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Action

Professional Services Committee

Intern Credentials: Proposed Policies and Draft Regulatory Language

Executive Summary: This is a three-part item. Part One brings proposed policies focusing on Intern Credentials for consideration and possible action; Part Two provides draft language that defines the preservice preparation requirements; Part Three provides draft regulatory language that addresses Intern programs and credential requirements for the Commission to review.

Policy Questions: Do the proposed policies meet the Commission's expectations for intern programs? Do the draft preservice specifications address the appropriate scope of content for intern programs? Does the draft regulatory language appropriately address the Intern credential requirements and authorization?

Recommended Action:

1. Adopt policies regarding intern credentials that address issues relating to support and supervision, preservice preparation, transparency, and the intern credential authorization.
2. Review and possibly adopt the proposed additional content specific to the teaching of English learners that must be completed during the preservice component in conjunction with the full scope of intern preparation and support.
3. Require all intern programs to submit their pre-service program, addressing the required standards for Intern preservice preparation and the additional requirements for English learner preparation for review and approval by April, 2014. These program proposals should be developed and considered in relation to the overall program of study proposed by the program and approved by the Commission.
4. Direct the Executive Director to convene a group of experts to develop guidelines that address the full scope of standards that must be addressed during the preservice component of intern preparation programs and bring recommendations to the Commission by June of 2014.
5. Review, amend as necessary and adopt the proposed regulations for Intern credentials and set a date for public hearing.

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Strategic Plan Goal

I. Educator Quality

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

April 2013

Intern Credentials: Proposed Policies and Draft Regulatory Language

Introduction

This agenda item is presented in three parts. Part One provides (a) a review of stakeholder discussion related to intern credentials and the English learner authorization, including identifying areas of stakeholder consensus, and (b) proposed policy language regarding Intern credentials. Part Two provides draft language that defines the Preservice requirements. Part Three introduces draft regulatory language for the Commission's review.

Background

The Commission has focused a variety of recent activities on addressing and improving preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required of individuals who teach or provide services to these students. Based on recommendations from its English learner Advisory Panel, the Commission adopted revisions to all of its educator preparation standards to improve the delivery of instruction and other services to English learner students. The Commission also adopted a new World Language: English Language Development (ELD) Credential, is in the process of developing new standards for an ELD specialist credential, and has revised the scope of the English learner authorization for teachers.

At the January-February 2013 meeting, the Commission discussed the appropriateness of issuing an authorization to teach English learners to intern credential holders who have not yet completed initial preparation to teach English learners (<http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4C.pdf>). At its March 2013 meeting, the Commission discussed possible policy options related to Intern credentials and determined that additional discussions with and input from stakeholders were needed prior to making these types of policy decisions (<http://www.ctc.ca.gov/commission/agendas/2013-03/>). The Commission directed staff to consult with stakeholders and develop policy recommendations that address the following:

1. Clear pathways to acquire and demonstrate preparation to teach English learners, including prior preparation in a preliminary credential, passing the CTEL, or completing an approved internship program where preservice and support / supervision are defined;
2. Appropriate pre-service preparation to teach ELs;
3. Adequate support and supervision interns should receive while they are learning to teach ELs;
4. An authorization and program approval process that ensures this preparation and support are expected and will be enforced; and
5. Transparency about the preparation candidates have received / standards they have met.

This agenda item has three parts:

- Part One of this item presents the results of that work as well as draft policy recommendations organized into four key topics discussed in the stakeholder meeting:

Support and Supervision, Preservice Preparation, Transparency, and the Intern Authorization.

- Part Two provides draft language that defines the preservice requirements related to English learners.
- Part Three of this item presents possible regulatory language related to intern credential requirements, specifically related to these four topics.

