



COMMISSION ON  
TEACHER CREDENTIALING

*Ensuring Educator Excellence*

Study of the Effectiveness of the Expansion  
of the Education Specialist District Intern  
Program to Include All Disabilities

*Report to the Legislature as Required by SB 933  
(Chap. 304, Stats. 2006)*

December 2008

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The staff of the Professional Services Division acknowledges the contributions of the program directors and interns in the three participating district intern programs: Los Angeles, Project IMPACT, and Stanislaus County Office of Education for participating in the data collected for this study.

December 2008

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# **Study of the Effectiveness of the Expansion of the Education Specialist District Intern Program to All Disabilities**

## ***Report to the Legislature***

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# **Study of the Effectiveness of the Expansion of the Education Specialist District Intern Program to All Disabilities: Report to the Legislature**

## **Background**

The District Intern Program was created by the passage of the Hughes-Hart Education Reform Act of 1983 (Chap. 498, Stats. 1983). The original program allowed districts and county offices to offer teacher preparation programs for single subject candidates. Since then the enabling statutes have been amended multiple times as this type of teacher preparation program has expanded into new credential areas and increased the number of providers. Among the changes that have occurred was expansion into multiple subjects and bilingual credentials (1987) and special education (1994). Most recently SB 933 (Chap. 304, Stats. 2006) by Senator Machado amended the District Intern statutes to authorize another pilot program to allow school districts to provide Education Specialist credential services in all areas of disability. This pilot program is scheduled to sunset in January 2010. A more detailed description of the historical background of this program may be found in Appendix A.

With each expansion, the Education Code has been amended to require a study of the effectiveness of the program. The first two studies examined the effectiveness of the statewide District Intern Program. The third study required the Commission on Teacher Credentialing (Commission) to study the effectiveness of the Education Specialist (Mild/Moderate Disabilities) District Intern Pilot Program that was implemented in Los Angeles Unified School District. The fourth study once again examined the District Intern Education Specialist (Mild/Moderate Disabilities) program and the effectiveness of the program after it was expanded to six programs throughout the state.

This is the fifth study and it responds to the mandate in SB 933 that requires that the Commission examine and report to the Legislature, by January 2009, on the effectiveness of the pilot program to expand the District Intern Education Specialist Program by allowing districts to include all areas of disability.

## **District Intern Programs Offering Moderate/Severe and ECSE Programs**

Education Specialist credentials are issued in six areas of disability: Mild/Moderate, Moderate/Severe, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education. Mild/Moderate, Moderate/Severe, and Early Childhood Special Education are the areas of Special Education in which severe unmet needs for teachers have been recognized. The shortages of adequately credentialed personnel are particularly severe in rural areas and in large metropolitan areas. Hence, it is not surprising the District Intern Programs that have elected to participate in this pilot study are in two rural areas and one large metropolitan area.

The three participants in this pilot project are among the seven District Intern Teacher Preparation Programs that are also approved to offer Mild/Moderate Education Specialist programs. In the past two years, these three District Intern Programs have been approved to offer Moderate/Severe Education Specialist programs. One District Intern Program has also been approved to offer and has begun offering an Early Childhood Special Education (ECSE) intern program. Although it was allowable, no District Intern Programs elected to submit programs in other areas of disability.

The San Joaquin County Office of Education (Project IMPACT) Moderate/Severe Education Specialist program was initiated in 2005-06. IMPACT recommended for credentials nine Moderate/Severe Education Specialists in 2006-2007 and twelve in 2007-2008. A total of seventy-one interns are continuing in Project IMPACT's Moderate/Severe Education Specialist program in 2008-2009. Project IMPACT also started another cohort of fifteen Moderate/Severe Education Specialist interns in 2008-2009.

Los Angeles Unified School District (LAUSD) began its Moderate/Severe Education Specialist program in 2006 and recommended five interns for Level I Preliminary Credentials in 2007-2008. LAUSD has nineteen Moderate/Severe Education Specialists continuing in 2008-2009 and working toward Clear Credentials. A new cohort of sixteen interns began their first year in LAUSD's Moderate/Severe Education Specialist program in 2008-2009.

Stanislaus County Office of Education started its initial cohort of Moderate/Severe Education Specialist interns in 2007-2008 and expects to graduate six Moderate/Severe Education Specialists in 2009-2010. Stanislaus County Office of Education also started a second cohort of five Moderate/Severe Education Specialist interns in 2008-2009. Table 1 provides these data for participants and graduates in this pilot project.

San Joaquin COE/Project IMPACT also started an Early Childhood Special Education (ECSE) intern program in 2007. Six ECSE interns completed their program and were recommended for Clear Credentials in 2007-2008. Twelve ECSE interns continued in the program in 2008-2009. Another eight interns began Project IMPACT's ECSE program in 2008-2009. Project IMPACT is the only District Intern Program currently offering an ECSE program.

Table 1 provides a summary of the numbers of Moderate/Severe interns participating in the pilot projects as well as the districts and counties in which they serve.

**Table 1**  
**Education Specialist Moderate/Severe District Intern Programs**

<b>Program Name</b>	<b>Year Program Initiated</b>	<b>Number of Districts Served</b>	<b>Number of Counties Served</b>	<b>Number of Graduates 2006-2007</b>	<b>Number of Graduates 2007-2008</b>	<b>Number of Continuing Interns 2008-2009</b>	<b>Number of New Interns 2008-09</b>	<b>Total Number of Interns 2008-09</b>
LAUSD	2006	1 (8 local districts)	1	0	5*	19	16	<b>35</b>
Stanislaus COE	2007	28	4	0	0	6	5	<b>11</b>
Project IMPACT San Joaquin COE	2005	21	9	9	12	71	15	<b>86</b>
<b>Total Interns</b>				9	17	96	36	<b>132</b>

\* LAUSD interns complete Level I and receive Preliminary Credentials. These same interns continue in the LAUSD program to obtain their Clear Credentials.

Table 2 provides a summary of the only Early Childhood Special Education program operated by a District Intern Program, Project IMPACT.

**Table 2**  
**Early Childhood Education Specialist District Intern Programs**

<b>Program Name</b>	<b>Year Program Initiated</b>	<b>Number of Districts Served</b>	<b>Number of Counties Served</b>	<b>Number of Graduates 2006-2007</b>	<b>Number of Graduates 2007-2008</b>	<b>Number of Continuing Interns 2008-2009</b>	<b>Number of New Interns 2008-09</b>	<b>Total Number of Interns 2008-09</b>
Project IMPACT San Joaquin COE	2007	8	6	0	6	12	8	20

**Definitions and Methodology Used in this Study**

Based on review of the enabling statutes and discussions with policy makers, the Commission staff has arrived at the following definitions to guide the methodology of this effectiveness study. Education Code section 44325(e) provides, “The commission shall, until January 1, 2010, participate in a pilot program, which may include the San Joaquin County Office of Education and up to five school districts or consortia approved by the commission, to provide teacher preparation programs for teachers of pupils with disabilities in special education classes.” The

priorities of the statute were to meet the shortage needs of the participating districts and produce high quality special education teachers. Dictionary definitions of the word effectiveness include “accomplishment of a desired result or the fulfillment of a purpose or intent, producing a result.” Effectiveness is defined in this study as the ability of District Intern Programs to create education specialist preparation programs through the development of standards-based professional development plans that provide instruction for Education Specialist teaching credentials. Therefore, this effectiveness study focuses on examining whether this pilot program was able to help accomplish the desired result of helping meet the state’s need for highly qualified special education teachers.

### **Data Sources for this Study**

Data for the conclusions reached in this study are derived from three sources: 1) data collected from the interns in annual surveys; 2) data from documents submitted by programs to meet the Commission’s Standards or to meet the Commission’s Alternative Certification funding criteria; and 3) interviews with the Directors of the approved Education Specialist District Intern Programs. Each data source is described in more detail below.

A. Review of each program’s response to the Commission’s Standards of Program Quality and Effectiveness. Each program must meet the Commission’s Accreditation Standards. This includes all Preconditions that stipulate compliance with specific quantitative requirements such as amounts of pre-service preparation (preparation offered prior to becoming teacher of record); Standards Common to all programs such as leadership and fiscal requirements; and Program Standards, which are those standards that set forth the knowledge, skills and abilities that each intern must demonstrate. All three District Intern Education Specialist programs have been approved by the Committee on Accreditation based on the Commission’s review process for all accredited Education Specialist programs.

B. Review of Alternative Certification Funded Program Data. All of the programs that are the subject of this study have applied for and received Alternative Certification Funding pursuant Education Code Section 44380-44386. Among the funding conditions that each program must meet is to provide information about their program. This includes review of annual narrative reports on the successes and challenges of the program, descriptions of required coursework and the support system for each intern, as well as demographic and quantitative data about the interns in the programs.

Moreover, all of these programs have also successfully applied for Enhanced Grants, as allowed by SB 1209 (Chap. 517, Stats. 2006), and have met requirements for expanded intern preparation, including forty hours of English Learner instruction, forty hours of on-site support, and equitable distribution of internships.

C. Interviews with Program Directors. Each District Intern Program director was interviewed in September 2008, about the successes and challenges of developing an Education Specialist Moderate/Severe or ECSE disabilities program specifically for this report to the legislature, with a particular focus on the capacity of these programs to prepare and support interns. The seven interview questions that were asked can be found in Appendix B.

D. Participant Surveys. In order for a program to receive alternative certification funds, each intern must complete a Consent Form which certifies program participation and provides employment and demographic information for each intern. In addition, the Commission staff annually conducts on-line surveys of interns. These questionnaires focus on intern satisfaction with the program and the kinds of services that they received. In April 2008, questionnaires were given to the Education Specialist District Interns who were in their final year of a District Intern Program. These questionnaires were used as a way to check and confirm the data from the other three sources focusing on the program's effectiveness from their particular point of view. Both surveys may be found in Appendix C.

The information from these four sources has been collected, reviewed and summarized in the Report of the Data section of this report that begins below. Based on that data, the Commission staff makes the conclusions and recommendations that can be found in the last section of this report, which can be found on pages 16-18.

