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Action

Educator Preparation Committee

Intern Program Early Completion Option: Entry Requirement Modification

Executive Summary: This agenda item proposes modifications to the entry requirements for the Intern Program Early Completion Option for the Commission's consideration and potential action.

Recommended Action: That the Commission discuss the proposed entry and completion requirement modifications and adopt the proposed changes for the Early Completion Option as presented in the agenda item.

Presenters: Teri Clark, Director, Bob Loux, Consultant, Professional Services Division and Amy Reising, Director of Performance Assessment

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: Entry Requirement Modification

Introduction

This agenda item reviews the entry requirements for the Intern Program Early Completion Option (ECO), and recommends changes for the 2018-19 school year to align with the updated Teaching Performance Assessments (TPAs) that will be implemented this fall. The ECO provides well prepared candidates to demonstrate their ability to teach and opt-out of coursework.

Staff presented an agenda item at the [April 2018](#) Commission meeting providing data and information on the Intern ECO and potential changes for Commission consideration, given changes in the performance assessments that will impact the current ECO requirements. There are presently four models of the TPA approved by the Commission but only three of the models will continue to be available beginning with the 2018-19 year: the CalTPA-developed by the Commission, the edTPA-developed by the Stanford Center for Assessment, Learning and Equity (SCALE), and the Fresno Assessment of Student Teaching (FAST) developed by California State University, Fresno. The Commission reviewed options during the April 2018 meeting and directed staff to bring the item back in June with further analysis of options.

Background

In 2001, Senate Bill 57 established the ECO for intern program candidates and required all intern programs to offer this option. Education Code §44468 details the early completion option for intern programs ([Appendix A](#)). Successful completion of the entry requirements for the ECO allows a candidate to waive the preparation program coursework, however, ECO candidates must still be supervised and supported in their fieldwork (intern teaching assignment). Currently, candidates may apply for entry into the ECO pathway by passing 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 and pass one of the early tasks of a Commission-approved TPA focused on pedagogical knowledge. Once an ECO candidate has passed all portions of the TPA and the Reading Instruction Competency Assessment (RICA) (for multiple subject candidates) they can be recommended for a preliminary teaching credential. In 2013, the [Commission amended the entry requirement for the ECO](#) to add the requirement that a candidate must take and pass one of the early tasks of a Commission-approved TPA.

In 2015, the Commission adopted revised [Assessment Design Standards](#), and in 2016 new [Teaching Performance Expectations](#) (TPEs). All sponsors of then approved TPAs worked with Commission staff to determine what changes would be needed in their systems in order to meet these new standards and TPEs. The CalTPA and the FAST engaged in substantial

redevelopment between 2016 and 2018 and the Performance Assessment for California Teachers (PACT) was retired. As a result, three TPAs will be available for use in 2018-19.

With the updated TPAs being implemented in fall 2018, there will be no task or cycle that measures pedagogical knowledge as a discrete component for any of the models. As a result, the entry requirement for ECO needs to be revised. Because all models of the TPA require that the candidate is working with a class of students, it is suggested that once the APK is passed the candidate is identified as an ECO candidate with the requirement that they complete and pass a scored task, or cycle of a TPA within the first four months of the school year. This approach would require the candidate to demonstrate important aspects of their teaching ability early in the year and allow programs to move unsuccessful candidates immediately into the full intern program.

For both the CalTPA and FAST, the assessment developers have identified a task or instructional cycle that could be completed by the ECO candidate, submitted, and scored within this timeframe. The CalTPA identified Instructional Cycle 1 that focuses on *Learning about Your Students and Planning Instruction*, while FAST identified the *Teaching Sample Project*.

The edTPA is composed of a single submission that is scored usually near the end of the program. This makes determining an early assessment that is valid and reliable and can be scored more complicated for intern programs that are using edTPA. SCALE was asked about an early assessment and indicated that the edTPA does not include a discrete task that could function in this way. ECO candidates in an edTPA-using intern program would therefore need to submit and pass the full assessment within a specified time period to complete the ECO. There could be several options for institutions that use the edTPA:

- Option 1: Require ECO candidates in edTPA-using intern programs to submit the full edTPA and pass it within the first four months of teaching while serving on the Intern credential.
- Option 2: Allow intern programs using the edTPA to adopt the CalTPA for their ECO candidates only, allowing them to complete and pass the first cycle within the first four months and complete and pass the second cycle by the end of the first school year.
- Option 3: Allow intern programs using the edTPA to have their ECO candidates take and pass the first cycle of CalTPA within the first four months to determine their eligibility to continue opting out of the program and require them to take and pass the full edTPA by the end of the first school year. This third option would require ECO candidates to sign up and pay for one cycle of the CalTPA and also the full edTPA.

The Commission could select one of these options for edTPA-using institutions or could identify two or even all three options as acceptable and let edTPA-using institutions select among the options to identify the one that best meets the needs of that institution and its ECO candidates.

All of the options identified in this item would ensure that only those candidates who truly have the skills and ability to bypass a preparation program would remain in the ECO option pathway to earn a preliminary teaching credential.

Summary of the ECO Requirements for the Commission’s Consideration

All ECO candidates are required by law to meet these entry requirements:

- Hold a Bachelor’s degree or higher
- Meet Basic Skills requirement
- Meet Subject Matter requirement
- Demonstrate Knowledge of the US Constitution
- Demonstrate Professional Fitness (fingerprinting)
- Take and pass the appropriate Assessment of Professional Knowledge—Elementary Test Code 051 and Secondary Test Code 052
- Complete the 120 hours of Intern Preservice

In addition, all ECO candidates are required to be supported and supervised by the institution offering the program and the employer for a minimum of 144 hours of general support and supervision and an additional 45 hours of support and supervision focused on teaching English learners for each school year the individual serves on the intern credential.

The proposed completion criteria are summarized in the table below:

	Within Four Months	Before the End of the School Year
CalTPA	Submit and pass CalTPA Instructional Cycle 1.	Submit and pass CalTPA Instructional Cycle 2.
edTPA	1. Submit and pass the edTPA. or 2. Submit and pass the CalTPA Instructional Cycle 1. or 3. Submit and pass the CalTPA Instructional Cycle 1.	1. N/A or 2. Submit and pass the CalTPA Instructional Cycle 2. or 3. Submit and pass the edTPA.
FAST	Submit and pass the FAST Teaching Sample Project.	Submit and pass the remainder of the FAST.

Statute requires that any ECO candidate that does not pass the TPA on their first attempt, must leave the ECO and be placed in the institution’s intern pathway. If a candidate does not pass the specified assessment task or cycle within the first four months, the candidate would need to complete the full intern program. The candidates would no longer be in the ECO. All ECO

candidates would continue to be supported and supervised while they are on the Intern credential. As with other candidates, they would move into an induction program once they hold a preliminary credential.

Staff Recommendations

Staff recommends that the Commission:

1. Modify the entry requirement for the ECO to remove the completion of the first task of the TPA as has been required since 2013 and is no longer a viable option given the restructured performance assessments.
2. Modify the completion requirements for intern programs using the revised CalTPA or FAST to require the first task or cycle of the CalTPA or FAST to be completed, submitted, and passed within the first four months of teaching, and the remainder of the TPA to be completed within the school year.
3. Select one or more options for completion of the ECO for edTPA-using intern programs.

Next Steps

If the Commission takes action on the above recommendations, Commission staff would notify all intern programs of the change to the ECO entry and completion requirements. Staff would begin the regulatory process to define the ECO requirements.

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.