

Executive Summary

Key Findings

- The Pre-intern Program is achieving the expectations set by the Legislature for improving the recruitment, retention, and subject matter passage rates of pre-interns.
- A recent survey shows that principals rate the pre-intern teacher as performing “better” or “much better” than other teachers with a similar amount of experience.
- The Pre-intern Program has been successful in providing initial training and support of teacher candidates in an era of teacher shortage.

Legislative Requirements and Summary Findings

Education Code Section 44306 requires the Commission to specifically report the following information to the Legislature:

- **Number of participating districts and pre-intern teachers served.**

Summary Findings: The program served 957 pre-interns in 1998-99, 5,800 pre-interns in 1999-2000, 7,694 pre-interns in 2000-2001, and is funded to serve 10,534 pre-interns in 2001-2002. Four hundred and fifty (450) school districts currently participate in the program. (Report Appendix C)

Table 1 illustrates the growth of the Pre-intern Program.

**Table 1
Growth of the Pre-intern Program-1998 to 2001**

Fiscal Year	Number of Funded Programs	Number of Pre-interns	Number of Districts	Dollars Available (Millions)	Annual Growth (%)
1998-99	18	957	41	\$2	
1999-00	43	5,800	316	\$11.8	506.1%
2000-01	58	7,694	330	\$11.8	32.7%
2001-02	68	10,534	450	\$11.8*	36.9%

* Additional funds provided by SB1666 (Chap 70, Stats 2000) through the Intern Funds.

- **Impact of the program on decreasing the number of emergency permits issued.**

Summary Findings: Every pre-intern certificate that is issued replaces an emergency permit. In 1999-2000, the program served only multiple subject authorizations. Thus in 1999-2000 5,800 pre-interns were actually served, thus eliminating that numbers of emergency permits. The program is funded in the current budget year to serve 10,534 pre-interns with authorizations in multiple subject, single subject, and special education. (Report Appendix B)

- **Retention rates of pre-interns as compared to emergency permit teachers.**

Summary Findings: In the first two years of the Pre-intern Program, 90% of the participating pre-interns were retained in teaching for a second year. This is a significantly higher rate than the 65% of emergency permit holders who remain in teaching for a second year. Third-year retention data is not yet available but indications are that the retention rate for the third year remains at or above 90%. (Report pages 13-14)

- **Success rate of pre-interns, by year of participation, in meeting subject matter requirements for a credential.**

*Summary Findings: Third-year exam passing rates are not available at this time, but in the first and second years of the Pre-intern Program, **nearly 60%** of the participants passed their subject matter examinations. Pre-interns passed at double the rate of the comparison population of emergency permit holders. Exam pass rates vary by program, with some programs reporting pass rates as high as 100%. (Report pages 14-16)*

- **Evaluation by pre-interns of effectiveness of the pre-intern preparation, support and assistance provided.**

Summary Findings: A survey of pre-interns asked participants to report on the value of several aspects of the program. The majority of pre-interns found their program to be of value, with the highest ratings given to program information and resources. Program information includes schedules for trainings, examinations, and information about credentialing. Resources include books, study guides, and instructional materials. (Report pages 16-17)

- **Description of in-kind contributions to the Pre-intern Program provided by participating school districts.**

Summary Findings: Local education agencies draw on a variety of other funds to support the Pre-intern Program, including: Federal Title II and Title VI, and State Peer Assistance and Review funds. The nature and extent of in-kind contributions varies from program to program. (Report pages 18-20)

- **Recommendations regarding continuance, modification, or discontinuance of the Pre-intern Program.**

Summary Findings: All indications from the first three years of implementation suggest that the Pre-intern Program has been effective in training teachers quickly and retaining them to create a larger supply of credentialed teachers for California's public schools. Minor modifications to the program have been recommended as the program moves into the next phase of implementation. (Report pages 20-21)

The attached report provides more background and data in response to each of these questions and provides information on the success of the Pre-intern Program in addressing California's teacher shortage.

Pre-intern Teaching Program: Report

Background

In 1997 the California Legislature passed and the Governor signed Assembly Bill 351 (Scott, Chapter 934, Statutes of 1997). This bill established the Pre-intern Program. AB 351 defines a Pre-intern Program as one that provides pre-interns with "early, focused, and intensive preparation in the subject matter that they are assigned to teach and development in classroom management, pupil discipline, and basic instruction methodologies." The program is designed to facilitate as quickly as possible a candidate's entry into an internship or other teacher preparation program. The goals of the program are responsive to the significant and increasing need for additional teachers in California schools. The Pre-intern Program offers teachers who are in the process of completing their subject matter requirements support and instruction in subject matter content, test preparation, and training in the *California Standards for the Teaching Profession*.

The Pre-intern Program provides grant awards for training and support at \$2,000 per pre-intern per year to counties and school districts that are selected through a competitive grant process. Agencies may apply singularly or jointly as a consortium. The Pre-intern Program improves the effectiveness and retention of teachers while providing a pathway to a full credential. The Pre-intern Program replaces the emergency permit system. Its funded, formalized support facilitates entry into an approved teacher preparation program. Local programs must provide subject matter instruction, introductory pedagogy in classroom management, student discipline and teaching strategies, and support.

The Commission began issuing Pre-intern Certificates in July 1998 to approved sponsoring education agencies. The requirements for a Pre-intern Certificate are the same as for an emergency permit, and candidates are those who have not completed the subject matter requirement for entry into a credential preparation program. Both require the completion of a bachelor's degree with a minimum number of units (forty for multiple or eighteen for a single subject credential with a minimum grade of "C") in the subject of the teaching assignment. Both also require the passage of the California Basic Educational Skills Test (CBEST). However, the emergency permit requires that the holder take six units toward the completion of a teaching credential, while the Pre-intern Certificate requires that the holder take the appropriate subject matter examination toward completion of a credential.

A Pre-intern Certificate is issued for one year and may be reissued once if the holder takes the appropriate subject matter examination(s) and participates in an approved local Pre-intern Program. In compelling cases, a third certificate may be issued at the discretion of the Commission. Emergency permits continue to be issued under current regulations.

The Commission has issued four Requests for Proposals (RFPs) to provide opportunities for participation in the Pre-intern Program. In March 1998, the first RFPs for pre-intern funding for multiple subject teachers were issued to every school district, county office of education and

post-secondary institution in California. Eighteen programs were awarded grants to serve 955 pre-interns from Federal Goals 2000 Program funds during 1998-1999. In January 1999 in response to the need to expand, Governor Davis and the California Legislature increased funding from \$2 million in 1998-1999 to the current level of \$11.8 million from general funds. The Legislature followed this funding increase with passage of AB 466 (Chapter 623, Statutes of 1999) in September of 1999 to offer pre-intern services to teachers with Special Education emergency permits. In response to legislative efforts to expand the Pre-intern Program, the Commission issued the following two RFPs in 1999:

- The first RFP in January 1999 to extend services to English, science, and math single subject pre-interns and;
- The second RFP in October 1999 to extend services to special education pre-interns in response to the passage of AB 466.

Through the RFP process 7,694 pre-interns were funded in 2000-01. In Fall, 2001, SB 1666 (Chap 70, Stats 2000) allowed Alternative Certification funds to be used to serve pre-interns. This legislation enabled the Commission to issue the fourth RFP for new programs and an Invitation to Expand for existing programs. These efforts resulted in the addition of 2,640 new pre-interns for a total of 10,534 pre-interns to be served in 2001-2002.

In 2001, the Legislature also enacted Senate Bill 299, (Chap 342, Stats 2001) which made minor changes in the language of Education Code Section 44305. Prior to the change, the Statutes allowed a Pre-intern Certificate to be renewed for one additional year only if the holder took the appropriate subject matter examination. Because some pre-interns may complete subject matter requirements by taking course work, Senate Bill 299 will allow these individuals the option to complete course work to demonstrate subject matter competence.

The Commission established guidelines and operational plans for the award of Pre-intern funds, conducted the grant award process, and monitored the quality of funded programs for pre-interns. To implement the program, the Commission consulted with representatives of the California Department of Education, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education. An advisory panel composed of representatives of these groups was appointed and met on March 2, 1998. The advisory panel agreed to add a program evaluation component to the legislative criteria. They also recommended the following initial implementation elements:

- Accept both first- and second-year emergency permit teachers to the program.
- Use the same subject matter requirements for the Pre-intern Certificate as for the Long Term Emergency Permit.
- Require sponsors to design their programs to reflect the *California Standards for the Teaching Profession*.

Pre-intern Programs are required to provide subject matter preparation, introductory teaching skills, advisement, and coaching from an experienced teacher. To provide these five program components, individual programs use local resources to individualize their programs. Many

programs for pre-interns are collaborative efforts that tap the talents and expertise of teacher educators in colleges and universities and curriculum experts, human resources personnel, and credential analysts in local education agencies.