Part One: Stakeholder Input and Areas of Consensus on Intern Policies

A stakeholder meeting was held March 21, 2013 at the Commission offices to discuss issues relating to the Intern credential and preservice preparation, particularly with respect to preparation to teach English learners. The meeting was available via webcast to individuals and groups unable to attend in person. Input was collected from both those in attendance in person and those attending electronically. An archive of the meeting as well as the documents used during the meeting can be viewed at <http://www.ctc.ca.gov/educator-prep/webcasts.html>. The following stakeholder groups were represented at the March 21st meeting. Appendix A provides the list of onsite as well as technology-mediated attendees):

- American Civil Liberties Union (ACLU)*
- Association of California School Administrators (ACSA)
- Association of Independent California Colleges and Universities (AICCU)
- California Association of Bilingual Educators (CABE)/Californians Together
- California Charter Schools Association
- California County Superintendents Educational Services Association (CCSESA)
- California Federation of Teachers (CFT)
- California School Boards Association (CSBA)*
- California State University (CSU)
- California Teachers Association (CTA)
- California Teacher Corps
- EdVoice
- Intern Regional Directors (IRD)
- Public Advocates (PA)
- Teach for America(TFA)
- Teachers College of San Joaquin (TCSJ)
- The New Teacher Project (TNTP)
- University of California (UC)*

*attended via webcast

Stakeholder Meeting Process

The meeting began with coming to consensus around the purpose and intended outcome for the day's activities. Consensus was reached on the following outcome:

Define the appropriate mix of pre-service, support, and supervision that enables interns to be authorized to serve English learners upon becoming teacher of record.

The group's attention next focused on identifying areas of consensus around each of the four key topics: Support and Supervision, Preservice Preparation, Transparency, and the Intern English Language Learner Authorization. Prior to the meeting, those signed up to attend either in person or

through the webcast were provided with a series of background documents (<http://www.ctc.ca.gov/educator-prep/webcast-files/2013-03-21-EL-stakeholder-handout.pdf>). Once consensus had been reached, any remaining areas of non-agreement were identified and discussed.

Provided below is a summary of the stakeholder feedback for each of the four topics, areas of consensus and non-agreement, and the summary of the discussion around areas of non-agreement, including the key distinguishing viewpoints.

Topic 1: Support and Supervision

Consensus was reached regarding the need for the Commission to more explicitly define the expectations for support and supervision of interns by both employers and the Commission-approved intern program. In addition, consensus was reached that interns who have not completed preparation to teach English learners (“EL preparation”) need focused support and supervision in that specific area. The “Supervision and Support” background document originally provided prior to the stakeholder meeting has been updated to reflect consensus agreements reached during the meeting and is provided in Appendix B.

Additionally, the stakeholders agreed that the Commission should require regular reporting from approved intern programs regarding the level of support and supervision provided to interns. The Biennial Report used in the Commission’s accreditation system was suggested as a possible mechanism for this requirement.

There were no areas of non-agreement regarding this topic. The following policy is proposed for the Commission’s consideration and possible adoption:

Proposed Support and Supervision Policy:

1. The supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. Every approved intern program must have a signed MOU outlining the respective responsibilities of the program and employer.
2. All interns shall receive support in weekly course planning, coaching within the classroom, and problem-solving regarding students, curriculum, and teaching as needed in order to meet the Teaching Performance Expectations and teach effectively. A minimum of 15 hours of support/mentoring and supervision must be provided to the intern each month.
3. Prior to an intern assuming daily teaching responsibilities, the employer must identify a mentor or other designated individual who meets the Commission’s identified criteria (see Part II).
4. A minimum of 5 additional hours of support/mentoring and supervision per month focused specifically on teaching English learners must be provided to an intern who, at the time of applying for the intern credential, has not passed the CTEL or does not have a prior EL authorization.

Topic 2: Preservice Preparation

There was general agreement among stakeholders that:

- Minimum expectations regarding the content and focus of preservice preparation should be explicitly delineated by the Commission so that all programs understand and implement what is required.
- The Commission should establish the baseline content for preparation to teach English learners that must be addressed during the preservice portion of the intern program.
- The Commission should be advised by experts in the teaching of English learners regarding the content in this area that should be addressed during preservice.

One issue remained unresolved by the meeting participants: the required length of the preservice component for preparation to teach English learners. Currently, 120 hours of preservice is required by statute for District Interns prior to an individual being recommended for an intern credential. (District intern programs comprise 8 of 57 intern programs in the state.) There is no statutory minimum required number of hours for university-based intern programs, but the Commission has previously adopted policy establishing the 120 hour minimum for all intern programs, including university-based. Federal regulations and state law require that interns receive high-quality preservice preparation that is “sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction.”

Some stakeholders believe that the 120 hours should not be increased in order to accommodate additional preparation to teach English learners. Others referenced the previously adopted 45 hour SDAIE training used by credential holders to earn an authorization to teach ELs and suggested that, following this example, additional hours could be required to accommodate increased preparation to teach English learners. This additional, EL-focused preparation could be completed in conjunction with other priority focus areas, and within the context of an intern’s overarching program of preparation.