**Effectiveness Study: Report of the Data** As many of the same issues that apply to Mild/Moderate Special Education District Intern Programs also apply to Moderate/Severe and ECSE District Intern Programs, the same questions that were used in the Commission's 2007 Report to the Legislature entitled *Study of the Effectiveness of the Education Specialist with Mild/Moderate Disabilities District Intern Program*, which is available at <http://www.ctc.ca.gov/reports/Intern-Study-Report-to-Legislature-2007.pdf>, have been used in this study and are listed below.

Question 1: Does the Education Specialist District Intern Program help meet the shortages of Moderate/Severe and Early Childhood Education Specialists in California's classrooms?

Question 2: Are there any differences among those who enter classrooms through this route compared to more traditional student teaching routes?

Question 3: Have these three programs developed teacher preparation programs that meet the needs of partnering districts?

Question 4: Have these programs been able to develop instructional and support systems that meet the needs of their clients/candidates?

Question 5: Do the three programs who participated in this pilot program have the capacity to prepare and support high quality Education Specialist teachers for students with Moderate/Severe Disabilities and Early Childhood Education Specialists?

***Question 1: Does the Education Specialist District Intern Program help meet the shortage of Moderate/Severe and Early Childhood Education Specialists in California's classrooms?***

Special Education Teachers have been one of California's largest areas of teacher shortage. One way to determine teacher shortages is by reviewing data on credential permits and waivers. Through a series of efforts the number of persons serving on Emergency and Provisional Permits and on Credential Waivers for Education Specialist teachers has been greatly reduced over the past seven years. In 2000-2001 there were 6,249 persons serving on Special Education Emergency permits. While Emergency Permits were eliminated in 2005-06, Provisional Internship Permits are still allowed for no more than 2 years for those who have not yet completed subject matter competency but possess a baccalaureate degree and have met the basic skills requirement. Short-Term Staff Permits are available only once for an immediate staffing need. According to "Teacher Supply in California: 2006-2007," a report mandated by AB 471 (Chap. 381, Stats. 1999) and issued in April of 2008, there were 2,967 persons filling jobs for Education Specialists in 2006-2007 with Short-Term Staff and Provisional Internship Permits, or more than a fifty percent reduction in five years.

The three pilot projects in this study are helping to meet this shortage. Stanislaus COE Education Specialist Intern Program serves twenty-eight school districts. Eight of these districts currently have Stanislaus COE interns working with students with moderate/severe disabilities. Project IMPACT provides Moderate/Severe interns in twenty-one districts and ECSE interns in eight districts. LAUSD is a Special Education Local Planning Area (SELPA) that serves eight local districts within the Los Angeles Unified School District.

In 2007-2008, funded intern programs, including university and district programs, reported that 259 interns completed Moderate/Severe Education Specialists programs. For 2008-2009, these same institutions reported that 471 interns would be continuing in Moderate/Severe Education Specialists programs. A total of ninety-six of these interns, or one-fifth, are part of the three District Intern Programs approved to offer Moderate/Severe Education Specialists programs and included in this report. Moreover, twelve of the 87 interns reported statewide as continuing in ECSE programs in 2008-2009 are from the sole District Intern Program participating in this pilot program. Thus, these three programs are progressing toward making a substantial contribution to satisfying the unmet need for Moderate/Severe Education Specialists and Early Childhood Special Education teachers in California.

Every one of the directors who was interviewed stated that there was still significant unmet need for Education Specialists in the counties and school districts they served. The director of Project IMPACT noted, however, that, while the program was expanding, the economies of scale made it particularly difficult to develop a cost-effective program that served a large, but not necessarily dense, population. In such cases, interns must be recruited from a large geographic area, must often travel long distances for work and classes, and must be supported by coaches/mentors who themselves may have to travel extensively and balance other teaching responsibilities to provide the support the interns need.

Nevertheless, all three directors stated that they would expand as much as their (fiscal and staffing) resources and the candidate pool allowed them to do so. All indicated that their

Education Specialist programs were not yet at capacity and that they were working to recruit more qualified candidates. All of the directors further indicated that while the Education Specialists, support providers and instructional staff, that they had found in their service areas had provided excellent resources for staffing the program, the directors also recognized that the time and other professional demands these educators faced limited how much the Intern programs could ask of them.

***Question 2: Are there any differences among those who enter classrooms through this route compared to more traditional student teaching routes?***

In addition to meeting the needs of partnering school districts in shortage areas, one of the goals of alternative certification programs is to provide a route into teaching for candidates who might not otherwise enter teaching and for those who are underrepresented in the teaching workforce. Data from annual Intern Consent forms provide information about Special Education District Interns (DIs).

- Thirty-five percent of the Moderate/Severe DIs are male. This number is significantly higher than the number of male candidates who enter special education programs nationwide, which is 14 percent.
- Fifty-one percent of the Moderate/Severe DIs are from those ethnic and racial groups traditionally underrepresented in the teaching workforce. Across all intern programs, 48 percent of the interns in California are non-white, and these figures have been quite consistent for eight years. This compares to the teaching population of California's current teachers, which is approximately 29 percent non-white.
- Although fewer than the number of second career single subject interns, twenty-two percent of the Moderate/Severe DIs came into teaching after a career in another profession.
- Nineteen percent of the Moderate/Severe DIs had been paraprofessionals.

All three pilot programs target paraprofessionals, second career teachers and those underrepresented in the teaching workforce. All three programs work closely in recruitment with their school districts' Human Resources departments and receive many candidates through this resource. All programs also noted that a significant number of participants have had a family member or friend in a special education program. All stated that websites, newsletters, and informational meetings/recruitment fairs, and "word of mouth" recommendations from current and past program participants have been effective recruitment tools.

To summarize, the District Intern Education Specialist teachers come into teaching from second careers at a slightly lower rate than their other intern teaching credential counterparts. However, more males choose to become Moderate/Severe special education teachers through internships in California than the national sample, and interns are more diverse than the comparative state and national samples. This pilot project has succeeded in attracting a more diverse population than normally attracted into Special Education teaching through traditional teacher preparation routes.

***Question 3: Have these three programs developed teacher preparation programs that meet the needs of partnering districts?***

As was noted in the 1999 District Intern Effectiveness Study, the LAUSD Education Specialist program was begun because the district could have hired every person prepared in Los Angeles basin university special education programs and still not met their needs, without regard for the other seventy-nine districts in the county. In the San Joaquin Valley, both the San Joaquin and Stanislaus County Offices of Education programs began their special education programs because the local universities were able to meet only a fraction of the need of the area. In each case the programs developed a practice-based program specifically designed to cater to the needs of the partner schools and districts. In the beginning of each program, most of the candidates came by recommendations from the districts. Many of the candidates were those who had been originally hired on emergency permits.

All three directors stated that they had added the Moderate/Severe Education Specialist Intern Program in response to a severe unmet need for Moderate/Severe teachers in the areas their programs served. Both Stanislaus and San Joaquin indicated that it was difficult to get fully-qualified Moderate/Severe Education Specialists in the rural areas they serve. The director of the Los Angeles Unified School District Intern Program also stated that there was a need for far more Moderate/Severe Education Specialists in the metropolitan Los Angeles area than the district was able to find and hire.

The programs were developed based on the same Standards of Program Quality and Effectiveness as are all accredited Education Specialist Programs. Each program brought together an advisory committee made up of special education administrators and teachers from area districts as well as representatives of nearby universities. In interviews with program directors, most stressed the importance of strong collaborations with participating districts. In the case of the consortium programs, which serve multiple districts, partner districts were brought together to make program decisions. In the single district program, divisions within the district were brought together.

Each program developed an instructional program and support system that was standards-based and practice oriented, and was designed to meet the needs of teachers who would be responsible for a classroom at the same time they were engaging in teacher preparation. The programs and their partners developed recruitment and selection strategies and created decision making and program management structures that met the needs of the participants. Table 3 presents a summary of the features of the three District Intern Education Specialist programs. Each program was reviewed on those components listed in Education Code Section 44385.

**Table 3**  
**Features of the District Intern Moderate/Severe and**  
**ECSE Education Specialist Programs**

	<b>San Joaquin COE</b>	<b>Los Angeles USD</b>	<b>Stanislaus COE</b>
<b>Teaching Sites (in addition to day class and resource)</b>	Non-Public (Special Ed) Rural & Inner City	Alternative & Magnet	Non-Public (Special Ed) Rural
<b>Recruitment</b>	Paraprofessionals, Second Career, Males, Underrepresented groups & Direct applicants to COE	Paraprofessionals, Provisional & Emergency Permit Holders, Second Career, Underrepresented Groups, and an external, countrywide recruitment team	Paraprofessionals, Second Career, Provisional & Emergency Permit Holders, County credential analyst referrals, previously credentialed teachers
<b>Length of Program</b>	36 months-moderate/severe 24 months - ECSE	36 months	36 months
<b>Pre-service (clock hours)</b>	160 clock hours	240 clock hours	150 clock hours
<b>Frequency of ongoing coursework offerings</b>	Twice/week 3 hours	Once/week 4 hours Saturday – Once/month 8 hours	Once/week 3 hours-Level II Twice/week 3 hours-Level I
<b>Intern Selection Criteria</b>	Academic, Experience w/ youth, Program/District interview	Academic, Experience w/ youth, Selection/Screening, Intern Interview Process	Academic, Interview, Employment with district
<b>Support Methods</b>	Onsite observation, consultation, demonstrations, and Cohort seminars provided by teachers on part-time release, retired teachers, cell phone availability, 24-hour hotline, start-up coaches, and Podcasts	Onsite observation, consultation, and demonstration, Cohort seminars, on line	Onsite observation, consultation, demonstration, and Cohort seminars provided by Former Special Ed & Special Education Local Plan Area (SELPA) teachers, and retirees
<b>Average Site Level Support (hours/week)</b>			
First Year	2 hours/week	2 hours/week	1 hour/week
Second Year	1 hour/week	1 1/3 hours/week	1 hour/week
<b>Average Program Level Support (minutes/months)</b>			
First Year	60-90 min – 2/month	80 min/week	80 min/week
Second Year	60-90 min/month	60 min/week	75 min/week
<b>Assessment Measures</b>	CalTPA	Portfolio, Self-Assessment	CSTP Portfolio

An expanded description of the three programs and a listing of their instructional program coursework are provided in Appendix D.