The five required components have become more refined as Commission staff and local program directors have identified the needs of this unique population of teachers. The programs begin with at least 40 hours of instruction in basic teaching skills, prior to or concurrent with entry into the classroom, followed by practical teacher training throughout the school year. In some cases this training is provided by school districts and county offices of education and, in some cases, by a college or university. Colleges and universities also collaborate with program sponsors to analyze pre-interns' subject matter qualifications. From this analysis a pre-intern is assisted in developing an individual plan for completing subject matter requirements to enter a formal preparation program. Several colleges and universities have designed new course work and programs especially for pre-interns. Local programs have worked together to design effective instruction and coaching that are based on best practices of teacher preparation and development.

The following schedule summarizes the path a pre-intern teacher takes to become fully credentialed.

First Year: The pre-intern teacher receives academic advisement, attends test preparation workshops, receives support from an experienced teacher, and takes the subject matter examinations.

Second Year: After passage of the appropriate subject matter examinations, the pre-intern teacher enters a University or District Internship Credential Program or a traditional teacher preparation program. If the examinations are not passed, the pre-intern continues advisement, support, and test preparation. The second-year pre-intern teacher typically completes course work before taking the subject matter examinations a second time.

For three years the Commission has administered the Pre-intern Program by awarding competitive grants to agencies that applied singly or jointly as a consortium. Grant awards provide training and support at \$2,000 per pre-intern per year.

In the first year of implementation the Pre-intern Program served only applicants pursuing Multiple Subject Teaching Credentials. In 2000-2001, the program expanded to serve teachers who are working toward an Education Specialist Instruction Credential or a Single Subject Teaching Credential in mathematics, science, or English. In 2001-2002, the Pre-intern Program expanded to include participants in all single subject areas.

The enabling legislation for the Pre-intern Program requires the Commission to provide a final report to the Legislature in October 2001. Commission staff surveyed participating program directors, pre-interns, support providers and coaches, and principals to collect the required data for this report.

The Commission has taken a variety of steps to improve the program, including the development of State sponsored training materials, formation of regional Pre-intern networks and the coordination of the Pre-intern and Intern Programs.

State Sponsored Training and Materials

Several components contribute to the success of pre-interns. To assist local programs with the required components, Commission staff provides two days of training to all new program directors. In addition, Commission staff and project directors meet twice a year to discuss the best practices for moving pre-interns quickly into an Intern or traditional teacher preparation program. Assisted by Commission staff, project directors have designed training for pre-intern coaches. They have developed subject matter preparation for MSAT teachers. And, they have developed subject matter preparation for pre-interns in the single subject areas of mathematics, science, English, physical education, social studies, and Spanish.

In 2001-2002 materials will be prepared to assist pre-interns in the following single subject areas: social science, Spanish, and physical education. In 2001-2003 the MSAT preparation materials and the math, science, English and social studies single subject test preparation for pre-interns will need to be revised to align with the new test specifications that will result from the work of the subject matter panels that is currently in progress.

Commission staff recognized that the success of the program not only depends on providing pre-intern directors with support and information, but that credential analysts also needed on-going information. To provide this information to the field, Commission staff present information at the Title II Summer Workshops, Regional Credentialing Workshops, the CCAC Annual meeting, and locally sponsored district meetings for human resource personnel.

Formation of Regional Pre-intern Networks

To expand effective Pre-intern Programs, the Commission has formed a Pre-intern Regional Network throughout California. The regional networks are designed to build capacity at the local level by creating a structure that allows each region to design support activities and training activities that can be shared regionally and statewide. Each region offers opportunities to learn how to implement a Pre-intern Program to districts that are not currently served by a Pre-intern Program. Regions also hold regular meetings with directors to discuss policies and practices that promote a well-planned program for all pre-interns in California. A list of regions and the programs they serve is found in Appendix A. In 2001-2002 efforts will be made to align the Pre-intern regions with Intern and BTSA regions so that programs are integrated into the same geographic area. There will also be efforts made to add to the existing regional field staff at least one person with experience and knowledge about teacher certification.

Coordination of the Pre-intern and Intern Programs

Commission staff recognize the importance of an integrated and coordinated transition between the Pre-intern Program and the Intern program. Efforts have been underway to ensure a smooth transition for pre-interns. However, there is still work to do. Survey data show that approximately 7% of all pre-interns who complete subject matter requirements face barriers when they attempt to enter an intern program. Issues that pre-intern directors have identified are the following: no connection between some Pre-intern Programs and Intern programs sometimes even within the same district; grade point average entrance requirements that exclude some

successful pre-interns; additional subject matter courses or pre-requisites in addition to passing the required subject matter examinations; enrollment dates in Intern programs that do not coincide with examination passing notification dates; and expiration of the Pre-intern Certificate before acceptance into an Intern program. Pre-intern directors have developed strategies for dealing with some of these situations, but could benefit from a series of meetings that included Intern directors with an agenda focused on finding solutions to transition issues that occur for pre-interns. When these transition issues are not resolved, the pre-intern often goes back on an emergency permit or drops out of the profession.

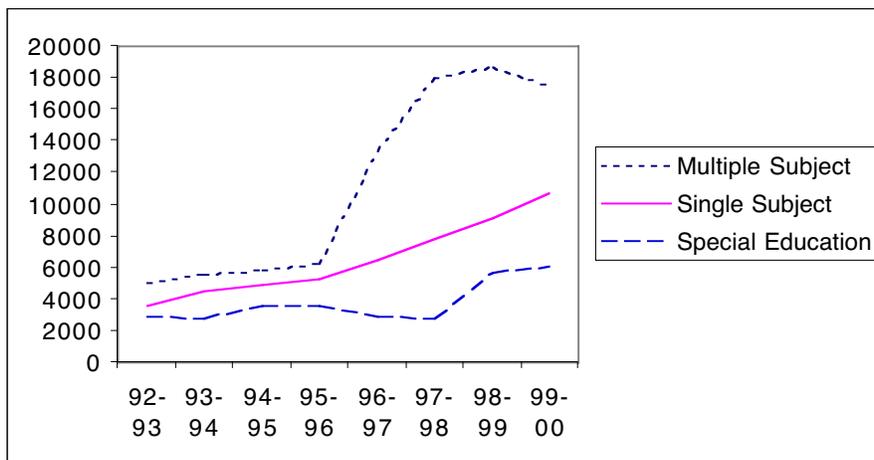
Background on Emergency Permits

Figure 1, below, includes data from the Commission’s 1998-1999 Annual Report: Emergency Permits and Credential Waivers (CCTC, 2000) which illustrate emergency permit issuance in recent years:

- The total number of emergency permits increased slightly from 1992 to 1995. The total number of emergency permit teachers increased from 15,753 in 1995-96 to 24,503 in 1996-97.
- The impact of the state effort to reduce class size in primary grades is evidenced by the large increase in multiple subject emergency permits issued in 1996-97. The effect of class size reduction continued in 1997-98 as issuance of multiple subject emergency permits grew to 17,981. These permits increased to 18,676 in 1998-99, but decreased to 17,421 in 1999-2000.
- Emergency single subject permits showed a moderate increase to 7,779 in 1997-98; 9,167 in 1998-99; and 10,730 in 1999-2000.
- Emergency Special Education permits increased from 2,758 in 1997-1998; 5,653 in 1998-1999, and 6,150 in 1999-2000.

Figure 1

Emergency Permits Issued During the Years 1992-93 to 1999-2000



Emergency permits authorized the service of 12% of the California teaching force in 1997-98. The Commission issued 28,518 emergency permits in 1997-98; 33,496 in 1998-99, and 34,309

in 1999-2000. The number of multiple subject emergency permits decreased from 18,676 in 1998-99 to 17,421 in 1999-2000. This decrease is more than likely the result of the Pre-intern Program's efforts to serve multiple subject teachers and occurred during a time when California experienced an increase in the K-8 student population. According to the California Department of Education Demographics Unit (CBEDS, 2001), the K-8 population grew from 3,269,762 in 1998-1999 to 3,323,705 in 1999-2000. The Pre-intern Program served multiple subject teachers first, and began to provide service to single subject and special education teachers the following year in 1999-2000. A decrease in the number of single subject emergency permits and special education emergency permits should be expected when statewide data for 2000-2001 is compiled.

Statewide Pre-intern Program Survey

The Commission's Pre-intern Advisory Panel established a formal program evaluation for each program in order to answer questions that are required in the Final Report to the Legislature. Program sponsors completed and submitted an evaluation study that included retention and examination passing rates, an expense report, and a reflective narrative on the progress of the program. A compilation of these data was used to write the report. Retention rates and examination passing rates for 2000-2001 were not available for this report as program directors are in the process of making their calculations; therefore data related to retention and examination passing rate reflect two years of program operation.