Currently, as directed by the Commission’s preconditions and Program Design standards for Multiple and Single Subject and Education Specialist standards, the preservice component of an intern program must address content at an introductory level from the [Preliminary Multiple Subject/Single Subject Program Standards](#) or the [Preliminary Education Specialist Program Standards](#) listed below.

Multiple and Single Subject Standards	Education Specialist Standards
4: Relationships between Theory and Practice	9: Preparation to Teach Reading-Language Arts
7: Preparation to Teach Reading-Language Arts	10: Preparation to Teach English Language Learners
8: Pedagogical Preparation for Subject-Specific Content Instruction	11: Typical and Atypical Development
11: Using Technology in the Classroom	13: Curriculum and Instruction of Students with Disabilities
12: Preparation to Teach English Learners	15: Field Experience in a Broad Range of Service Delivery Options
13: Preparation to Teach Special Populations	TPE 8: Learning about students (human development)
TPE 8: Learning about students (human development)	

The Commission's adopted Teaching Performance Expectations (<http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>) address the full range of outcomes that all credentialed teachers are expected to meet by the end of their preliminary or intern preparation. With respect to English learners, the following teaching performance expectation represents the scope of knowledge, skill and ability that should be mastered by the end of preparation:

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.¹ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

In terms of areas where the group did not reach agreement, the discussion centered around three divergent opinions:

¹ Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

- Several stakeholders expressed a concern that if additional hours are added beyond the current 120 hour minimum requirement, programs would be inclined to “frontload” all of the content, some of which would be more effectively experienced and internalized by interns while they are working directly with English learners. There was also some concern that requiring additional hours would result in an additional cost for prospective interns, which might have the unintended consequence of limiting the number and diversity of intern candidates. Therefore, this group of stakeholders felt that identified EL content should be integrated into the current 120-hour minimum requirement.
- Another group of stakeholders felt that there should be an additional time requirement for any additional English learner-specific preservice content. They were concerned if the new requirements were included within the current 120 hour requirement that other important content would be lost. There was agreement among the participants that some EL content is already included within the current requirements and that there should be some overlap of what was required and what will be required. There was agreement within this group that the additional EL-related content may not require the full 45 additional hours.
- Finally, a third group of stakeholders agreed that there should be additional, clearly defined requirements for preservice preparation for work with English learners, but that the Commission should set those expectations through standards; Individual programs should make the determination regarding the length of time needed to meet them, and therefore there should be no increase in the Commission’s current requirement that preservice must be a minimum of 120 hours.

Proposed Intern Preservice Preparation Policy:

Taking into consideration the consensus as well as the divergent viewpoints expressed above, staff proposes the following policy for the Commission’s consideration and possible adoption:

5. Guidelines for the preservice portion of Intern preparation should be offered in the areas of: 1) General Foundational Preparation including Classroom Management, Planning, and Human Development; 2) Subject Specific Content or Specialty Specific Pedagogy (including reading/language arts and technology); 3) Special Populations; and 4) English learners, so that all interns have the baseline information and skills necessary to assume responsibilities as teacher of record on their first day. The program approval process should consider how programs address all of the Commission required content throughout the duration the program and the adequacy and fit of those components included in the preservice component.
6. The Commission should clearly identify the content specific to the teaching of English learners that must be completed during the preservice component, in conjunction with a plan for completion of the overall requirements throughout the program.
 - a) Part 2 proposes a scope of content for additional English learner preservice preparation, generated in consultation with experts in the teaching of English learners, that could be completed separately or may count for some portion of the basic Intern preservice program. This content is a subset of the Commission’s adopted standards for Multiple and Single Subject and Education Specialist

preparation programs. It is expected that this content would be the focus during intern preservice preparation, completed as part of the overall program of intern preparation.

7. The intern program must address all the content specified in the Commission's standards for intern preservice programs, and demonstrate how this contributes to and fits with its overall plan of study throughout the duration of the program. The scope and sequence of intern preservice programs, including the additional English learner preparation, must be reviewed and approved by the Commission as part of the Accreditation process.
8. An individual who passes the CTEL examination or already holds an ELA prior to being issued an intern credential should not be required to repeat the additional English learner preservice preparation. Programs serving interns in this category exclusively may be accredited to do so, without including the additional EL preservice preparation requirements.

