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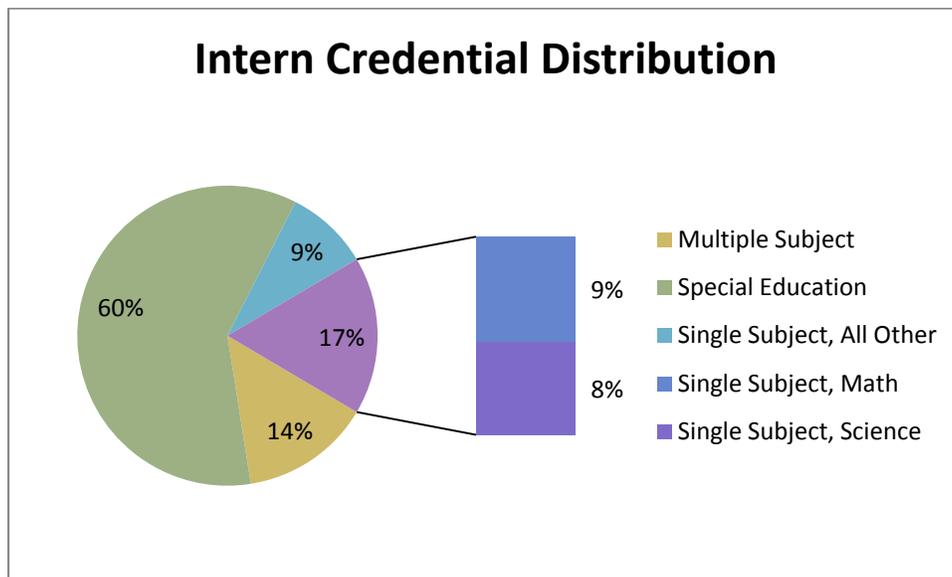
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Teacher Intern Programs Continue to Serve Statewide Needs

SACRAMENTO – Despite widespread teacher layoffs, teaching intern programs continue to serve statewide shortage areas particularly in mathematics, science and special education, according to the annual census report on Intern Programs by the Commission on Teacher Credentialing. While Intern numbers have declined over the past year (from 7,962 in 2008-09 to 5,530 in 2009-10) the program still provides a vital alternative pathway to teaching credentials.

“There continues to be a gap in the type of teachers needed and the number of fully certificated staff available to teach those subjects,” noted Dale Janssen, Commission Executive Director. “Intern teachers assist in filling those gaps.”

With the increasing need for special education teachers, many recently laid off elementary and high school instructors are able to use the Intern program to become special education teachers.

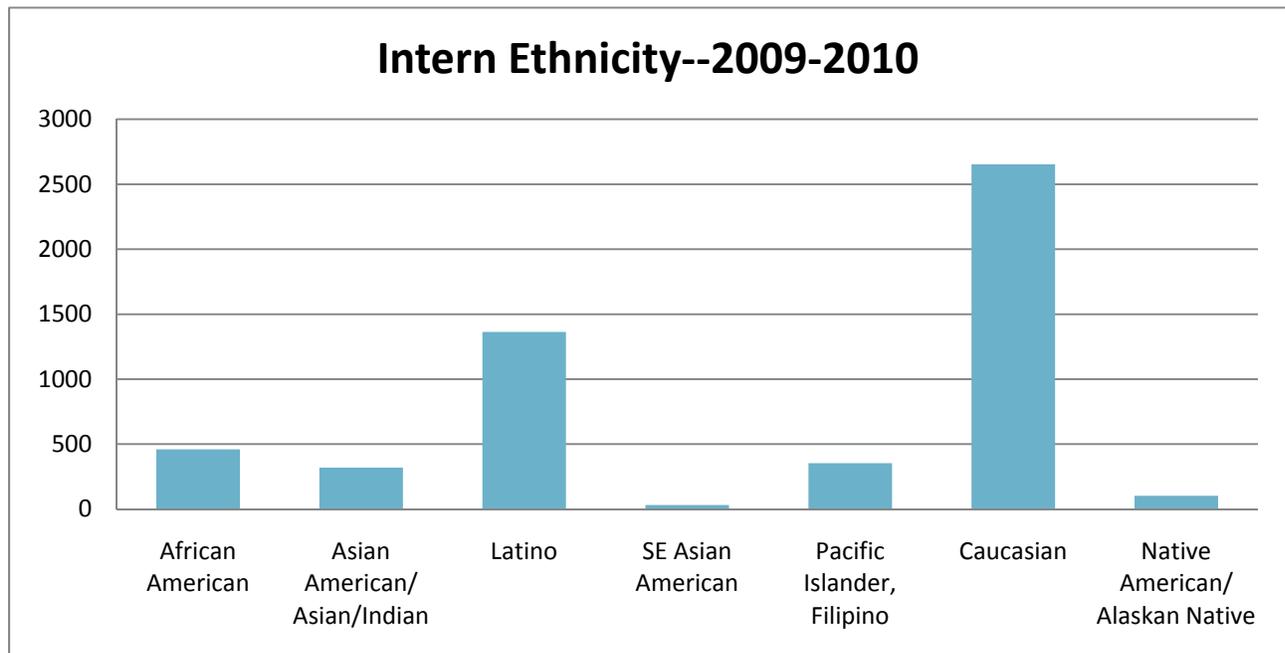


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Intern programs allow individuals to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. These programs are offered by colleges, universities and by school districts, county offices of education and charter schools.

To qualify for an intern program, an individual must possess a bachelor's degree from a regionally accredited college or university, satisfy the basic skills requirement, meet the subject matter competence and US Constitution requirement and obtain character and identification clearance. The program provides teacher preparation pre-service and coursework as well as an organized system of support from college and district faculty while the Intern teacher is in the classroom. Completion of an intern program results in the same California credential as is earned through a traditional teacher preparation program.

Intern programs attract individuals into teaching who might not otherwise enter the classroom, as well as those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in high-need schools, teachers in content and credential shortage fields, and those who could not enter a traditional teacher preparation program because of economic, family or other reasons.



In July, those who complete Intern programs and their employers will participate in an annual survey in which they reflect on and evaluate their experiences in the program.

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