Program evaluation data also includes surveys of pre-interns and their principals. Each year since 1998-99, the Commission has distributed surveys to pre-interns. In 1998-99, 301 of 795 surveys were returned. In 1999-2000, 708 of 2,723 were returned. In 2000-2001 over 5,000 surveys were mailed and an on-line option of the survey was made available to pre-interns. Over 1,569 pre-interns responded to the survey in July 2001. The results of the demographic study compiled from two years of data are summarized in Appendix B, which provides a profile of pre-interns. Included in the profile are such features as ethnicity, gender, experience, background, and motivation. Anecdotal evidence and direct quotes from program participants further illustrate the type of individual participating in this program. The data show that the program serves a high percentage of ethnic groups underrepresented in the teaching profession, males, and second-career professionals.

To gain a perspective on the teaching effectiveness of pre-interns, Commission staff also surveyed 800 principals in August 2001. The data collected from their responses are included in this report.

State Law on Reports to the Legislature

While including funds for the Pre-intern Program in the State Budget, the Legislature also enacted a provision to govern the reports on this new program (AB 351, Chap 934, Stats 1997) The questions to be answered in program reports as defined in the Education Code Section 44306 are summarized next. For each of the following questions about the Pre-intern Program, information is provided and references to achievements are drawn from the statewide Pre-intern Program surveys conducted in 1999, 2000 and 2001.

- Number of participating districts and pre-intern teachers served
- Impact of the program on decreasing the number of emergency permits issued
- Retention rates of pre-interns as compared to emergency permit teachers
- Success rate of pre-interns, by year of participation, in meeting subject matter requirements for a credential
- Evaluation by pre-interns of effectiveness of the pre-intern preparation, support, and assistance provided
- Description of in-kind contributions to the Pre-intern Program provided by participating school districts
- Recommendations regarding continuance, modification, or discontinuance of the Pre-intern Program

Question 1: Number of Participating Districts and Pre-intern Teachers Served

The Pre-intern Program has expanded significantly since its inception. Table 1 shows the growth of the Pre-intern Program from its inception through the current year. The Program served 957 pre-interns in the 1998-99 fiscal year. In 1999-2000 programs were funded to serve 5,800 pre-interns. In 2000-2001 programs were funded to serve 7,694 pre-interns. The most recent RFP in 2001 resulted in ten more new programs for the fiscal year 2001-2002.

**Table 1
Growth of the Pre-intern Program-1998 to 2001**

Fiscal Year	Number of Funded Programs	Number of Pre-interns Served	Number of Districts Involved	Dollars Available (Millions)	Annual Growth (%)
1998-99	18	957	41	\$2	
1999-00	43	5,800	316	\$11.8	506.1%
2000-01	58	7,694	330	\$11.8	32.7%
2001-02	68	10,534	450	\$11.8	36.9%

Table 2 indicates the number of pre-interns in each program for the 2001-2002 school year, the types of pre-interns each program serves and other support programs they operate. Local programs may serve teachers in one or more authorized areas. Most programs have also been involved in other teacher support programs (e.g., 93% participate in intern programs; 99% participate in the Beginning Teacher Support & Assessment program). Many local education agencies applied concurrently for Intern, Beginning Teacher Support & Assessment (BTSA), and Pre-intern Programs. In fact, joint applications for Intern and Pre-intern Programs are encouraged.

**Table 2
Pre-intern Programs and Participation in Other Support Programs**

Program Name	Number Pre-interns	Multiple Subject	Single Subject	Special Education	Intern Program	BTSA Program
Alameda COE	135	X	X	X	X	X
Alhambra /CSULA	25			X	X	X
Alhambra SD	45	X	X	X	X	X
Alisal USD	30	X			X	X
Alum Rock USD	150	X	X	X	X	X
Anaheim UHSD	60		X	X	X	X
Antelope Valley UHSD	115	X	X		X	X
Azusa USD	32	X			X	X
Bakersfield CSD	90	X			X	X
Baldwin Park USD	65	X			X	X
Cal State Teach	300	X			X	
Centinela USD	52					
Claremont USD	89	X	X	X		X
Clovis USD	35	X	X	X		X
Compton USD	30		X		X	X
Downey USD	80	X	X	X		X
El Rancho USD	150	X	X	X		
Fontana USD	185	X	X	X	X	X
Fresno USD	105	X	X		X	X
Glendale USD	30	X	X			X
Hacienda La Puente USD	160	X	X			X
Hawthorne SD	400	X				
Imperial COE	150	X	X	X	X	X
Inglewood USD	40		X			
Kern COE	150	X	X	X	X	X
Kings COE	70	X	X	X	X	X
Lancaster SD	41	X	X	X	X	X
Long Beach USD	250	X	X	X	X	X
Los Angeles COE	365	X	X	X		X
Los Angeles USD	2,025	X	X	X	X	X
Lynwood USD	50	X	X	X		
Madera USD	20	X	X	X		X
Merced COE	80	X			X	X
Montebello USD	210	X	X	X	X	X
Monterey COE	100	X	X		X	X
Northeastern Consortium	40			X	X	X
Norwalk-La Mirada	80	X	X		X	X
Oakland USD	350	X	X	X	X	X
Oceanside USD	10	X		X	X	X
Ontario-Montclair SD	80	X		X	X	X
Orange COE	300	X		X	X	X
Palmdale SD	250	X	X	X	X	X
Paramount USD	50	X				X
Pasadena USD	110	X	X	X	X	X

Table 2 continued
Pre-intern Programs and Participation in Other Support Programs

Program Name	Number Pre-interns	Multiple Subject	Single Subject	Special Education	Intern Program	BTSA Program
Placer COE	30		X	X	X	X
Pomona USD	120	X	X	X		X
Riverside COE	850	X	X	X	X	X
Rowland USD	50	X	X	X		X
Sacramento City USD	50	X	X	X	X	X
Sacramento COE	115	X	X	X	X	X
San Diego USD	400	X	X	X	X	X
San Francisco USD	90	X	X	X	X	X
San Gabriel USD	75					
San Joaquin COE	450	X	X	X	X	X
San Mateo COE	150	X	X	X	X	X
Santa Clara COE	60	X	X	X	X	X
Santa Cruz COE	225	X	X	X	X	X
Saugus USD	30	X	X		X	X
Solano COE	40	X	X	X		X
Sonoma COE	25	X	X	X	X	X
South Bay USD	45	X	X			
Stanislaus COE	70	X	X		X	X
Torrance USD	75	X	X	X		X
Tulare COE	70	X	X		X	X
Ventura COE	190	X	X	X	X	X
Walnut Valley USD	100	X	X	X		X
West Contra Costa USD	150	X	X	X	X	X
Yuba COE	07	X	X		X	X

Question 2: Impact of the Program on Decreasing the Number of Emergency Permits Issued

More than a third of California’s districts and 51 of California’s 58 counties currently participate in the Pre-intern Program. As local programs grow, they significantly reduce their districts’ needs for emergency permits. Three sources indicate that the Pre-intern Program is a factor in decreasing the number of emergency permits issued. First, CBEDS data show that the total number of teachers employed in the state was 292,012 in 1999-2000, and 12.8% of all teachers were serving with emergency permits. In 2000-2001 the total number of teachers in California was 301,361, an increase of 9,349 teachers. However, in 2000-2001 even with a larger teaching force, the percentage of teachers teaching with emergency permits was 11.5% down from 12.8 % (CBEDS 1999-2000). The Pre-intern Program is currently serving 10,534 pre-interns. This increase of almost 3,000 more pre-interns in 2001-02 than in the previous year will enable more emergency permit holders to move from emergency permit status.

CBEDS data show that 34,670 teachers were teaching with emergency permits in 2000-2001. The Pre-intern Program served 7,694 pre-interns in 2000-2001. This represents approximately 22% of the emergency permit population in 2000-2001.

Additional evidence that the Pre-intern Program is making progress in reducing the number of emergency permits is illustrated by the data presented in *Teachers Meeting Standards for Professional Certification in California: Second Annual Report* (required by Education Code 44225.6) (CCTC, 2001). This report lists 103 school districts that employed 20% or more of their teaching staff on emergency permits in the 1998-99 school year. The report noted that the identified districts are most frequently located in rural and inner-city areas. Through expansion efforts the Pre-intern Program now serves 58 of the 103 school districts identified in the report as employing 20% or more of their teaching staff on emergency permits. The Commission is working to add additional districts to the Pre-intern Program.

Finally, data in Figure 1 (page 8) show a decrease of 1,255 emergency permits issued for multiple subject teachers between 1998-1999 and 1999-2000. Multiple Subject teachers were the first group that the Pre-intern Program served. This reduction can be attributed to the Pre-intern Program which was just beginning. Data for 2000-2001 is not available yet, but staff anticipate a further decrease in Multiple Subject emergency permits and a decrease in Single Subject and Education Specialist Instruction Emergency Permits. The latter two groups were served for the first time in 2000-2001.