Topic 3: Transparency

This discussion addressed the appropriate mechanisms for reporting on the placement of interns to both the local school community and the state. There was clear agreement that at the point of hire, there needs to be board action taken at a regularly scheduled board meeting, not on a consent calendar, which reports the characteristics of the credential including the authorization to teach English learners. The meeting participants agreed that reports prepared by the Commission such as the annual Title II report and the Teacher Supply Report need to accurately reflect the preparation and authorization (including with respect to teaching ELs) held by all educators, including interns, in California and thus provide a transparent accounting of teaching staff across the state.

An issue unresolved by the participants at the meeting was the sufficiency of the transparency of the current processes. The use of the "Declaration of Need" (DON) was discussed. While there was general understanding that districts need to file an annual DON in order to hire interns or other individuals who do not hold at a minimum a Preliminary teaching credential, questions were raised regarding a process proposed within the background materials. These stakeholders felt the current process was sufficiently transparent to the local district community and the public but discussed the possibility of slightly revising the DON form. Continued dialogue with stakeholders resulted in consensus regarding transparency. The policy recommendations below reflect that agreement.

The DON is the annual form submitted to the Commission by county offices of education, public school districts, state-wide agencies or non-public schools or agencies that contains the employing agency's estimated number of Emergency Permits (CLAD, BCLAD, Resource Specialist, and Teacher Librarian), Interns, and Limited Assignment Permits that will be requested during the school year. Employing agencies must certify recruitment practices and estimate staffing numbers for permits and interns on the DON.

The DON must be presented in its entirety to the governing board at a regularly scheduled public meeting of that board. The governing board must vote to approve the Declaration, and it may not be presented as part of a consent calendar. Employing agencies, by an annual resolution of the governing board, must certify that they have made a reasonable effort to recruit fully qualified teachers for an assignment.

Proposed Intern Transparency Policy:

9. The employing agency will continue to estimate the number of interns on the annual Declaration of Need, and provide specific information regarding the content or specialty area in the future.
10. The Commission should ensure that the Declaration of Need document and processes are in alignment with statute and Commission policy, and provide timely and accurate information regarding anticipated and actual need.
11. Intern programs will report on the number of interns in the Biennial Report as well as provide information on the support/supervision and preservice portions of the program.
12. The reports the Commission produces will provide data on the number of interns specific to each employing agency, the amount of preparation to teach English learners each intern has completed, the number with English learner authorizations already held, and the number who have taken and passed the CTEL prior to assuming responsibilities as classroom teacher of record.

Topic 4: Intern Authorization

There was clear consensus that all interns who have not already completed EL preparation or passed the CTEL will be provided with EL-specific preservice preparation and EL-specific support and supervision, and, with this preparation and support, may be authorized to teach English learners.

The group did not come to consensus regarding the wording of the English learner authorization that will appear on the Intern credential. The discussion centered on whether there is a need for a separate title and/or authorization code and/or language in the authorization statement for the intern EL authorization which explicitly defines the status of the document holder's preparation to teach English learners as being "in progress." One group of stakeholders felt that all intern preparation is by definition in progress since the candidates are interns and not preliminary credential holders, and that a separate title or language in the authorization statement is therefore unnecessary on the English Learner Authorization portion of the intern's document.

The other group of stakeholders felt that the Intern document did not provide on its own sufficient information to parents and the public that the document holder had not yet completed preparation to teach English learners. Some in this group and in the former group as well, however, felt that the use of a new code on the Intern document that would clearly indicate that the preparation to teach English learners was still in progress or earned by way of an intern program was acceptable as a means of indicating that the document holder had not yet completed the preparation to teach English learners.

Following the meeting, staff continued to work with stakeholders on this issue. There now appears to be consensus among key stakeholders around the following language for the intern authorization:

This individual has completed preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission-approved Intern preparation program. The individual must be supported by both the Commission-approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential.

- This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.²
- The following instructional services may be provided to English learners: (1) instruction for English language development limited to the subjects, programs, and grade levels authorized by the Intern Credential and (2) specially designed academic instruction delivered in English in the subjects, programs and grade levels authorized by the Intern Credential.

