrate the content knowledge and ability to teach the state-adopted academic content standards for students.
	Displayed evidence of the ability to integrate an understanding of developmentally appropriate strategies in teaching students at distinct stages of child and adolescent development.
Develop student understanding through instructional strategies that are appropriate for the subject matter.	The candidate regularly integrated effective ways to develop student understanding through instructional strategies that are appropriate to the subject matter.
	Displayed evidence of the ability to include a variety of strategies to ensure all student populations are successful.

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

<i>CTSP Element</i>	<i>Expectation</i>
Promotes student effort and engagement through a positive climate for learning.	The candidate regularly integrated effective ways to establish a classroom climate that promotes fairness and respect.
	Displayed evidence of the ability to maintain that environment throughout a variety of teaching situations.
Develops and maintains expectations for academic and social behavior.	The candidate regularly integrated effective ways to establish reasonable and appropriate expectations for student behavior.
	Displayed evidence of the ability to maintain the set expectations throughout a variety of teaching situations.
Plans and implements routines to support teaching and learning.	The candidate regularly integrated effective ways to plan for classroom procedures that support student learning.
	Displayed evidence of ability to implement routines that support teaching and learning.
Uses instructional time effectively for teaching and learning.	The candidate regularly integrated effective ways to plan for meaningful instruction of standards-based curriculum.
	Displayed evidence of ability to use instructional time to maximize student achievement.

ASSESSING STUDENT LEARNING

<i>CTSP Element</i>	<i>Expectation</i>
Establishes and communicates learning goals for all students.	The candidate regularly integrated effective ways to establish learning goals in relation to student’s needs and the district and state expectation.
	Displayed evidence of the ability to clearly communicate learning goals to students.
Collects and uses multiple sources of information to assess student learning.	The candidate regularly integrated effective ways to use a variety of appropriate sources to collect information about student learning.
	Displayed evidence of ability to accurately interpret assessment results in order to plan and modify instruction.
Communicates and uses multiple sources of information to assess student learning.	The candidate regularly integrated effective ways to give students specific timely feedback on their learning.
	Displayed evidence of ability to maintain accurate records documenting student achievement.

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

<i>CTSP Element</i>	<i>Expectation</i>
Establishes and articulates goals for student learning.	The candidate regularly integrated effective ways to establish long and short term goals for student learning that are based on local and state academic standards.
	Displayed evidence of the ability to plan how to explain content clearly and make abstract concepts concrete and meaningful to his/her students.
Develops, modifies and sequences instructional activities and materials for student learning.	The candidate regularly integrated effective ways to sequence instruction so the content to be taught connects to preceding and subsequent content.
	Displayed evidence of the ability to select or adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs of identified students needing specialized instruction.

Designs short-term and long-term plans to foster student learning.	The candidate regularly integrated effective ways to use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge and skills.
	Displayed evidence of the ability to maximize learning opportunities for all students based on assessment data, classroom observation, reflection and consultation.

DEVELOPING AS A PROFESSIONAL EDUCATOR

<i>CTSP Element</i>	<i>Expectation</i>
Reflects on teaching practice and plans for professional development.	The candidate regularly integrated effective ways to reflect on his/her teaching practice.
	Displayed evidence of ability to integrate reflection of past practice into future planning.
Works with colleagues to improve professional practice.	The candidate regularly integrated effective ways to demonstrate the development of professional attributes (punctuality, preparation, knowledge, communication, initiative and professional demeanor).
	Displayed evidence of ability to appropriately seek and accept feedback, guidance, and support from professional mentors.

California Teaching Performance Expectations (TPE's)

TPE 1	Engaging and Supporting All Students in Learning
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	1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
	2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
	3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
	4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
	5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
	6. Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content area, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional needs is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency and an identified disability.
	7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
	8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2	Creating and Maintaining Effective Environments for Student Learning
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| 1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. |
| 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. |
| 3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, reflect diversity and multiple perspectives, and are culturally responsive. |
| 4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. |
| 5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. |
| 6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. |

TPE 3	Understanding and Organizing Subject Matter for Student Learning
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| 1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. |
| 2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. |
| 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. |
| 4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of |

representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organizing, and planning to support the acquisition and use of academic language within learning activity to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4	Planning Instruction and Designing Learning Experiences for All Students
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1. Locate and apply information about students' current academic status, content and standards related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include" <ul style="list-style-type: none"> ● appropriate use of instructional technology, including assistive technology; ● applying principles of UDL and MTSS; ● use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; ● appropriate modifications for students with disabilities in the general education classroom; ● opportunities for students to support each other in learning; and ● use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for

strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, EFSP, ITP, and 504 plans).
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and other students multiple means to demonstrate their learning.