In addition to special day class and resource settings, partnering districts requested that the programs provide interns for a variety of school settings. Project IMPACT indicated that the

majority of their Moderate/Severe interns are in county-run programs on school sites. Others are interning in special schools for students with disabilities. Stanislaus stated that its interns were placed in both inclusive and special day class settings. As was mentioned earlier, two of the programs (IMPACT and Stanislaus) serve schools in rural areas, meeting the specific needs of participating districts. All indicated that serving students with autism spectrum disorders was an important need that they were meeting in their service areas.

***Question 4: Have these programs been able to develop instructional and support systems that meet the needs of their clients/candidates?***

All programs have responded to the Commission's program standards in designing and implementing their programs. All three programs provide more than the mandated 120-hours of pre-service preparation in classroom management and planning, developmentally appropriate teaching practices, specialty specific pedagogy, teaching English learners, and communication skills, including reading, before the intern becomes teacher of record. IMPACT requires 160 hours of pre-service, LAUSD requires its interns to complete 240 hours of pre-service, and Stanislaus requires 150 hours of pre-service coursework and fieldwork. Throughout the duration of the program, instruction is based on classroom application; coursework is offered after school and on Saturdays; programs use a cohort model; and support is provided through a variety of modes both at the site and at the program level.

**Instructors**

All three program directors who were interviewed indicated that they draw their instructors from their own service areas. All of the pilot programs rely heavily on veteran Education Specialists with recent teaching experience who are also employed full-time in the districts they serve.

The LAUSD director indicated that she was pleasantly surprised by the wealth of talent and resources that they discovered in the LAUSD as they developed their program. However, the other extensive professional demands on these individuals continue to be a problem in terms of program scheduling and program delivery. LAUSD has also successfully used retired Education Specialists as instructors and mentors. Unfortunately, recent and on-going state and local budget pressures have forced LA to temporarily terminate the use of retirees. Furthermore, STRS (State Teachers Retirement System) limits on retiree income also impede programs in the most effective use of retired Education Specialists.

Both Stanislaus County Office of Education and IMPACT (San Joaquin County Office of Education) utilize local Education Specialists employed in their districts as well as instructors who are also employed by nearby universities. Stanislaus and IMPACT feel that these educators, who are currently active in their fields, are very effective program instructors. One program (IMPACT) prides itself in not advertising widely but in "hand selecting" potential teachers who have the personal attributes and professional skills that make them outstanding instructors and mentors. As did LAUSD, both Stanislaus and IMPACT also noted the problems encountered in scheduling their instructors who often have multiple responsibilities and in coordinating their instructors' schedules with their interns' schedules.

## **Support**

To provide interns with as much support as possible, in addition to veteran “buddy” teachers assigned to support interns at the school site, Project IMPACT interns are initially supported by a start-up coach who is a specialist in the field. Interns also receive 24/7 hotline support, PodCasts dealing with issues of concern to interns, and on-going support from retired special education teachers screened and hired by IMPACT. Project IMPACT also pays for release time or will fund a substitute to allow the intern to observe the skills of experienced teachers. A Practicum Supervisor also observes and evaluates the intern on a regular basis. Other specialty support, i.e. behavioral faculty, is also available as needed and upon request. Support providers are compensated on the basis of the number of visits to encourage more frequent exchanges between the intern and the support provider.

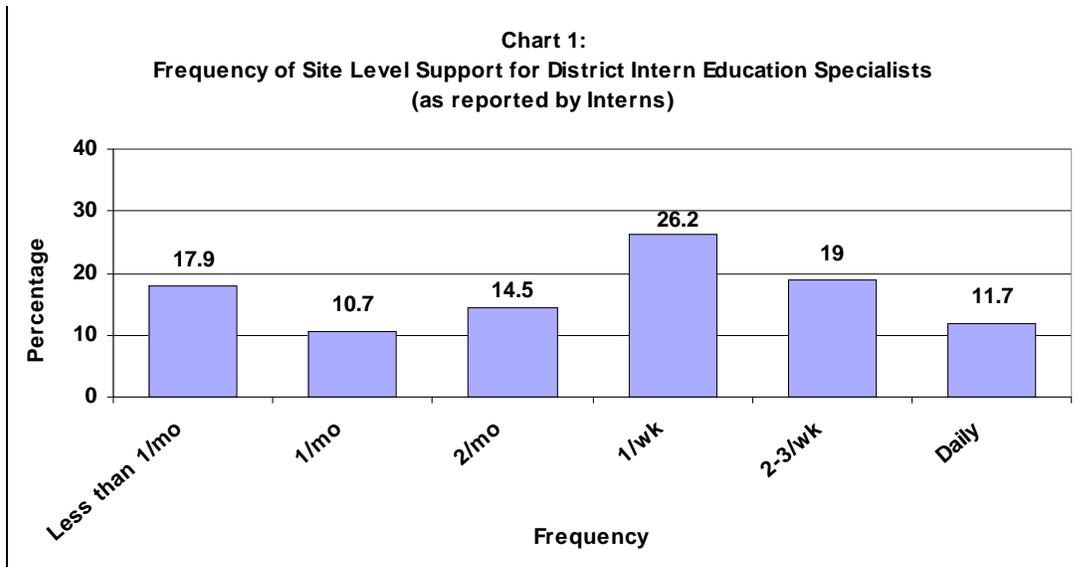
Like Project IMPACT, LAUSD uses start-up coaches to assist interns in setting up their classrooms, and to help orient them at the first of the school year. LAUSD also makes extensive use of retired Education Specialists to support interns throughout the school year. Support is also provided from teachers at the school site or from a neighboring school if a teacher with a comparable specialty is not available. Advisors and Program Specialists go to the schools to assist the interns and also provide telephone support.

Stanislaus also stresses the importance of a strong support system and uses start-up coaches to make sure interns start off on the right foot. When a support provider with the same area of specialization is not available on-site, support from a nearby school is sought. Stanislaus also uses a peer coaching system that places coaches at each intern site on a weekly basis. Practicum supervisors and the program coordinator also observe, assist, and evaluate interns on a regular basis. In this largely rural area, cell phone and email communication are also used to supplement communication between interns and those who support them.

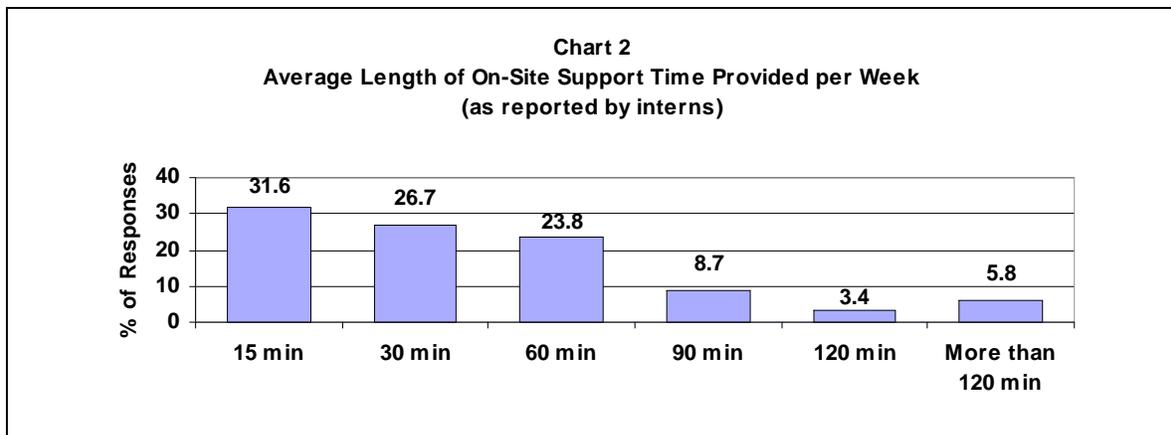
## **Interns**

In spring 2008, interns in their final year were asked to judge the effectiveness of twenty different content measures in helping them become competent special education teachers. Sixty-eight percent felt that the instruction was “highly effective” or “effective”, Twenty-seven percent rated the instruction as “somewhat effective.” Less than five percent deemed the instruction to be not effective.

Support and Assistance Provided to Interns. Consistent with findings in earlier studies of intern programs, support was the most problematic area of the District Intern Education Specialist program according to program participants. Interns who were surveyed were asked to provide information about the frequency that support was provided. This support includes both formal and informal meetings, visitations and observations. Chart 1 shows the frequency of support as reported by interns. The range of response was from 17.9% reporting site level support less than once a month to daily contact reported by 11.7% of the interns. Forty-three percent stated that they had one to three contacts per week with their site level support provider. However, 14.5% percent of the interns stated that they had support activities on average once every two weeks and 10.7% had contact once a month.



The average length of support time provided for interns on a weekly basis also reveals concerns with respect to the quantity of support. Chart 2 displays these data. More than fifty-eight percent of the interns reported spending only fifteen to thirty minutes a week in support activities. Roughly six percent of the interns reported that they spend more than two hours per week in support activities. The remaining thirty-six percent of the interns reported spending one to two hours per week with their on-site support provider.