Many of the districts served by the Pre-intern Program offer the program as an option, not as a requirement. However, approximately eleven school districts with Pre-intern Programs have a goal to eliminate emergency permits in their districts in 2001-2002. San Diego City Unified School District and Oakland Unified School District are working closely with Commission staff to eliminate emergency permits through expansion of their Pre-intern Programs and proper placement of teachers in other Learning to Teach Programs. Several other districts in the statewide program are requiring newly hired, eligible teachers, to participate in the program instead of offering the program as an option. Encouraging these local efforts and recruiting districts that currently opt for emergency permits instead of taking advantage of the Pre-intern Program are potential ways to make a more dramatic decrease in the number of emergency permits.

Question 3: Retention Rates of Pre-interns Compared to Emergency Permit Teachers

Commission data on pre-interns' retention rate is based on the first two years of the program. However, these data are highly encouraging. A primary focus of the Pre-intern Program is to retain individuals who might otherwise leave the profession by providing them with an organized system of support and instruction. Pre-intern Program directors provided retention rates through the Pre-intern Director's Survey that is required in the fall each year. In the first two years of the Pre-intern Program, almost 90% percent of all pre-interns were retained for a second year, as opposed to around 65% of first-year emergency permit teachers as indicated by Commission statistics. Teachers who remained in the program for a second year, or who transferred to another Pre-intern Program or a teacher preparation program were included in the retention

figures. Given that other employment variables for these teachers are the same, one may argue that this improvement in retention is the direct result of the support of the Pre-intern Program. Overall, a 90% retention rate indicates that the Pre-intern Program has met its initial goal to retain teachers in the profession.

**Pre-intern Program Retention Rates
1998-1999 and 1999-2000**

Year	Range*	Overall Retention Rate
1998-1999	73% - 99%	88.9%
1999-2000	69% - 100%	90%

*Indicates the range of retention rates of pre-interns for individual programs.

The retention rate for the emergency permit population is much lower. Of the individuals who received their first long-term emergency permits in the 1997-98 school year, 32% did not apply for any type of teaching authorization the following year. Multiple subject teachers in this group did not reapply at a rate of 29%. Non-application rates for both single subject emergency teachers and Special Education emergency teachers were 38%. These rates for first-time emergency permit holders in the previous two years were similar both in the overall rate and in rates among specific authorizations. These data are consistent with data collected over the last several years that indicate that as many as one-third of emergency permit holders in a given year are lost through attrition. Commission reports on attrition of pre-interns during the first two years of the program indicate an overall rate of ten percent. Third-year retention figures will be available after final hiring decisions are made by school districts for the 2001-2002 school year. In program surveys and interviews of pre-interns conducted during the last three years, the majority reported that support and assistance from the Pre-intern Program are the primary factors in their decision to remain in teaching.

Question 4: Success Rate of Pre-interns, By Year of Participation, in Meeting Subject Matter Requirements for a Credential

The subject-matter component of all programs includes the development of an individualized instruction plan through an evaluation of each pre-intern's subject-matter strengths and weaknesses. Transcript evaluations, self-assessments, and results of prior examinations (if applicable) contribute to the development of the individualized plan. Program evaluation has led directors to conclude that subject matter training must be focused in several ways to address different needs: testing strategies, test anxiety, and content instruction. In some cases pre-interns attain their subject-matter competence through courses taken at local colleges or universities. The Commission encourages programs to be creative in developing subject-matter training, such as workshop or seminar formats and site-based courses. Along with subject-matter content instruction, programs provide training in test-taking strategies.

Data collected in the first two years show that nearly 60% of pre-interns passed their subject matter examinations in the first and second years of the program. These figures are similar to the

pass rates of all test takers, despite the fact that pre-interns are largely members of groups that tend to pass at lower rates than the general population.

Preparation toward obtaining subject-matter competence is a key component of the Pre-intern Program. Program participants are often recruited based on the fact that they have previously struggled with this credential requirement and are most likely to benefit from program services.

In surveys of pre-interns conducted in 2000 and 2001, 1,846 pre-interns responded to the question about taking subject matter exams before entering the Pre-intern Program. 70% of pre-interns reported that they had previously taken and failed a subject matter examination before entering a Pre-intern Program. This high percentage is significant considering that *The Annual Report on the Multiple Subjects Assessment for Teachers (MSAT) October 1992-June 1999* (CCTC, 1999) reveals that the likelihood of passing the examination actually is reduced each time an individual repeats the examination, making pre-interns a group who would not be likely to succeed at the same rate as other test takers.

With this in mind, staff anticipated that passage rates on subject-matter examinations among this group might be lower than that of the entire population. Figure 2 shows the combined overall pass rate for Pre-interns taking their examinations in 1998-1999 and 1999-2000. Results from these two years indicated that the passage rate for programs statewide was 58.4%.

Figure 2
Pre-intern Examination Passage Rate 1998-2000

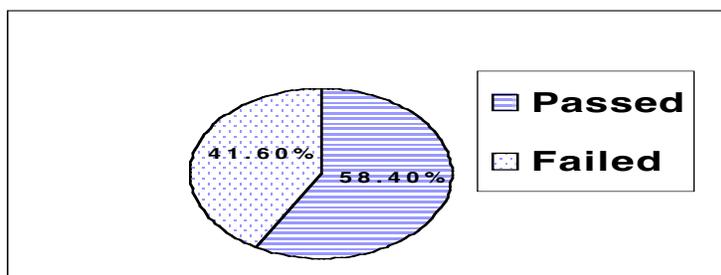


Table 3 (reprinted from the report cited above) identifies the total number of individuals who passed the two sections of the MSAT examination which are the multiple choice Content Knowledge and the written response Content Area Exercises. Over three attempts not only did the numbers who took the test again diminish, but the percentage that passed also dropped dramatically.

Table 3
Analysis of Cumulative Passing Rates on the MSAT
October 1992-June 1999

MSAT (by Section)

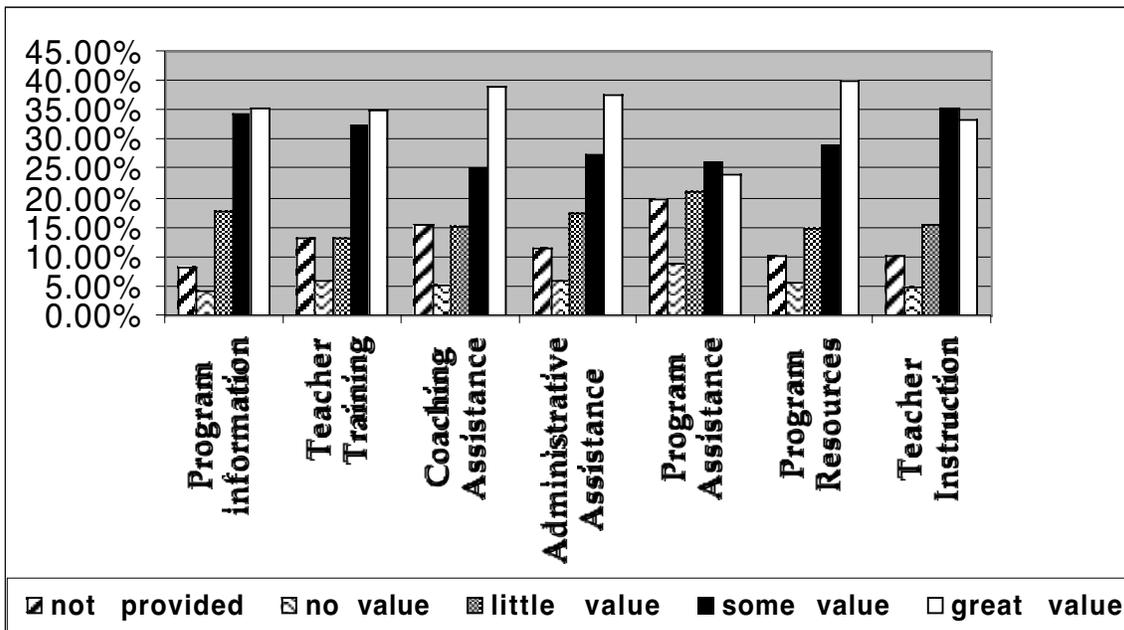
CONTENT	# Taking	# Passed	% Passed
KNOWLEDGE			
1 st Attempt	49,469	33,874	68.5
2 nd Attempt	10,021	2,912	29.1
3 rd Attempt	4,756	1,011	21.3
CONTENT AREA			
EXERCISES			
1 ST Attempt	49,018	30,763	62.8
2 nd Attempt	10,014	3,424	33.9
3 rd Attempt	4,013	1,062	26.5

The same report indicates that the overall first-time passing rate for all MSAT test-takers who consider English their best language as 64.6%. Twenty-five percent of pre-interns cite their primary language as one other than English. This suggests that overall pre-intern pass rates will be lower than pass rates for primary English speakers. Although 70% of pre-interns have previously taken the examination, the program has a 58.4% passing rate for the two-year period from 1998-1999 – 1999-2000. This rate is double that of repeat test-takers overall as displayed in the second- and third-attempt sections in Table 3. The comparison indicates that the Pre-intern Program has been successful in assisting these teachers to achieve their goal.