For the intern who has already completed another credential and earned an authorization to teach English learners, the second bullet in the authorization statement above would not be included with the Intern authorization, because the individual will have the English Learner Authorization that was earned with the prior credential. Prospective employers and the public can use the Commission's Look-up web page to view all authorization information for each individual's credentials.

Proposed Intern Authorization Policies:

13. The proposed Intern authorization language above should be adopted by the Commission and put in place through regulations. The authorization should be placed on all intern credentials with an issuance date on or after the effective date of the regulations.
14. In addition to those who already have an authorization to teach English learners, all interns who have passed the CTEL examination or completed the specified English learner preservice preparation and are receiving the specified EL support and supervision and making satisfactory progress toward the preliminary credential, will be authorized to serve English learners when they assume daily teaching responsibilities.

Staff Recommendation

1. Adopt policies regarding intern credentials that address support and supervision, preservice preparation, transparency and the Intern Authorization and amend program standards and preconditions accordingly.

² This authorization statement is from the current university intern single subject authorization for an individual who does not hold a separate ELA. University and district intern credentials have different grade levels authorized in statute; the multiple and single subject and education specialist variations of both types are specified in the draft regulations in Part 3 below.

Part 2: Recommended Intern Preservice Content

The following elements of the Commission’s standards for Multiple and Single Subject Credentials and for Education Specialist Standards are recommended to the Commission for consideration and possible adoption to serve as guidance for intern programs in the development of a specialized English learner training module for interns who enter programs without having an English learner authorization or without having passed the CTEL examination.

Preliminary Teacher Preparation Program Standards: Intern Preservice Preparation Requirements for the English learner Training Module

Preliminary Teacher Preparation Standards, adopted January 2013
Standard 9: Equity, Diversity and Access to the Curriculum for All Children - PreService
a. Candidates examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students. ... Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.
Program Standard 12: Preparation to Teach English Learners
a) Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfer, and how home language literacy connects to second language development.
b) Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students’ language acquisition.
c) Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
d) Candidates learn and understand the importance of students’ family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.
e) Candidates acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students’ language proficiencies and to develop effective instruction that promotes students’ access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).
f) Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.
g) Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.

Preliminary Teacher Preparation Standards, adopted January 2013

h) Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
i) Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.
j) <i>Intern Program Delivery Model:</i> In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD), as applicable to a multiple subjects or single subject content classroom.

Currently, intern preservice programs are required to provide foundational preparation in the areas listed below prior to interns assuming daily teaching responsibilities. The stakeholders on March 21 requested that the Commission provide greater guidance to programs with respect to the standards that need to be addressed during an intern’s core preservice preparation. The table below references Program Standard 1 requirements for intern preservice preparation.

Multiple and Single Subject Standards	Education Specialist Standards
4: Relationships between Theory and Practice 7: Preparation to Teach Reading-Language Arts 8: Pedagogical Preparation for Subject-Specific Content Instruction 11: Using Technology in the Classroom 12: Preparation to Teach English Learners 13: Preparation to Teach Special Populations TPE 8: Learning about students (human development)	9: Preparation to Teach Reading-Language Arts 10: Preparation to Teach English Language Learners 11: Typical and Atypical Development 13: Curriculum and Instruction of Students with Disabilities 15: Field Experience in a Broad Range of Service Delivery Options TPE 8: Learning about students (human development)

Staff Recommendations

2A: Staff recommends that the Commission adopt the proposed additional content specific to the teaching of English learners that must be completed during the preservice component in conjunction with the full scope of intern preparation and support. Completion of this additional preparation would only be required for interns who do not already hold an English learner authorization or who have not taken and passed the CTEL examination.

2B: Staff recommends that the Commission require all intern programs to submit their pre-service program, addressing the required standards for Intern preservice preparation and the additional requirements for English learner preparation, for review and approval by April, 2014. These program proposals should be developed and considered in relation to the overall program of study proposed by the program and approved by the Commission.

2C: Staff recommends that the Commission direct the Executive Director to convene a group of experts to develop guidelines that address the full scope of standards that must be addressed during the preservice component of intern preparation programs and bring recommendations to the Commission by June of 2014.

Part Three: Proposed Addition of §80033 to Title 5 of the California Code of Regulations

The Commission has historically relied on the provisions of the Education Code (EC) for the issuance of intern teaching credentials. The proposed addition of §80033 to Title 5 of the California Code of Regulations is to clarify, interpret, and make specific the EC sections pertaining to intern teaching credentials and to implement recent policy decisions by the Commission with respect to supervision and support, the preservice requirement, and the English learner and bilingual authorizations.

