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Information

General Session

Update on Alternative Certification (Intern) Programs

Executive Summary: This agenda item presents a background review of Alternative Certification (Intern) Programs.

Recommended Action: For information only

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Strategic Plan Goal:

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

December 2013

Update on Alternative Certification (Intern) Programs

Introduction

The Commission has set the goal to establish and maintain educator preparation, development, and career pathways as a shared responsibility among institutions of higher education, employers and state agencies. This goal has been met in part by establishing and supporting innovative teacher development programs, including alternative routes to certification, or intern programs. This item provides information about the purpose of and candidate eligibility for these programs, the programs' current status, and recent actions the Commission has taken related to intern programs. Additionally, three intern program sponsors will present information about their programs and answer questions about intern programs.

Background

The Commission's alternative route to certification option for candidates provides an expedited entry to teaching and programs can be sponsored by a college or university or an approved Local Education Agency (LEA). Unlike programs in many other states, intern programs in California must meet the same program standards as traditional preliminary teacher preparation programs. Candidates seeking a credential through an alternative route (intern) must demonstrate subject matter competence for a specific credential sought prior to participation in a Commission-approved District or University Intern program, and are issued an intern credential. The intern credential coupled with their enrollment in an approved intern program qualifies candidates to begin classroom teaching as the "teacher of record."

Intern Programs: One Pathway to Preliminary Teacher Certification

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 operated by colleges, universities, school districts, and county offices of education. The program provides teacher preparation coursework and an organized system of support from college and district faculty. Completion of an intern program results in the same credential as is earned through a traditional teacher preparation program.

An intern credential is issued by the Commission when a school district or county office of Education (LEA) employs an intern and agrees to provide support and participate in the program. Alternative certification requires collaboration between the teacher preparation program and the employing LEA, with both parties having responsibilities for support of the intern while they are employed on the credential. A LEA can hire an intern only when a suitable fully prepared teacher is not available.

Eligibility

To qualify for an intern credential, 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 requirement, U.S. Constitution requirement, and obtain character and identification clearance and be serving as the teacher of record in a public school. The individual must also be enrolled and participating in a Commission-approved intern program.

A Variety of Intern Program Models

All intern programs are held to the same standards of program quality as other pathways leading to a preliminary teaching credential. As with traditional student teaching-based programs, there are diverse program models. Intern programs typically fall into three designs, each of which is described below. All programs work in partnership with the employing LEAs.

Intentional Cohort Programs

These intern programs tend to stand alone within an institution. Candidates are identified early as seeking an internship and are enrolled in the intern preservice component of the program. Upon completion of preservice, candidates are placed in cohorts and take most if not all courses together and concurrent with their experience as teacher of record. Instruction is purposely concurrent with teaching experience. This contextual learning is designed to provide immediate instruction and support relative to the interns' needs. Supervision and coursework strongly link theory to practice. These programs are usually spread over two years, although some education specialist intern programs take three years.

Recently, this model has also included programs specifically designed for individuals who already hold a general education teaching credential and are now seeking an education specialist credential. Candidates are placed in cohorts specifically designed for experienced general education teachers transitioning to special education. This is usually a one-year program. Information collected from intern programs during 2009-2011 showed that more than 1500 general education teachers have become special education teachers using this route.

Student Teaching Programs with Intern Credential Option

Within this program model, candidates are enrolled in traditional student teaching-based programs and complete coursework and fieldwork within those programs. Employers sometimes have an unexpected vacancy and approach a student teacher about filling the vacancy. The program assists the employer by moving the student teacher to an intern credential. Candidates in these programs are usually on an intern credential for less than one year.

Combined Intern/Traditional Program

Within this program model, candidates from both alternative and traditional pathways take coursework together which is completed for the most part prior to the candidate's being recommended for an intern credential. Once coursework is completed, the candidate is advanced to either student teaching or an internship. The intern portion of these programs is usually one year in duration.

Legislated Purpose for Intern Programs

In 1967, the Teacher Education Internship Act of 1967 established the university programs; in 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Senate Bill 813) authorizing districts to develop and implement district internship programs. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide state funding for teaching internship programs managed by the Commission. In 2007, Senate Bill 1209 (Scott, Chap. 517, Stats. 2006) established additional funding for "enhanced programs" which provided additional support for eligible participants. Although dedicated per-teacher funding ended as part of the Local Control Funding Formula established in the 2013 Budget Act, alternative teacher certification programs continue to provide an additional pathway into the teaching profession.