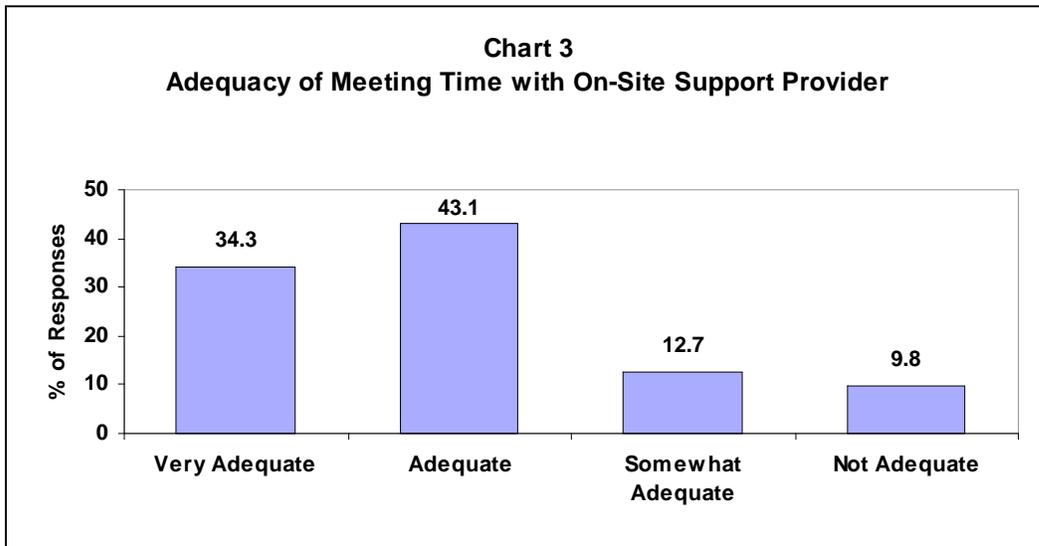


Although the reports of on-site support are less than Commission staff believes is adequate, interns reported a great deal of satisfaction with the support they were receiving. As indicated in Table 4, 63.7% of interns reported that they were well matched or fairly well matched with their support provider by grade level, and 65.7% reported they were well matched or fairly well matched by subject matter. Interns indicated they were well matched or fairly well matched in terms of knowledge of student population almost 80% percent of the time and by geographic proximity almost 75% of the time.

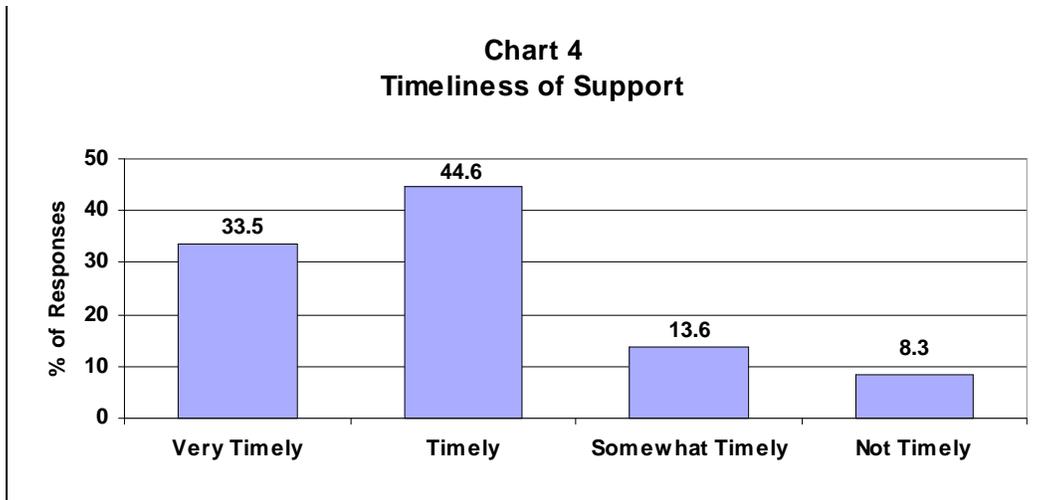
**Table 4**  
**Compatibility of Site-Level Support Providers and Interns**  
**(as reported by interns)**

	<b>Well Matched</b>	<b>Fairly Well Matched</b>	<b>Somewhat Well Matched</b>	<b>Not Matched</b>
<b>Grade Level</b>	38.6	25.1	22.7	13.6
<b>Subject Matter</b>	41.6	24.1	23.6	10.6
<b>Knowledge of Student Population</b>	56.6	21.7	16.9	4.8
<b>Geographic Proximity</b>	57.1	18.5	14.6	9.8

As reflected in Chart 3, seventy-seven percent of these same Education Specialist District Interns responded that the meeting time with their support providers was adequate or very adequate. Less than ten percent said meeting time was inadequate.



Furthermore, as shown in Chart 4, more than 78% of the interns indicated that support was provided in a timely or very timely manner.



Nevertheless, all programs noted that finding and maintaining sufficient on-site support for interns continues to be a challenge. Particularly in rural areas with low population density, the Education Specialist is often the only Education Specialist and only intern at a site. With high gas prices and long travel distances, it is sometimes hard to find adequate support for that intern. Programs such as IMPACT have been very imaginative and have successfully used various electronic devices to provide timely support for Interns. As stated previously, IMPACT operates a 24/7 hotline for interns and also offers Podcasts and web resources as well as email communication to keep in touch with and to help their interns with their needs. Stanislaus COE has found peer coaches to be very helpful in meeting a part of interns' needs. Los Angeles USD continues to cope with budget restraints and the STRS limits on retired educator income which hamper the effective use of this important resource.

In summary, the three pilot program participants have used a variety of methods to support participating District Intern Education Specialist teachers in addition to on-site support. Through these multiple measures, they have created a support network that appears to meet the needs of nearly all participants.

Overall Effectiveness Ratings by Survey Participants. As shown in Table 5, interns were asked to rate the effectiveness of their instructional and support systems in their District Intern Education Specialist program. Of the five instructional measures, only one measure was judged not effective by as much as 5.5% of the respondents. In all five categories, sixty-eight to almost seventy-seven percent of the candidates reported that their program had been either effective or very effective. Furthermore, in response to the final survey question, 70% of those surveyed stated that they would recommend the program to others.

**Table 5**  
**Measures of Program Effectiveness – Special Education Topics**

	<b>Very Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Did not Receive</b>
<b>Assessment and Instructional Accommodations</b>	28.2%	46.4%	20.2%	2.6%	2.6%
<b>Collaborative and Co-teaching Strategies</b>	27.3%	41.4%	22.3%	5.5%	3.5%
<b>Disability Specific Content</b>	24.2%	43.9%	26.8%	2.6%	2.6%
<b>Positive Behavioral Support</b>	32.8%	43.9%	20.2%	2.6%	.5%
<b>Transition and IEPs</b>	33.3%	38.4%	23.2%	4.1%	1.0%

***Question 5: Do the three programs who participated in this pilot program have the capacity to prepare and support high quality Education Specialist teachers for students with Moderate/Severe Disabilities or Early Childhood Education Specialists?***

In interviews with program directors, issues about the ability of the programs to provide high quality instructional and support services were addressed. Each of the three participants in this study has also operated a Mild/Moderate Education Specialist programs. Thus, they have been able to draw on this expertise to develop their Moderate/Severe and ECSE programs.

All program directors interviewed stated that they had developed a sustainable program whose growth was only limited by the number of qualified candidates they could find to enroll in their programs. All said they could grow and place more candidates if they could be recruited. The Los Angeles director indicated that they anticipated being asked to expand into ECSE and felt confident about doing so.

All of the directors noted the success of their cohort groups in developing and supporting interns. IMPACT, Stanislaus, LAUSD all point with pride to the start-up coaches they have developed to help interns begin their internships with seasoned help and to bridge the gap when a support provider is not immediately available at a site. All stated that it was important to develop a “support network” rather than relying on just on-site support.

The directors expressed confidence in their ability to provide a full array of instructional activities. The directors also provided a complete description of the support system, but frequently reflected on the challenges they face in that component. Putting together the instructional programs seemed to be less of an issue than finding the kinds of quality support

providers with experience and expertise in Special Education. Programs are using retired teachers to supplement on-site supervision. This strategy moves in the right direction, but it is not sufficient in and of itself. On-site support continues to be an area of concern. Programs will need to engage partnering districts and schools in discussions of how to increase the on-site support of special education intern teachers. Measures that have been implemented such as the enhanced support provisions in SB 1209 (Chap. 517, Stats. 2006) have helped address on-site support issues.

### **Conclusions and Recommendations**

Based upon review of documents from the three participating District Intern Education Specialist programs, evidence provided in annual reports of funded programs, interviews with program directors, and survey data of participants, the Commission staff has arrived at the following conclusions organized by the five effectiveness questions that framed this study.

#### ***Question 1: Does the Education Specialist District Intern Program help meet the shortage of special education teachers in California's classrooms?***

The number of Emergency Permits and Credential Waivers for Education Specialist Credentials has been reduced significantly in the last six years. Although there are many reasons why this has happened, one of the reasons is the availability and expansion of credential programs and options. District Intern Programs for special education teachers have increased and expanded since the last District Intern Study. Although universities and university intern programs have had the most significant impact on the availability of Special Education credential programs, District Intern Programs have had a significant impact in areas such as the San Joaquin Valley where there were insufficient other options.

#### ***Question 2: Are there any differences among those who enter classrooms through this route compared to more traditional student teaching routes?***

The data from the last six years show that internships are bringing into teaching those who are underrepresented in the teaching workforce, second career professionals and others who might not enter teaching at rates higher than their student teaching counterparts. This is particularly true in Special Education Credential programs. It is true of District Intern Education Specialist programs.

#### ***Question 3: Have these three programs developed teacher preparation programs that meet the needs of partnering districts?***

The three programs are now providing district interns for fifty California school districts, including the large metropolitan Los Angeles Unified School District. Every year the programs have grown as the requests from their partnering districts have increased. There are areas where the pilot programs have struggled, and there are ways that these programs can be improved, such as on-site support. The Commission staff is hopeful that the Enhanced Intern Program established by SB 1209 will help many of those areas that need improvement, such as more instruction for English learners and more onsite support for interns.

***Question 4: Have the pilot participants been able to develop instructional and support systems that meet the needs of their clients?***

All programs have responded to the Commission's program standards in designing and implementing their programs. Programs provide pre-service instruction before the intern becomes teacher of record, instruction is based on classroom application, coursework is offered after school and on Saturdays, programs use a cohort model and support is provided both at the site and the program level. There are areas where the pilot programs have struggled and there are ways that these programs can be improved. More support should be provided to interns at the site level. Programs need to focus on ways to increase the frequency and amounts of support for those interns who are not receiving regular assistance.

***Question 5: Do the three programs who participated in this pilot program have the capacity to prepare and support high quality Education Specialist teachers for students with Moderate to Severe Disabilities and Early Childhood Education Specialists?***

As was noted in the historical section of this report, one of the concerns of the 1999 pilot study was the capacity of programs to put together the fiscal and human resources necessary to successfully implement this type of teacher preparation program. In interviews with program directors, issues about the ability of the programs to provide high quality instructional and support services were addressed.