Summary of Proposed Regulations

(a): Lists the types of and areas available on intern credentials and cites the relevant EC sections that authorize the Commission to issue university and district intern credentials.

(b): Explains the support and supervision that must be provided to all individuals who hold intern credentials.

(b)(5): Explains the additional support that must be provided to individuals who enter an intern program without an English learner or bilingual authorization listed on a previously issued document.

(b)(5)(C): States that individuals who pass the CTEL examinations prior or subsequent to the issuance of an intern credential may be exempted from the additional support.

(c): Details the minimum requirements for issuance of both types of intern credentials.

(d): Clarifies that an intern credential shall be issued with an English learner or bilingual authorization if the applicant does not hold such an authorization at the time he/she enters the program.

(e): States that intern credentials will be restricted to service with a California employing agency.

(f): Establishes the initial validity periods (term) for university and district intern credentials as provided in the EC.

(g): Prefaces the section that details the authorizations for both types of intern credentials.

(g)(1): Provides the statement that will be listed on all intern credentials for transparency purposes.

(g)(2): Establishes the authorizations for university intern credentials.

(g)(3): Establishes the authorizations for district intern credentials.

§ 80033. Intern Teaching Credentials.

(a) The Commission may issue the following types of multiple subject, single subject, and education specialist instruction intern credentials:

- (1) University intern credentials pursuant to Education Code section 44452.
- (2) District intern credentials pursuant to Education Code section 44325.

(b) Support and Supervision.

- (1) Intern programs are a partnership between the Commission approved program sponsor and the California employing agency that elects to employ an individual on the basis of an intern credential. Prior to an intern teacher assuming daily teaching responsibilities, a signed Memorandum of Understanding must be in place between the Commission approved program sponsor and the California employing agency detailing the support and supervision that will be provided.
- (2) The Commission approved program sponsor in cooperation with the California employing agency shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential. The Commission approved program sponsor, employing agency, and the intern teacher shall concur on the program planned.
- (3) Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.
- (4) A minimum of 15 hours of support/mentoring and supervision shall be provided to each intern teacher per month to assist with course planning, coaching within the classroom, and problem-solving regarding students, curriculum, and effective teaching methodologies.
- (5) The following additional support and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1:
 - (A) The Commission approved program sponsor shall provide 5 hours of supervision per month, including in-classroom coaching, specific to the needs of English learners.

(B) The California employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to (b)(3) provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.

(C) An individual who passes the CTEL examinations specified in section 80015.3(b) prior or subsequent to the issuance of the intern credential may be exempted from the provisions of (b)(5)(A) and (b)(5)(B).

(c) The following are the minimum requirements for a university or district intern credential:

(1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of higher education.

(2) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute or regulation.

(3) Demonstration of knowledge of the Constitution of the United States as provided in Education Code section 44335.

(4) Subject-matter knowledge.

(A) Multiple subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(A).

(B) Single subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(B).

(C) Education specialist instruction intern credential applicants shall meet this requirement as specified in section 80048.8(a)(4).

(5) Enrollment in a Commission approved program as follows:

(A) For the multiple subject and single subject university or district intern credential, a program based on the *SB 2042 Multiple Subject and Single Subject Preliminary Credential Program* (rev. 4/13), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(B) For the education specialist instruction university or district intern credential, a program based on the *Education Specialist Teaching and Other Related Services Credential Program Standards* (rev. 4/13), available on the Commission's website

and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

- (6) Completion of preservice preparation provided by a Commission approved program sponsor as detailed in the program standards referenced in (c)(5):
- (7) Submission of an application form as defined in section 80001; the processing fee as specified in section 80487; and fingerprint clearance as specified in section 80442.
- (8) Recommendation from a Commission approved intern program as specified in Education Code section 44227(b).

(d) Intern credentials shall be issued with one of the following authorizations:

- (1) An English learner authorization if the intern teacher enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1; or
- (2) A bilingual authorization if:
 - (A) the intern teacher enters the program with or without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction credential or a valid English learner or CLAD Certificate issued pursuant to section 80015; and
 - (B) requested by a Commission approved bilingual authorization program based on the *Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization* (rev. 1/13), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(e) An intern credential shall be restricted to service with the California employing agency identified by the Commission approved program sponsor.