Three purposes and goals of the alternative certification program were set forth in the enabling statutes and policies:

1. Expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, as well as those who bring valuable attributes and experiences into teaching. These groups include but are not limited to:
 - Under-represented minorities
 - Career changers, including paraprofessionals advancing to teaching
 - Individuals committed to teaching in hard-to-staff schools
 - Teachers for content and credential shortage fields
 - Individuals unable to enter a traditional program due to economic or other reasons.
2. Respond immediately to pressing staffing needs while providing professional preparation for interns that is extensive and systematic, links education theory with classroom practice throughout each intern’s preparation, and takes advantage of the experiences that interns bring with them.
3. Provide individualized, intensive support and supervision that is standards-based and performance-driven to maximize the success by investing in these teachers so that they will have the skills to succeed and the commitment to stay in hard-to-staff classrooms.

Current Status of California’s Intern Programs

There are 222 intern programs (Multiple Subject, Single Subject and Education Specialist) offered at 65 institutions (Appendix A provides a listing of institutions and programs). Of these, 202 programs are sponsored by IHEs and 20 programs are sponsored by LEAs. The information in the table below is the number of intern credentials recommended each year. An intern credential is valid for two (multiple or single subject) or three (education specialist) years. The best estimate of the total number of interns in the public schools is approximately double the number of intern credentials issued in the year. University interns comprised 0.7% of the 2011-12 California teaching force; district interns comprised 0.1%. There has been a decline the number of intern credentials issued as seen in the table below.

Table 1: Ten Year Data on Number and Type of Intern Credentials Issued

	Multiple Subject		Single Subject		Special Education		Total*
	#	%	#	%	#	%	
2002-03	3,918	55.6	1,842	26.2	1,278	18.2	7,038
2003-04	2,651	35.3	2,701	35.9	2,167	28.8	7,519
2004-05	1,577	26.6	2,376	40.1	1,971	33.3	5,924
2005-06	1,462	22.3	2,618	39.9	2,483	37.8	6,563
2006-07	1,521	20.4	2,905	39.0	3,017	40.5	7,443
2007-08	1,435	19.7	2,919	40.0	2,947	40.4	7,301
2008-09	877	15.3	2,179	38.0	2,682	46.7	5,738
2009-10	463	11.5	1,328	33.0	2,228	55.4	4,019
2010-11	789	19.6	1,236	30.7	2,383	59.2	4,408
2011-12	337	12.5	747	27.8	1,607	59.7	2,691
2012-13	313	11.6	667	24.8	1,621	60.2	2,601

*Interns may seek more than one type of credential.

Currently 956 districts and county offices of education (58) employ interns. Most of these employers collaborate with more than one Commission-approved intern program when hiring

interns, the majority of districts employ interns from four or fewer program. However, 199 districts/charters employ interns from a single Commission-approved intern program while Los Angeles Unified School District employs interns enrolled in 36 different alternative certification programs, including their own Commission-approved district intern program. All employing districts must enter into partnership agreements with each intern program to ensure adequate support and supervision.

Intern Distribution as Reported through the Intern Consent Form

Prior to 2008, programs were required to enroll interns in the Intern Participant Consent database as a mechanism for per capita funding. After 2008, funding moved into flexible Tier II funding and then into the Local Control Funding Formula (LCFF), thus eliminating this funding, data collection and tracking mechanism. Each year, interns are strongly encouraged to provide demographic data by completing the Intern Participant Consent Form and the request has been extended beyond participants in programs that had previously received grant funds to include all participants in intern programs. Approximately 2600 interns completed the consent form in 2012-13. Although, the response rate was only about 50%, some interesting data, as summarized below, emerged that address the purposes outlined in legislation.

Although one purpose of the alternative route to teacher certification is to bring career changers into the profession, in recent years there has been a shift in focus and priority. With the economic downturn and resulting teacher layoffs especially in multiple subjects, many general education credentialed teachers sought positions in special education through enrolling in education specialist intern programs. The majority of interns reported on the intern consent form that they had prior classroom experience.

- 58% of respondents had prior classroom experience when they entered their intern program.
 - 16% had held substitute, provisional, or emergency permits
 - 25% had previous teaching experience (other credentials or private school)
 - 17% were paraprofessionals and entered the intern program to advance to teaching

Another goal of the alternative teacher certification legislation was to meet the need for teachers in shortage areas. As mentioned earlier, the Intern Participant Consent Form is voluntary and therefore does not represent the entire population of interns. The data available, however, is illustrative of efforts to meet this goal:

- 366 respondents were new math and science teachers who entered the classroom on intern credentials in 2012-13.
- 1,687 respondents were interns in special education classrooms, including 651 respondents teaching in moderate/severe, early childhood and low-incidence special education. It is important to note here that many (about half) of these individuals were not new to the teaching profession, but entered the intern program to transition to a shortage area and already hold a general education teaching credential.

California's intern programs continue to bring proportionally more underrepresented minorities (49%) into teaching compared to approximately 34% of the current teacher workforce in California. The Hispanic/Latino and Asian/Southeast Asian teacher candidate population has

grown to comprise approximately one-third of the intern participants. African Americans make up 8% of the intern population.