Directors expressed confidence in their ability to provide a full array of instructional activities. The directors also provided a complete description of the support system, but frequently reflected on the challenges they face in that component. Putting together the instructional programs seemed to be less of an issue than finding the kinds of quality support providers with experience and expertise in Special Education. Programs are using retired teachers to supplement on-site supervision. This strategy moves in the right direction, but it is not sufficient in and of itself. On-site support continues to be an area of concern. Programs will need to engage partnering districts and schools in discussions of how to increase the on-site support of special education intern teachers. Measures that have been implemented such as the enhanced support provisions in SB 1209 that will help address on-site support issues.

**Recommendation**

As a result of the generally affirmative response to each of the questions posed by the study, the Commission has concluded that District Intern Programs are capable of offering Education Specialist programs in all areas of disability. The Commission recommends that the pilot program status and January 1, 2010 culmination date, as specified in Education Code § 44325, be deleted. Commission staff recommends that Education Specialist District Intern Programs that are able to meet the Commission Standards of Program Quality and Effectiveness and continue to be approved based on these standards be authorized to recommend candidates for California credentials. However, the Commission staff also recommends that issues of on-site support and ways to improve the quality and quantity of that support continue to be explored.

## **Appendix A**

### **Historical Background on the District Intern Program**

The District Intern Program was initiated as part of Senate Bill 813 (Chap. 498, Stats. 1983), the Hughes-Hart Education Reform Act of 1983. As part of a comprehensive package of school reforms, this statute established an alternative route into teaching for single subject teachers. The program was originally known as the Teacher Trainee Certificate Program. The statute created an opportunity for school districts to initiate internship programs. Teacher trainees had to possess baccalaureate degrees, but they were not required to enroll in university courses during the internship. Instead, as a condition for employing teacher trainees, the 1983 statute required each school district to provide teacher trainees (interns) with the support of mentor teachers or other experienced educators a professional development plan that included the instruction required by statute and deemed necessary by the district and participant evaluation process. In addition to holding a baccalaureate degree, trainees were required to pass the state basic skills examination (CBEST), demonstrate subject matter competence by examination, and hold a major or minor in their subject area.

In 1987, legislation was enacted which expanded the District Intern Program to also include multiple subject and bilingual credentials.

In 1994, lawmakers made more changes in the District Intern Program. Senate Bill 1657 (Hughes, Chap. 673, Stats. 1994), provided a second option for demonstrating subject matter competence; completion of a Commission-approved subject matter program. The 1994 statute also allowed the Los Angeles Unified School District to conduct a pilot study of a District Intern Program for Education Specialist: Mild/Moderate Disabilities. The statute required that a study of the effectiveness of the special education pilot program be conducted and the results of the pilot study be reported to the Legislature in 1999. That study was presented to the Legislature in March 1999. The 1994 statute also required the Commission to develop standards for Mild/Moderate Special Education District Intern Programs. The standards were drafted in consultation with the Los Angeles Unified School District and the Commission's Special Education Advisory Panel. Those standards were adopted by the Commission in December 1996, and were the basis for the implementation of the first special education pilot credential program.

In 1998, SB 2042 (Chap. 548, Stats. 1998) was enacted into law. Included in the credential reforms provided by this legislation was the requirement that all teacher preparation programs be subject to the same approval and accreditation processes, standards and procedures.

SB 2029 (Chap. 1087, Stats. 2002, Alarcon) further amended the District Intern statutes. It allowed District Intern Education Specialist Programs Mild/Moderate disabilities to be offered in any California district. The bill eliminated the requirement to teach one year in a general education setting prior to a special education specialist placement. The bill also required an effectiveness study that was delivered to the Legislature.

Most recently SB 933 (Chap. 304, Stats. 2006) by Senator Machado amended the District Intern statutes to authorize a pilot program (until January 2010) to allow school districts to provide Education Specialist credential services in all areas of disability. The Commission is required to report on the pilot program on or before January 2009.

### **Previous Studies and Evaluations of the District Intern Program**

Education Code § 44329 has required that the Commission conduct a series of studies of the effectiveness of the District Intern Program and report its effectiveness to the Legislature. In 1987, the Commission produced *The Effectiveness of the Teacher Trainee Program: An Alternative Route into Teaching in California*. That report was the most extensive report on alternative certification that had been produced in this country to date. The report included descriptive information on the alternatives available, presentations of the data that were collected through questionnaires, interviews with interns, support persons, evaluators, instructors and program administrators, and classroom observations of district interns (then called teacher trainees). A matched sample of second year traditionally trained teachers, and second year emergency permit holders were compared with Teacher Trainees at program sites throughout the state. The report examined the instructional plans, the support systems, and the evaluation processes of these programs. It analyzed the effectiveness of the beginning teachers using the data collected in the nearly 500 classroom observations that were conducted. The study also reported on those who had left the program before completing the required two years of instruction. Finally, the report arrived at a series of conclusions and made five recommendations to the Legislature. These recommendations included that the program be continued if each program is approved and evaluated in the same fashion as all teacher preparation programs are and found to meet the same quality accreditation standards. This recommendation came to fruition when SB 2042 was passed in 1998.

Education Code § 44329 has been amended over the years to require additional studies of the effectiveness of District Intern Programs. The second study was completed in 1992 entitled *Alternative Routes to Teacher Certification in California: a Report to the Legislature*. This report presented the array of options that were available to become teachers, examined alternative certification in other states, described and illustrated the certification options and recommended several ways to improve alternative certification.

In 1996, the Commission produced the second statewide survey of District Intern Programs. The report entitled *The Effectiveness of District Intern Programs of Alternative Teacher Certification in California: a Longitudinal Study*, provided an analysis of the effectiveness, strengths and weaknesses of district intern programs drawing on the 1987 study and examining data collected over the next seven years including extensive data collected from candidates and graduates of district intern programs during that period.

The third mandated, data-based effectiveness study was presented to the legislature in spring 1999. *A Study of the Effectiveness of the Education Specialist District Intern Pilot Program in Los Angeles Unified School District: A Report to the Legislature*, used questionnaires collected

from 80 percent of the candidates and graduates from the Los Angeles program and interviews with 115 administrators, support providers, candidates and graduates as well as reviews of program documents to examine the effectiveness of the program. This study determined that in the judgment of the candidates, graduates, employers, and the accreditation review team the Los Angeles District Intern Education Specialist Program was generally effective in preparing credentialed teachers for students with mild to moderate disabilities. There were areas that needed improvement such as the need for consistent ongoing support for each intern and the need for focused, advanced coursework for Level II (professional clear) credential candidates. (See pp 38-39 of 1999 Study) The program subsequently has made adjustments to address these concerns.

Because “program capacity” was an issue in the 1999 study, it was an area of focus for the 2007 study. Program developers reported that they were able to find the necessary expertise within their district partners to offer a high quality instructional program. The challenge to find support providers was difficult particularly in those district intern programs serving rural and remote areas. The programs met this challenge by developing a variety of support options including on-site teachers, Internet, hot line and other mediated services and soliciting assistance from retired and SELPA based teachers to assist the district interns.

In February of 2007, the Commission presented the mandated, data-based effectiveness study that focused on the expansion of the Mild/Moderate Education Specialist District Intern Program to include all six District Intern Programs. As a result of this study, the Commission recommended to the Legislature that the January 1, 2008 sunset date for the program be removed from statute so that the program could be made permanent.

**Appendix B**  
**District Intern Education Specialist**  
**Program Director Interview Questions**

1. What was the purpose in developing your district's moderate/severe or ECSE program?
2. Has the program helped to meet this purpose? Please explain both quantitatively and qualitatively how it has helped.
3. Instructor: Who serves as your instructors? What other responsibilities do they have within the program, or with the county office of education or other partnering districts?
4. What have been the greatest challenges in developing your program?
5. What has been the program's primary recruitment source? e. g. recommendations from districts, second career, etc.
6. Describe the components for the intern's support system? How is this system coordinated with the districts?
7. How many current candidates do you have in each program?

**Appendix C**  
**Intern Program Consent Form, 2007-2008**  
**Intern Teacher Survey 2007-2008**

Intern Program Consent Form, 2008-2009

The Intern Program is a state-funded program of support and preparation for public school teachers to earn a teaching credential. By completing this consent form, you will join your local Intern program.

It is important to collect information on new public school teachers as we work to address the teacher shortage, provide support for new teachers, and promote teacher retention. The California Information Practices Act and the Federal Privacy Act provide that agencies requesting information indicate the principal purposes for which that information is used. Information gathered on this consent form will be used to determine funding for your Intern program.

I agree to participate in the Intern Program during the 2008-2009 school year.

School Name \_\_\_\_\_

School District \_\_\_\_\_

Intern Program \_\_\_\_\_  
Type of Intern Program MS SS Sp Ed

1. First Name \_\_\_\_\_

Last name \_\_\_\_\_

Email address (if available) \_\_\_\_\_

2. What is your gender?      Male      Female

What is your birth date? \_\_/\_\_/\_\_

3. Is this your first year in the Intern Program? Yes No

If No, is this your 2<sup>nd</sup> or 3<sup>rd</sup> year in the Intern program?

I estimate that I will complete my intern program (month) \_\_\_\_\_, (year) \_\_\_\_\_

4. For the year immediately preceding entering the internship credential program, please indicate which one of the following career categories best defines your experience:

- Military (Armed Forces)
- Technical & Scientific Industries (e.g. engineering)
- Social Services (e.g. health related, government)
- Other business or industry (e.g. sales, legal, clerical, manufacturing)
- College/University (recent graduates)

- Paraprofessionals (e.g. classroom aides)
- Provisional/Emergency/Substitute Permit Holders
- Other Teaching (e.g. private school, college)
- Other \_\_\_\_\_  
(List job)

5. What is your ethnicity?

- African American or Black
- Asian American/Asian/Indian (e.g. Chinese, Japanese)
- Latino, Latin American, Puerto Rican, Mexican American, Chicano or other Hispanic
- SE Asian American/SE Asian (e.g. Cambodian, Hmong)
- Pacific Islander, Filipino  
Caucasian (non-Hispanic)
- Native American/Alaskan Native
- Other \_\_\_\_\_

6. When and where did you receive your undergraduate degree?      Year graduated college

- |  |   |
|--|---|
| <input type="checkbox"/> In California | <input type="checkbox"/> Outside California |
| ○ UC                                   | Which state? _____                          |
| ○ CSU                                  | Or Country? _____                           |
| ○ Private Institution                  |   |

Please indicate campus \_\_\_\_\_

7. Please indicate the **credential** you are working toward:

- Multiple Subject
- Single Subject (Mark all that apply)
  - Agriculture
  - Art
  - Business
  - English
  - Languages other than English
  - Health Science
  - Home Economics
  - Industrial & Technology Education
  - Mathematics
  - Music
  - Physical Education/Dance
  - Science (Biological, Chemistry, Physics and Geo Sciences)
  - Social Science (History, Economics, Government, other)
- Education Specialist
  - Mild Moderate
  - Moderate Severe
  - Deaf/Hard of Hearing
  - Visually Impaired

- Physical Health Impairments
- Early Childhood
- Other \_\_\_\_\_

8. What grade level(s) do you teach this year? (Mark all that apply).

- Pre K     K     1     2     3     4     5
- 6     7     8     9     10     11     12

9. What **subject(s)** are you assigned to teach this year?  
(Mark all that apply—select the options that **best** describe your assignment)

- Multiple Subject
  - Elementary, self contained
  - Middle School Core
  - High School
- Single Subject (Mark all that apply)
  - English ( e.g., writing, literature, journalism, yearbook, drama, speech)
  - Mathematics ( e.g., general, algebra, geometry, statistics, trig, calculus)
  - Science (e.g., general, biology, chemistry, physics and geology)
  - Social Science ( e.g., history, economics, government, geography, civics)
  - Physical Education & Dance
  - Languages other than English
  - Art
  - Music
  - Agriculture
  - Business (e.g., computers, data processing, business law, bookkeeping)
  - Health
  - Home Economics
  - Industrial Arts/ROP
  - AVID, or other similar assignment
- Education Specialist
  - RSP ( e.g., Collaborative, push in/pull out)
  - SDC
  - Itinerant
  - Transition
  - Assistive Technology
  - ECSE

10. What is your Social Security Number?    -    -  
(required to track the Intern Program/s funding) \_\_\_\_\_

**Alternative Certification – Intern Program  
Program Evaluation Survey  
Intern Teacher Survey 2007-2008**

This survey asks questions about your experience in your intern program during the year that you will complete your internship program. Your program will use the responses collected from all participants as one source of evidence to identify strengths and needed improvements in the program. Similarly, the Commission on Teacher Credentialing will use aggregated data to identify strengths and needs for improvements in state policies concerning intern programs.

Your response is **confidential** and will not be shared with anyone in such a way that you can be identified individually. Your name and eight digit Intern ID are requested to match your response with the demographic data you completed on the consent form and to let your program director know that you have completed the survey. Your name and identifying information will then be removed from your survey responses prior to analysis. No file of your responses will be maintained in your name. Thank you for taking the time to provide data needed to understand and support the improvement of intern programs.

Every Intern program is responsible for assuring that each district assigns each Intern teacher one or more experienced educators who provide individualized support and assessment at the school site. This role is named differently across projects such as support person, coach, buddy, advisor, and mentor. This person(s) could include department chairs, specialized support people, and/or those individuals assigned by your district to help support you with issues related to behavior management, curriculum, and instruction. In this survey, that person or persons is referred to as a "*site support person(s)*." Specifically, we are interested in the support you received on your school site. In most cases support/supervision is also provided by your intern program; that person is referred to as the "*program supervisor*."

What is your name (as entered on your Intern Consent Form)?

First: \_\_\_\_\_ Last: \_\_\_\_\_

What is your unique eight digit ID # from the Intern Consent Form? \_\_\_\_\_

What month and year are you completing the Intern Program? Month \_\_\_\_\_ Year \_\_\_\_\_

**I. Recruitment/Selection/Orientation**

1. Why did you choose an intern program for your teacher preparation? *(Mark all that apply).*

- |  |  |
|--|--|
| Being able to go through the preparation program as a cohort | Length of program                                  |
| Being able to teach while getting certified                  | Organization of the intern instructional program   |
| Convenience of course scheduling                             | Out of pocket cost                                 |
| Guidance from a site support person teacher                  | Program links college faculty and schools          |
| Intern program fits my lifestyle                             | School based program (linking theory and practice) |

2. Please indicate your main reason(s) for entering a teacher preparation program.

*(Mark all that apply)*

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| Desire to work with young people     | Want a change from other work        |
| Employment mobility                  | Financial rewards                    |
| Family member was a teacher          | Sense of freedom in my own classroom |
| Influence of a teacher or adviser in | Need a second income in the family   |

college  
 Interest in subject-matter field  
 Long summer vacation  
 Influence of a teacher in elementary or  
 secondary school  
 Preparation program appealed to me

Job security  
 Never really considered anything else  
 Value or significance of education in  
 society

## II. Preservice Preparation

Intern preparation is offered in two components which are measured in Part II and III of this survey. The preservice component includes all instruction, including prerequisite courses that occur before taking over responsibility for the classroom as an intern. The second component occurs in the period while teaching until the credential is earned.

3. Did your instruction /coursework completed prior to entering the classroom as the teacher of record include the following? If yes, please rate the effectiveness of the instruction. If no, please mark "Did not receive."

	Did not receive	Not effective	Somewhat effective	Effective	Very effective
a. Assessing student learning and student progress monitoring					
b. Child/adolescent development					
c. Classroom management					
d. Creating an effective learning environment					
e. Instructional planning and delivery					
f. Professional, legal, ethical aspects of teaching					
g. Reading and literacy strategies					
h. Subject specific pedagogy					
i. Supporting equity, diversity and access to core curriculum					
j. Teaching English Learners					
k. Teaching special populations (e.g. student w/special needs)					
l. Teaching strategies					
m. Understanding and using student academic content standards and curriculum frameworks					
n. Using computer technology to support student learning					
o. Working with families					
<b>Education Specialist also complete the following:</b>					
p. Collaborative and Co-teaching strategies					
q. Disability specific content					
r. Positive behavioral support					
s. Transition and IEPs					
t. Assessment and instructional accommodations					

4. In some programs, interns have a field experience (classroom experience prior to taking responsibility as teacher of record) by observing classrooms, instructing a whole class, tutoring or teaching single or small groups of students, or instructing English Learners.

a. Did you have such an experience?	Yes	No
-------------------------------------	-----	----

If no, please continue with Question 6 below.

- b. If yes, how many total hours of pre-service field experience?

1 to 20 hours	41 to 60 hours
21 to 40 hours	61 hours and above

- c. Indicate the types of pre-service field experiences. (*Mark all that apply*).

Observation	Whole class instruction
Planning Instruction/Designing Lessons	Assessing Student Learning
Tutoring/teaching single or small groups of students	Instructing English Learners
Other _____	

5. During the **pre-service field experience** were you supported/supervised by any of the following?  
(*Mark all that apply*)

- |                                     |   |
|-------------------------------------|---|
| a. Program/university supervisor    | b. Start-up coach, interim support person |
| c. Site support person              | d. Master, cooperating teacher            |
| e. Other site or district personnel | f. Other program/university personnel     |

6. How well did the **pre-service instruction/experience** prepare you for your first day as teacher of record?

Not at all well	Somewhat	Well	Very well
-----------------	----------	------	-----------

### III: Preparation and Support while Serving as Teacher of Record

7. An intern program includes both preparation (coursework/seminars/modules of content instruction) and support for the intern's status as a new teacher. Support may consist of one or more persons. Your responses should reflect the total time/frequency of contact.

The term "Teacher of Record" refers to the time when you are working as a paid intern teacher in your own classroom. The following questions ask about the activities, instruction or teaching experiences that occur while you are the teacher of your own class as a paid teacher (aka teacher of record).

- 7a. About how often did you communicate with your site support person(s) and program supervisor (e.g., in person, by phone, e-mail) about issues related to your teaching practice (e.g., curriculum and instruction, classroom management/behavior, students, assessment, materials)?

Less than once per month	Once per month	Twice per month	Once per week	2-3 times per week	Daily
--------------------------------	----------------------	-----------------------	---------------------	--------------------------	-------

**Site support person(s)**  
**Program Supervisor**

- 7b. On the average, what is the total amount of communication (in person, by phone, via email) with your site support person(s) and university program supervisor per week?

15 minutes	30 minutes	60 minutes	90 minutes	120 minutes	More than 120 minutes
---------------	---------------	---------------	---------------	----------------	-----------------------------

**Site support person(s)**  
**Program Supervisor**

7c. Is/are your **site support person(s)**:

Full-Time Release	Part-Time Release	Full-Time Teacher	Retired Teacher/ Administrator	Other
----------------------	----------------------	----------------------	-----------------------------------	-------

8. In what ways are you matched with your assigned **site support person(s)** in terms of:

Not at all matched	Somewhat matched	Fairly well matched	Well matched
-----------------------	---------------------	------------------------	-----------------

- a. Grade level
- b. Your subject matter
- c. His/her knowledge of the student populations you teach (e.g. diversity, language, special needs)
- d. Geographic proximity – same school, nearby school

8e. Which of the following characteristics above is the **most important** to you in a site support person match? *Select **ONLY one** response!*

Grade Level	Subject matter knowledge
Student population knowledge	Geographic proximity
Other _____	

9. In the context of all of the demands on your time, was the meeting time with your site support person(s) and university/program supervisor adequate to meet your needs for support?

Not adequate	Somewhat adequate	Adequate	Very adequate
-----------------	----------------------	----------	------------------

**Site support person(s)**  
**Program supervisor**

10. Overall, how often were the following types of formal and informal support offered **timely in meeting your needs?**

Not at all timely	Somewhat timely	Fairly timely	Very Timely
----------------------	--------------------	------------------	----------------

- a. Work with your site support person
- b. Work with your university supervisor
- c. Classes, courses, seminars
- d. Work with other teachers/specialists

11. Please indicate if you received any of the following support during your intern program. If yes, please rate its usefulness.

	Did not receive	Not useful	Somewhat useful	Useful	Very useful
a. Onsite observation, consultation, demonstration					
b. Cohort support seminars					
c. On-line one-on-one support (e.g. email)					
d. Phone support					
e. Specialized support by individuals or teams (e.g. English Learners, subject specific, IEPs)					
f. Support from former interns or graduates					
h. Program coordinator/facility/staff					

12. Did the **instruction/coursework** you completed while you were teaching as an intern (i.e. after preservice) include the following? If yes, please rate the effectiveness of the coursework. If no, please mark "Did not receive."

	Did not receive	Not effective	Somewhat effective	Effective	Very effective
a. Applying effective teaching strategies					
b. Assessing student learning and student progress monitoring					
c. Child/adolescent development					
d. Classroom management					
e. Creating an effective learning environment					
f. Instructional planning and delivery					
g. Professional, legal, ethical aspects of teaching					
h. Reading and literacy strategies					
i. Subject specific pedagogy					
j. Supporting equity, diversity and access to core curriculum					
k. Teaching English Learners					
l. Teaching special populations (e.g. students w/special needs, gifted and talented students)					
m. Understanding and using student academic content standards and curriculum frameworks.					
n. Using computer technology to support student learning					
o. Working with families					

Education Specialist Interns **also please complete the following:**

p. Assessment and instructional accommodations					
q. Collaborative and Co-teaching strategies					
r. Disability specific content					

- s. Positive behavioral support
- t. Transition and IEP's

**IV. Intern Program Outcomes**

13. Below is a list of intern program outcomes. Please indicate the extent the intern program helped you achieve these outcomes.

	Not at all	Somewhat helpful	Helpful	Very helpful
a. Improve your teaching knowledge and skills				
b. Plan and delivery instruction				
c. Improve your ability to use standards-based assessment				
d. Meet your students' differing needs				
e. Understand performance levels for students				
f. Use technology to support student learning				
g. Teach English learners				
h. Create a supportive and healthy environment for student learning				
i. Address equity and diversity in your teaching				
j. Teach special student populations				
k. Manage classroom behavior				
l. Analyze student work				
m. Work with families of students				
n. Provide subject specific instruction				
o. Improve student achievement				

14. In five years, how confident are you that you will be:

	Not confident	Somewhat confident	Confident	Very confident
a. In the teaching profession?				
b. Teaching in the same district?				
c. Teaching at same school?				
d. In other education leadership positions?				

If you answered 'Not confident' or 'Somewhat confident', what factors have influenced your decisions?

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15. How long do you plan to stay in teaching after you earn your preliminary credential?

1 year	2 years	3 years
4-5 years	6-9 years	10-14 years
15 or more years	Undecided at this time	

16. Would you recommend this intern program to others?                      Yes      No      Maybe  
 Comments \_\_\_\_\_

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## **Appendix D**

### **Descriptions of District Intern Moderate/Severe and Early Childhood Education Specialist Programs**

#### **Los Angeles Unified School District Intern Program for Education Specialists: Moderate/Severe Disabilities**

Los Angeles Unified School District (LAUSD) Intern Program for Education Specialists began as a pilot in 1994. Currently, this program offers two credential options: a Clear Education Specialist Credential for Mild/Moderate Disabilities and another for Moderate/Severe Disabilities. Both programs are fully accredited with English Learner (EL) Authorization.

The Moderate/Severe Program began in 2006. This three-year program guides interns through a sequence of courses leading to the clear Level II credential. Interns in this program are carefully screened and many have personal connections to individuals with Moderate/Severe disabilities. The first cohort to culminate with the clear credential will be in June 2009.

Candidates are required to complete 240 hours of Pre-service Orientation prior to entering the classroom. This Pre-service Orientation addresses basic areas such as: multicultural aspects of a large urban school district, State Frameworks, Student Learning Standards, District curricula including the extended curriculum for Students with Moderate to Severe Disabilities, classroom management, collaboration, culturally Relevant and Responsive Education (CRRE), EL and Student With Disabilities (SWD) regulations and requirements, characteristics of students with Moderate/Severe Disabilities, equity and compliance, parent and agency participation, assessment, and effective instructional strategies and techniques. The Pre-service Orientation also includes supervised fieldwork for Interns in a setting for students with Moderate/Severe Disabilities. Subsequent courses are conducted on one evening per week and selected Saturdays. A collaborative co-teaching experience is provided with General Education field work prior to the completion of Level I credential. Level II is completed in an additional year.

LAUSD is a Special Education Local Plan Area (SELPA) which is divided into eight Local Districts. The District Intern Program collaborates with local university intern programs through regular Regional Network Meetings and the LAUSD Intern Steering Committee. University consultants have been involved in advisement and development since the program's inception. Many interns for the Moderate/Severe program have been recruited from within the district coming from paraprofessional positions and those teaching on Provisional/Emergency Credentials.

Support for interns is provided through a variety of sources. Interns in the Moderate/Severe program are part of a small cohort, which continues through the steps of the program as a unit. Individual Support Providers are recruited for Interns from the Intern's school site and/or Local District staff and are experienced in the field of Special Educator. In addition, Interns receive support from school based literacy and mathematic coaches, the Local District Special Education Support Unit Program Specialists and Least Restrictive Environment Specialists.

Evaluation includes the use of a formative and summative portfolio assessment. In Level I cohorts meet six times per year with a Portfolio Construction and Reflection facilitator. The facilitator provides instruction and feedback to the interns addressing classroom needs and portfolio tasks. These tasks are designed to allow the application of knowledge accrued in courses directly to the classroom. A portfolio exit review is required at the completion of Level I and again at the end of Level II. During Level II Interns complete an Individual Induction Plan (IIP) focusing on a chosen area of emphasis. The IIP leads Interns through individual research and into an action research project. A summative portfolio exit review is required prior to the completion of Level II.

The District Intern Program Educational Specialist staff continues to collaborate with both the LAUSD Division of Special Education's experts in the field of Moderate/Severe Disabilities and the Division of Instructional Support and with local University personnel to enhance curriculum options, material choices, and activity preparation for Education Specialist candidates. Program refinements continue with up-dating of Assistive technology information and the added emphasis on Autism Spectrum Disorder (ASD) information across all courses for both Level I and II.

Ongoing challenges include the recruiting, training and maintaining of credential matched support providers for the Moderate/Severe program.

The following pages outline the three-year Moderate/Severe Program course sequence.

**District Intern Program**  
**EDUCATION SPECIALIST PROGRAM FOR MODERATE/SEVERE**  
**(36 Month Program)**

<b>PREREQUISITE (6 Week Training)</b>		
ESEd222.1	Pre-Service Orientation: Foundations for Special Education (Required for all Interns)	4
ESEd222.2	Pre-Service Orientation: Foundations for Special Education (Required for all Interns)	4
ESEd222.3	Pre-Service Orientation: Foundations for Special Education (Required for 3 year Interns)	3
		<b>Total Points 11</b>

<b>LEVEL I - YEAR ONE Required Courses, Moderate/Severe Program</b>		<b>Point Credit</b>
ESEd320	Educational Foundations and Individuals with M/S Disabilities	2
ESEd321	Classroom Management: Methods of Behavior, Emotional, and Environmental Support	
ESEd322	Assessment, the IEP, and Instructional Planning for Student with M/S Disabilities	1
ESEd323	Curriculum and Instruction for Students with M/S Disabilities	1
ESEd324	Collaboration, Communication Skills and Inclusive Practices for Special Education	1
Ed211.11 (g)	Curriculum and Methods of Teaching English Language Development (general)	1
Ed202a	Curriculum and Methods of Teaching Reading/Language Arts	1
ESEd512a	Technology to Support Student Learning	1
ESEd301.1a	Practice In Teaching (My Life As a Teacher)	1
ESEd301.1b (s)	Practice In Teaching specific (Cultural Community Connection)	1
ESEd402.1a	Portfolio Construction and Reflection: Level I	3
<b>Total Points Year I: 15</b>		



<b>LEVEL I - YEAR TWO Required Courses, Moderate/Severe Program</b>		<b>Point Credit</b>
ESEd408.1	Collaboration, Consultation and Co-Teaching in a General Education Setting	3
ESEd325	Methods of Teaching Movement, Mobility and Health Care	1
ESEd425	Methods of Developing Interpersonal and Social Interaction Skills	1
Ed218(s)	Curriculum and Methods of Teaching History/Social Science (specific)	
Ed 304a	Curriculum and Methods of Teaching Mathematics (in General and Special Education)	1
Ed 304b	Curriculum and Methods of Teaching Science (in General and Special Education)	1
ESEd402c	Reading Instruction for Students with Special Needs	1
Ed 219.1 (g)	Teaching Diversity in a Multicultural Setting (general)	1
ESEd4 01.1c	Practice In Teaching ~ My Life As a Teacher	1
ESEd401.1d	Practice In Teaching ~ My Life As a Teacher and IIP Introduction	1
ESEd402.1b	Portfolio Construction and Reflection: Level I	3
<b>Completion of RICA required</b>		
		<b>Total Points Year II: 15</b>

**California Preliminary (Level I) Education Specialist Credential**

<b>LEVEL II - YEAR THREE Required Courses, Moderate/Severe Program</b>		<b>Point Credit</b>
ESEd515	Advanced Seminar in Special Educ, Current/Emerging Research and Practice	1
ESEd516	Professional Development, Current/Emerging Research and Practice	1
ESEd520	Advanced Instruction in Life Skills, Leisure Skills and Self-Determination Instruction	1
ESEd521	Advanced Data-Based Decision Making	1
ESEd522	Advanced Assessment and Planning for Students with M/S Disabilities	1
ESEd523	Advanced Behavioral, Emotional, Environmental Supports	1
ESEd510	Transition, Vocational and Career Development Planning	1
ESEd524	Advanced Leadership and Communication Skills	1
ESEd512b	Technology to Support Student Learning	1
Ed702g	Teaching English Learners	1
ESEd501.1e	Practice In Teaching ~ My Life As a Teacher (1-6)	1
ESEd501.1f	Practice In Teaching ~ A Picture Is Worth 1000 Words	1
		<b>Total Points Year III: 12 TOTAL</b>
		<b>PROGRAM POINTS: 53</b>

**California Professional Clear (Level II) Education Specialist Credential**

### **San Joaquin County Office of Education: Project Impact**

The IMPACT Program applies the concept of the district internship to a county-wide consortium model, with the county office providing coordinated development and geographically convenient delivery of a comprehensive teacher-training program to interns throughout the county. IMPACT's Moderate/ Severe program was approved in 2005-06 and currently (2008-09) is serving 86 Moderate/Severe interns in 21 districts. The ECSE program was approved in 2007 and serves 20 interns in 8 districts.

