What do you need to know to become an Intern?

The intern program is a two-year commitment where the intern takes two courses per semester.

To teach as an Intern is not for everybody. Compensation might be attractive, but you will have to be extremely organized and focused to devote two years of your life working at a middle or high school and taking evening classes to become a credentialed teacher. As an Intern you must teach a minimum of two periods and/or a maximum of five periods. For those interested in teaching art, music, P.E. or world languages, two of these periods must be at a middle or high school level.

To be considered for the intern program, you MUST:

Attend an informational session for interns to determine eligibility and requirements, etc. Check for dates on the Department Website. These sessions are held once a month for one to an hour and half. The process to become an intern is better understood after one has attended an info session. By
participating in one of these informational sessions, we can determine if you are qualified to be in the program and if you understand the obligations that you will have during the two years.

Background Information about the Program:

There is a difference between being admitted to the Intern program and having the Intern Credential

History:

The Emergency credential as it used to be called (and is still called in certain districts) was problematic. Districts had no commitment to or guidance for interns. Districts needed to staff vacant classrooms. Those hired often were not prepared, not supervised, and not guided as to what they needed to do in classrooms. People were hired with little or no background in education.

The Commission on Teacher Credentialing discontinues this system and replaced it the intern program we have today. Now district administrators who hire interns must supply proof of what the interns are doing, and the Commission can verify:

a) Who is in the intern program,

b) The credential program with which they are associated,

c) Which courses they have taken and completed to support their teaching, and,

d) Who is coaching and supervising them.

Faculty from credential program across the state and the Commission determined that interns needed 120 hours of graduate academic coursework that would prepare and guide them for classroom management, discipline issues, methods, organization, restorative justice, and working with English Language Learners, etc. The faculty determined which courses might best support an intern, and they specified the following:

- An intern is to take two classes per semester during two years and enroll in field supervision courses during the first and last semesters of the two-year program.

The Intern is guided and supervised in the field by a faculty member during his/her first and last semester. The school and district where the Intern works have to appoint a guide or coach, preferably in their content area, who will support the intern during the second and third semesters of teaching.

Process:

We don’t get you a job; you come to us with the school job offer.

Generally, candidates offer to work in the districts during the summer; If you get an offer of employment to teach in the summer, you will need the following to apply for the intern credential:
1- Proof that you have met the Constitution requirement; if you haven’t, see attachment of places that offer this test.

2- Proof that you have passed the CSETs. If you graduated from a CSU, you must bring a Subject Matter Competency waiver for. This form is a proof that you have completed a Commission approved subject matter program.

3- Proof that you have passed the CBEST; if your SAT’s scores were high, you don’t need to take this test.

4- Proof that you have completed the 120 hours of course work in education; and

5- A job offer in a public or charter school. We need a letter from either the principal or from the district stating you have been offered a teaching job.

The 120 hours are course that have been approved by the faculty and the Commission to support while you are teaching. These courses are part of the teaching credential program.

If you begin the intern program in the Fall, the 120 hours of graduate courses are going to be fulfilled by enrolling in:

SED 751 Classroom Environment and Management
Curriculum Instruction in your discipline; and

SED 640 Student Teaching 1. Is a supervision at your school site. This is not a class but serves for supervision and assessment purposes.

By starting in the fall, you will have to ask the district to hire you under an emergency credential, or any other title the district can assign you for the first semester while you complete the 120 hours of graduate work. You can activate the intern credential (or not) once you have completed the requirements (i.e. 120 hours and CSET, CBEST, etc….)

The intern program begins interns in the fall. If you want to start the coursework early, you can start by applying to the three-semester program in the Spring, taking courses to complete the 120-hour graduate course requirement and switch to the intern program. You can then apply for the intern credential and be eligible to be hired on an intern credential in the fall. By starting the program in the Spring, you will enroll in:

SED 701 Teaching for Equity in Secondary Schools
SED 790  Second Language Development and
SED 720 Literacy Across Content Areas class. This class is offered in the summer, it is a hybrid class, a few sessions meet online.

By the end of the summer, you would have completed the 120-hour requirement. By submitting proof that you have an offer of employment, proof of passing CSET and CBEST or having subject matter competency through an approve program, and meeting the Constitution requirement, you are eligible to apply for the intern credential.

Now you will need:

a.) A memorandum of understanding (MOU) from the school or district that wants to employ you.

NOTE: The school that wants to employ you must be in a 20-mile radius of the University. You may not work in schools in the vicinity of another CSU, i.e. Hayward or San Jose. The schools close to them work with their credential programs.

b.) A new letter of hire with the dates when you have activated your intern credential.

Exceptions:

If you graduated from SFSU, you can avoid taking CSETs by having an advisor from your discipline, evaluate your transcript to determine you have taken the necessary courses to avoid the cost of the CSET test. At the moment, this exception does not apply for Spanish or social science.

Now you will need: A Memorandum of Understanding (MOU) from the school or district that wants to hire you.

Note: the school that wants to employ you must be in a 20-mile radius of the University. You may not work in schools in the vicinity of another CSU, i.e. Hayward or San Jose. The schools close to them work with their credential programs.

Online Application:

All applications are online. Once you have an offer of employment, attended an info session, and met with us, you will have to complete the Cal State Apply online application.

Word of Caution:

While working as an Intern, you must maintain your grades, come to classes on time, and complete all of the course requirements. Interns have made a commitment to be employed AND to be in this program. You MUST keep your grades up. If you fail a class, you will have to take it again which would delay your graduation, and pose problems for re-hiring.

While in the Intern program you have a commitment to follow district rules and regulations in addition to the rules and regulations of this credential program.
Read your new teacher handbook from the school where you are hired and follow its guidelines.

Can you apply to the Intern program in the Spring?

Yes. You would enter the program as a regular student in the Three Semester Program and then switch to the Intern program in the Fall. In the Spring, you would enroll in two classes, and take an additional course in the summer: (Literacy Across Content SED 720), and by August you would have completed the 120 hours of graduate coursework required to apply for an Intern credential in the Fall provided that you have passed CSET, CBEST and met the Constitution requirement as stated earlier.

Does the program offer online courses?

Yes, some coursework is offered online, but you must complete the admissions process early to enroll on a first come, first served basis. Others are hybrid courses: online and on campus. As an intern who completes the application later than the regular admissions deadline, you might not get in these classes because students who completed the admissions process by the deadline may have enrolled earlier.

What is the EDTPA?

It is an assessment that every candidate in the program has to take to get their credential. It is given on the last semester before graduation. You will need to pass it to apply for a preliminary credential.

Do you need to complete the EFE (early field experience) as part of the application as an Intern?

Yes. it is part of the application to ensure applicants want to teach their content area in the current context of public schools.

When should your complete application for Cal State Apply?

The admission deadline for fall start is February 15th. The deadline for Spring is November 15th. If the application deadlines has passed, interested candidates would have to contact the department (seced@sfsu.edu) to consider a late application on a space available basis. The department takes into consideration how complete the application materials are.
Where do I find information about the difference between being in the intern program and having the intern credential?

A short video is on the department’s website explaining the difference.

http://gcoe.sfsu.edu/current-students/single-subject-intern-programs

More questions?

Contact me at: guilaine@sfsu.edu

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Tips for the Beginning Teacher from Northern Michigan University

(As a student teacher and a one to three-year professional)

I. Be Professional

- Be professional in dress, manner, and attitude from the first minute that you are present in the classroom.
- Act professionally in public.
- Use language appropriately. Don't resort to using slang too often.
- Speak clearly and loudly enough to be heard.
- Don't be late to class.
- Don't come late to staff meetings.
- When dealing with confrontation, maintain your composure.
- Know when to compromise.
- State your opinion -- let others know where you stand.
- Have a positive attitude.
- Establish a good rapport with parents and administration.
- Keep good, strong lines of communication open between you and the parents.
- Don't be afraid to call parents if one of your students is having problems in class. Many parents have no idea how well their children are doing in school until report card time rolls around, so they will appreciate your efforts to keep them informed.
- Don't be afraid to call or meet with parents. They are probably just as curious about you as you are about them. In fact, knowing them might help you to better understand their child.
- Call or write parents when their son or daughter does something good or improves in class. Don't limit communication to bad news.
- Encourage parents to be proud of their children.
- Show students that you care about their lives, and show the parents that you care about their children's progress.
- When conducting parent-teacher conferences, have handouts ready for the parents that include your philosophy, your grading policy, your attendance policies and their child's grades.
• Get to know the principal of your school. Invite the principal to sit in on your class when he or she has a chance and ask for any suggestions that might improve your teaching. Good rapport with the administration is invaluable.
• Ask other teachers, even the principal, for advice.
• Use discretion in deciding which teachers to approach for information. Don't be suspicious -- be observant and selective.
• Show respect to the cooperating teacher and the other faculty.
• Cooperate with your colleagues, be willing to ask them for help and be open to offering your advice.
• Get to know the custodian and the secretary.
• Ask for a student handbook and a teacher's handbook. Be familiar with administrative expectations and procedures.
• Familiarize yourself with departmental policies.
• Read the latest research manuals in your field.
• Attend workshops regularly.
• Know your rights as a teacher (union contracts/district rules).
• Know the resources or how to make proper referrals for special education, discipline, etc.
• When conferencing with students in a private office, always leave the door open.
• Never touch your students.
• Never share really personal information with your students. It is important to maintain a teacher-student relationship with them.
• Devise a detailed rationale. Know and explain why your students should meet your objectives.

II. Be Prepared

• Do not wait until the last minute to devise unit or lesson plans. Take time to research your ideas before you try them out.
• Have daily lesson plans well prepared.
• Always plan more for each class period than you think you can accomplish.
• Have lesson plans ready for substitute teachers.
• Have extra activities for students to do in that "left over" time at the end of the hour.
• Don't expect every class to react the same to various activities and discussions.
• Always have examples ready that are relevant to the students' lives.
• Always have an alternate explanation.
• Be flexible.
• Don't ever throw anything away.
• Know how to use equipment such as the VCR, data projector and television. Nothing is more embarrassing than ruining such a machine in front of thirty-five pairs of eyes.
• Be self-confident. Be able to explain the importance of your curriculum or why the student received the grade he or she did.
• Know where the fire exits are located. Be familiar with disaster procedures. Be prepared!

III. Be Organized

• It is important to feel prepared as well as look prepared.
• Thoroughly prepare lecture notes, mini-lessons, questions for discussion, and class activities each day.
• If you expect your students to have all of their materials, then you should have yours, too.
• Clearly state objectives and exactly what you expect on assignments -- students need a picture sometimes.
• The students always want to know what is due and when. Write assignments on the board daily and verbally remind them of due dates.
• Give students plenty of advanced warning regarding assignment due dates, and give students a copy of the syllabus early in the semester. It is also a good idea to mail a copy of the syllabus home to students' parents.
• Set grading criteria for letter grades on all tests and essays before giving them to the students.
• When grading students' writing assignments, give them a cover sheet with a checklist. Check any mechanical or organizational mistakes the students make on the checklist. This way, the students know exactly why they received the grade they did.
• To save time and prevent confusion, before handing back student papers, tests, and homework, categorize them by seating arrangement or alphabetize them.
• In order to avoid the "who-needs-what-paper" dilemma because he or she was absent, keep a file. If a student is absent, put the student's name on the top of the handout, and keep it for when the student returns.
• Have students take responsibility for their absent peers. They can collect handouts and assignments and put them in a folder designed for that purpose.
• Acquire a school calendar so that you'll know when students have days off and when other important activities are scheduled.
• Keep a schedule of each class in a plastic cover. If you give a student permission to leave for the library, restroom, or somewhere else, use a dry erase marker to indicate on the plastic cover where the student has gone.
• Keep manuals in one place.
• Keep your desk and files organized.
• Keep two folders for student work for each period you teach, one for papers you have graded and one for papers you haven't graded yet. This is especially helpful if your students are turning in a lot of papers each week.
• Be sure to have a record of lesson plans.
• A good way to organize the material you collect is to keep binders for each teaching unit.
• Try to keep track of the books you loan out. Using note cards for each book, write the names of the students who check out your books, and keep a book file.

IV. Be Patient

• Give students enough thinking time.
• Don't tell your students the answer simply because a few seconds have passed in silence. Wait longer, minutes even, before restating the question, but don't answer it yourself.
• If students don't respond to a question right away, or if they express confusion, ask lead-in questions.
• Remember that students will be absent, so don't get too frustrated when having to reschedule assignments and activities.
• Realize and accept that not all students will remain at the same level academically.
• Listen attentively to students' problems.

V. Be a Real Person, and Honor Each Student as a Real Person

• Treat your students with respect at all times. Never embarrass a student or make a student feel bad about himself or herself.
• Never use sarcasm toward your students.
• Be firm, but be flexible, when it's needed.
• Don't dislike any student -- dislike behaviors or attitudes.
• Make an effort to include all students.
• Keep prejudice out of the classroom.
• Encourage leadership and confidence in all students.
• Encourage students to dream.
• Recognize students who do outstanding work as well as those who need to improve.
• Always let students know when they have done a good job.
• Don't be an enforcer or know-it-all. Let the students see the real you.
• Do not pretend to be all-knowing -- we all learn together.
• Admit when you are wrong.
• If you make a mistake, don't give up. Keep trying until you get it right. It is OK for a student to see a teacher mess up -- this makes teachers seem more like real people.
• Do not be unapproachable.
• Do not follow the "Never Smile before Thanksgiving" rule.
• Smile. Enthusiasm is an important ingredient for a good learning environment.
• Maintain a sense of humor with students.
• Know students as well as you can. Know their strengths and weaknesses.
• Know the students' names. This will help establish a good rapport with them.
• Be a good listener.
• Let students know that if they have a problem, they can share it in confidence with you.
• Let your students know that you enjoy your job and that you want to be with them.

VI. Be Sensible with Discipline

• Establish firm ground rules regarding class conduct on the first day of class and stick to those rules. Having a firm discipline policy laid out at the beginning of the school year is essential for new teachers.
• Always make clear to students what you expect and follow through.
• Know the school's discipline policy and adhere to it.
• Always document discipline problems, especially recurring ones. You may need this documentation when talking to parents or administrators.
• Don't be afraid to talk to fellow teachers about problems you are having or to the school counselors -- that's what they are there for.
• Be sure to let parents know early if there is a problem.
• Don't let problems occur more than three times without doing something about them. If necessary, take students out into the hall and discuss problems there or ask the student to stay after school to work out problems.
• Avoid confrontations in the classroom at all costs!
• Do not argue with a student during class. Discuss the problem one-on-one after class.
• Have solid rules and procedures for discipline. Do not send every discipline problem to the principal because it will show that you cannot handle your class. Keep the discipline and the students inside of the classroom.
• Do not be too strict in class. Do not yell or reprimand students each time they talk out of turn or break the silence. Give students some freedom.
• In disciplining, don't approach students from an adversarial standpoint. Let them know that the rules are designed to provide guidance so that everyone has the opportunity to achieve without any interference from others.
• Let students know that you have confidence in them, and that you have set high expectations for their achievement. Affirm positive behavior and achievement.
• Be consistent in the way you deal with students; don't offer special treatment or excessive punishment to anyone, ever.
• Respond fairly and wisely.
• Give the students the benefit of the doubt.
• If a student is acting up, try standing near the student and make clear eye contact with him or her. Giving the student a stern look works well too.
• Walk around the class. Move about through their desks and make your presence known. This increases attention.
• Do not judge your students by your own personal standards.
• Make the rules and punishments reasonable.
• Be authoritative, not authoritarian.
• Set the tone for the day if you go on a field trip. Discreetly let students know that you are still the authority, even though you are in a different environment from that of the school.
• "Never let them see you sweat." If they know they can walk all over you, they will. (crying isn’t a good idea either…)

VII. Be Aware of Your Own Needs

• Give yourself relaxation or "self" time every day, even if it is only thirty minutes.
• Take time out to deal with stress when it does happen.
• Don't take on more activities than you can handle. Learn to say, "No!"
• Try to get enough sleep and exercise.
• Inform your significant others that you will be busy.
• Read and write for yourself
• Strive for excellence, not perfection.
• Reflect, reflect, reflect… and modify following reflection
Name

E-mail

Home Phone

Cell phone

Did you pass CBEST (or SAT’s)?

Did you pass CSET?

Subject Matter Competency

Did you pass Constitution?

Completed online CalState Application

Institution graduated from:

Degree completed

Are you presently teaching

Do you have a letter of hire from district or school principal?

