

Multiple Subjects Rural & High Needs Intern Program

INTRODUCTION

This section of the MSCP Handbook is designed to guide and support candidates who are hired as interns. It outlines the essential requirements, expectations, and support systems that are in place to ensure your success in the classroom and in completing your credential program. As an intern, you are both a student and a teacher, and this handbook will help you navigate that dual role by clarifying procedures, responsibilities, and the resources available to you. We are committed to your growth as an educator and look forward to partnering with you as you embark on this important step in your professional development.

INTERN v STUDENT TEACHER v RESIDENT

While all three roles—intern, student teacher, and resident—are part of the pathway to becoming a credentialed teacher, they differ in structure, responsibility, and support. Interns are employed as teachers of record while completing credential requirements and receive support from both the university and the school district. Student teachers are not employed but instead complete unpaid placements under the direct supervision of a mentor teacher, gradually assuming teaching responsibilities. Residents participate in year-long, co-teaching placements while receiving a stipend or salary, working closely with a mentor teacher while completing integrated coursework and clinical practice. Each model offers unique opportunities for professional learning and development based on candidates' needs and district partnerships.

In SSU's multiple subject credential program, all credential candidates (student teachers, residents, and interns) are enrolled in the same courses, in the same sequence.

PARTNER DISTRICTS

Current Participating Districts

Round Valley Unified School District (Covelo, CA)

PRIOR TO INTERN PROGRAM: ADMISSION REQUIREMENTS FOR MS INTERN PROGRAM

Bachelor's Degree or Higher

In order to be admitted into Sonoma State's Rural & High Needs Intern Program, individuals must hold a baccalaureate degree or higher from a **regionally** accredited institution of higher education. Official transcripts are required upon application.

Demonstration of Subject Matter Competence

In order to be admitted into the MS Rural & High Needs Intern Program and recommended for the intern credential, individuals must demonstrate subject matter competence through one of the following methods:

1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness.
2. Passage of the [CSET: Multiple Subjects](#). The CSET: Multiple Subjects consists of three subtests, and interns must pass all three subtests.
3. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses **each** of the domains of the subject matter requirements. In order to pursue this option, prospective interns must complete the [Request for SMC Coursework Evaluation](#) and upload transcripts to the bottom of the form. Evaluations will not be completed without transcripts. Requests are reviewed and evaluated by a team of multiple subject program faculty and will be processed in the order that they are received.
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education in one of the following majors:
 - a liberal studies
 - liberal arts
 - elementary education major
5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission.

Bilingual Language Proficiency

for interns pursuing the Added Bilingual Authorization in Spanish

Interns who are adding a Bilingual Authorization program have attained a language proficiency in Spanish prior to recommending for the intern credential. In accordance with our CTC-approved [Bilingual Authorization Program](#), you may do this in two ways:

- (1) Successfully pass SPAN 427: Spanish Teaching Methodologies *with a grade of B or better*. This course has language-proficiency assessments embedded and has been approved by CTC to meet the language proficiency requirement for candidates pursuing the added bilingual authorization
- (2) Pass the [Spanish CSET, subtest III](#)

Preservice Requirement

Prior to receiving a University Intern Credential, prospective Multiple Subject Interns must complete a minimum 120 hours (or 8 semester units) of foundational preparation in all of the following:

- a. General pedagogy including classroom management and planning,
- b. Reading/language arts,
- c. Subject-specific pedagogy,
- d. Human development, and
- e. English Learner instruction

Below are some courses at Sonoma State University that can fulfill these requirements; similar courses and/or coursework from other regionally accredited institutions may be accepted. In order for coursework to qualify, candidates must earn a “B” or better in that course.

Sample Coursework Plan for Sonoma State University Credential Courses that meet Pre-Service Requirement for MSCP Interns

Content Area	Applicable Courses at Sonoma State University that meet pre-service requirements for MSCP Interns
General Pedagogy	EDMS 476S: Multiple Subject Credential Phase 1 Seminar
Reading & Language Arts Instruction	EDMS 463: Language & Literacy, grades tk-2 or EDMS 464: Language & Literacy, grades 3-6
Subject-specific pedagogy (e.g. math, science, etc.)	EDMS 471: Social Studies Methods for Elementary Teachers or EDMS 474: Math Methods for Elementary Teachers or EDMS 475: Science Methods for Elementary Teachers
Human Development	EDEC 110: Understanding Development, Birth through Adolescence or LIBS 330: The Child in Question
English Learner Instruction	EDMS 463: Language & Literacy, grades tk-2 or EDMS 465: Introduction to Dual-Language Education: Policy, Methods, & Inquiry... or EDMS 464: Language & Literacy, grades 3-6

Important note: The above sample plan for courses are not all-inclusive; please see the [list of additional Sonoma State University courses that can meet these preservice requirements](#).