(f) Term.

- (1) An intern credential issued pursuant to this section, except the education specialist instruction district intern credential, shall be initially issued for no more than two years.
- (2) The education specialist instruction district intern credential shall be initially issued for no more than three years.

(g) Authorization.

- (1) The following shall be listed on each intern credential: “This individual has completed preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission approved intern preparation program. The individual must be supported by both the Commission approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential.”
- (2) The university intern credential authorizes the following:
 - (A) A multiple subject university intern credential authorizes the holder to provide the services specified in sections 80003(a) through (d) in grades twelve and below, including preschool, and in classes organized primarily for adults.
 - (B) A single subject university intern credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults as specified in sections 80004(a) through (e).
 - (C) An education specialist instruction university intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).
 - (D) A university intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:
 - (1) Multiple subject: within the settings and grade levels specified in (g)(2)(A).
 - (2) Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
 - (3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).
 - (E) A university intern credential with a bilingual authorization also authorizes the holder to provide instructional services as specified in Education Code section 44253.4(a) in the language(s) listed.
- (3) The district intern credential authorizes the following:
 - (A) A multiple subject district intern credential authorizes the holder to teach self-contained classes in grades kindergarten through eight.

- (B) A single subject district intern credential authorizes the holder to teach departmentalized courses within the content area(s) listed on the document in grades six through twelve.
- (C) An education specialist instruction district intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).
- (D) A district intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:
- (1) Multiple subject: within the settings and grade levels specified in (g)(3)(A).
- (2) Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
- (3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).
- (E) A district intern credential with a bilingual authorization also authorizes the holder to provide instructional services as specified in Education Code section 44253.4(a) in the language(s) listed.

Note: Authority cited: Section 44225(a) Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(b), 44252(b), 44253.2(a), 44253.2(b), 44253.4(a), 44325, 44326, 44335, 44373(c) 44452, 44453, 44454, 44455, 44457, 44458, 44459 and 44461, Education Code.

Staff Recommendation

3. Staff recommends that the Commission review, amend as necessary, and adopt the proposed regulations in order to schedule a public hearing.

Next Steps

Following Commission adoption of policies and/or revised standards, and consistent with any direction provided by the Commission to staff, an implementation plan for working with Intern programs to make the transition to meeting the new policies and/or standards could also be presented for review.

When	What
July 2013	Staff works with Intern programs to understand the Support/Supervision and Preservice requirements and the timeline to implement the requirements
August 1-2, 2013	Proposed date for Public Hearing on the Intern Regulations
Fall 2013	Intern programs may begin to submit documentation showing how the Commission’s Support/Supervision and Preservice

	requirements are met
January 2014	If the public hearing is in August and the proposed regulations are approved by the Office of Administrative Law, regulations would take effect; all individuals recommended for an Intern Credential must meet the requirements and will earn the authorization that is in the proposed regulations
April 30, 2014	All intern programs must be approved under these regulations and modified standards for Preservice, support and supervision.
June, 2014	Expert

Appendix A
March 21, 2013 Stakeholders

First Name	Last Name	Program Sponsor / Institutional Affiliation
John	Affeldt	Public Advocates Inc.
Layla	Avila	The New Teacher Project
Shannon	Blankenship	Teach For America
Danette	Brown	California Teachers Association
Lauri	Burnham-Massey	California Association for Bilingual Education/ Californians Together
Mark	Calonico	Sacramento County Office of Education
Diane	Carnahan	Teachers College of San Joaquin/San Joaquin County Office of Education
Courtney	Franklin	Teach For America
Louise	Gammon	Teachers College of San Joaquin, IMPACT Program
Doug	Gephart	Association of California School Administrators
Heather	Harding	Teach For America
Tara	Kini	Public Advocates
Bob	Loux	Teachers College of San Joaquin/San Joaquin County Office of Education
Michelle	Low	California Charter Schools Association
Bill	Lucia	EdVoice
Shane P.	Martin	Loyola Marymount University
Rigel	Massaro	Public Advocates
Lee	McGoldrick	Teach For America
Raegen	Miller	Teach For America
Sarah	Morrill	Teach For America
Corinne	Muelrath	Intern Regional Directors
Patricia	Pernin	Los Angeles Unified School District/ California Teacher Corps
Gary	Ravani	California Federation of Teachers
Jane	Robb	California Teachers Association
Sharon	Russell	CalStateTEACH
Eric	Scroggins	Teach For America
David	Simmons	California County Superintendents Education Services Association/ Ventura County Office of Education
Jenny	Teresi	Human Resource Administrators, San Bernardino/Riverside & California County Superintendents Education Services Association
Sal	Villasenor	Association for California School Administrators