Question 5: Evaluation by Pre-interns of Effectiveness of the Pre-intern Preparation, Support and Assistance Provided

Pre-interns were surveyed during the three years of the program to obtain their evaluation of the local program services that they received. The survey covered the areas of program information, teacher training, coaching assistance, administrative assistance, program resources, and teacher instruction in subject matter content.

Figure 3
Evaluation of the Pre-intern Program by Pre-interns



Of the program areas addressed on the survey, the responses showed program information and resources to be the most valuable. Program information might include a calendar of instruction, examination information, and credential information. Program resources might include books, study guides, and instructional materials. Teacher training and instruction were also seen as relatively important. Training refers to teaching skills, while instruction refers to learning subject matter.

An analysis of written comments collected from pre-intern surveys in 1999 and 2000 shows that pre-interns who find various program components to have “little value” or “no value” object to the following practices:

- Large group instruction that is not targeted to specific subject matter acquisition
- Fragmented instruction and a lack of coordination by trainers and instructors
- Pre-interns who pass subject matter exams are denied entry to an intern program or teacher preparation program due to additional prerequisites for entry or inflexible enrollment dates
- Infrequent support from an experienced teacher

Staff has used results of individual program surveys, including written comments, to help local programs identify areas in need of improvement. CCTC staff provide technical support in the program improvement process.

Question 6: Description of In-Kind Contributions to the Pre-intern Teaching Program Provided by Participating School Districts

Although in-kind is not required, the sources of funds that Pre-intern Programs use to extend Pre-intern grant funds include but are not limited to Title II, Title VI, and PAR funds. PAR funds provided the largest amount of funding. In some cases districts and county offices are using their own budgetary funds (professional development, supplies, administration) to supplement their Pre-intern Programs. A wide disparity exists among programs in the amount of additional funds that are used to operate the programs. Two programs contributed \$2,500 from local funds, while two programs contributed less than \$200 to the state grant funds. Table 4 provides information about the in-kind contributions as reported by local programs in 2000-2001.

**Table 4
In-kind Contributions as Reported by Local Programs in 2000 –2001 and 2001-2002**

Amount of In-Kind	Number of Programs	Number of Programs And Fiscal Agent
	2000-2001 52 of 58 reporting	2001-2002 35 of 58 reporting
At least \$2,500 per Pre-intern	0	2 Programs San Diego USD, Alisal USD
At least \$1,800 per Pre-intern	1	12 Programs Baldwin Park USD, Claremont, Antelope Valley, Fontana, Walnut Valley; Special Ed PIs in Ventura, LACOE, Santa Cruz COE, Glendale USD, Alhambra USD, Ontario-Montclair USD, Special Ed PIs in San Francisco USD
At least \$1000 per Pre-intern	11	15 Programs Alhambra USD, Anaheim UHSD, San Joaquin COE, Santa Clara COE, Torrance USD, Sacramento City USD, West Contra Costa USD, Solano COE, Ventura Regular Ed PIs, Torrance USD, Riverside COE Palmdale USD, Placer COE, Fresno USD, San Francisco Regular Ed
At least \$400 per Pre-intern	16	4 Programs Pasadena USD; Monterey COE, Stanislaus COE, Montebello USD
At least \$200 per Pre-intern	21	2 Programs Downey USD , Merced COE
Less than \$200 per Pre-intern	3	2 Programs Imperial COE, Kings COE

*Mentor Carry-over funds will not be available in 2001-2002

The majority of Pre-intern Programs use in-kind contributions. Table 5 shows the number of programs by amount of in-kind contributions.

Table 5
Percentage of Costs Paid Through In-Kind Contributions

Amount of In-Kind	Number of Programs
80% of Program Costs	1
50% to 79% of Program Costs	11
20% to 49% of Program Costs	16
10% to 19% of Program Costs	21
Less Than 10%	3

An analysis of the correlation between program quality and in-kind contribution showed that programs providing less than \$380.00 per pre-intern or a 19% contribution through in-kind funds are less able to provide the following:

- staff to work in partnership with teacher education and intern programs to make a smooth transition from the Pre-intern Program;
- resources to provide intensive support activities and subject matter preparation; and
- regular communication that provides consistency for the pre-intern.

Programs that provided \$1000 per pre-intern or 50% or more of the program costs through in-kind contributions were able to provide the following:

- subject matter preparation that closely reflected the pre-intern’s needs, and
- an appropriate number of trained support providers.

In reporting on in-kind issues, directors emphasize two areas that need to be enhanced through extra funding. First, they find that offering the same compensation that other teacher development programs in the same district offer is essential for recruiting experienced teachers to serve as support providers/coaches. Directors of programs that operate with less than 50% from in-kind contributions have difficulty providing the same compensation and attracting experienced teachers to work with pre-interns. Often, the remedy is to assign a large group of pre-interns to one experienced teacher which results in fewer interactions between the experienced teacher and the pre-intern.

Providing multiple tracks for the “basic instruction methodologies” required by law is the second area that requires extra funds according to directors. Experience has shown that high retention and exam passage rates are linked to providing appropriate and often separate instruction for the many populations within their programs. This means that programs need to provide individualized initial training for elementary, secondary, special education, regular education,

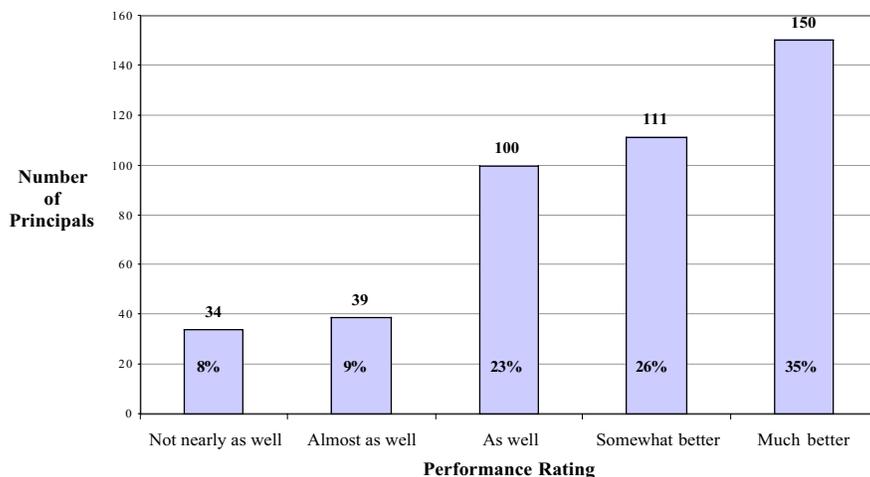
and CLAD emphasis teachers. There is also some evidence that pre-interns with a Bachelor's degree and no experience require a different training than pre-interns with a Bachelor's degree and two to five years of teaching experience. Programs attempt to serve the complete range of teachers by determining the participants' prior knowledge and experience in teaching, and adjusting the emphasis of the initial teacher training. The end result is a more costly approach, but one that reinforces and builds on participants' prior knowledge and teaching competencies.

Question 7: Recommendations for Continuance, Modification, or Discontinuance of the Pre-intern Program

Continuance

Based on the positive results shown in Table 6 below, along with high retention rates, and high passing rates of pre-interns on subject matter examinations, the Commission recommends continuance of the Pre-intern Program. Investing in the future of pre-interns increases the likelihood that students will learn from pre-interns who know their subjects, and increases the pool of teacher candidates. The Pre-intern Program increased in the retention level and quality of teachers still in training. Directors and pre-interns provided much of the data that were used in this report. To gather additional information on the program's effectiveness, Commission staff surveyed school principals in August 2001. To determine how principals perceive the teaching effectiveness of Pre-interns, surveys were sent to a random sample of 800 principals who had pre-interns in their schools during 2000-2001. Principals were given a name of a pre-intern assigned to their school in 2000-2001. They were asked to rate how well the pre-intern had performed in the classroom by circling one of five ratings ranging from 1 to 5, with 1 being "not nearly as well as other teachers with a similar number of years in teaching" to 5 being "much better than other teachers with a similar number of years in teaching." Of the 800 surveys mailed, 434 (54%) were returned. The results of the survey, shown in Table 6, show that 261 principals (61%) rate the pre-intern teacher as performing "better" or "much better than other teachers with a similar amount of experience." This finding indicates that the pre-intern is performing better in the classroom than emergency credentialed teachers.

