
2B

Action

Professional Services Committee

Adoption of Preconditions for Multiple and Single Subject Intern Programs

Executive Summary: This agenda item presents the proposed revisions to the Preconditions for Multiple and Single Subject Intern programs for Commission consideration and adoption.

Recommended Action: Staff recommends Commission adoption of the proposed Preconditions for Multiple and Single Subject Intern Programs.

Presenters: Terry Janicki, Consultant, and Lawrence Birch, Director, 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

March 2009

Adoption of Preconditions for Multiple and Single Subject Intern Programs

Introduction

At the January 2009 Commission meeting, the Commission took action to adopt the proposed revisions to the SB 2042 Multiple and Single Subject Preliminary Teacher Preparation Program Standards. The Commission asked for additional information related to the preconditions. This agenda item presents the additional information requested. Although the Commission requested a ‘tracked edits’ version of the Preconditions to understand how the proposed changes are different from the adopted preconditions, the proposed changes are quite complicated and a ‘tracked edits’ version was unreadable. Therefore this agenda item presents both the adopted Multiple and Single Subject preconditions (Appendix A) and the proposed intern preconditions (Appendix B).

Background

Along with the review of the SB 2042 Multiple and Single Subject Teacher Preparation Program Standards, staff reviewed the preconditions for Multiple and Single Subject Teacher Preparation Programs and has proposed edits to clarify the preconditions. The proposed edits are only to the preconditions addressing intern programs.

Currently, four separate sets of preconditions exist for Multiple and Single Subject teacher preparation programs, however, not all preconditions apply to every program. Student teaching based teacher preparation programs must satisfy ten general preconditions and seven preconditions specific to multiple and single subject programs. University intern programs are responsible for satisfying the ten general preconditions, seven multiple and single subject preconditions, and six intern specific preconditions. The district intern programs must address the three sets of preconditions described above and ten additional district intern specific preconditions. In addition, each of these four sets of preconditions is further organized into those preconditions that are based on education code and those based on Commission policy.

This presents a situation that is quite confusing to many. In addition, duplication currently exists across the four sets of preconditions as the same issue is addressed in more than one set of the preconditions. Therefore, in addition to updating the preconditions to reflect current statute and Commission policy, staff suggests some restructuring of the preconditions related to Multiple and Single Subject teacher preparation programs delivered in an intern model.

Summary of Proposed Revisions to the Preconditions Related to Multiple and Single Subject Intern Programs

Instead of presenting the intern specific preconditions in two separate sections—university based and district based, staff is recommending that there should be one set of preconditions that apply to all intern programs. Initially, preconditions for district intern programs were presented separately from the university based intern programs because district intern programs were not included in the Commission’s accreditation system. Now that both types of intern programs are in the accreditation system and both types of intern programs must meet the same program

standards, staff proposes that both types of intern programs satisfy the same preconditions. The proposed preconditions are summarized below and staff has provided a description of where the concept was previously addressed in the four sets of preconditions: general, multiple/single subject, intern, or district intern preconditions. Please see Appendix B for the actual language of the proposed preconditions.

Summary of Proposed Changes to Preconditions for Intern Programs

- (1) Bachelor's Degree Requirement: The requirement that all interns must hold a bachelor's degree is addressed in the preconditions that apply to all intern programs (I #1) and is addressed again in the district specific preconditions (DI #1). Therefore, staff is proposing this one precondition to avoid unnecessary duplication.
- (2) Subject Matter Requirement: The subject matter requirement is addressed in the multiple/single subject preconditions (MS/SS #6) and it is also addressed in the district specific preconditions (DI #3). Staff is recommending this subject matter precondition because it clearly specifies that all individuals admitted to an intern program must have satisfied the subject matter requirement.
- (3) Pre-Service Requirement: The pre-service requirement is addressed by the district intern preconditions (DI # 7) and is not currently addressed in the general intern precondition. Staff recommends that all intern programs must satisfy the pre-service requirement.
- (4) Professional Development Plan: The professional development plan is currently addressed in the district intern preconditions (DI #7). The provision for a professional development plan does not have to be addressed by university intern programs currently. Staff recommends that all intern programs satisfy this precondition.
- (5) Supervision of Interns: Currently all intern programs must satisfy this precondition (I #2) and staff recommends maintaining this precondition for all intern programs.
- (6) Assignment and Authorization: Currently all intern programs must satisfy this precondition (I #3) and staff recommends maintaining this precondition for all intern programs.
- (7) Participating Districts: Currently all intern programs must satisfy this precondition (I #4) and staff recommends maintaining this precondition for all intern programs.
- (8) Early Program Completion Option: Currently the preconditions address the early completion option in the district intern specific preconditions (DI #8). According to the education code all multiple and single subject intern programs must offer an early completion option, therefore, staff recommends that all intern programs satisfy this precondition.
- (9) Length of Validity of the Intern Certificate: Currently this precondition only applies to district intern programs (DI #9) but the length of the intern certificate is the same for university and district intern credentials. Therefore, staff recommends that all intern programs satisfy this precondition.

