
3C

Information/Action

Educator Preparation Committee

Intern Program Early Completion Option: Overview and Recommendation for a Change to the Entry Requirements

Executive Summary: This agenda item provides an overview of the Early Completion Intern Program Option along with a recommendation for the Commission's consideration and potential action concerning a change to the entry requirements.

Recommended Action: That the Commission discuss the Early Completion Option, select an entry requirement, and adopt the proposed changes to the entry requirements for the Early Completion Option as presented in the agenda item.

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Strategic Plan Goal:

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Intern Program Early Completion Option: Overview and Recommendation for a Change to the Entry Requirements

Introduction

This agenda item reviews the statutory requirements for the Early Completion Intern Option (ECO), and recommends changes to the ECO program entry requirements.

The ECO for multiple and single subject intern candidates was established to enable individuals to earn the preliminary credential on an expedited basis if their teaching expertise and experience were such that completing the full range of coursework and field experiences within a teacher preparation program would not be necessary. Passage of a written assessment adopted by the Commission to serve as the statutory ECO entry assessment, along with meeting the other statutory requirements as described below, allows the potential ECO candidate to waive the program coursework. In addition, successful passage of the TPA on the first attempt, as required by statute, allows the candidate to waive the program's fieldwork component. Education Code §44468 ([Appendix A](#)) requires that all approved multiple and single subject and education specialist intern programs provide an ECO opportunity for qualified candidates. [Coded Correspondence 02-0013](#) on the Commission's website describes the requirements for the ECO in detail.

Background

In 2001 Senate Bill 57, (Scott, Chap. 269, Stats. 2001) established the ECO for multiple subject and single subject intern program candidates. Education Code §44468 ([Appendix A](#)), details the early completion option for internship programs. Successful completion of the requirements for the ECO allows a candidate to waive the program preparation coursework (typically equivalent to 30 to 50 semester units of coursework) and the program fieldwork. ECO candidates must meet several statutory requirements to be eligible to be considered, including:

- Satisfying the entrance requirements to an intern program, as follows:
 - Bachelor's or higher degree from a regionally accredited college or university;
 - Meeting the Basic Skills requirement;
 - Subject Matter competence;
 - Knowledge of the U.S. Constitution (via exam or coursework);
 - Professional fitness (fingerprinting); and
 - Any additional requirements established by the individual program (e.g., GPA, experience).
- Passing a written assessment of teaching foundations adopted for this purpose by the Commission, currently the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for multiple subject candidates or Secondary (Test code 052) for single subject candidates.

- Passing a Commission approved teaching performance assessment on the first attempt (for multiple and single subject candidates).
- Passing the RICA (for multiple subject candidates).
- Meeting the professional fitness requirements as set forth in EC §§44339, 44340, and 44341.
- In addition to these statutory requirement, the Commission in 2013 added completion of Task 1 of an approved TPA as an additional entry requirement, as indicated in [Coded Correspondence 13-13](#).

Information on the Number of ECO Candidates

Early completion candidates typically are 21-30 years old, with 76 percent of last year’s ECO candidates falling into this age range. Seventy-two percent of these candidates were female, which approximates the ratio of females to males entering the profession. For 2016-17, 94 percent of those that took the APK assessment passed the assessment.

Subject Area	2014-15	2015-16	2016-17	Total
Multiple Subject	71	75	91	237
Single Subject				
Art	0	5	0	5
English	14	13	20	47
Foundational Level General Science	12	10	11	33
Foundational Level Math	36	28	14	78
Mathematics	3	2	3	8
Music	0	1	2	3
Physical Education	0	0	3	3
Science: Biological Sciences	13	2	7	22
Science: Chemistry	5	5	6	16
Science: Physics	3	1	1	5
Social Science	9	6	4	19
World Language- Spanish	3	1	2	6
Totals	169	149	164	462

Age Distribution for 2016-17	
21-30 years old	76%
31-40 years old	14%
41-50 years old	7%
51-60 years old	3%

