

## **Alternative Certification Programs in California June 2011**

### **Overview of this Report**

This agenda item presents information on alternative certification in California and provides supporting documentation both the applicable teacher preparation standards including preconditions and the governing legislation related to intern teacher preparation programs. Intern teacher preparation programs represent California's alternative certification approach. Many different institutions offer a variety of teacher preparation and certification options (i.e., multiple subject, single subject and Education Specialist) through the intern preparation model.

### **Staff Recommendation**

This is an information item.

### **Background**

California's intern credential was established in 1967 (Education Code 44450). The statute allows an employer to employ as teacher of record an individual who has not yet completed an approved teacher preparation program. The individual must have satisfied the basic skills, subject matter and character review requirements, as well as completed a preservice experience. In order to employ an intern, the school district must certify that there is no appropriate fully prepared teacher available (Education Code 44225.7 and Preconditions 20 and 21). Both the employer and the approved preparation program sponsor must together recommend the candidate to the Commission in order for an intern credential to be issued. An intern is authorized to teach while completing the teacher preparation program.

During the internship period, the employer and the approved teacher preparation program must provide appropriate support to the intern teacher, as described below. Either party may withdraw its participation, and in that instance the internship credential is removed. The preconditions for intern programs (Appendix A) identify the requirements for individuals entering the preparation program. These requirements for candidates include a bachelor's degree and subject matter competency demonstrated by completing an undergraduate Commission-approved subject matter program or passing the applicable CSET examination. The preconditions also require programs to develop a professional development plan for each intern. The plan must include (a) providing 120 hours of focused preservice coursework and field experiences for candidates relating to critical aspects of the job of teaching which candidates must complete prior to beginning service on the intern document(credential); (b) providing ongoing coursework in the content area(s) of the credential; and (c), continued support throughout the program. The program's responsibilities to candidates are codified by a Memorandum of Understanding between the approved program and the employer.

In order for an intern program to be approved by the Commission, the program must meet all of the traditional teacher preparation program standards, plus additional requirements unique to the Intern program model (Appendix A), especially regarding the design of the program

(Preliminary Preparation Program Standard 1) and communication and collaboration responsibilities (Preliminary Preparation Program Standard 2.)

### **Benefits of Intern Preparation Programs**

Intern preparation programs are a way to address teacher shortages, as well as allow individuals to enter the teaching profession from another profession. Indeed, in 1993 the state-funded intern program was established to meet the shortage of teachers. Intern preparation programs also provide an avenue for mid-career and other professionals interested in a new or second career in teaching who must continue to earn a salary during the transition. In 1996 intern programs were expanded to meet the need for teachers caused by the implementation of class size reduction.

Intern programs have pioneered different instructional delivery systems from student-teaching based programs, for example in strategies to serve rural and remote areas. Another type of instructional design is ‘just in time’ delivery of theoretical information required by California’s program standards as well as carefully integrating theory and classroom practice. In addition, intern programs have developed sophisticated systems of support, including peer support through cohort models and technology-enhanced support for candidates.

### **Potential Issues Arising from Participation in a District-Sponsored Intern Program**

Intern preparation programs may be sponsored by colleges and universities as well as by school districts and county offices of education. However, the coursework offered through district and county office of education intern program sponsors may not be accepted by all states if the candidate leaves California and seeks employment out of state. This situation may occur even though the district and county office of education program sponsors have met all of California’s standards and accreditation requirements. This situation typically occurs in states that require the individual to complete an approved program but the approved program must, by law, be sponsored by a regionally accredited college or university. An additional potential difficulty for the candidate is that even if he/she remains in California, the work toward the preliminary credential done through an intern preparation program can be excluded from use in advancement on the salary schedule. In California, one of the ways to move across the salary schedule is to complete a specified number of units from a regionally accredited college or university or to complete approved professional growth activities. In many districts, the work toward the preliminary credential is not considered to be regionally accredited units because the work was not completed at a college or university. Traditionally a preliminary teacher preparation program requires each individual to complete 30 or more semester units which moves a teacher over on the salary schedule.

### **State Funding and Oversight Considerations**

The state has provided funding for intern preparation programs since 1993 through grants to program sponsors, with the amount of funding provided dependent on the number of participants in the program. However, in 2008 the intern program grants were made a part of flexible block grants and a base funding amount for intern preparation program grants provided to program sponsors was established for five years (until 2012) rather than the grant amount varying yearly according to the number of participants. When intern program funding was placed in the flexible funding group, the Commission lost the ability to maintain any oversight of the projects beyond

the Commission's accreditation system, and also lost the ability to require any fiscal accountability or reporting from programs.

## **Discussion of Policy Issues Relating to Intern Preparation Programs**

### ***A. Employment-related issues***

California's alternative certification programs represent an alternative delivery approach rather than a separate type of credentialing program (Education Code §44325). At many universities, individuals may begin the traditional multiple subject, single subject, or special education program but if a job subsequently becomes available, especially at the time of student teaching, the candidate chooses instead of completing the traditional program to become an intern and to begin teaching as the *teacher of record*. In this instance, the candidate has not truly participated in an alternative certification program, since the teacher preparation was not completed while the candidate was actually on the job.