- (10) Non-Displacement of Certificated Employees: Currently all intern programs must satisfy this precondition (I #5) and staff recommends maintaining this precondition for all intern programs.
- (11) Justification of Internship Program: Currently all intern programs must satisfy this precondition (I #6) and staff recommends maintaining this precondition for all intern programs.
- (12) Bilingual Language Proficiency: This concept was previously addressed in the preconditions specific to district intern programs and was not required of university-based intern programs. The adopted precondition is titled Oral Language Proficiency (DI #5). Staff recommends updating the precondition so that it references the current examination and requires that all intern programs satisfy the requirement.

Concepts Addressed in the Adopted Preconditions That are Not Proposed for the Revised Intern Preconditions

Three of the adopted preconditions specific to intern programs are being recommended for removal from the revised preconditions for all intern programs. In each case, the precondition is already addressed either in the general preconditions that all educator preparation programs must satisfy, in the general intern preconditions, or in the adopted program standards.

- General precondition #9 addresses the CBEST or basic skills requirement and applies to all educator preparation. The second district intern precondition was duplicative of the general precondition related to the CBEST examination or the basic skills requirement. Therefore, adopted district intern precondition #2 is not recommended for retention.
- General precondition #7 addresses the requirement that each institution must submit data and respond to requests from the Commission. The current district intern precondition #10 addresses this same issue and requires that district intern programs must be evaluated. Since district intern programs participate in the Commission's accreditation system, there is ongoing evaluation. Therefore, adopted district intern precondition #10 is not recommended for retention.
- District intern precondition #6 addresses the requirement that all district interns receive guidance and assistance during the program. All intern programs are required by the adopted program standards to provide guidance and assistance during the program. The types and level of guidance and assistance is reviewed by members of the Board of Institutional Reviewers (BIR) during accreditation activities. Therefore, adopted district intern precondition #6 is not recommended for retention.

Recommendation

Staff recommends that the Commission approve the proposed Preconditions for Multiple and Single Subject Intern Programs as presented in Appendix B of this agenda item.

Appendix A

Current Preconditions for Multiple and Single Subject Preliminary Teacher Preparation Programs

Preconditions for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials

Adopted May 2, 2002
(Amended November 6, 2003)

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions

without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that,

upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Program Standard 17 – Candidate Qualifications. The standard requires that Multiple and Single Subject Credential candidates must pass the CBEST prior to daily student teaching.

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate’s personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

- (1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional

preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

Clarification of Program Precondition 1

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission’s Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not applicable.

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

- (3) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*
- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not Applicable

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

(Effective July 1, 2004)

- (6) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Sections 44259 (b) (5).*
- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
 - For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having

completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

(Number and revised format added after initial adoption.)

(7) Completion of Requirements. A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Passage of the California Basic Education Skills Test (CBEST)
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Preconditions Established by State Law for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

- (1) Bachelor's Degree Requirement.** *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.*
- (2) Supervision of Interns.** *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*
- (3) Assignment and Authorization.** *To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the*

instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

- (4) **Participating Districts.** *Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Section 44321 and 44452.*

Specific Preconditions Established by the Commission for Internship Programs

For initial program accreditation and continuing accreditation, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.

- (5) **Non-Displacement of Certificated Employees.** *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*
- (6) **Justification of Internship Program.** *When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Preconditions Established by State Law for District Internship Credential Applicants

Applicants for District Intern Certificates must meet the requirements listed below. Therefore, for initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts must ascertain that applicants meet the following requirements of state law before the District Intern Certificate will be issued.