Ethnicity for 2016-17	
African American	7%
Asian	11%
Hispanic	20%
Native American	1%
White	61%

At the October 2017 Commission meeting, staff presented [Agenda Item 3E: Overview of the Early Completion Intern Program Option and Recommendation for a Change to the Entry Requirements](#). After a review of the ECO and a discussion on changing the entry requirements,

the Commission asked staff to bring the item back with a few options on the requirements to complete the ECO to ensure the quality of the programs, and to see if it would be possible to move the final point of completion for the ECO to the first semester, first six months, or at the end of the school year.

Currently ECO candidates must take and pass the NES APK Test and successfully complete the initial task of a Commission-approved TPA focusing on teaching pedagogy prior to entering the ECO pathway. This ensures the candidate has some level of pedagogical competence at the beginning of the ECO experience. None of the updated TPA models which are required beginning with the 2018-19 school year measure pedagogical knowledge as a discrete component in the first task. Since pedagogical knowledge is measured within the APK, staff recommends the Commission remove completion of the first task of a Commission-approved TPA from the ECO entry requirements. Passage of all or part of an approved TPA could then be required within a specific timeframe in order for ECO candidates to continue in and complete this option.

Provided below are several potential implementation approaches, depending on whether the Commission agrees with the approach recommended above.

Option 1: Remove the TPA from the ECO entry requirements but require the candidate to pass the TPA within their first six months of teaching

This option would give candidates limited time to demonstrate that they are prepared to complete the ECO option. If the candidate were to not pass the TPA, then the candidate would need to complete the Intern Preparation program.

Option 2: Remove the TPA from the ECO entry requirements and require the candidate to pass TPA by the end of the school year

This option would enable those that do not pass the TPA on their first attempt to begin the intern courses at the beginning of the next school year, which could make entry into the course sequence easier for both candidates and programs. Two concerns relative to this approach would be that the students of this failed ECO candidate would have been taught for the entire year by someone who did not have all the skills needed to provide effective instruction, and that candidates who fail any part of the TPA during an earlier part of the year would become ineligible for the ECO option. These candidates, similar to candidates in Option 1, would be entering an intern program mid-year.

Option 3: Give the Candidate four months to complete the first task of the revised CalTPA or an equivalent component of any other Commission approved TPA as part of the entry requirements and require passage of the full TPA by the end of their first year of teaching

All candidates would have the first four months while serving on an intern credential to meet the entry requirements of the ECO. Until qualifying for the ECO, the candidate would be enrolled in the program's coursework, and if all requirements are fulfilled within the first four months, the candidate would no longer be required to complete any program coursework, (though each intern must still have at least 144 hours of general support and 45 hours of English language support).

Once the intern becomes an ECO candidate, he or she must complete the TPA in its entirety within the academic year; and if the TPA is not passed on the first attempt, the candidate would no longer be able to be an ECO candidate and would return to the institution's intern program. Programs would be allowed to use Instructional Cycle 1 of the updated CalTPA to meet this ECO entry requirement or model sponsors of other TPAs could be invited to propose an alternative to the Commission for approval.

Staff Recommendations

To ensure that K-12 students have the most prepared and effective teachers possible, staff recommends that the Commission remove the successful completion of the first task of a Commission-approved TPA as an ECO program entry requirement, and adopt one of the three options presented above that would require the ECO candidate to successfully complete the entire TPA within a set amount of time during their first year of teaching on an internship credential.

Next Steps

If the Commission takes action to remove completing the first task of a Commission-approved TPA as an ECO entry requirement, and to adopt the requirement of completion of the entire TPA within a specified time, Commission staff would notify all intern programs of the plan to modify ECO entry and completion requirements. The revised ECO requirements would take effect once the changes been placed in regulation.

Appendix A

Education Code §44468

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

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

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

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

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

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

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

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

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

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

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

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

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

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

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

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

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

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

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

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

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

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