



# CODED CORRESPONDENCE

<b>DATE:</b> March 3, 2008	<b>NUMBER:</b> 08-03
<b>TO:</b> All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	<b>FROM:</b> Dale A. Janssen Executive Director Commission on Teacher Credentialing
<b>SUBJECT: Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern</b>	

**Summary:**

On December 5, 2007, the Commission on Teacher Credentialing took action to require multiple subject, single subject and education specialist interns to complete 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Internship Credential.

**Key Provisions:**

Teaching Intern Credentials will be issued only to candidates who have completed 120 clock hours or the equivalent of teacher preparation instruction. Approved intern preparation programs must provide to the Commission information about their “pre-service preparation programs” in an Intern Program Pre-service Report and file a declaration stipulating that they will request intern credentials only for those who have completed pre-service preparation.

The Commission’s *Standards of Program Quality and Effectiveness* for Multiple and Single Subject and Education Specialist Credential Program, specifically the Preconditions that apply to Internship Credential programs, are modified as follows:

- a. Each Multiple and Single Subject Internship program includes 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. The pre-service preparation is tailored to the grade level or class(es) to be taught.

**Important Dates:**

May 1, 2008 – Approved Intern Programs must provide the Intern Program Pre-service Report to the Commission.

After June 30, 2008 – District and University Internship Teaching Credentials will be issued only to those who have completed pre-service preparation.

**Background:**

Education Code (EC) sections 44450–44468 (the Teacher Education Internship Act of 1967) authorize institutions of higher education to partner with local education agencies to develop internships. Internships may be developed for teaching and services credentials. The common name used for these programs is University Internship. EC sections 44325-44329 and 44830.3 authorize a local education agency (LEA) in consultation with an institution of higher education (IHE) to develop teaching internships in the area of Multiple Subject, Single Subject and Education Specialist. The common name for these programs is District Internship.

For both types of teaching internships, candidates must meet all admission requirements and are subject to the same process and performance standards as credential candidates in traditional (student teaching based) preparation programs. However, for some standards there are higher expectations for interns (e.g., admissions, support and supervision). For internship teaching credential programs, admission requirements include: a baccalaureate or higher degree, character identification, demonstration of basic skills knowledge, knowledge of the U.S. Constitution, and subject matter competence. All interns must secure an offer of employment from a public school, which usually requires letters of recommendation and successful employment interviews by the employing district.

EC section 44225(q) requires that all teacher preparation programs meet the Commission’s *Standards of Program Quality and Effectiveness*. This includes all internship programs. Since 1988, the Commission has set standards for teacher preparation programs. Included in those standards are requirements, specifically for intern programs, that each approved program include some type of pre-service component. Pre-service preparation is defined as that portion of the intern’s preparation that occurs prior to the intern taking responsibility for a classroom or students as teacher of record.

The most common method of pre-service preparation is offering intensive instruction and field experience in teaching methodology immediately prior to taking responsibility as teacher of record. This requirement may also be met by completion of coursework equivalent to at least 120 clock hours before an intern takes responsibility for the assigned classroom, such as the semester before or summer term prior to assignment. Regardless of the format, the instruction must provide foundational knowledge of the

skills and abilities addressed in the Commission's Teaching Performance Expectations or equivalent in special education. This preparation includes instruction about:

- classroom management and planning;
- developmentally appropriate teaching practices;
- general and subject or specialty specific pedagogy;
- teaching English learners; and
- communication skills including reading.

Program sponsors who wish to maintain Multiple Subject, Single Subject or Education Specialist Internship Credential programs after July 1, 2008 must provide the following information:

- a. An Intern Program Pre-service Report (available electronically at: [www.ctc.ca.gov/educator-prep/intern/docs/intern-pre-service-report.doc](http://www.ctc.ca.gov/educator-prep/intern/docs/intern-pre-service-report.doc)) listing the instructional components and field experiences, if appropriate, of the pre-service preparation and including the number of hours for each component.
- b. Prior to recommending for an internship credential, the program must certify that each candidate has completed a mandatory intern pre-service training. Pre-service preparation is tailored to the grade level or class to be taught. That training shall consist of at least 120 clock hours (or the semester or quarter unit equivalent). That declaration may be made on the Intern Program Pre-service Report.
- c. Program sponsors must provide the Intern Program Pre-service Report for Commission review by May 1, 2008. Each sponsor must provide the name and email address of the person to whom any questions about the Report should be addressed.

Send the Intern Program Pre-service Report electronically to ([intern@ctc.ca.gov](mailto:intern@ctc.ca.gov)), by post to CTC, 1900 Capitol Avenue, Sacramento, CA 95811: attention Intern, or by FAX to Intern at (916) 327-3165.

**Source:**

Education Code section 44225(q)  
Education Code sections 44450–44468  
Education Code sections 44325-44329 and 44830.3

**References:**

Commission leaflets concerning District Internship Credentials may be found at: <http://www.ctc.ca.gov/credentials/leaflets/cl707b.pdf>

Commission leaflets concerning University Internship Credentials may be found at: <http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>

**Contact Information:**

Catherine Creeggan, Professional Services Division, by telephone at (916) 324-3054, Monday through Friday from 8:00 am to 5:00 pm or by email at [ccreeggan@ctc.ca.gov](mailto:ccreeggan@ctc.ca.gov).