Employment is a key component of California's intern preparation programs, since employment by a district or county office of education is a legal requirement for candidates as well as for programs. During these tight fiscal times there are fewer jobs for interns. This situation is problematic for intern preparation programs, since a thoughtfully planned intern program could be developed but if no employers in the area need to employ interns, no one would enroll. Conversely, if employers need a significant number of new teachers, it could be possible that the local intern programs would not have the capacity to prepare the number of individuals needed.

Another employment-related issue pertains to the limited term of an intern credential, which is valid for two years for general education and three years for special education. An intern credential may not be renewed and if a candidate loses his or her teaching position, he or she may not be able to continue working toward the preliminary credential. If the intern was enrolled in a university-sponsored intern program, the candidate could transition to the student teaching program, but if the candidate was enrolled in a district-sponsored intern program, the candidate does not have this option. Therefore, the Commission established a withdrawal system for those interns who are no longer teaching, now often due to reduction in force. Under this system, former interns are allowed to complete the intern program later, should they get a job. As part of this process, the Commission has required that programs file a withdrawal of the credential if EITHER the employer or the approved preparation program is not providing service.

### ***B. Structural Issues Relating to the Intern Model of Alternative Certification***

As alternative certification has developed over time in California, a number of sections of the Education Code that have been added or amended pertaining to intern programs. As a result, these sections of the Education Code are not always cohesive with each other. The initial law related to intern programs was passed in 1967, and many Code sections have been added or amended in the past 44 years (Appendix A). It is difficult to find coherent guidance in the Education Code for how these programs should be designed, operated, and funded. It is also difficult to determine the degree to which these programs truly represent an "alternative" to traditional teacher preparation since alternative certification candidates are held to the same requirements as are "traditional" certification candidates, and the preparation program content and sequence are essentially the same for both types of candidates. In many states where the

intern candidates are held to the same standards as student teaching candidates, the intern program is known as an “alternative route to certification” rather than an alternative certification program.

### ***C. The Legislatively-Mandated Early Completion Option***

In 2001, the Early Program Completion Option (ECO) was required to be offered by all multiple and single subject intern programs (SB 57; Stats of 2001). This option allows individuals to challenge the teacher preparation program coursework by passing an examination of teaching knowledge and skills (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-05/2010-05-item-16.pdf>), but the candidate is still required to pass the state Teaching Performance Assessment used by the program. Staff has provided information and guidance to the field related to the ECO (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2008/PSA-08-07.pdf>).

The ECO option is only available for prospective multiple subject and single subject-English, mathematics and science candidates. There are several problems with implementing the ECO option. First, the examination of teaching knowledge and skills has been offered through the Educational Testing Service (ETS), and there have not been sufficient candidates in some of the areas to set a passing score standard. In part because of low numbers of test takers, ETS is phasing out this examination and it will no longer be available after 2012.

Second, at the time the ECO legislation was passed, the teaching performance assessment requirement was not yet implemented. The legislative guidance for implementing the TPA was that it be embedded in local teacher preparation programs and administered and scored by program personnel. Although intern candidates are required to take the TPA, those candidates who choose to challenge the coursework via the ECO option and who are successful on the ETS examination do not have to complete the program's teacher preparation coursework, the very coursework where the TPA is embedded. This situation poses a significant problem for the intern preparation programs which are also responsible for administering the coursework-embedded TPA but which may be serving some candidates who are not required to enroll in coursework.

### ***D. National and State Policy Directions***

There has been considerable attention given at the national level on alternative certification approaches and programs. For the most part, these represent a truly alternative model for individuals to enter the teaching profession and differ in significant ways from the traditional preparation model requirements and approach. In California, however, the alternative certification model does not appear to be truly "alternative" in the national sense of the use of this term as was used in the Race to the Top federal grant program. Currently there are more than thirty states which have alternative types of preparation programs. In about half of those states, the alternative programs must meet comparable standards as the student teaching based programs in the respective state.

The Commission is about to undertake a study of teacher preparation through the Teacher Preparation Advisory Panel (TAP). One of the issues suggested for the work of this panel is that of alternative certification, including whether California truly has an "alternative" certification approach and whether California should look at establishing another and/or a different alternative

certification model. There is currently a survey available for stakeholders to indicate how important they feel this and other issues should be within the work scope of the panel (<http://www.surveymonkey.com/s/TAPStakeholderSurvey>). Discussion of these issues by the COA would also be informative to the work of the upcoming TAP panel.