- (1) **Bachelor's Degree Requirement.** *Each intern admitted into the program has a baccalaureate degree from a regionally accredited institution of higher education.*
 - (a) *Applicants who will teach in departmentalized classes in grades six to twelve (including bilingual) must have completed an undergraduate academic major or minor in the subjects(s) to be taught. Reference: Education Code Section 44325 and 44326.*
 - (b) *Applicants who will teach in self-contained classes in kindergarten or grades one to eight (including bilingual) must have completed an undergraduate degree with an academic major or minor, or a diversified or liberal arts program. The degree program must include the subject matter coursework prescribed in Section 44314 of the Education Code. Reference: Education Code Section 44326.*

- (2) **California Basic Educational Skills Test.** Each intern admitted into the program has passed the California Basic Educational Skills Test. Reference: Education Code 44325 (c) (2).
- (3) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the District Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the District Intern is authorized to teach. Reference: Education Code Section 44325(c) (2).
- (4) **Certificate of Clearance.** Each intern admitted into the program has a Certificate of Clearance verifying the intern's personal identification and good moral character. Reference: Education Code Section 44325 (d).
- (5) **Oral Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the oral language component (speaking only) of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Specific Preconditions Established by State Law for District Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, the governing board of participating districts must certify that the following requirements of state law are met:

- (6) **Guidance and Assistance.** The district intern will be assisted and guided throughout the training period by (1) a certificated employee who has been designated as a mentor teacher, or (2) a certificated employee who has been selected through a competitive process which has been developed in consultation with the certificated exclusive bargaining agent and approved by the governing body of the district, or (3) personnel who are employed by institutions of higher education to supervise student teachers. A certificated employee who assists the district intern must possess valid certification at the same level or of the same type of credential as the district interns they serve. Reference: Education Code 44830.3 (a); Education Code 44326(e).
- (7) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for district interns in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the district intern.

- (b) *As the governing board determines necessary, a description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.*
- (c) *Mandatory preservice training for district interns tailored to the grade level or class to be taught, through either of the following options:*
 - (1) *120 clock hours of preservice training and orientation in the aspects of child development, classroom organization and management, pedagogy, and methods of teaching the subject field or fields in which the district intern will be assigned. This training period must be under the direct supervision of an experienced permanent teacher. In addition, district interns must receive orientation in methods of teaching pupils with mild and moderate disabilities. At the conclusion of the preservice training period, the permanent teacher must provide the district with information regarding the area that should be emphasized in the future training of the district intern.*
 - (2) *The successful completion, prior to service of the intern in any classroom, of six semester units of coursework (nine quarter units) from a regionally accredited college or university, designed in cooperation with the district to provide instruction and orientation in the aspects of child development and the methods of teaching the subject field or fields in which the district intern will be assigned.*
- (d) *Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.*
- (e) *Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.*
- (f) *Any other criteria required by the governing board.. Reference: Education Code 44830.3 (a).*
- (g) *120 clock hours, for district interns teaching in special education programs for pupils with mild and moderate disabilities, of mandatory training and supervised fieldwork that must include, but are not limited to, instructional practices and the procedures and pedagogy of both general education programs and special education programs that teach pupils with disabilities. This training must be based on commission-adopted standards for district intern programs. Reference: Education Code 44327.*
- (h) *120 clock hours, for district interns teaching bilingual classes that include but are not limited to mandatory training and orientation in subject matter relating to bilingual-crosscultural language and academic development.*

- (i) *Compensation for the preservice period, for each district intern and each district teacher assigned to supervise the district intern, in an amount normally provided by the district for staff development or inservice activities.*
- (j) *The recommendation for credentialing to the Commission on Teacher Credentialing of district interns who complete two years of service, or three years of service for interns participating in a program that leads to a specialist credential to teach pupils with mild and moderate disabilities, or four years of service if the intern is participating in a program that leads to both a multiple subject or single subject teaching credential and a specialist credential to teach pupils with mild and moderate disabilities.*
- (8) *Early Program Completion Option.*** *Each district intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:*
- (a) *Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:*
- *Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students*
 - *Techniques to address learning differences, including working with students with special needs*
 - *Techniques to address working with English learners to provide access to the curriculum*
 - *Reading instruction in accordance with state standards*
 - *Assessment of student progress based on the state content and performance standards*
 - *Classroom management techniques*
 - *Methods of teaching the subject fields*
- (b) *Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.*
- (c) *Pass the Reading Instruction Competence Assessment (RICA)*
- (d) *Meet the requirements for teacher fitness*

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code 44468).

- (9) *Length of Validity of the District Intern Certificate.*** *Each district intern certificate will be valid for a period of two years. However, a certificate may be valid for three*

years if the intern is participating in a program leading to the attainment of a specialist credential to teach students with mild/moderate disabilities, or for four years if the intern is participating in a program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code 44325 (b).

- (10) Evaluation of Program.** *Each participating district will cooperate with the Commission in the periodic review of the district intern program on the basis of the commission's standards for district intern programs. Reference: Education Code 44327 (b).*

Appendix B

Proposed Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

Reorganization of the Preconditions addressing Intern Programs

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the district intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

- (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (5) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
 - (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards

- Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).