Interns are organized into cohorts and take all their coursework together, which is taught in blocks. Cohorts meet two evenings per week. Each course meets one night per week, for three to twelve weeks, depending on the course. Support is provided by a veteran teacher or Peer Coach. The Peer Coach and the intern spend one hour a week of coaching and support. All Peer Coaches are provided with training specific to the requirements of the program and the needs of the intern. In addition to Peer Coaches, Practicum Supervisors are assigned to each intern. The Practicum Supervisor is responsible for observation and assessment of each intern. This includes thirty observations and post-conferences. Practicum Supervisors also conduct semester Reflection Conferences for each intern for the purpose of deeper reflection of teaching practice and goal setting.

Visiting Educators make Project IMPACT unique. These classroom teachers are on loan from school district within the county. They have duties similar to a Practicum Supervisor, teach courses, assist with struggling interns and have more time availability since they are on site. Practicum Supervisor's observe every new intern at least twice a month and also meet once a semester to discuss the interns' progress.

IMPACT's unique program has been attractive to non-traditional candidates, including a higher proportion of unrepresented minorities. The Program's 93% retention rate after five years and IMPACT's reputation of creating highly qualified teachers is a major recruitment asset.

The program's accomplishments include developing new partnerships and expanding into new regions at the request of the districts. These include a partnership with Los Angeles County Office of Education, Tulare County Office of Education, Yolo County Office of Education, Santa Cruz County Office of Education, and establishing a "southern cohort" by holding classes at one of Merced COE's facilities to alleviate special education students having to travel long distances to attend coursework. The program received additional funding from a federal grant, Transition to Teaching, to establish other cohorts in geographically convenient locations such as Merced. The program instituted Subject Specific Faculty Meetings, bringing together faculty from throughout the state (in person and via video conferencing) that worked together to insure TPE connections are made and courses are consistent throughout the program and to share best practices. Additionally Mentoring Matters training provided growth for support providers resulting in more intern support and sharing a common language in their skill set.

**San Joaquin County Office of Education — Teacher Development  
Education Specialist District Intern Credential program  
Moderate/Severe COURSE SEQUENCE**

Semester One

Typical and Atypical Development	27 hours	9 meetings
Exceptional Learners I	18 hours	6 meetings
Special Education Law	18 hours	6 meetings
Positive Behavior Management	21 hours	7 meetings
Practicum		8-10 observations

Semester Two

Autistic Spectrum Disorder	18 hours	6 meetings
Cultural and Linguistic Diversity	18 hours	6 meetings
Collaboration Skills	30 hours	10 meetings
C & I Beginning Reading	27 hours	9 meetings
Practicum		8-10 observations

Semester Three

English Language Learners 1	18 hours	6 meetings
Assessment of Learning & Teaching	30 hours	10 meetings
Seminar: Interpersonal & Social Skills for the Inclusive Classroom	10.5 hours	6 mini-meetings
Practicum		4-5 observations

Semester Four

Academic Language	18 hours	6 meetings
Specialized Health and Movement	30 hours	10 meetings
Historical and Philosophical Foundations 1	18 hours	6 meetings
Practicum		4-5 observations

**Level II (110 clock hours of instruction)**

Level II Seminar  
Advanced Behavior Management & Collaboration Skills  
Advanced Leadership and Communication  
Advanced Assessment  
Practicum

**San Joaquin County Office of Education — Teacher Development  
Education Specialist District Intern Credential program  
Early Childhood Special Education**

**COURSE SEQUENCE**

Semester One		
Assessment and Intervention	18 hours	6 meetings
Exceptional Learners I	18 hours	6 meetings
Special Education Law	18 hours	6 meetings
Positive Behavior Management	21 hours	7 meetings
Practicum	8-10 observations	
Semester Two		
Autistic Spectrum Disorder	18 hours	6 meetings
Cultural and Linguistic Diversity	18 hours	6 meetings
Collaboration Skills	30 hours	10 meetings
Curriculum & Environment	27 hours	9 meetings
Practicum	8-10 observations	
Semester Three		
English Language Learners 1	18 hours	6 meetings
Typical and Atypical Development	27 hours	9 meetings
Early Language and Communication	18 hours	6 meetings
Specialized Health and Movement	30 hours	10 meetings
Historical and Philosophical Foundations 1	18 hours	6 meetings
Practicum	4-5 observations	

**Level II (76 clock hours of instruction)**

Level II Seminar  
Advanced Studies in ECSE  
Advanced Leadership and Communication  
Practicum

### **Stanislaus County Office of Education**

Stanislaus County Office of Education's Education Specialist: Moderate/Severe Program leading to a Professional Clear Credential was approved in the fall of 2007. The program evolved from local school districts partnering with the county office. During its first year, this program served 6 interns in the 2007-2008 school year. The primary recruitment resource is from those who are teaching in or referred from partnering school districts and word of mouth, especially from interns who are currently enrolled or have graduated from the Mild/Moderate Program.

Stanislaus addresses pre-service as a prerequisite for advancing into the internship program. The intern candidate must demonstrate competency in the areas of child development, classroom management, pedagogy and methods and special education foundations. The three year program initially focuses on the most critical needs of the classroom teacher and their students. The coursework design reflects the interns' pressing and immediate need for foundational information and sequenced courses to reinforce those concepts. Interns attend credential classes two evenings a week for the first two years and one evening a week during year three. Courses are five to ten weeks in duration. The coursework design reflects the intern's immediate need for foundational information and sequenced courses to reinforce those concepts. The sequence of courses is also by design, structured to spiral back to those issues for more sophisticated, deeper study.

Intern support is provided by Practicum Supervisors who observe interns in the classroom teaching and Peer Coaches who observe and coach interns, providing both support and guidance for developing Special Education instructors. Both Practicum Supervisors and Peer Coaches assist the interns in linking theory of coursework to practical application. The Site Administrator observes and evaluates the intern's progress based on the California Standards for the Teaching Profession (CSTP) and communicates the results of the observation with the Practicum Supervisor. In addition, classroom teachers, teachers on full-time release, other program personnel, retired teachers, or administrators with a background in Special Education provide support to interns.

Program evaluation is ongoing by program participants, graduates, and local practitioners with a comprehensive evaluation of the quality of courses and field experience. Identical to the Mild/Moderate Program at SCOE, an exit interview with graduates will be used to gather information about the program.

The program expanded due to several reasons including: an increased marketing effort, a quarterly newsletter that highlights cohorts and topics of interest regarding the program, monthly informational meetings that provide potential interns and district personnel with qualifications for entering the program, information on program design and the assessment system used to evaluate intern competency.

The financial aid component has been expanded due to partnering with TERI, a non-profit organization that guarantees and originates high quality competitively priced student loans. However, TERI filed Chapter 11 Bankruptcy in April 2008 and therefore is not accessible to

interns as of the current date. The APLE loan assumption program offered by the State has also recognized this program and allows the program to provide interns with financial support services typical of traditional institutions of higher education. Seven interns began with the Moderate/Severe Cohort 1, and six interns have begun their second year of the three-year program. Five interns have begun in the Moderate/Severe Cohort 2.

The support provider's component continues to be the largest challenge for this program and additional workshops are being schedule to provide effective coaching practice to alleviate this challenge. The faculty and staff have expressed concerns about retention of interns. This includes providing support for struggling interns and clarifying how to communicate and document concerns about their growth as special educators.

**Stanislaus County Office of Education’s Education Specialist  
Moderate/Severe Coursework  
Tier I Coursework**

<b>Semester (Preservice)</b>	<b>Course Number and Title</b>	<b>Units</b>
0	501 C & I for Students with Moderate/Severe Disabilities	2.0
1	611 Practicum	1.0
1	511 Positive Classroom Environment	1.0
1	512 Teaching Learning Strategies	1.0
1	513 IEP Process	1.0
1	514 Spectrum of Student Behavior	2.0
1	515 Collaboration	1.0
1	516 Technology—Level 1A	1.0
2	621 Practicum	1.0
2	521 Diverse Learners with Disabilities	1.0
2	522 Linguistically & Culturally Diverse Learners	1.0
2	523 Assessment I	2.0
2	524 Special Ed Law	1.0
2	525 Seminar I Collaboration/Sp. Ed Law/Behavior	1.0
3	631 Practicum	1.0
3	531 C & I Teaching Reading	2.0
3	532 Assessment II	1.0
3	533 Developing as a Professional Special Educator	2.0
3	534 Historical Foundations	1.0
4	641 Practicum	1.0
4	541 English Learners and Special Ed	1.0
4	542 C & I Language Arts, Fine Arts, Visual Performing	2.0
4	543 C & I Teaching Content to All	2.0
4	544 Technology—Level 1B	1.0
5	651 Practicum	1.0
5	551 Instruction of EL’s and IEP Development	1.0
5	552m C & I Math	2.0
5	553 Autism Spectrum Disorders	1.0
5	554 Specialized Health, Movement, Mobility, and Sensory Development	2.0
5	555 C & I Social Skills	1.0

## Tier II Coursework

Sem	Course Number and Title	Units
6	661 Practicum	1.0
6	561 Seminar III ( instruction delivered throughout the year)	
6	562 Advanced Behavior and Collaboration	2.0
6	563 Transitions	1.0
7	671 Practicum	1.0
7	561 Seminar III ( instruction delivered throughout the year)	1.0
7	564 Advanced C & I	3.0
7	565 Advanced Communication, Leadership, and Management Skills	2.0
7	566 Technology—Level II	1.0

Completed Moderate/Severe Program Accumulation:

49 units