First Name	Last Name	Program Sponsor / Institutional Affiliation
Beverly	Young	California State University
Martha	Zaragoza Diaz	California Association for Bilingual Education & Californians Together
Webcast Attendees		
Brooks	Allen	American Civil Liberties Union of Southern California
Diane	Brantley	California State University, San Bernardino
Teri	Burns	California School Boards Association
Betty	Cao	Chinese for Affirmative Action
Michelle	Culver	Teach for America
Lisa	Delmar-Edmonds	Alliant International University
Michelle	Grace	Mt. Diablo Unified School District / Rex & Margaret Fortune School of Education
Siegrin	Heiss	Point Loma Nazarene University, Bakersfield
Magaly	Lavadenz	Loyola Marymount University
Robin	Lund	Fortune School of Education
Amy	Reising	High Tech High Charter Schools
Chris	Reising	San Diego County Office of Education
Tine	Sloan	University of California
Susan	Westbrook	Antioch University Santa Barbara
Anne	Yarroll-Melnick	San Diego Unified School District

Appendix B

The stakeholder group reached consensus regarding Support and Supervision. The document below reflects that consensus.

Support and Supervision

Intern programs are the result of a partnership between the institution preparing teachers and the employer. As a result the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The combination of employer-provided support/mentoring and preparation program supervision provided to the intern should be a minimum of 2 -4 hours per week. All interns should receive support in weekly course planning, coaching within the classroom, problem-solving regarding students, curriculum, and teaching as needed in order to meet the Teaching Performance Expectations and teach effectively.

Additionally, for interns who have *not yet completed the preparation to teach English learners*, the employer must assign the support/mentor or other designated individual at the point of hire, prior to becoming teacher of record to further support effective teaching of English learners. ***The guidance and assistance provided must exceed that provided to other interns or newly certificated and employed school personnel.***

There must be a signed Agreement/Memorandum of Understanding between the Commission-approved teacher preparation program and the employer, which should clearly outline the roles and responsibilities of each party and should include, but not be limited to the following:

Shared Responsibilities	
<i>The employer and Commission-approved Intern Program are equally responsible for assuring the following occur. The MOU must clearly define how, when, and by whom.</i>	
Identify the Individual(s) and the Roles/Responsibility related to: Weekly course planning, Coaching within the classroom, Problem-solving regarding students, curriculum, and teaching	
Establish process for communication between principal/evaluator and program supervisor.	
Clearly defined documentation and monitoring process for additional services to interns who have not yet completed ELA	
Employers	Commission-Approved Intern Program
<i>Employers are responsible for ensuring that the intern they have hired is supported and there is adequate supervision.</i>	<i>The Program is responsible for ensuring that the intern in their program is supervised and there is adequate support.</i>
Clearly defined description of qualifications for employer provided support/mentor	Clearly defined description of qualifications of Commission-approved program supervisor
Designation of employer-provided support/mentor with clear credential including verification of minimum of three years of experience, valid credential which is same level or type as intern, and EL Authorization.	Provision of support/mentor training and orientation.
	Employer-provided support/mentoring documentation and monitoring process.

Identification of protected time within the school day for employer-provided support/mentor to work with intern including clearly defined expectations for type/frequency of support.	Specific responsibilities of program supervisor including allocation of time/frequency of observations and/or coaching
Terms of employment of site-support (examples-retiree, contracted with COE or other agency, current school employee)	Procedures for access between Commission-approved program supervisor and on-site support/mentor as appropriate
<i>Allocation of <u>Additional</u> personnel, time, and resources for individuals who have not yet completed ELA</i>	
Identify individual* who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and for support language accessible instruction, through in-classroom modeling and coaching as needed. <i>*may be the same mentor providing they have EL authorization and immediate availability.</i>	Provide supervision including in-classroom coaching specific to the needs of English Learners.