TPE 5	Assessing Student Learning
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1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6	Developing as a Professional Educator
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| 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. |
| 2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. |
| 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. |
| 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. |
| 5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |
| 6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. |
| 7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. |

Intern Support Course Objectives

The Intern Support course will facilitate the induction of the Teacher Candidate into his/her professional roles and responsibilities. By the end of the Clinical Practice experience (which precedes or follows EDU 6048), Teacher Candidate will:

	<i>Candidate Learning Outcome (CLO)</i>	<i>TPE Addressed</i>	<i>Conceptual Framework</i>	<i>Standard</i>
A	Demonstrate the ability to provide instruction that is aligned with state-adopted academic content standards.	1.4, 3.1, 3.3	Equip	2, 3a
B	Plan multiple strategies for managing and delivering instruction in relation to (1) state-adopted academic content standards and curriculum frameworks, (2) students' needs, interests and accomplishments, and (3) the observed results of the strategies.	1.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4	Equip	2, 3a
C	Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state adopted academic content standards for students. They will pace instruction and re-teach content-based on evidence gathered.	1.8	Equip and Transform	2, 3a
D	Use a variety of formative, informal and formal assessments, as well as entry, monitoring and summative assessments to determine prior knowledge and students' progress to plan instruction.	4.3, 5.1, 5.2, 5.6, 5.7, 5.8	Equip and Transform	2, 3a
E	Incorporate specific strategies, teaching/instructional activities, materials, procedures and experiences that are developmentally appropriate and address state-adopted academic content standards to motivate students and encourage student effort.	1.3, 1.7, 4.3, 4.7	Equip and Transform	2, 3a
F	Communicate instructional objectives to students and ensure active and equitable participation of all students.	1.3, 1.5, 2.6, 4.7, 5.3	Transform and Empower	2, 3a
G	Understand and apply theories, principles and instructional practices for English language development leading to	1.6, 4.4, 5.6, 5.7	Equip, Transform and	2, 3a

	comprehensive literacy in English.		Empower	
H	To establish comprehensive long-term and short-term goals for student learning in relation to subject matter, and sequence instruction to connect preceding and subsequent content in accordance with state-adopted academic standards for students.	4.1, 5.3	Equip	2, 3a
I	Learn the benefits of collaborative, collegial planning by teachers and other adults in K-12 schools, including working closely with one or more colleagues to design and deliver effective, coordinated instruction.	4.6, 5.6, 6.3, 6.4	Equip and Transform	2, 3a
J	Collaborate with individuals having disabilities and their parents/primary caregivers, general and special educators, co-teachers, related service personnel, trans-disciplinary teams to design, to ensure appropriate and integrated services and supports based on individual student needs.	4.5, 4.6, 5.6, 6.4	Transform and Empower	2, 3a
K	Understand and implement the law and regulations regarding promoting behavior that is positive and self-regulatory and apply the theories and school-wide practices for students who present complex social communication, behavioral, and social, emotional needs.	2.1	Equip and Transform	2, 3a
L	Demonstrate the knowledge, skills, and abilities to implement evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.	4.2, 4.4, 5.8	Transform and Empower	2, 3a
M	Demonstrate the skills and abilities necessary to assess and monitor the progress of all students with varying language, communication, and cognitive abilities in a comprehensive manner using multiple sources of information for the purpose of making accommodations, modifications, and instructional decisions.	4.4, 4.5, 5.2, 5.8	Transform and Empower	2, 3a
N	Demonstrate professionalism and a commitment to growth as a professional educator.	6.1, 6.2, 6.5, 6.6, 6.7	Transform and Empower	2, 3a

O	Understand and use technology to promote student learning and provide access to the core curriculum.	3.6, 3.7, 3.8, 4.4, 4.6, 4.8, 5.4	Equip and Transform	2, 3a
P	Demonstrate an understanding of cultural diversity and community dynamics both through instruction and communication with families.	1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 4.4, 6.2, 6.4	Transform and Empower	2, 3a
Q	<i>Education Specialists only:</i> Gain an understanding of transitional life experiences for students with disabilities across learning environments, and life-spans.	4.5	Equip and Transform	2, 3a
R	Understand and demonstrate single subject pedagogical skills (single subject candidates only).	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Equip and Transform	2, 3a