### **Discussion**

This item has presented a number of issues relating to intern teacher preparation programs. Given these issues, it is appropriate to consider what might need clarification, improvement, and/or modification with respect to the structure of these programs, program standards and program implementation. Some of these considerations might be:

- Does the current structure of the approved California intern credential programs represent a truly alternative certification program, or an alternative delivery model for a traditional teacher preparation program?
- If the current structure represents only an alternative delivery model for a traditional teacher preparation program, does California need a truly "alternative" certification approach? If yes, what would that approach be and who would be the target participants?
- Within California's current structure of the intern preparation program model, should there be and/or could there be a separate set of alternative certification program standards distinct from traditional educator preparation program standards?
- Within the current structure of the intern preparation program model, how can some of the issues such as the ECO and the TPA be addressed?
- Within the current structure of the intern preparation program model, should alternative certification standards look more to competencies and be outcome-based? If yes, should standardized measures such as the CSET and TPA be given a greater emphasis in alternative certification programs? Should the standards specify support strategies and mechanisms tailored to the alternative certification environment?

### **Next Steps**

While it is understood that the questions posed above go beyond the general charge of COA, that is, accreditation of educator preparation programs, staff seeks the input by members of the COA in order to inform future work related to the intern delivery model. Based on COA discussion, staff could prepare an additional agenda item focusing on intern programs for a future COA meeting.

## Appendix A

# **Intern Specific Preconditions, Standards And Laws Related to Accreditation**

**The information is a summary of the intern specific preconditions and standards for Institutes of Higher Education and Local Education Agencies to use in preparation for participation in the accreditation process.**



## **Intern Specific Preconditions, Standards, and Education Code**

### **Table of Contents**

Intern Specific Credential Program Preconditions .....	1
Intern Specific Credential Program Standards.....	4
Legislative Analysis (excluding ECO) .....	7
 Intern Credential Program Related California Education Code	
University Intern Programs.....	10
Early Completion Option.....	12
District Intern Programs.....	13
Employment of District Interns.....	15
Probationary Status .....	16
Fully Prepared Teachers.....	17
Funded Intern Program.....	17

## General Preconditions for all Educator Preparation Programs

### (9) Basic Skills Requirement.

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

### (10) Certificate of Clearance

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities. Reference: Education Code Section 44320 (d).

### Preconditions for Internship Programs

*The following Preconditions apply to all institutions applying to the Commission for approval to offer Internship Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.*

*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.*

- (11) **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 Sections 44325, 44326, 44453.
- (12) **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. 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. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).
- (13) **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.

- (14) **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 pre-service 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.
- (15) **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 Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (16) **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.
- (17) **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 Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well)
- (18) **Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each multiple and single subject 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 Section 44468).

**(19) 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 Section 44325 (b).

**(20) Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

**(21) 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.

**(22) 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).

**Intern Specific Requirements for  
SB 2042 Multiple Subject and Single Subject Preliminary Credential  
Programs, adopted January, 2009 and  
Education Specialist Programs, adopted January, 2010  
(Programs must also meet all other program standards)**

**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.

**Standard 2: Communication and Collaboration**

*Intern Program Delivery Model:* Intern programs are joint programs of employing school districts and approved program sponsors and require ongoing collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

**Standard 4: Relationships Between Theory and Practice**

*Intern Program Delivery Model:* In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

**Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession**

*Intern Program Delivery Model:* The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession.

## **Category B: Preparation to Teach Curriculum to All Students in California Schools**

### **Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction**

*Intern Program Delivery Model:* The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

### **Standard 7-B: Single Subject Reading, Writing and Related Language Instruction**

*Intern Program Delivery Model:* The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.

### **Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates**

*Intern Program Delivery Model:* The intern preservice component includes introductory preparation relative to Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates.

### **Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

*Intern Program Delivery Model:* The intern preservice component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

## **Category C: Preparation to Teach All Students in California Schools**

### **Standard 12: Preparation to Teach English Learners**

*Intern Program Delivery Model:* In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD).

### **Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom**

*Intern Program Delivery Model:* In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.

## **Category D: Supervised Fieldwork in the Program**

### **Standard 14: Learning to Teach through Supervised Fieldwork**

*Intern Program Delivery Model:* The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

### **Standard 15: Qualifications of Individuals who Provide School Site Support**

*Intern Program Delivery Model:* The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

## **Category E: Teaching Performance Expectations and the Teaching Performance Assessment**

### **Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations**

*Intern Program Delivery Model:* Each internship program includes a preservice component that provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record. The preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs and connects to the remaining preparation that is completed while the intern is serving as the teacher of record.