Commission Actions to Ensure that Intern Programs are of High Quality

During the April 2013 Commission meeting the Commission took action to adopt policies and proposed regulations regarding intern credentials that address issues related to support and supervision, and preservice preparation (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3C.pdf>). Intern programs, in conjunction with the employing LEA, pending approval of regulations, will be required to provide a minimum of 144 hours of general support and supervision for all interns, with an additional 45 hours of specific support for teaching English learners for all interns that do not previously hold English learner authorizations. Specific content was adopted regarding the teaching of English learners (EL) that must be completed during the preservice component and staff was directed to develop guidelines that address the full scope of standards covered in preservice and bring forward recommendations to the Commission.

As a result of these actions, Program Sponsor Alert 13-06, <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-06.pdf>, was issued directing intern programs to revise their intern preservice programs and support and supervision structures in anticipation of the proposed regulations taking effect in 2014. Programs that enroll new interns in the spring semester submitted Intern Program Modification plans by November 1, 2013. These plans included changes to the EL content in preservice, revised syllabi, and implementation plans for new requirements related to support and supervision. Thirty-five (35) institutions sponsoring 128 programs submitted Program Modification documents for the November deadline. Intern programs with Fall/Summer start dates will submit Program Modification documents by February 1, 2014. Documents are currently being reviewed by experts in the field. Only intern programs with approved program modification plans will be able to submit applications for an intern credential once the regulations take effect.

Intern programs are required to provide a minimum of 120 hours of preservice preparation that addresses general foundational preparation, classroom management and planning, subject specific or specialty content pedagogy, reading/language arts, human development, special populations, and English learners prior to candidates being recommended for an intern credential and becoming the teacher of record. This preservice requirement is in addition to the full teacher preparation program described by the program standards. In addition to the modifications made to their intern preservice related to preparing teachers to teach English learners, programs were also required to submit data through an online survey regarding the remaining components of their intern preservice preparation programs required by program standards and preconditions. The response rate was 100%. All intern program sponsors completed the survey by November 1, 2013 when it was due.

Programs described the scope of their intern preservice programs in each area required by the program standards (see Appendix B). Standards and preconditions require that each intern must complete a minimum of 120 hours of preservice prior to being recommended for an intern credential. The survey also included questions regarding whether preservice fieldwork activities related to each of the topics were provided.

Programs were also given an opportunity to provide information on other areas covered within their intern preservice programs but not required within program standards. Survey data is being analyzed and information regarding intern preservice will be presented in the future.

Intern Program Examples

Two or three intern programs will share information on their programs. Brief descriptions will be posted early in the week of the Commission meeting. The programs have been asked to address the following topics:

- Description of intern model
- Description of population served—who are the interns? In what schools or populations do the interns teach?
 - How are interns selected, supported, and if necessary, counseled out?
- How does the program ensure that interns are prepared to meet the needs of all students, including English learners and learners with special needs?
 - How is the program addressing the new intern requirements adopted by the Commission?
- How does the program ensure frequent, regular, relevant support and supervision that is of high quality?
 - How are individuals who provide support selected, trained and supported?
- How is the program working with the local control funding formula?
- How should we be thinking about the shift from funding to standards and accreditation as the State's primary accountability levers?
- Challenges and Successes

Next Steps

The Commission's discussion on this topic will help inform future efforts to update and strengthen preliminary educator preparation standards related to Intern Programs.

Appendix A
Commission-Approved Active Intern Programs

Institution	Multiple Subject	Single Subject	Education Specialist							Total
			M/M	M/S	ECSE	DHH	VI	PHI	LAD	
CSU Total	17	20	19	18	9	2	2	2	0	89
1. Pomona	✓	✓	✓	✓						4
2. Bakersfield	✓	✓	✓	✓						4
3. Channel Islands	✓	✓	✓							3
4. Chico	✓	✓	✓	✓						4
5. Dominguez Hills	✓	✓	✓	✓	✓					5
6. East Bay	✓	✓	✓	✓						4
7. Fresno	✓	✓	✓	✓						4
8. Fullerton		✓	✓	✓	✓					4
9. Long Beach	✓	✓	✓	✓						4
10. Los Angeles	✓	✓	✓	✓	✓		✓	✓		7
11. Monterey Bay	✓	✓								2
12. Northridge	✓	✓	✓	✓	✓	✓				6
13. Sacramento			✓	✓	✓					3
14. San Bernardino	✓	✓	✓	✓	✓					5
15. San Marcos		✓	✓	✓						3
16. Stanislaus	✓	✓	✓	✓						4
17. CalState TEACH	✓									1
18. Humboldt State	✓	✓								2
19. San Diego State	✓	✓	✓	✓	✓					5
20. San Francisco State	✓	✓	✓	✓	✓		✓	✓		7
21. San Jose State		✓	✓	✓	✓	✓				5
22. Sonoma State		✓	✓	✓						3
UC Total	3	4	2	1	0	0	0	0	0	10
23. Berkeley		✓								1
24. Los Angeles	✓	✓	✓							3
25. Riverside	✓	✓	✓	✓						4
26. San Diego	✓	✓								2
Private Total	29	27	27	13	2	4	0	1		103
27. Alliant International University	✓	✓	✓							3
28. Antioch University			✓							1
29. Azusa Pacific University	✓	✓	✓	✓						4
30. Brandman University	✓	✓	✓	✓						4
31. California Baptist University	✓	✓	✓	✓						4
32. California Lutheran University	✓	✓	✓	✓		✓				5
33. Chapman University			✓	✓						2
34. Claremont Graduate University	✓	✓	✓	✓						4
35. Dominican University of California	✓	✓	✓							3
36. Fresno Pacific University	✓	✓	✓	✓	✓			✓		6
37. Holy Names University	✓	✓	✓							3