Intern Support Course Suggested Timeline

<i>Week</i>	<i>Intern Candidate</i>	<i>University Coach</i>
1	Tasks: <input type="checkbox"/> Set up observation schedule with University Coach (CP Report) <input type="checkbox"/> Begin EDU 6048 Binder	Tasks: <input type="checkbox"/> Meet Intern Teacher Candidate <input type="checkbox"/> Set up observation schedule with Intern Teacher Candidate
2	Tasks: <input type="checkbox"/> Formal Lesson Plan 1*^ <input type="checkbox"/> Analysis & Reflection Conference Guide* <input type="checkbox"/> Log SMS Hours <input type="checkbox"/> Submit Daily Lessons Plans for Weeks 1 and 2 to Taskstream (University Coach as Evaluator)	Tasks: <input type="checkbox"/> Observation (Formative Assessment Summary*) <input type="checkbox"/> Log SMS Hours <input type="checkbox"/> Evaluate Daily Lessons Plans for Weeks 1 and 2 in Taskstream
3	Tasks: <input type="checkbox"/> Log SMS Hours	Tasks: <input type="checkbox"/> Log SMS Hours
4	Tasks: <input type="checkbox"/> Formal Lesson Plan 2*^ <input type="checkbox"/> Analysis & Reflection Conference Guide* <input type="checkbox"/> Submit Daily Lessons Plans for Weeks 3 and 4 to Taskstream (University Coach as Evaluator)	Tasks: <input type="checkbox"/> Observation (Formative Assessment Summary*) <input type="checkbox"/> Log SMS Hours <input type="checkbox"/> Evaluate Daily Lessons Plans for Weeks 3 and 4 in Taskstream
5	Tasks: <input type="checkbox"/> Log SMS Hours	Tasks: <input type="checkbox"/> Log SMS Hours
6	Tasks: <input type="checkbox"/> Formal Lesson Plan 3*^ <input type="checkbox"/> Analysis & Reflection Conference Guide* <input type="checkbox"/> Submit Daily Lessons Plans for Weeks 5 and 6 to Taskstream (University Coach as Evaluator)	Tasks: <input type="checkbox"/> Observation (Formative Assessment Summary*) <input type="checkbox"/> Evaluate Daily Lessons Plans for Weeks 5 and 6 in Taskstream
7	Tasks: <input type="checkbox"/> Log SMS Hours	Tasks: <input type="checkbox"/> Log SMS Hours
8	Tasks: <input type="checkbox"/> Formal Lesson Plan*^ <input type="checkbox"/> Formal Lesson Plan 4*^	Tasks: <input type="checkbox"/> Observation (Formative Assessment Summary*) <input type="checkbox"/> Log SMS Hours

	<input type="checkbox"/> Analysis & Reflection Conference Guide* <input type="checkbox"/> Log SMS Hours <input type="checkbox"/> End-of-Placement Reflection for University Coach (e-mail survey) <input type="checkbox"/> Submit 4 Formal Lessons to Taskstream (University Coach as Evaluator) <input type="checkbox"/> Submit 4 Analysis & Reflection Conference Guides* to Taskstream (University Coach as Evaluator) <input type="checkbox"/> Submit Daily Lessons Plans for Weeks 7 and 8 to Taskstream (University Coach as Evaluator)	<input type="checkbox"/> Evaluate 4 Formal Lessons* in Taskstream <input type="checkbox"/> Evaluate 4 Analysis & Reflection Conference Guides* in Taskstream <input type="checkbox"/> Evaluate Daily Lessons Plans for Weeks 7 and 8 in Taskstream <input type="checkbox"/> Complete Document to Assign a Grade to Candidate
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**Document stored in binder throughout the phase*

^Formative lesson plans must be submitted to the observer at least 24 hours prior to the observation.



Application for Preliminary Teaching Certificate INTERN Early Program Completion Option (ECO)

PLNU offers Preliminary Multiple and Single Subject Intern Candidates who meet requirements the opportunity to complete their program in five years.

Name:
Current Employer:

Please attach **ALL** of the following items to your application and submit to the PLNU MAT Program Director.

- A well-reasoned rationale explaining how the applicant meets the criteria for ECO. This rationale should reflect on exemplary practice, attitudes, professionalism, and commitment to teaching practice.
- Proof of completion of the Basic Skills Requirement
- Proof of completion of Subject Matter Competency
- Proof of passage of RICA
- Proof of passage of TPA1 and TPA2

The PLNU MAT Program and the employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO, including, but not limited to, scheduling a classroom observation.

Signature of PLNU Student:
PLNU Student ID Number: