RE: National University Internship

Dear Principal,

On behalf of National University and the Sanford College of Education, I would like to thank you for your willingness to employ and support an Intern who may be new to the teaching profession. Collaboratively we will support the intern's professional development activities, where responsibilities have been defined in our Memorandum of Understanding (MOU) that was established between National University and your district. As noted in the MOU, every intern is assigned a Site Support Provider (SSP) in his/her school or district of employment to act as a coach/mentor and a University Support Provider (USP) who will also mentor and serve as a liaison and course instructor. I wanted to make sure you were aware that it may take up to 60 days for the USP to be assigned to the intern. In the meantime, the MOU asks that your school site provide 100% of the intern's support and professional development activities until a USP is assigned. The CTC has mandated that 144 hours of general support and an additional 45 hours of EL specific support for interns who do not hold EL authorization. To help report the intern support to CTC we need to ask for some further documentation.

Please provide the following information on the attached form:

1. Site Support Provider contact information.
2. A general schedule or plan for how you will offer support to the intern (e.g., weekly class visit; co-planning; debriefing after a lesson, etc.) until the USP is assigned.

When identifying a Site Support Provider (SSP) keep in mind that the SSP must:

1. Hold a valid, clear matching the exact credential area the intern is seeking. For general education, a content expertise is required.
2. Possess second language certification or English Learner Authorization (ELA).
3. Have a minimum of three years teaching experience in the classroom, with highly effective evaluations.
4. Not serve in an evaluative, administrative role.

CTC communication regarding site-based supervisors adds that IHE/LEA "processes and criteria result in the selection of site based supervisors who provide effective and knowledgeable support for candidates". Our need for Site Support Providers to mentor and coach candidates as they draft CalTPA performance assessments clarifies and reaffirms the shared commitment and responsibilities of the education preparation program sponsors, TK-12 school districts, and county offices of education. Additionally, SB 488 requires that an orientation includes specific Literacy requirements for all candidates, including the CA Dyslexia Guidelines: https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF; The SSP will work with the University Support Provider to ensure opportunities for observing and practicing all aspects of TPE 7 are provided to candidates. Planning of assessed lessons must include detailed TPE 7 experiences.

Appendix A: TPE 7
www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12
https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes

We sincerely appreciate the opportunity to partner with you to develop inspired and accomplished educators in California. Please, do not hesitate to reach out to discuss our collaboration or provide feedback.

Kind regards,

Nilsa J. Thorsos, Ph.D.
Professor
Chair, Teacher Education Department
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Appendix A : TPE 7

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TPE 7 Effective Literacy Instructions for All Students
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3. Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
5. **Foundational Skills.** Develop students' skills in the following: 1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness 3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences 4. decoding and encoding, including morphological awareness 5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 6. instruction that is structured and organized as well as direct, systematic, and explicit 7. connected, decodable text
Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
6. **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

TPE 7 Effective Literacy Instructions for All Students

7. **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

8. **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

9. **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

10. *Multiple Subject and Single Subject English Candidates:* Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

11. *Multiple Subject and Single Subject Candidates:* Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

To be eligible for a University Internship credential, the position must be that of a contracted, full-time teacher of record for at least **one school year** in an internship position. We understand that the intern candidate must meet the guidelines of the credential sought in order to be compliant with CTC regulations and Education Code Standards. Please describe the position intended for the following candidate at your institution.

CANDIDATE INFORMATION (Site Administrators cannot serve as Site Support Providers -SSP)

Candidate Name:_____ NU Student ID:_____ Student phone number: _____

Candidate NU student email address:_____ Title of position : _____

Requested issuance date:_____ Contract end date: _____

☐ Multiple Subject   ☐ Single Subject:_____ Grade levels to be taught: _____

Site Support Provider (SSP) name:_____ EL Support Provider Name (if different):_____

SSP Credential Type:_____ CTC Credential number : _____

SSP email address:_____ SSP phone : _____

I am aware of who my assigned Site Support Provider is and have made note of their contact information: _____
                                                                                          Candidate Signature

The school setting must be diverse. The school must serve a racial and ethnically diverse school population and serve economically disadvantaged students. The setting must serve students that speak languages other than English, including English Learners, and maintain a process for students to receive additional services, i.e., student study team or individual education programs. **National University does not approve virtual placements.**

Multiple Subject Candidates must have exposure to "beginning readers" as well as Math and EL lessons for CalTPA. Instruction must match the authorizations for the internship credential sought and the subject matter obtained to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. Full-time is understood as the contractual school day as designated by the employer.

Single Subject Instruction must match the authorizations for the internship credential sought and the subject matter obtained. Full-time is understood as a minimum of 80% instruction per day, for credentialing purposes

WORK SCHEDULE (In detail, describe the candidate's teaching schedule by hours or period below, identify academic content areas, as appropriate)

Period 1:_____   Period 5: _____

Period 2:_____   Period 6: _____

Period 3:_____   Period 7: _____

Period 4:_____   Period 8: _____

EMPLOYER ACKNOWLEDGMENT AND CONTACT INFORMATION

We understand that National University must verify the employment information listed above in connection with CTC standards and must have a valid partnership agreement with the school district/site before an Internship Credential can be requested. We acknowledge that any employing school site must have a CDS site/ restriction code on file with the CTC in order to receive a National University Credentials Internship Agreement. We acknowledge that the candidate will remain employed at the below identified school site for the entirety of their Intern employment. The candidate may not be transferred to any alternate school site without having National University first apply for a Change of Restriction. We acknowledge that the above candidate does not possess an Internship Credential until his/her necessary documentation is verified by the National University credential department and he/she is recommended to the CTC. The final authority to grant or deny the Internship Credential or Change of Restriction rests with the CTC.) We acknowledge that we will ensure the Intern will receive 5 hours of general support and 1.5 hours of EL support weekly to comply with state regulations.   **Principal (or designee) Initial** _____

_____   _____   _____   _____
District   School Site   Principal Name   Principal (or designee) Signature

_____   _____   _____
Principal Contact Email   District CDS Code   School CDS Code

_____   _____   _____   _____
Budget Authority name/email   Signature of Budget Authority   Phone   Date

RCPC VERIFICATION - Internal use only

Candidate Internship Eligibility Status: ☐ Position Approved   ☐ Position **NOT** Approved

If applicable, area of disqualification:_____

_____   _____   _____
RCPC Name   RCPC Signature   Date