**Legislative Analysis – Intern Programs**  
(excluding the Early Completion Option)

<b>Concept</b>	<b>University Intern Program</b> EC §§ 44450-44467.; EC §§ 44250 et seq.	<b>District Intern Program</b> EC §§ 44325- 44328, EC §§ 44830.3; EC §§ 44250 et seq.	<b>Funded Intern Program</b> EC §§ 44380 -85 excludes §44386, Enhanced Funding
<b>Intent, purpose</b>	Join theory and practice to increase teaching effectiveness (44451)	(not stated)	Geographic and subject area shortages, career-changers: minorities, math, science, EL, Special Education specified (44380) A concentrated program leading to a permanent credential. (44381) Targeted to those with work exp. & bachelor’s in field they plan to teach (44382)
<b>Sponsorship</b>	School districts, in cooperation with colleges and universities, esp. in geographic region served (44452, 59, 60 ) Colleges & universities in cooperation with school districts (44467) Joint projects of school districts & teacher preparation institutions (44321) Approval & review by CTC (44321)	School districts with K-12, or bilingual, or special ed. (44325)  Joint projects of school districts & teacher preparation institutions (44321) Approval & review by CTC (44321)	School districts, colleges, universities, COEs, other public education entities, individually or collaboratively within geographic service area (44381)  <b><i>Operated according to either Article 7.5 (commencing with Section 44325) of this chapter or Article 3 (commencing with Section 44450) of Chapter 3, or both</i></b>
<b>Funding intents</b>	Eligible	Eligible	The commission shall encourage, and may provide funding to programs that include innovative training, assessment, or support models and strategies that have the potential of improving the quality of the teaching force. The commission shall encourage collaboration among school districts in funding alternative certification programs. (44384)
<b>Funding Criteria</b>			Demonstrated need. Numbers served & where. Capacity, incl. mentoring & assistance. Quality of

<b>Concept</b>	<b>University Intern Program</b> EC §§ 44450-44467.; EC §§ 44250 et seq.	<b>District Intern Program</b> EC §§ 44325- 44328, EC §§ 44830.3; EC §§ 44250 et seq.	<b>Funded Intern Program</b> EC §§ 44380 -85 excludes §44386, Enhanced Funding
			instruction & support. Cost-effectiveness (44385 )
<b>Credentialing</b>	2 years plus renewal under certain circumstances (44455) (44251(3)(i)) In good standing Service same as reg. credential (44254) Awarded by CTC on program completion (44321) Grace period for completion, no new requirements, candidates kept informed. (44252.1(2)(c))	2 years (44250) (44251(3)(i)) 3 years dual credentials. 1 yr. renewal In good standing Service same as reg. credential (44325(b)) Awarded by CTC on program completion; same as IHE (44321, 44327) Grace period for completion, no new requirements, candidates kept informed. (44252.1(2)(c))	
<b>Admission</b>	Bachelor's + basic skills ( 44252 ) Subj. matter + Employment + NCLB	Bachelor's + basic skills + Subj. matter + Employment + NCLB (44325)	
<b>Program Defined</b>	District program with full cooperation of college/university Well organized sequence of study by IHEs, off-site allowed, (44460) Meet the instructional needs of the district as agreed by LEA & IHE. (44458)	Accredited district run program. Professional development plan (44380.3(b)) developed with IHEs that includes: -Annual evaluation -Course of study outlined -Mandatory preservice: -120 hours pre-service or -6 units in child dev. & teaching methods– IHE & LEA designed -Bilingual instruction, Special education. As appr. (44830.3)	"a program operated by a school district, county office of education, college or university, or other public education entity, individually or in collaboration with other public education entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential. ' (44382)
<b>Accreditation</b>	Accredited by CTC (44452, 44468) Approved & reviewed by CTC (44321) CTC establishes standards & procedures (44252 (i))	Accredited by CTC (44327) Approved & reviewed by CTC (44321) CTC establishes standards & procedures (44252 (i)) Standards equivalent to IHE (44327)	Implied (44381)

<b>Concept</b>	<b>University Intern Program</b> EC §§ 44450-44467.; EC §§ 44250 et seq.	<b>District Intern Program</b> EC §§ 44325- 44328, EC §§ 44830.3; EC §§ 44250 et seq.	<b>Funded Intern Program</b> EC §§ 44380 -85 excludes §44386, Enhanced Funding
<b>Support to Interns</b>	Qualified university staff (44461) School district staff, coordinated with university. (44465)	Certificated employees selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher education to supervise student teachers. (e) A certificated employee who assists the district intern shall possess valid certification at the same level or of the same type of credential as the district interns they serve (44326)	
<b>Interns' Rights &amp; Responsibilities</b>	Attend any IHE (44460) Change school districts – 1 yr plus rec. (44463) Be in good standing (44464) Salary 7/8 <sup>th</sup> is possible. Reg. salary is base. Does not earn tenure (44466 ) until completing 1 added year.	Teach with guidance (44326) Be fit to teach (44328 (a)) Probationary employee (44885.5) Permanent after 2 years if reelected – notified by March 15(44885.5) -	
<b>Employment Parameters</b>	May not displace an available fully qualified teacher (44225.7) **employment is implied but not actually stated in 44450 & 44250	May not displace an available fully qualified teacher (44225.7) Employed by school district to teach K -12, Special Education, bilingual. Credential recommendation by governing board (44380) Support offered through board plan & is compensated (44830) Annual evaluation (44830 (b) (i))	Funded induction program participants may not also be funded through intern (44326 (c))

