

## **Internship Early Completion Option (ECO)**

### **March 25, 2010**

#### **Introduction**

At the January COA meeting, the COA requested additional information about the Early Completion Option required to be offered by institutions which offer an approved multiple or single subject intern program in California. The COA requested a presentation on the Early Completion Option (ECO) and how Commission approved programs are implementing the ECO. This agenda item responds to that request.

#### **Staff Recommendation**

This is an information item.

#### **Background**

In 2001, SB 57 (Scott) added Education Code §44468 detailing the Intern Early Completion Option. Members of the Legislature and the Governor agreed that some individuals with a background in education or corporate training would benefit from an avenue allowing them to “test out” of coursework while also being required to demonstrate their knowledge, skills and abilities in the classroom. At the time the legislation was enacted, it was expected that the Teaching Performance Assessment (TPA) would be in place soon and that the TPA would be scored in a centralized manner like the other examinations the Commission administers.

***Internship Requirements:*** An intern is an individual who is completing teacher preparation while employed as a teacher. For a candidate to be eligible to be admitted to an intern program, he or she must have 1) demonstrated subject matter competence either through the completion of a Commission-approved subject matter preparation program or passage of the appropriate CSET examination, 2) have met the basic skills requirement, 3) passed the teacher fitness requirements, and 4) completed the Pre-Service hours. In addition, the individual must have an offer of employment prior to becoming an intern.

Commission Preconditions require that each intern must complete a Pre-Service component prior to applying for the intern credential. Internship Precondition 3 states the following:

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.

*The requirement to complete a Pre-service program is waived for individuals who have elected to use the ECO and have already passed the examination described below.*

### ***Early Completion Option Requirements***

The basic concept of the ECO is that if an individual already has the knowledge, skills and abilities of a teacher, then he or she should not be required to complete a full teacher preparation program. The education code calls for the Commission to identify a written examination that assesses a candidate's knowledge of the following:

- 1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:
  - A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.
  - B) Techniques to address learning differences including working with pupils with special needs.
  - C) Techniques to address working with English learners to provide access to the curriculum.
  - D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.
  - E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.
  - F) Classroom management techniques.
  - G) Methods of teaching the subject fields.

In 2002, the Commission took action to adopt and set a passing score for Education Testing Service's *Teaching Foundations Examination* (TFE) in multiple subjects and the single subject credential areas of English and mathematics. Initially the single subject areas of science and social science were also to be included, but insufficient numbers of examinees took the test and therefore no passing standard could be established. Finally in December 2006, sufficient examinees took the TFE in Science and the Commission adopted a passing score for the examination.

Education Code §44468 (Appendix A) also allows an education specialist intern to participate in an ECO but to date the Commission has not found or adopted an examination for prospective special education teachers that addresses the required content so the ECO option is not currently available to education specialist mild to moderate candidates.

If the candidate passes the appropriate examination, then there are three additional requirements in the education code before the individual is awarded the preliminary teaching credential.

- Pass the teaching performance assessment as set forth in Section 44320.2.
- Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.

- Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

The requirement to pass the reading instruction competence assessment (RICA) is only required for multiple subject candidates and all interns must have met the teacher fitness requirements prior to being accepted into an intern program. Therefore, the only additional requirement for all interns is to pass the TPA.

In 2001 when the education code was amended by SB 57, the TPA had not been implemented. The TPA was due to be required in the 2003-04 academic year, but a request was made and accepted in April 2003 to delay the implementation of the TPA due to budget issues. SB 1209 (Chap. 517, Stats of 2006) required that the TPA be implemented as of July 1, 2008. When the standards were adopted in 2001 the TPA was seen as embedded in the program for administration but was most likely going to be centrally scored. As SB 1209 was implemented, the TPA became embedded in the programs for both administration and scoring.

All institutions which sponsor a multiple or single subject teacher preparation delivered through an intern model were notified of the ECO once the legislation was signed into law. Initially the notification was Coded Correspondence 02-13 (a coded correspondence is the Commission's official notification to all stakeholders). Credential leaflets are the method through which the Commission provides information to prospective teachers, credential analysts and program sponsors. Credential leaflet 840 provides the most current information about the ECO and an Frequently Asked Questions web page is posted (Appendix B).

Staff from the Professional Services Division has presented information regarding the ECO at Intern Directors' meetings. Clarification has been provided that the law says that a candidate who has passed the TFE examination may not be required to complete any coursework or field work above or beyond the work necessary to complete the TPA. Staff has answered many questions such as

- Can our Reading Methodology course be required so that multiple subject candidates will pass the RICA?
- Can candidates be required to take one or more courses where the TPEs are presented and background information for the TPA is presented?
- We require ECO candidates to complete our <insert title here> course—that is essential for them to be able to be a good teacher. Is this ok?