Table 6
Principals' Ratings of Pre-intern Classroom Performance



As this report has previously detailed, the teacher shortage in California is a continuing challenge. The Pre-intern Program has been effective in assisting Pre-interns to pass necessary subject matter exams, and transition teachers into Intern programs. A report prepared by the Commission indicates a recent trend in California is to teach as an emergency permit teacher before entering a professional teacher preparation program or during the completion of a teacher preparation program (Teachers Meeting Standards for Professional Certification in California: Second Annual Report, CTC, 2001). According to this report, in 1998-99, of the 19,451 individuals recommended by their California college or university for a full teaching credential, only 4,262 were receiving their first teaching authorization. The other 15,189 had previously received another Commission-issued document, such as a Pre-Intern Certificate, emergency permit or waiver. In that same year, 42,839 intern credentials and certificates, Pre-Intern Certificates, emergency permits and waivers were issued. These data indicate that a minority of teachers currently follow the traditional route of completing all requirements before teaching.

The intent of the Pre-intern Program legislation was to provide “intensive pre-intern preparation and development.” (Ed Code 44300, Sec. 1, 6.c.2.) Further, “if the examination of the Pre-intern Teaching Program . . . demonstrates that the program should continue because it has been successful in better preparing and retaining pre-intern teachers than the emergency permit system, sufficient resources to fully fund the Pre-intern Program shall be appropriated by July 2002.” (Ed Code 44300, Sec. 2, b.2) To meet the demands of expanding the program, the Legislature has approved the Commission’s request to link the funding between the Pre-intern and Intern programs via SB 1666 (Alarcon) Chapter 70 of the statutes of 2000.

Modification of the Pre-intern Program

A review of the report indicates that the Pre-intern Program has been successful for the purposes intended. State policy makers might consider one program modification.

Funding Increase

The current funding level of \$2,000 restricts districts from providing the level of intensity that pre-interns need and has discouraged some districts from applying to offer a Pre-intern Program.

Efforts have been made to create parity among the teacher development programs. One preliminary step in this process occurred when the legislature approved SB 1666 (Alarcon) in 2000 which allows flexibility in funding between the Intern and Pre-intern Programs. In 2000-2001 and 2001-2002 local requests for Pre-Intern funding exceeded the state funding allocation for the Pre-intern Program. However, SB 1666 enabled the Pre-intern Program to fund all of the requests for 2001-2002 using Alternative Certification funds.

The issue of equitable funding among state-supported programs is difficult to resolve. BTSA programs receive over \$3,000 in state funds as well as a match from the local education agency per participant. Intern programs receive \$2,500 in state funds while Pre-intern Programs receive \$2,000 in grant funds with no match. On occasion, districts do not place candidates in the correct program due to the funding differences. Providing increased quality of subject matter content and appropriate pedagogy for pre-interns requires an increase in funding per pre-intern.

Adequate funding for the program that puts the program in parity within the teacher development programs is an important area of focus. Program quality increases when funding increases. This finding was illustrated by studying five Pre-intern Programs that supplemented their state allocation of \$2,000 per pre-intern with an additional \$1,000 of private foundation or federal funds in 1999-2000 for a total funding amount of \$3,000 per Pre-intern. The Pre-interns in these programs received enhanced training and intensified support. This resulted in a higher subject matter exam passing rate and increased the candidate's satisfaction with the program.

The \$2,000 limit on state funding for Pre-interns also keeps many districts from participating in the program. While responding to the RFP, several districts realized that although a matching fund was not required, district funds were necessary to provide the services required. That realization caused a few districts to withdraw their Intent to Submit a Proposal to start a Pre-intern Program.

To the extent possible the additional funding should be used to provide more training before a pre-intern enters the classroom or more side by side teaching with an experienced teacher during the first months of school. For example, one program has already been successful in having experienced teachers stay in the Pre-intern's classroom during the first three weeks of school.

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California Department of Education. (2000-2001). California Basic Educational Data System Report. Sacramento, CA: Author.

Appendix A:

Regional Pre-intern Networks

Pre-Intern Regional Networks

Region 1	Region 4
<p style="text-align: center;">SACRAMENTO VALLEY AND NORTHEASTERN CALIFORNIA San Joaquin COE, Regional Lead Agency</p> <p>Northeastern California Consortium Placer County Office of Education Sacramento City Unified School District Sacramento County Office of Education San Joaquin County Office of Education Solano County Office of Education North Coast Beginning Teacher Program Stanislaus County Office of Education Yuba County Office of Education</p>	<p style="text-align: center;">LOS ANGELES & SURROUNDING AREAS Los Angeles COE, Regional Lead Agency</p> <p>Alhambra USD Alhambra USD/Special Ed Centinela Valley Union High School District Compton Unified School District Downey USD El Rancho USD Gledale USD Long Beach USD Los Angeles Unified School District Los Angeles County Office of Education Lynwood Unified School District Montebello Unified School District Norwalk-La Mirada Unified School District Palmdale Elementary School District Paramount Unified School District Pasadena Unified School District San Gabriel Unified School District Saugus Unified School District Torrance Unified School District</p>
Region 2	Region 5
<p style="text-align: center;">OAKLAND-SAN FRANCISCO BAY AND SURROUNDING AREAS Santa Clara COE, Regional Lead Agency</p> <p>Alameda County Office of Education Alisal Unified School District Alum Rock Union Elementary School District Cal State TEACH Pre-intern Program Monterey County Office of Education Oakland Unified School District San Francisco Unified School District San Mateo County Office of Education Santa Clara County Office of Education Santa Cruz County Office of Education Ventura COE West Contra Costa Unified School District</p>	<p style="text-align: center;">SAN GABRIEL VALLEY & INLAND EMPIRE Baldwin Park USD, Regional Lead Agency</p> <p>Antelope Valley Union High School District Azusa Unified School District Baldwin Park Unified School District Claremont Unified School District Fontana Unified School District Hacienda La Puente Unified School District Lancaster Elementary School District Ontario-Montclair School District Pomona Unified School District Riverside County Office of Education Rowland Unified School District Walnut Valley Unified School District</p>
Region 3	Region 6
<p style="text-align: center;">CENTRAL AND COASTAL CALIFORNIA AND SURROUNDING AREAS Tulare COE; Kern COE Regional Lead Agencies</p> <p>Bakersfield City School District Clovis Unified School District Fresno Unified School District Kern County Office of Education Kings County Office of Education Madera Unified School District Merced County Office of Education Tulare County Office of Education</p>	<p style="text-align: center;">SAN DIEGO AND SURROUNDING AREAS Orange CDE, Regional Lead Agency</p> <p>Anaheim Union High School District Hawthorne School District Imperial County Office of Education Inglewood Unified School District Oceanside Unified School District Orange County Department of Education San Diego City Schools South County Consortium</p>

Appendix B:

Pre-intern Profile

Pre-Intern Profile

In addition to the legislative mandates, the Commission is also studying the demographics of pre-interns. Knowing more about this population of teachers can help improve their success. The major items surveyed were ethnicity, age, gender, experience, background, and motivation. Results for ethnicity, age, gender and motivation are based on a compilation of responses from program participants (n=2,277) in operation in 1999-2000 and 2000-2001. Results for experience are based on data collected in 2000-2001 (n=1,569). Table A-1 indicates the ethnicity of pre-interns.

Table A-1

**Ethnic Distribution of Pre-interns,
1999-2000 and 2000-2001**

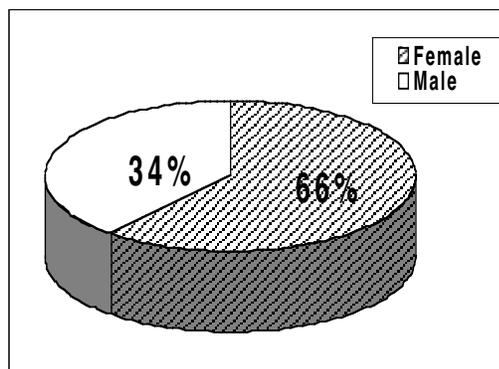
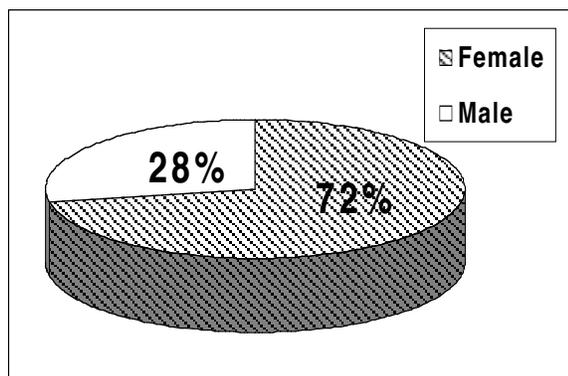
Latino, Hispanic	31%
Caucasian	38%
African American	17%
Filipino	2%
Native American	1%
Asian American	5%
Mixed Race	2%
Other (no response or response not listed on the survey)	6%

Fifty-seven percent of pre-interns are from ethnic groups underrepresented in the teaching profession, compared with 25% of credentialed teachers statewide (CBEDS, CDE, 2000-2001.) Also note that the high percentage of Hispanic teachers indicates a closer match ethnically with students and pre-intern teachers than the general teacher work force. The "Other" category on the table includes those who did not respond to the question and those who responded with an answer not offered on the survey, such as Armenian and East Indian.