## EDUCATION CODE RELATED TO INTERN PROGRAMS

### UNIVERSITY INTERN PROGRAMS

- 44450** This article shall be known and may be cited as the Teacher **Education** Internship Act of 1967.
- 44451** The intent of the Legislature in enacting this article is to increase the effectiveness of teachers and other professional school service personnel in the public schools of California by placing theory and practice as closely together as possible in college and university programs for the preparation of teachers and professional school service personnel. The Teacher Education Internship Act of 1967 is enacted to encourage the development and maintenance of preparation programs that are realistic and practical in content and theory and are directly related to the individual functions and responsibilities practitioners in the public schools of California face. The desirability of joining theory and practice during the learning period has been demonstrated amply in teaching internship programs during the past several years both within and without the state.
- 44452** Any school district may, in cooperation with an approved college or university, establish a teacher education internship program as provided in Section 44321, and meeting the provisions of the statutes and of the regulations of the Commission on Teacher Credentialing.
- 44453** (a) For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from a regionally accredited institution of postsecondary education and shall pass a subject matter examination as provided in Section 44280 or complete a commission-approved subject matter program as provided in Section 44310.  
(b) The Commission on Teacher Credentialing shall ensure that each university internship program in California provides program elements to its interns as required by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and its implementing regulations.
- 44454** An internship credential authorizes the same service at the same levels as the regular credential authorizes.
- 44455** An internship credential shall be issued initially for a two-year period and may be renewed by the commission.
- 44456** Notwithstanding Section 44455, an internship credential may be renewed by the Commission on Teacher Credentialing if in its judgment an applicant is unable to complete renewal requirements because of illness or other circumstances judged to be extenuating and not within the control of the applicant.
- 44457** Prior to enrollment in any college or university preparation program to renew the internship credential, appropriate personnel in the employing school district shall counsel with the intern and a total program for the first and subsequent renewals shall be planned. The county superintendent of schools shall be involved in the program planning in the case of joint recommendations.
- 44458** The program shall meet the instructional or service needs of the district with the primary objective being to increase the effectiveness of the intern in the district. Both the district and the intern shall concur in the program planned.
- 44459** The full cooperation of colleges and universities is essential if teaching and service

internship programs are to be successful. A school district establishing an internship program shall seek the cooperation of public and private colleges and universities, especially those within the geographic service area of the district for the establishment of courses and classes necessary for renewal.

- 44460** The intern shall have the right to attend any regionally accredited college or university of his choice for the completion of renewal requirements. The success of internship programs will lie in the development of integrated, well-organized, and sequential programs of study by cooperating colleges and universities. When appropriate and feasible, colleges and universities may provide offcampus programs of study for interns within the geographic area of their employing school districts.
- 44461** The supervisory help and guidance of interns as they pursue their school district responsibilities are important for the success of such programs. The utilization of competent and qualified college and university staff members for this purpose is encouraged. To help achieve this end, school districts, and county superintendents of schools in the case of joint recommendations, may enter into agreements with colleges and universities for the employment of staff for such supervision.
- 44462** Salary payments for supervision of interns may be made out of district funds and may be met by reducing proportionately the salaries paid interns. Under this authorization no more than eight interns may be supervised by one staff member and the normal district salary paid each intern may be reduced by as much as, but no more than, one-eighth to pay the salary of the supervisor. In no event may an intern be paid less than the minimum salary required to be paid by the state to a regularly certificated teacher.
- 44463** An intern shall have the right to change school districts upon completion of a school contract year and become an intern in a new school district if recommended by the new school district. A new application recommending issuance of a new internship credential shall be submitted by the school district in behalf of the individual and the renewal procedures shall be followed.
- 44464** An internship credential shall be valid only as long as the holder is in good standing in the teacher internship program of the district that makes the request, notwithstanding any provision of Section 44463, and the rights provided by Sections 44948 and 44949 shall not be afforded to interns.
- 44465** A school district shall give special supervision and assistance to each intern above and beyond that given to other newly certificated and newly employed school personnel. A school district shall seek the assistance of the college or university in coordinating the program for the intern.
- 44466** An intern shall not acquire tenure while serving on an internship credential. A person who, after completing a teaching internship program authorized pursuant to this article, is employed for at least one complete school year in a position requiring certification qualifications by the school district that employed the person as an intern during the immediately preceding school year and is reelected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the succeeding school year, acquire tenure.
- 44467** Colleges and universities may continue the development and maintenance of internship credential programs under their own auspices seeking the cooperation of school districts in their full implementation.

## EARLY COMPLETION OPTION

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.

(e) The commission shall issue a professional clear multiple or single subject teaching credential to an applicant whose employing public school district documents, in a manner prescribed by the commission, that he or she has fulfilled the following requirements:

(1) Holds a preliminary five-year teaching credential issued by the commission.