Please note that some courses cover multiple areas; preservice units/hours cannot “double dip”. (For example, if you used 4 units of EDMS 463 to count towards Reading and Language Arts instruction, you cannot use those same 4 units to count as English Learner instruction.)

In order for training sessions, conference attendance, and other professional development to meet the pre-service requirements, interns must provide a detailed agenda and *prove proficiency in that content area*. This may include a “Certificate of Proficiency,” an evaluation letter from your supervisor, or other similar documentation. Attach documentation to this form.

Many prospective interns have previous experience working in schools as paraprofessionals, tutors, and/or teaching assistants; therefore, district- and

site-supported training sessions, professional development workshops, and conference attendance may count towards these 120 hours. In order for these experiences to qualify towards the preservice requirement, prospective interns must provide a detailed agenda of the event and *prove basic competency in that content area*. This may include a “Certificate of Proficiency/ Competency,” an evaluation letter from your supervisor, or other similar documentation.

In order to verify your 120 preservice hours, please complete the [Preservice Requirement \(MS Interns\) form](#).

DURING YOUR INTERN PROGRAM: INTERN SUPPORT & PROGRAM COMPLETION

Professional Development Plan

Sonoma State University and Round Valley Unified School District have [collaboratively developed and will implement a Professional Development Plan](#) to support interns throughout their credential pathway. Designed in alignment with Commission standards, this plan reflects a shared commitment to high-quality preparation and includes the following components:

- Provisions for an annual evaluation of the intern.
- A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- Additional instruction during the first semester of service, for interns teaching in transitional kindergarten through grade 6, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- a. Provisions for an annual evaluation of the intern.
- b. A description of the courses to be completed by the intern, if any
- c. A plan for the completion of preservice or other clinical training, if any, including student teaching.
- d. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching

methods, and special education programs for pupils with mild and moderate disabilities.

- e. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

Intern Supervision

As an intern, you will be provided with a minimum of [144 hours of support](#) and supervision annually, [with an additional 45 hours specifically focused on effective instruction for English Learners](#), as required by the California Code of Regulations §80033. This will be documented within the Professional Development Plan and [Supervision Documentation](#) forms.

Early Program Completion Option

The Sonoma State University **Multiple Subject Credential Program: Rural & High-Needs Intern Pathway** makes available to those who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential.

Requirements

To fulfill this option, the intern must:

- (a) Pass the [Assessment of Professional Knowledge \(APK\)](#), 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

Please note that the APK must be passed before the intern is permitted to take the TPA.

(b) Pass all required **Teaching Performance Assessments (TPAs)**. Interns selecting the ECO are allowed only one attempt at this assessment and must pass it during the first year of their program.

(c) Pass the **Reading Instruction Competence Assessment (RICA)** (as applicable).

(c) Meet the CTC requirements for teacher fitness.

More details here:

[https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840))

Application for Early Completion Option

Applicants must complete the required form below and **upload** the proper documentation.

Required Application/Verification Form: [Early Completion Option for SSU Multiple Subject Credential Program: Rural & High-Needs Intern Pathway Application Form](#)

Please note: An Intern who chooses the early completion option but is not successful in passing the assessments may complete his or her full internship program.

UNIVERSITY INTERN CERTIFICATE SPECIFICS

Length of Validity of the Intern Certificate

Each intern certificate will be valid for a period of two years.

Non-displacement of Certificated Employees

Interns must not displace certificated employees in participating districts.

CONTACT INFORMATION

Please contact the MSCP Coordinator (Dr. Aja LaDuke: laduke@sonoma.edu) or the Intern Coordinator (Dr. Suzanne O'Keeffe : okeeffe@sonoma.edu) with questions.