Figure A-1

Pre-intern Gender 1998-1999

Pre-intern Gender 1999-2001



In the first year of the Pre-internship Program, 72% of pre-interns reported their gender as female, and 28% reported they were male. In the second and third years, the gender breakdown of program participants was an average of 66% female, 34% male, a significant increase in males (Figure A-1). The addition of single subjects, which traditionally include a higher percentage of males, may be responsible for this increase. While most pre-interns are women, the percentage of men is now significantly higher than the general teacher population, which The California Department of Education reports at 28.4% (CBEDS, 2000-2001).

**Table A-2
Pre-intern Age Distribution**

	1999-2000	2000-2001
56 and over	2.50%	3.70%
41-55	21.60%	24.3%
31-40	24.00%	26.4%
25-30	40.20%	36.0%
19-24	11.70%	9.50%

Fifty-two percent of pre-interns were 30 years of age or younger in 1999-2000 compared with forty-five percent in 2000-2001. Only forty-eight percent of pre-interns were over 30 years of age in 1999-2000; while fifty-four percent were over 30 years of age in 2000-2001. This reflects once again the diversity of pre-interns.

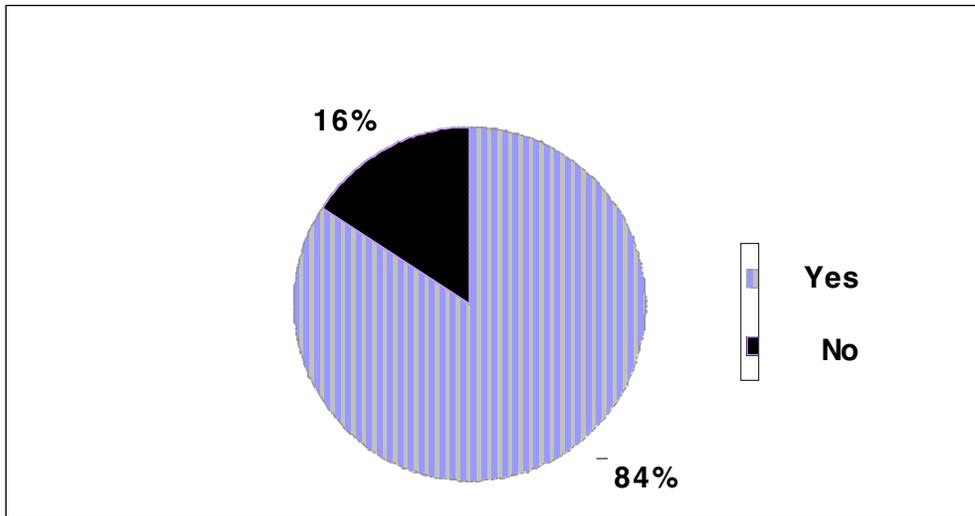
Data collected from pre-interns from 1999 through 2001 show that 84% have completed at least a baccalaureate degree, and 15% have completed a master's degree. During the two-year period of the study, approximately sixty pre-interns entered the Pre-intern Program with doctoral degrees. However, advanced degrees may not be in the area of a pre-intern's teaching assignment or may be more specialized than the subject areas authorized by a Pre-intern Certificate. In these cases, even a pre-intern with a doctorate requires additional subject matter preparation.

**Table A-3
Pre-intern Career Experience 2000-2001**

Prior Occupation	# Surveyed	Average Years of experience
Education	510	3.9
Business	311	4.5
Sales	118	4.3
Food	48	4.8
Medical	121	4.4
Government	73	5.0
Sports/Recreation	40	3.4
Miscellaneous	270	4.2

In 2000-2001 the largest number of Pre-interns came from the field of education (510) as demonstrated by Table A-3. The second largest number of Pre-interns came from business (311). The miscellaneous category included people from many different types of jobs with museums, churches, and libraries to mention a few.

Figure A-2
Pre-intern Prior Classroom Experience



In examining the prior experience of the pre-interns who have previously worked in education, the data for the last two years (1999-2001) show that they served as paraprofessionals, preschool teachers, adult education teachers, emergency permit teachers, and private school teachers. These pre-interns already have an average of 3.9 years of experience in the classroom. Though this is not a prerequisite of the program, it is a welcome aspect. One individual had been a pre-school director for 19 years. Several had been teachers in private schools for 25 years, one for 32 years. Many had over 10 years experience.

**Table A-4
Pre-intern Interest in Teaching 1999-2001**

Reason for Entering Teaching	A	B	C	D	E
Value of Education	56%	31%	8%	2%	1%
Work with Children	51%	35%	12%	3%	2%
Teacher INFLUENCE	13%	23%	29%	17%	19%
Time with Family	18%	23%	25%	17%	17%
Job Security	21%	30%	29%	13%	8%
Employment Mobility	11%	23%	31%	18%	17%
Self Growth	43%	26%	20%	7%	4%
Desire to Teach	22%	25%	25%	15%	42%
Occupation CHANGE	9%	17%	22%	17%	35%
<i>PROFESSIONAL AUTONOMY</i>	19%	34%	26%	12%	9%
<i>TEACHER FAMILY MEMBER</i>	9%	13%	17%	12%	49%
Financial Benefits	8%	19%	30%	21%	22%

A=Most important B=Very important C=Somewhat important
D=Little importance E=Not important

This table of pre-intern responses is adapted from a survey previously published by the National Center for Education Information (C.E. Feistritzer, 1992).

Pre-interns identified a variety of reasons for entering teaching. Table A-4 indicates a range of reasons and the importance assigned to each by pre-intern survey respondents for the two-year period from 1999-2001. Among the most important reasons are the value of education and motivation to help children.

Pre-interns appear to be committed to teaching. Many pre-interns talk about teaching as “a calling,” “a moral obligation,” and “meaningful.”

“Had I not found the opportunity to be in a Pre-internship Program, I would probably be working somewhere else other than education.”

Pre-intern Teacher, 2001

“As a former Vice President of . . . Aerospace and Electronics, I experience the job of teaching high school the most rewarding and most challenging work that I have ever done. I love the work and the students and am grateful to be given the opportunity to teach.”

Pre-intern Teacher, 2000

“I felt this program was of positive benefit for [me] even more than for my [pre-intern]. I was able to improve my skills working with new teachers of which there seem to be many each year.”

Pre-intern Coach, 2000

“The Pre-intern Program helped me switch from merely trying to keep my head above water to being a more organized and effective teacher.”

Pre-intern Teacher, 2001

“The pre-intern Program afforded me an opportunity to teach. That’s something I’ve always dreamed of.”

Pre-intern Teacher, 2001

“The Pre-intern Program truly helped me to become a better teacher.”

Pre-intern Teacher, 2001

“As a pre-intern, I received extra time to study for the MSAT. With the demands of teaching full time, as well as family demands, it was very difficult for me to study thoroughly for the MSAT, as well as take nine quarter units toward a credential. When I entered the Pre-internship Program, however, I did not have to take the nine quarter units for a year, which gave me the time I needed to study and pass the MSAT.”

Pre-intern Teacher, 2000

“The pre-intern coordinator in our district made sure we knew what the MSAT was and also made sure that we had experts . . . giving us testing tips and instruction in subject matter.”

Pre-intern Teacher, 2000

“I had a successful year thanks in large part to the [Pre-internship] Program, and I was able to develop an excellent working relationship with my mentor and my principal.”

Pre-intern Teacher, 2000

“The Pre-internship Program benefited me by helping me learn how to teach more effectively. It also helped me with planning and organization. It has been a great network that will most likely last for years.”

Pre-intern Teacher, 2000

“Thank you! I am so grateful for the opportunity to be in this program. It is tremendous in every way—the program and the instructors.”