Institution	Multiple Subject	Single Subject	Education Specialist							Total
			M/M	M/S	ECSE	DHH	VI	PHI	LAD	
38. La Sierra University	✓	✓								2
39. Loyola Marymount University	✓	✓	✓							3
40. Mount St. Mary's College	✓	✓	✓				✓			4
41. National Hispanic University	✓	✓	✓							3
42. National University	✓	✓	✓	✓			✓			5
43. Notre Dame de Namur University	✓	✓	✓	✓						4
44. Pacific Oaks College	✓		✓							2
45. Patten University	✓	✓								2
46. Pepperdine University	✓	✓								2
47. Point Loma Nazarene University	✓	✓	✓	✓						4
48. St. Mary's College of California	✓	✓	✓							3
49. Teachers College of San Joaquin	✓	✓	✓	✓	✓					5
50. Touro University	✓	✓	✓	✓						4
51. University of La Verne	✓	✓	✓							3
52. University of Phoenix	✓	✓								2
53. University of Redlands	✓	✓	✓							3
54. University of San Diego			✓				✓			2
55. University of San Francisco	✓	✓	✓							3
56. University of the Pacific	✓	✓	✓	✓						4
57. Western Governors University	✓									1
58. Whittier College	✓	✓	✓							3
LEA Total	4	5	6	4	1	0	0	0	0	20
59. Bay Area School of Enterprise (REACH Institute)	✓	✓								2
60. High Tech High	✓	✓	✓							3
61. Los Angeles Unified School District		✓	✓	✓						3
62. Mt. Diablo Unified School District	✓	✓	✓							3
63. Orange County Department of Education			✓	✓						2
64. San Joaquin County Office of Education	✓	✓	✓	✓	✓					5
65. Stanislaus County Office of Education			✓	✓						2
Grand Total	53	56	54	36	12	6	2	3	0	222

Within the last five years, 23 intern programs have moved to Inactive status and 7 intern programs have been withdrawn. The Inactive programs include 12 multiple subject, 7 single subject, 3 mild/moderate, and 1 moderate/severe programs. The programs that have been withdrawn are 5 multiple subject, and 2 single subject.

Appendix B

Intern Preservice Survey Content

Survey Topics from Program Standards Covered in Preservice

General Foundational Preparation including Classroom Management and Planning

- Research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.
- Information about relationships between the background characteristics of students and inequities in academic outcomes of schooling in the United States, and the effect of teacher expectations on student achievement.
- Information about the social, emotional, cognitive, cultural, and pedagogical factors impacting student learning outcomes, and how a teacher's beliefs, expectations, and behaviors strongly affect that learning.
- Information about the importance of challenging students to set and meet high academic expectations for themselves.
- Introduction to the use of multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.
- Examination and reflection on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.
- Information about creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.
- Introduction to the Teaching Performance Expectations and the California Standards for the Teaching Profession.

Subject Specific or Specialty Content Pedagogy

- Relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.
- Information regarding how to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health.
- Information about how to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials.
- Introduction of how to plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.
- Introduction to skills that develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.

Reading/Language Arts

- Introduction to how to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
- Information about how to deliver a content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.

Human Development

- Major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education.
- Multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.
- Information about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities and more effectively engage families and communities.

Special Populations

- Basic level of knowledge and skills in assessing the learning abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs.
- Introduction to assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs.
- Issues of language learning as compared to issues of language disability and how these relate to academic achievement.

English Learners

Although this is a mandated topic to be covered in intern preservice, because programs were already submitting revisions to their programs, they were not surveyed in this area beyond asking for basic information regarding whether EL preparation was included for all candidates or only those without prior EL authorization.