(2) Completes one of the following in accordance with the determination of the employing public school district based upon the experience and individual needs of the applicant:

(A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2 of Part 24, including the California formative assessment and support system for teachers.

(B) An alternative program of beginning teacher induction that the commission determines, in conjunction with the Superintendent of Public Instruction, meets state standards for teacher induction and includes the California formative assessment and support system for teachers or an alternative assessment deemed to meet the standards.

(3) As an alternative to the requirements in paragraph (2), an applicant may choose to complete the California formative assessment and support system for teachers or the equivalent at a faster pace as determined by the Beginning Teacher Support and Assessment System program.

## **DISTRICT INTERN PROGRAMS**

### **44325.**

(a) The commission shall issue district intern credentials authorizing persons employed by a school district that maintains kindergarten and grades 1 to 12, inclusive, or that maintains classes in bilingual **education** to provide classroom instruction to pupils in those grades and classes in accordance with the requirements of Section 44830.3. The commission also shall issue district intern credentials authorizing persons employed by a school district to provide classroom instruction to pupils in special education classes, in accordance with the requirements of Section 44830.3.

(b) Each district intern credential is valid for a period of two years. A credential may be valid for three years if the intern is participating in a program that leads to the attainment of a specialist credential in special **education** or four years if the intern is participating in a program that leads to the attainment of both a multiple subject or single subject teaching credential and a specialist credential in special **education**. Upon the recommendation of the school district, the commission may grant a one-year extension of the district intern credential.

(c) The commission shall require each applicant for a district intern credential to demonstrate that he or she meets all of the following minimum qualifications for that credential:

(1) The possession of a baccalaureate degree conferred by a regionally accredited institution of postsecondary education.

(2) The successful passage of the state basic skills proficiency requirement pursuant to Sections 44252 and 44252.5.

(3) The successful completion of the appropriate subject matter examination administered by the commission, or a commission-approved subject matter preparation program for the subject areas in which the district intern is authorized to teach.

(4) The oral language component of the assessment program leading to the bilingual-crosscultural language and academic development certificate for persons seeking a district intern credential to teach bilingual **education** classes.

(d) The commission shall apply the requirements of Sections 44339, 44340, and 44341 to each applicant for a district intern credential.

(e) The commission shall ensure that each district internship program in California provides program elements to its interns as required by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and its implementing regulations.

**44326**

(a) Persons holding district intern credentials issued by the commission under Section **44325** to teach in grades 9 to 12, inclusive, or in grades 6 to 8, inclusive, in a departmentalized program, or in departmentalized bilingual classes, shall be authorized to teach in the subject area in which they have met the subject matter requirement.

(b) Persons holding district intern credentials issued by the commission under Section **44325** to teach in kindergarten and grades 1 to 8, inclusive, in a self-contained program or in self-contained bilingual classes and who have met the subject matter requirement shall be authorized to teach in those grades or classes.

(c) Before being assigned to teach special **education** pupils, persons holding district intern credentials issued by the commission under Section **44325** to teach those pupils shall meet the requirements of subdivision (b).

(d) Each district intern is required to teach with the assistance and guidance of certificated employees selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher **education** to supervise student teachers.

(e) A certificated employee who assists the district intern shall possess valid certification at the same level or of the same type of credential as the district interns they serve.

**44327**

On or before July 1, 1995, the commission, in consultation with participating school districts and other affected organizations, shall revise existing standards and adopt additional standards, as necessary, related to the quality of the training, support, evaluation, and performance of district interns. The standards shall be appropriate for an alternative program of teacher recruitment, preparation, and certification. Each school district with a district intern program is responsible for maintaining appropriate records of the program so that the credit earned by each district intern is transferable to his or her academic record in the same manner as if the intern had participated in a college or university program. To the extent feasible, the standards shall also be equivalent to the standards of the commission for professional preparation programs in colleges and universities.

**44328**

(a) Unless the commission determines that substantial evidence exists that a person is unqualified to teach, upon the completion of successful service as a district intern pursuant to subdivision (b) of Section 44325, and upon the recommendation of the school district governing board, the commission shall award preliminary credentials to district interns in the same manner as applicants recommended for credentials by institutions that operate approved programs of professional preparation.

(b) Notwithstanding paragraphs (1) and (2) of subdivision (a) of Section 44225, paragraphs (3), (4), (5), and (6) of subdivision (b) of Section 44259, paragraphs (1), (2), (3), and (4) of subdivision (c) of Section 44259, and Sections 44261, 44265, and 44335, upon recommendation by the governing board, district interns shall be issued

preliminary credentials, upon the completion of successful service as a teacher pursuant to subdivision (b) of Section 44325, unless the governing board recommends, and the commission finds substantial evidence, that the person is not qualified to teach. A school district may require a district intern who is pursuing a clear credential to complete an approved induction program if funds are available or approved coursework in accordance with paragraph (5) of subdivision (c) of Section 44259. Pursuant to Article 11 (commencing with Section 44380), teachers participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are no longer eligible for funding under the district intern program.