To all of these questions, staff clarified that the only courses or fieldwork that can be required of an ECO candidate is the course or fieldwork where the TPA is actually *administered*.

The TFE for multiple subjects and single subject credentials in English and mathematics became available in November 2004 (<http://www.ctc.ca.gov/commission/agendas/2004-11/november-2004-8C.pdf>) and for science in November 2006 (<http://www.ctc.ca.gov/commission/agendas/2006-11/2006-11-7D.pdf>). The Commission does not keep track of how many candidates earn a preliminary teaching credential through the ECO. The credentialing database has information on what examinations an individual has taken and what credentials the individual holds. The numbers below are the individuals who have applied for a preliminary

multiple or single subject teaching credential **and** have passed Educational Testing Service’s TFE.

	Multiple Subjects	Single Subject			Totals
		English	Mathematics	Science	
<b>2002</b>	1	1	0	NA	<b>2</b>
<b>2003</b>	2	0	0	NA	<b>2</b>
<b>2004</b>	2	0	0	NA	<b>2</b>
<b>2005</b>	0	1	0	NA	<b>1</b>
<b>2006</b>	4	1	0	0	<b>5</b>
<b>2007</b>	19	9	6	1	<b>35</b>
<b>2008</b>	9	12	2	1	<b>24</b>
<b>2009</b>	17	6	0	5	<b>28</b>
<b>Totals</b>	<b>54</b>	<b>30</b>	<b>8</b>	<b>7</b>	<b>99</b>

Many more people passed the TFE examination in these years, but the individuals have not applied for a preliminary teaching credential.

	TFE: Multiple Subjects			TFE: English			TFE: Mathematics			TFE: Science		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003-04	183	111	61%	70	44	63%	50	21	42%	Test first administered in August 2006		
2004-05	7	7	-	9	8	-	5	3	-			
2005-06	45	40	89%	30	24	80%	23	18	78%	90	60	67%
2006-07	104	96	92%	47	39	83%	45	44	98%	34	26	76%
2007-08	133	125	94%	57	46	81%	54	54	100%	65	58	89%

### Early Completion Option Candidates and the Accreditation System

All approved multiple and single subject intern programs are reviewed through the Commission’s accreditation system. Programs are reviewed against the adopted standards—both Common and program. Prior to the 2009 update to the multiple and single subject program standards, the adopted standards were silent on the issue of an early completion option. The SB 2042 standards had been adopted before the legislation requiring the ECO had been enacted.

From 2002-spring 2007 the Commission’s accreditation system was on hiatus. Accreditation site visits began again in the 2007-08 year. **As is seen in the table above, the numbers of individuals who earned a preliminary teaching credential and passed the If an institution has one or two ECO candidates it is likely that the ECO candidates would not even have been interviewed during the site visit.** But one of the visits in 2007-08 was to an institution where a majority of the candidates enrolled in the intern program were ECO candidates.

Candidates who are completing a program through the ECO should not be required to take coursework in any of the areas required by the standards: content specific methodology, preparation to teach reading, teaching English learners, assessment of student learning, working with special needs students, equity and diversity, use of technology. The only requirement the candidate must complete is to take and pass the TPA on the first attempt.

Each approved Intern program was required to submit an Early Completion Option Plan describing how the program would implement the ECO. These plans are now a number of years old and the adopted program standards address the requirement for an intern program to offer the ECO (Appendix C).

**Next Steps**

Staff will follow-up as directed by the COA.

## Appendix A

### Education Code § 44468

**44468.** (a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program, a single subject teaching credential program, or a level 1 **education** specialist credential program that provides instruction to individuals with mild to moderate disabilities, the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

(A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(B) Techniques to address learning differences including working with pupils with special needs.

(C) Techniques to address working with English learners to provide access to the curriculum.

(D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.

(E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

(2) Pass the teaching performance assessment as set forth in Section 44320.2.

(A) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the early completion option. An intern who takes the teaching performance assessment but is not successful may complete his or her internship program. Scores on this assessment shall be used by the internship programs in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern must retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.

(B) Pending implementation of the teaching performance assessment, an internship program shall provide for early recommendation of an intern for a preliminary multiple subject teaching credential, single subject teaching credential, or level 1 **education** specialist credential that authorizes instruction to individuals with mild to moderate disabilities, based upon demonstrated competence of the field experience component of the internship program.

(3) Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the

commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.