Name of school site where you will be teaching

Address

District

Principal’s name
Prospective Single Subject Interns – Application for an Intern Credential

An Intern Credential is a temporary license issued by CA Commission on Teacher Credentialing (CTC; http://www.ctc.ca.gov/) that is valid for 2 years (may be extended for ONE-TIME for one additional year, if needed). To qualify you need to be enrolled in a university Preliminary Education Specialist Credential Program, have a valid job offer letter from an employing school or district, and meet a number of prerequisites listed below. Interns work for their employing school district during the day, and take classes in the evening and summers at SFSU. Most interns enroll part-time in 2 classes per term.

To apply for the Intern Credential the candidate must submit the following: (items below, already on file, that were submitted as part of SFSU admission requirements do NOT need to be re-submitted)

1. Proof of passing California Basic Skills (CBEST).
2. Proof of passing subject matter competency (i.e., CSET or Subject Matter Waiver).
3. Completion of U.S. Constitution Requirement. Contact one of our credential analysts with any questions concerning applicable coursework. mim@sfsu.edu or marxel@sfsu.edu.
4. Fingerprint clearance (COC) or photocopy of a prior California Credential permit.
5. Verification of a current TB test showing negative results, must be within the past 4 years.
6. Proof that you have earned a Bachelor’s degree from an accredited institution.
7. Submit proof of enrollment in classes or provide proof that you paid tuition (go to SF State Gateway / MySFSU).
8. Complete GCOE Credential Office application for award of credential.
9. Employment Verification. A copy of a signed contract or a letter issued from Human Resources (must be written on school or district letterhead) may be submitted and must include the following details:
   - Name of the school;
   - Effective hire date;
   - Disability emphasis area (e.g. Single Subject: English);
   - Indicate that the applicant is the teacher of record.
11. Pay $25 Credential Processing Fee, make payable to SFSU
   - A credential analyst will electronically submit your information to the California Commission on Teacher Credentialing (CTC). Within 2-3 weeks, the CTC will contact you by email to have you confirm that you applied for an Intern Credential as well as instruct you on how to pay the associated fee online, plus handling fee. It is recommended that you provide your school district with a copy of the email from the CTC to provide proof of applying for an intern credential.
   - Submit packet to: Credential and Graduate Services Center / Burk Hall 244, (415) 405-3594 / Email: credinfo@sfsu.edu (see top of sheet for full address).
<table>
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<tr>
<th>FIRST SEMESTER FALL 2019</th>
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<tbody>
<tr>
<td>Curriculum &amp; Instruction 1 (discipline based) check course number for ART 650;</td>
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<tr>
<td>World Languages FL 750; Music - MUS 760; P.E. - KIN 750; English - ENG 713; Mathematics - MATH 759.04; Social science SED 759.03; Science SED 759.02</td>
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<tr>
<td>Student Teaching 1 - Observation &amp; Participation. - SUPERVISION FIRST SEMESTER</td>
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<tr>
<td>Classroom Environment (cohort class must be taken concurrently with SED 640)</td>
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<td>C &amp; I 1</td>
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<td>SED 640</td>
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<td>SED 751</td>
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<tr>
<th>SECOND SEMESTER SPRING 2020</th>
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<tbody>
<tr>
<td>Teaching for Equity in Secondary Schools</td>
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<tr>
<td>Second Language Development</td>
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<tr>
<td>SED 701</td>
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<td>Adolescent Development</td>
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<td>SED 720</td>
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<td>Student Teaching 2 SUPERVISION LAST SEMESTER</td>
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<td>Professional Perspectives &amp; Practices (cohort class must be taken concurrently with SED 640)</td>
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<td>C &amp; I -2</td>
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<tr>
<td>SED 660</td>
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<td>SED 752</td>
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ITEC 60L to be taken during summer or during winter break