(c) Notwithstanding Section 44261, the preliminary credential awarded to any district intern holding a district intern credential to teach bilingual **education** classes shall be a basic teaching credential with a bilingual-crosscultural language and academic development emphasis. Notwithstanding Section 44265, the preliminary credential awarded to any district intern who holds a district intern credential to teach special **education** pupils shall be a special **education** specialist instruction credential that authorizes the holder to teach special **education** pupils.

(d) It is the intent of the Legislature that institutions of higher **education** that operate approved programs of professional preparation work cooperatively with school districts that offer district intern programs for a special **education** specialist credential to apply the regular **education** coursework and fieldwork from the special **education** district intern program toward earning a multiple or single subject teaching credential through the institution.

## **EMPLOYMENT OF DISTRICT INTERNS**

**44830.3** 44830.3. (a) The governing board of any school district that maintains prekindergarten, kindergarten, or any of grades 1 to 12, inclusive, classes in bilingual **education**, or special **education** programs, may, in consultation with an accredited institution of higher **education** offering an approved program of pedagogical teacher preparation, employ persons authorized by the Commission on Teacher Credentialing to provide service as district interns to provide instruction to pupils in those grades or classes as a classroom teacher. The governing board shall require that each district intern be assisted and guided by a certificated employee selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher **education** to supervise student teachers. These certificated employees shall possess valid certification at the same level, or of the same type of credential, as the district interns they serve.

(b) The governing board of each school district employing district interns shall develop and implement a professional development plan for district interns in consultation with an accredited institution of higher **education** offering an approved program of pedagogical preparation. The professional development plan shall include all of the following:

(1) Provisions for an annual evaluation of the district intern.

(2) As the governing board determines necessary, a description of courses to be completed by the district intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

(3) Mandatory preservice training for district interns tailored to the grade level or class to be taught, through either of the following options:

(A) One hundred twenty 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, which training and orientation period shall be under the direct supervision of an experienced permanent teacher. In addition, persons holding district intern certificates issued by the commission pursuant to Section **44325** shall receive

orientation in methods of teaching pupils with disabilities. At the conclusion of the preservice training period, the permanent teacher shall provide the district with information regarding the area that should be emphasized in the future training of the district intern.

(B) The successful completion, prior to service by the intern in any classroom, of six semester units of coursework from a regionally accredited college or university, designed in cooperation with the school district to provide instruction and orientation in the aspects of child development and the methods of teaching the subject matter or matters in which the district intern will be assigned.

(4) Instruction in child development and the methods of teaching during the first semester of service for district interns teaching in prekindergarten, kindergarten, or any of grades 1 to 6, inclusive, including bilingual **education** classes and special **education** programs.

(5) Instruction in the culture and methods of teaching bilingual pupils during the first year of service for district interns teaching pupils in bilingual classes and, for persons holding district intern certificates issued by the commission pursuant to Section **44325**, instruction in the etiology and methods of teaching pupils with disabilities.

(6) Any other criteria that may be required by the governing board.

(7) In addition to the requirements set forth in paragraphs (1) to (6), inclusive, the professional development plan for district interns teaching in special **education** programs shall also include 120 clock hours of mandatory training and supervised fieldwork that shall include, but not be limited to, instructional practices, and the procedures and pedagogy of both general **education** programs and special **education** programs that teach pupils with disabilities.

(8) In addition to the requirements set forth in paragraphs (1) to (6), inclusive, the professional development plan for district interns teaching bilingual classes shall also include 120 clock hours of mandatory training and orientation, which shall include, but not be limited to, instruction in subject matter relating to bilingual-crosscultural language and academic development.

(9) The professional development plan for district interns teaching in special **education** programs shall be based on the standards adopted by the commission as provided in subdivision (a) of Section 44327.

(c) Each district intern and each district teacher assigned to supervise the district intern during the preservice period shall be compensated for the preservice period required pursuant to subparagraph (A) or (B) of paragraph (3) of subdivision (b). The compensation shall be that which is normally provided by each district for staff development or in-service activity.

(d) Upon completion of service sufficient to meet program standards and performance assessments, the governing board may recommend to the Commission on Teacher Credentialing that the district intern be credentialed in the manner prescribed by Section 44328.

## **PROBATIONARY STATUS**

**44885.5.** (a) Any school district shall classify as a probationary employee of the district any person who is employed as a district intern pursuant to Section 44830.3 and any person who has completed service in the district as a district intern pursuant to subdivision

(b) of Section 44325 and Section 44830.3 and is reelected for the next succeeding school year to a position requiring certification qualifications. The governing board may dismiss or suspend employees classified as probationary employees pursuant to this subdivision in accordance with the procedures specified in Section 44948 or 44948.3 as applicable.