(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

(b) An intern who chooses the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance assessment required pursuant to paragraph (2) of subdivision (a). Individuals who have passed the written assessment may receive individualized support within the cohort group of like individuals in preparation for the teaching performance assessment.

(c) An intern who challenges the teacher preparation coursework by taking the assessment described in paragraph (1) of subdivision (a), but is not successful in passing the assessment, may complete his or her full internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation areas where the intern has demonstrated competence.

(d) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential, single subject teaching credential, or level 1 **education** specialist credential that authorizes instruction to individuals with mild to moderate disabilities.

## Appendix B

(<http://www.ctc.ca.gov/educator-prep/TFE-FAQ.html>)

### Answers to Frequently Asked Questions About Teaching Foundations Examinations and the Early Completion Internship Option

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This web page contains answers to the most frequently asked questions about the Teaching Foundations Examinations (TFE) and the Early Completion Internship Option. The following Q & A is provided to answer questions about these matters in the most accurate manner. Thank you for your interest in becoming a California credentialed teacher.

#### I TOOK ONE OF THE TFE. DID I PASS?

Minimum passing scores are established for four of the TFE tests. Passing scores for the remaining TFE area will be established when there are a sufficient number of examinees to perform a passing standards study.

The minimum passing scores for the four TFEs are the following:

TFE: Multiple Subjects	155
TFE: English	173
TFE: Mathematics	153
TFE: Science	171

#### WHEN IS THE TFE OFFERED?

As a result of the implementation of Senate Bill 57 (Scott, Chapter 269, Statute of 2001), the TFEs are used to satisfy one portion of the Early Completion Internship Option of the internship programs for California Multiple and Single Subject Teaching Credentials. Educational Testing Service (ETS) offers these pedagogical exams in five areas: Multiple Subjects, English, Mathematics, Science, and Social Science.

Passing standards have been established for four of the TFE tests: Multiple Subjects, English, Mathematics, and Science. These four exams are given on each scheduled administration date.

The remaining TFE pedagogical area, Social Science, is available but will not be given until at least 30 individuals statewide register to take the specific TFE area at a single test administration. Then, to establish qualifying scores, there must be at least a total of 50 examination results. Once there are sufficient examination results, it will take an additional four to six months to determine qualifying scores. Individuals may register for any available test date and will be notified if there are sufficient numbers to administer the specific area test requested on that date.

The TFE is administered a number of times each year throughout California. Contact ETS for current TFE registration information, administration dates, testing fee, or if you have other test related questions. Their web site is: [www.ets.org/praxis/](http://www.ets.org/praxis/)

## HOW OFTEN MAY I TAKE THE TFE?

If needed, a TFE may be retaken until the intern begins the Teaching Performance Assessment (TPA) portion of the intern program. Those who pass the TFE will only have one opportunity to pass the TPA and continue in the Early Completion Internship Option of the internship program. Those that do not pass the TPA during their initial try may continue in the traditional internship program.

## WHAT CREDENTIAL AREAS ARE COVERED BY THIS EXAM AND CREDENTIALING OPTION?

The TFEs are currently offered for Multiple Subject candidates and Single Subject: Mathematics, Science and English candidates. The TFE in Social Science will be given at future test administrations once 30 exam candidates register for the specific test. But until fifty persons take the Social Science exam, the individual passing score cannot be established. There will be an additional delay, four to six months, to establish these minimum passing standards.

Assembly Bill 2286, (Mountjoy, Chapter 658, Statutes of 2004) authorizes the development and administration of a TFE for Education Specialists in Mild to Moderate Disabilities. The examination is currently in the development stage.

The TFE is **not** anticipated for other credential areas including other single subjects or other education specialists. The test may **not** be used to waive "student teaching" or waive coursework in any other type of credential program except the Early Completion Internship Option.

## WHAT MATERIALS ARE AVAILABLE TO STUDY FOR THE TEACHING FOUNDATIONS EXAM?

The "Test at a Glance," offered electronically by ETS, includes test content, test format, and sample questions with answers. You may view the "Test at a Glance" by going to the ETS web site, [www.ets.org/praxis/](http://www.ets.org/praxis/), click on "State Requirements," which is located at the top of the page, and then click on "California." Click on "Teaching Foundations (SB 57) Pedagogy Tests" and then on the number under Session/Test Code of the specific area that interests you.

Another possibility would be to determine what pedagogical texts are used by the teacher preparation program that interests you. These books should be available at the university program's bookstore or library. You might also contact your internship program for guidance.