36 units total

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<tr>
<th>SINGLE SUBJECT CREDENTIAL INTERN PROGRAM - FOUR SEMESTER PROGRAM - SPRING START UP</th>
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<tbody>
<tr>
<td>STARTING IN THE SPRING SEMESTER - 6 SEMESTER PROGRAM SEQUENCE</td>
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<tr>
<td>SPRING 2019</td>
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<td>TEACHING FOR EQUITY IN SECONDARY SCHOOLS</td>
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<td>SUMMER (or next Fall) 2019</td>
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<td>LITERACY ACROSS CONTENT AREAS</td>
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<td>FALL 2019</td>
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<td>CURRICULUM &amp; INSTRUCTION 1</td>
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<td>CLASSROOM ENVIRONMENT 751</td>
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<td>STUDENT TEACHING 1 - Observation &amp; Participation</td>
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<td>FALL 2020</td>
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<tr>
<td>ADOLESCENT DEVELOPMENT</td>
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<td>(Literacy Across Content Areas for those who has taken this class in the summer)</td>
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<td>SPRING 2021</td>
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<td>CURRICULUM &amp; INSTRUCTION -2</td>
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<td>STUDENT TEACHING 2</td>
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<td>PROFESSIONAL PERSPECTIVES &amp; PRACTICES</td>
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Department of Secondary Education

Single Subject Intern Program Pre-Service Reporting Form

Prospective Intern: __________________________ ID# _______________ Date: ______________

Pre-Service Requirements

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Description (course number if appropriate)</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Classroom management and planning</td>
<td>SED 751 Classroom Environment (3.0 semester units): Creating a positive learning environment, developing a classroom management plan, incorporating student's cultural backgrounds and developmentally appropriate practices in instructional planning (or equivalent).&lt;br&gt;SED 640 Student Teaching I (3.0 semester units): Taken concurrently with SED 751. Formal observation and feedback on instruction by University and on-site supervisors. (or equivalent).&lt;br&gt;SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).</td>
<td>45</td>
</tr>
<tr>
<td>Developmentally appropriate teaching practices</td>
<td>SED 751 Classroom Environment (3.0 semester units): Creating and maintaining positive learning environments; developing classroom management plan; incorporating student's cultural backgrounds and developmentally appropriate practices in instructional planning (or equivalent).&lt;br&gt;SED 800 Adolescent Development (3.0 semester units): Learning theories, current social issues, and adolescent behaviors. Five areas of adolescent development (emotional, physical, moral, social, and cognitive) are examined as each pertains to middle and high school teaching and student learning. (or equivalent).</td>
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</tr>
<tr>
<td>Pedagogy:&lt;br&gt;General (multiple subject), Subject (single subject), or Speciality Specific (special education)</td>
<td>SED 759 Curriculum and Instruction (in each subject area) (3.0 units): Pedagogical principles and practices for teaching secondary (insert subject area) including lesson and unit planning of content and instruction student learning and state standards; reading comprehension and writing-to-learn strategies for making content accessible to English learners. (or equivalent).&lt;br&gt;SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent).</td>
<td>45</td>
</tr>
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18
| Teaching English learners | Embedded in all courses.  
SED 790 Second Language Development (3.0 units): Language, culture, and literacy development for second language learners; the role of first language competencies in the development of second language; second language acquisition theories, instructional strategies, and pedagogical techniques. (or equivalent).  
SED 701 Social, Cultural & Historical Foundations (3.0 semester units): Examines, from a critical perspective, historical, social, and cultural foundations for theoretical frameworks and pedagogical practices for the classroom. (or equivalent).  
SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies and lesson and unit planning to help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent). | 45 hours |
| Communications skills including reading | SED 759 Curriculum and Instruction (in each subject area) (3.0 units): Principles and practices for teaching secondary (insert subject area) including lesson and unit planning of content and instruction student learning and state standards; reading comprehension and writing-to-learn strategies for making content accessible to all students, including English learners. (or equivalent).  
SEC 720 Literacy Across Content Areas (3.0 units): Instructional strategies, grounded in theory and research, which help secondary school students use reading and writing to learn in all subject matter areas. Emphasis on supporting literacy development of culturally and linguistically diverse learners. Strategies to create effective learning environments. (or equivalent). | 45 hours |

See attached transcript

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<th>Sem./Yr.</th>
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Curriculum and Instruction I:  
Curriculum and Instruction II:  
Pre-Service Program?  
Previously Earned Credential:
I have verified that this prospective intern has engaged in the activities listed above to meet the minimum of 120 hours of pre-service instruction as defined on this document:

Verified by:
Guilaine Salomon, M.A., Intern Coordinator

Name/Position  Signature  Date