Pre-intern Teacher, 2000

Appendix C:
Participating School Districts

Participating School Districts in Pre-intern Program

ABC USD	Burton ESD	Delta View JUESD
Adelanto SD	Byron SD	Denair USD
Alexander Valley USD	Calexico USD	Desert Sands USD
Alameda USD	California Youth Authority	Dinuba USD
Alhambra USD	Calipatria USD	Dixon USD
Alisal USD	Calistoga JUSD	Dos Palos-Oro Loma JUSD
Allensworth ESD	Cambrian USD	Downey USD
Alta Loma SD	Capistrano USD	Duarte USD
Alta Vista SD	Cascade UESD	Durham USD
Alum Rock UESD	Casmalia ESD	Earlimart ESD
Alview-Dairyland SD	Castaic UESD	East Whittier CESD
Alvord USD	Central UHSD	Eastern Sierra USD
Amador COE	Centralia SD	Eel River Charter School SD
Anaheim City SD	Centinela USD	El Centro SD
Anaheim UHSD	Central USD	El Monte City SD
Anderson Valley USD	Ceres USD	El Monte UHSD
Antelope Valley USD	Chaffey JUHSD	El Nido SD
Antioch SD	Charter Oak USD	El Rancho USD
Apple Valley USD	Chatom USD	El Segundo SD
Arcadia USD	Chawanakee Joint SD	El Tejon SD
Aromas/San Juan USD	Chino Valley SD	Elk Grove SD
Arvin USD	Chowchilla ESD	Emery USD
Atwater ESD	Chualar UESD	Escalon USD
Azusa USD	Cinnabar ESD	Esparto SD
Baker Valley USD	Citrus South Tule ESD	Etiwanda USD
Bakersfield City Schools	Claremont USD	Eureka City Schools
Baldwin Park USD	Clovis USD	Evergreen SD
Banning SD	Coachella Valley USD	Exeter USD
Banta ESD	Coalinga-Huron SD	Fairfax SD
Barstow USD	Columbine ESD	Fairfield-Suisun USD
Basset USD	Colton JUSD	Fall River JUSD
Beardsley SD	Colusa USD	Farmersville USD
Beaumont USD	Compton USD	Feather Falls SD
Bellflower SD	Conejo Valley USD	Fillmore USD
Benicia USD	Contra Costa COE	Firebaugh-Las Deltas SD
Berkeley USD	Corcoran USD	Folsom-Cordova USD
Berryessa USD	Corning ESD	Fontana USD
Big Pine SD	Corona-Norco SD	Forestville Union SD
Big Springs UESD	Coronado USD	Fort Bragg USD
Bishop ESD	Cotati-Rohnert USD	Fort Jones ESD
Bishop JUSD	Covina Valley USD	Fort Ross ESD
Bonita USD	Cucamonga ESD	Fortuna Elementary SD
Bonny Doon UESD	Culver City USD	Franklin-McKinley SD
Brawley ESD	Cutler Orosi JUSD	Fremont USD
Brawley UHSD	Davis JUSD	Fresno COE
Brentwood SD	Death Valley USD	Fresno USD
Briggs ESD	Del Norte C USD	Fullerton SD
Browns SD	Del Paso Heights SD	Galt JUSD
Buena Park SD	Delano JUHSD	Garden Grove USD
Buena Vista ESD	Delano ESD	Garvey SD
Burbank USD	Delhi USD	Gilroy USD
Burrell Union Elementary SD	Delta Island ESD	Glendale USD

Glendora SD	Lancaster ESD	Monrovia SD
Golden Feather SD	Las Virgenes USD	Montague SD
Gonzales USD	Lassen SD	Montebello SD
Grant JUHSD	Lawndale ESD	Montebello USD
Grant SD	Le Grand ESD	Monterey Peninsula SD
Gravenstein USD	Lemoore UESD	Monterey Peninsula USD
Greenfield UESD	Lemon Grove SD	Moorpark USD
Grenada ESD	Lennox SD	Moreno Valley USD
Gridley USD	Liberty ESD	Morgan Hill USD
Guadalupe Union SD	Lincoln USD	Mother Lode Union SD
Guerneville SD	Linden USD	Mountain Union SD
Hacienda-La Puente USD	Lindsay USD	Mountain View SD
Hanford ESD	Little Lake Elementary SD	Mulberry SD
Hanford SD	Live Oak ESD	Mupu SD
Happy Camp UESD	Live Oak USD	Muroc JUSD
Harmony USD	Livermore Valley SD	Murrieta Valley USD
Hawthorne USD	Livingston SD	National SD
Hayward USD	Lodi USD	Napa Valley USD
Healdsburg USD	Lone Pine SD	Natomas USD
Heber ESD	Long Beach SD	Nevada JUHSD
Helendale SD	Long Beach USD	New Hope ESD
Hemet USD	Los Angeles USD	New Jerusalem ESD
Hesperia USD	Los Banos USD	Newhall SD
Hickman SD	Los Gatos UHSD	Newman-Crows Lndng USD
Hilmar USD	Lost Hills Union SD	Newport-Mesa USD
Hollister ESD	Lowell Joint Elementary SD	North Monterey Cnty USD
Holtville USD	Lucerne Valley USD	North Sacramento ESD
Hot Springs ESD	Lynwood USD	Norwalk-La Mirada USD
Howell Mountain School	Madera USD	Nuestro ESD
Hughson USD	Magnolia SD	Nuview SD
Imperial USD	Magnolia USD	Oak Grove USD
Inglewood USD	Mannoth USD	Oak View ESD
Inyo COE	Manteca USD	Oakdale SD
Jefferson ESD	Maple SD	Oakland USD
Julian Union SD	Marcum-Illinois USD	Ocean View SD
Junction SD	Martinez SD	Oceanside USD
Jurupa USD	Marysville JUSD	Ojai USD
Keppel USD	Marysville USD	Ontario-Montclair SD
Kerman SD	Mattole SD	Orange USD
Kern HSD	Maxwell USD	Orland USD
Kernville USD	McCabe USD	Oroville ESD/HSD
Keyes ESD	McSwain Union SD	Outside Creek ESD
Keyes USD	Meadows USD	Oxnard ESD
Kelyseyville USD	Mendota SD	Oxnard UHSD
King City JUHSD	Menifee USD	Pacheco SD
King City USD	Mendocino Unified	Pacific ESD
Kings Canyon SD	Menlo Park CESD	Pacific Grove USD
Kings River-Hardwick SD	Merced City Elementary SD	Pacific Union SD
Kit Carson USD	Merced River ESD	Pajaro Valley USD
Knights Ferry ESD	Meridian ESD	Palermo USD
Knightsen Elementary	Middletown USD	Palm Springs SD
Konocti USD	Millbrae ESD	Palmdale SD
Lafayette SD	Millville ESD	Palo Verde UESD
Lake Elsinore USD	Mojave SD	Paradise ESD
Lakeport USD	Mojave USD	Paradise SD
Lammersville ESD	Mono COE	Paramount SD

Pasadena USD	San Juan USD	Valley Home JSD
Paso Robles SD	San Leandro SD	Val verde USD
Patterson JUSD	San Lorenzo VUSD	Ventura USD
Patterson USD	San Mateo COE SP. ED	Victor Elementary SD
Petaluma City Schools	San Mateo UHSD	Victor Valley UHSD
Perris Elementary SD	San Pasqual Valley USD	Visalia SD
Perris UHSD	San Ramon SD	Vista SD
Piedmont SD	San Ysidro SD	Waukena JUESD
Pierce JUSD	Santa Ana USD	Walnut Valley USD
Pioneer UESD	Santa Clara SD	Wasco USD
Pittsburg SD	Santa Cruz City ESD	Waterford USD
Pixley Union ESD	Santa Cruz COE	West Contra Costa USD
Placentia-Yorba Linda USD	Sanat Monica-Malibu USD	West Covina USD
Placer COE	Santa Paula ESD	West Valley HSD
Placer UHSD	Santa Paula HSD	Westminster SD
Plainsberg ESD	Santa Rita USD	Westmorland SD
Pleasant Grove JUSD	Saratoga Union SD	Westmorland USD
Pleasant Valley SD	Saugus USD	Westwood SD
Plumas ESD	Scotts Valley USD	Wheatland SD
Plumas USD	Seeley USD	Whittier CESD
Point Arena JUHSD	Selma SD	Whittier UHSD
Pomona USD	Sequoia UHSD	Willits Charter SD
Potter Valley USD	Shaffer SD	Wilsona SD
Pope Valley USD	Sierra Plumas SD	Winton ESD
Porterville USD	Simi Valley USD	Winton SD
Ravenswood CESD	Snowline JUSD	Wm. S. Hart UHSD
Red Bluff UHSD	Solana Beach SD	Woodlake UESD
Redlands USD	Soledad USD	Woodville UESD
Redwood City SD	Somis USD	Yuba City USD
Reef-Sunset USD	Sonoma Valley SD	Yucaipa-Calimesa JUSD
Rialto USD	Sonora UHSD	
Richgrove ESD	Soquel UESD	
Rim of the World DSD	South Bay USD	
Rio ESD	South San Francisco USD	
Ripon USD	South Whittier SD	
Riverbank USD	St. Helena USD	
Riverside COE	Stockton USD	
Riverside SD	Sundale UESD	
Roberta Perry USD	Sunnyside UESD	
Robla SD	Sunnyvale Elementary SD	
Roseland SD	Sutter COE	
Rosemead USD	Sylvan USD	
Roseville JUHSD	Tahoe-Truckee (Prosser Creek Charter School)	
Round Valley SD	Temecula Valley USD	
Rowland SD	Temple City USD	
Sacramento City USD	Thermalito USD	
Salida USD	Tipton SD	
San Bernardino CUSD	Torrance	
San Bernardino CSS	Tracy USD	
San Bernardino COE	Travis USD	
San Diego City Schools	Tustin USD	
San Diego COE	Upland USD	
San Francisco SD	Vacaville USD	
San Francisco USD	Vallejo City USD	
San Jacinto USD	Vallejo USD	
San Jose USD		