(b) Every certificated employee, who has completed service as a district intern pursuant to subdivision (b) of Section 44325 and pursuant to Section 44830.3 and

who is further reelected and employed during the succeeding school year as described in subdivision (a) shall, upon reelection for the next succeeding school year, to a position requiring certification qualifications, be classified as and become a permanent employee of the district.

The governing board shall notify the employee, on or before March 15 of the employee's last complete consecutive school year of probationary employment in a position requiring certification qualification as described in this subdivision, of the decision to reelect or not reelect the employee for the next succeeding school year to this type of a position. In the event the governing board does not give notice pursuant to this section on or before March 15, the employee shall be deemed reelected for the next succeeding school year.

## **FULLY PREPARED TEACHERS**

### **44225.7**

(a) The commission may approve a school district request for the assignment of an individual pursuant to subdivision (m) of Section 44225 or Section 44300 if the district has certified by an annual resolution of the governing board that it has made reasonable efforts to recruit a fully prepared teacher for the assignment. If a suitable fully prepared teacher is not available to a school district, the district under all circumstances shall make reasonable efforts to recruit an individual for the assignment, in the following order:

(1) A candidate who is qualified to participate and enrolls in an approved internship program in the region of the school district.

(2) A candidate who is scheduled to complete preliminary credential requirements within six months. The commission shall assure that the employer will provide orientation, guidance, and assistance to the candidate.

(b) If a suitable individual who meets the priorities listed in subdivision (a) is not available to the school district, the district, as a last resort, may request approval for the assignment of a person who does not meet that criteria.

(c) As the supply of teaching interns increases as a result of legislative efforts to expand the Alternative Certification Program, the commission shall notify school districts that state policy directs the assignment of interns to classrooms when available in a given region, with decreased reliance on persons serving on emergency permits or credential waivers.

(d) As the supply of fully prepared teachers increases as a result of the Legislature's efforts to recruit and retain qualified teachers for California classrooms, the commission shall notify school districts that state policy directs the assignment of fully prepared teachers to California classrooms, with the use of permits or waivers only when school districts are geographically isolated from teacher preparation programs or in the case of unanticipated, short-term need for the assignment of personnel.

(e) As used in this section, a "fully prepared teacher" means an individual who has completed a teacher preparation program. For purposes of this subdivision, a "teacher preparation program" means either a set of courses, including supervised field experience, or an equivalent alternative program, that provides a curriculum of systematic preparation for serving as an educator in California public schools.

## **FUNDED INTERN PROGRAM**

### **44380**

(a) The Legislature finds and declares that the teaching profession must be able to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject area shortages. Many persons changing careers and early retirees from industry and the military are interested in the challenge of teaching.

(b) The Legislature further finds that, in California, there is a serious shortage of qualified teachers in the subjects of mathematics and science, teachers who work

with limited-English-proficient pupils, minority teachers, and special **education** teachers.

(c) Therefore, in enacting this article, the Legislature intends to encourage public school districts, county offices of **education**, and colleges and universities to design concentrated programs leading to a permanent credential for people with work experience and others who already have a bachelor's degree.

- 44381** As used in this article, "alternative certification program" is a program operated by a school district, county office of **education**, college or university, or other public **education** entity, individually or in collaboration with other public **education** entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential.
- 44382** Alternative certification programs shall address geographic and subject matter shortage areas, and shall be targeted toward people with work experience and others who already have a bachelor's degree in the field in which they plan to teach.
- 44383** School districts or county offices of **education** operating, or that propose to operate, an alternative certification program pursuant to this article, may apply to the Commission on Teacher Credentialing for incentive grant funding that has been appropriated for the purposes of this article.
- 44384** An alternative certification program that receives grant funding pursuant to this article shall be operated pursuant to either Article 7.5 (commencing with Section **44325**) of this chapter or Article 3 (commencing with Section 44450) of Chapter 3, or both. The commission shall encourage, and may provide funding to, programs that include innovative training, assessment, or support models and strategies that have the potential of improving the quality of the teaching force. The commission shall encourage collaboration among school districts in funding alternative certification programs.
- 44385** The commission, with the assistance of representatives of classroom teachers, school administrators, parents, university and college educators, and others, as appropriate, shall establish criteria for selecting grant applicants to be funded. The criteria shall include the following:
- (a) The demonstrated need for more fully prepared credentialed teachers, as defined in Section 44225.7, within each school district included in the application.
  - (b) The number of participants to be served and the number of credentialed teachers, with at least a preliminary or level 1 credential, at each schoolsite where interns will be assigned, including teachers serving as certificated staff mentors pursuant to Section 44560.
  - (c) The capacity of the school districts included in the application to provide mentoring support and assistance to intern teachers.
  - (d) The quality of the instruction, support, and assessment that will be available to interns, as evidenced by the response of the applicant to the commission's standards of quality and effectiveness for preparation programs.
  - (e) The cost-effectiveness of the program.