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Action

Professional Services Committee

Proposed Requirements for Pre-Service Preparation for Multiple and Single Subject Internship Programs

Executive Summary: This item presents amendments to Commission policy to require that all multiple and single subject interns complete foundational preparation before an Intern Credential is issued. In order to meet No Child Left Behind “Highly Qualified” status, all multiple and single subject interns must complete pre-service preparation.

Recommended Action: That the Commission adopts the two proposed recommendations on pre-service preparation for all multiple and single subject teaching intern programs.

Presenter: Michael McKibbin, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

Proposed Requirements for Pre-Service Preparation for Multiple and Single Subject Internship Programs

Introduction

At the November 2007 meeting, the Commission reviewed proposed requirements for pre-service preparation for all Multiple and Single Subject Internship Programs. Staff brought this agenda item forward in order to establish parity in the pre-service requirements for the two types of Internship programs authorized by California statutes: District Intern and University Intern. The Commission directed staff to move forward with the concept of providing similar pre-service preparation requirements for both District and University Internship programs. This agenda item provides two recommendations for implementing the pre-service requirements.

Establishing the Pre-Service Preparation Requirement for Both District Internship and University Internship Programs

The University Intern and District Intern Education Code sections vary in terms of the degree of specificity of their respective requirements. District Intern statutes are specific in terms of length of program, supervision, and elements of the intern's instructional plan. University Intern statutes are specific with respect to admission requirements, including subject matter competence. The statutes are also explicit regarding the need for supervision and assistance (EC §44465). However, the statutes are less specific about what is to be included in the preparation program.

Education Code §44225 (q) requires that all teacher preparation programs meet the Commission's Standards of Program Quality and Effectiveness. Included in those standards are requirements specifically for intern programs, including a requirement that each approved program include pre-service preparation. Pre-service preparation is that portion of the intern's preparation that occurs prior to the intern taking responsibility for a classroom or students as teacher of record. For a District Intern program the pre-service requirements are stated in Education Code §44830.3(b) (3) and are also stated within the Commission's standards in the District Intern Preconditions. University Intern program statutes and related preconditions do not have the same level of specificity.

The most common method of pre-service preparation is offering intensive instruction and field experience in teaching methodology immediately prior to taking responsibility as teacher of record. District Intern statutes and Alternative Certification Funding requirements (for both funded university and district intern programs) state that this experience must be at least 120 clock hours in duration. This requirement may also be met by completion of coursework equivalent to 120 clock hours before becoming an intern such as the semester before or summer term prior to taking responsibility for the intern's classroom. Regardless of the format, the instruction must provide foundational knowledge of the skills and abilities addressed in the Commission's *Teaching Performance Expectations*.

As directed by the Commission, staff reviewed the current requirements in order to align the pre-service requirements for the two types of internship credentials. The first recommendation is based on the current District Intern Precondition relating to pre-service preparation, but has been updated to incorporate the Williams settlement as codified in Education Code §§44225.6 and 44325 as well as to address No Child Left Behind requirements. It also incorporates suggestions by the group of stakeholders reviewing SB 2042 standards this past summer as directed by the Commission, and is consistent with the intent of the original SB 2042 standards development workgroup. The second recommendation addresses the obligation for candidates to verify they have completed the pre-service requirement.

Recommendations

Staff proposes the following two recommendations to establish the pre-service preparation requirement for both types of internship programs and to ensure that pre-service preparation is completed before an intern credential is issued:

1. Modify the Commission's current Preconditions, as follows:

Each internship program includes a minimum 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes introductory preparation relative to Teacher Preparation Program Standards 6, 7, 8, 11, and 13.

(Note: Teacher Preparation Program Standard 6 addresses general pedagogy including classroom management and planning; Standard 7 addresses reading/language arts; Standard 8 addresses subject specific pedagogy; Standard 11 addresses human development; and Standard 13 addresses teaching English Learners.)

2. Include an affidavit as part of the Intern credential application process that requires applicants to verify that pre-service preparation has been completed.