## CAN YOU EXPLAIN THE EARLY COMPLETION INTERNSHIP OPTION AND WHAT THIS TEST WILL DO FOR ME?

The Early Completion Internship Option is designed for those who have knowledge and experience teaching school-age students. The TFE allows an individual to demonstrate knowledge of the teaching methods taught in a teacher preparation program. The TPA allows an individual to demonstrate the teaching skills required of all certificated teachers. These assessments, along with other requirements, allow the individual to become credentialed at a faster pace.

To be eligible to participate in the Early Completion Internship Option, an individual must be accepted into a Commission-approved internship program and have an offer of employment from a school district. Education Code Section 44468 allows individuals to bypass most teacher preparation coursework by passing the TFE and bypass the fieldwork requirements by passing the TPA offered by their internship program. (For the Early Completion Internship Option, the TPA must be passed the first time it is taken.) In addition to the TFE, admission into an internship program requires the following:

1. Bachelor's or higher degree from a regionally accredited college or university,
2. A passing score on the California Basic Educational Skills Test (CBEST),
- 3a. Subject matter competence for the Single Subject (via exam-currently CSET-or approved program),
- 3b. Subject matter competence for the Multiple Subject (via exam-currently CSET: MS),

4. Knowledge of the U.S. Constitution (via exam or coursework),
5. Professional fitness (fingerprinting), and
6. Any additional requirements established by the individual program, e.g. GPA, experience.

Individuals may take the TFE before completing the above requirements but must complete the above requirements, 1-6, and have an offer of employment before entering the Early Completion Internship Option. (Note: The TFE must be used towards credentialing within five years of the passing date.) Once in the program, individuals must pass the TPA during their initial attempt. The individual then obtains the recommendation of their program before applying for the preliminary Multiple or Single Subject Teaching Credential.

For more information on internship programs visit the [internship section](#) of the Commission's website. For a complete description of the Early Completion Internship Option go to [www.ctc.ca.gov/coded/020013/020013.pdf](http://www.ctc.ca.gov/coded/020013/020013.pdf) [PDF].

### **I WOULD LIKE TO PARTICIPATE IN A DISTRICT OR UNIVERSITY INTERN PROGRAM, HOW CAN I FIND OUT ABOUT THESE?**

For more information on intern programs in California visit [www.ctc.ca.gov/credentials/CREDS/internships.html](http://www.ctc.ca.gov/credentials/CREDS/internships.html). Here you will find contact information for internships available in every county in California.

### **HOW DO I FIND A DISTRICT THAT WOULD BE INTERESTED IN HIRING ME?**

Many districts in California have streamlined their application and hiring process. For example, applicants interested in teaching in Los Angeles Unified School District should go to [www.teachinla.com](http://www.teachinla.com), and if you have additional questions, contact Lynn Parkhurst at [lynn.parkhurst@lausd.net](mailto:lynn.parkhurst@lausd.net). Individuals interested in teaching in districts throughout California should go to the EdJoin website [www.edjoin.org](http://www.edjoin.org). This site has a single application process that participating districts use, posted job openings, and links to the teacher recruitment centers that are available to assist prospective teachers throughout the state.

### **WHERE MAY I OBTAIN ADDITIONAL INFORMATION ABOUT THE TFE AND THE EARLY COMPLETION INTERNSHIP OPTION?**

For testing information about the TFE, go to the ETS website at [www.ets.org/praxis/](http://www.ets.org/praxis/). For test dates, centers, and other test administration information, go to the "Registration Bulletin." by clicking on "Registration" under "Praxis II" on the left hand column. For the TFE test guides and other information, go to the ETS website and click on "State Requirements" at the top of the page, then on California, and then on Teaching Foundations (SB 57) Pedagogy Tests. You may access the **Test at a Glance** guides by clicking on the specific TFE Session/Test Code.

For information about the Early Completion Internship Option, please go to the Commission website at [leaflet CL-834](#). You may also view general information about internships, including a list of internship programs, by accessing [www.ctc.ca.gov/credentials/CREDS/internships.html](http://www.ctc.ca.gov/credentials/CREDS/internships.html). The individual intern programs are also an excellent source of information about this option.

### **DIDN'T SB 57 HAVE A CREDENTIAL OPTION FOR PRIVATE SCHOOL TEACHERS?**

SB 57 (Scott) also contained provisions that allowed private school teachers who have three or more years of experience to have certain credential requirements waived. For information about the private school option, see [leaflet CL-834](#) [PDF].

## Appendix C

### SB 2042 Multiple and Single Subject Preliminary Credential Program Standards

(<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>)

#### Category A: Program Design, Governance, and Qualities

##### Standard 1: Program Design

###### *Intern Program Delivery Model:*

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program. The program design includes an early completion option.