



CODED CORRESPONDENCE

DATE: March 11, 2014	NUMBER: 14-04
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Mary Vixie Sandy Executive Director Commission on Teacher Credentialing
SUBJECT: Supervision and Support Requirements for Interns	

Summary:

At the April 2013 meeting, the Commission adopted policies that specify the number of hours of both general support and supervision and specific English learner support and supervision that must be provided to interns. Title 5 Regulations governing the support and supervision of intern teachers were approved by the Office of Administrative Law on February 5, 2014. The Commission will distribute a Coded Correspondence with complete information on all aspects of the new regulations in April. The purpose of this Coded Correspondence is to highlight the new requirements for the support and supervision of intern teachers that are specified in Title 5 California Code of Regulations section 80033 and to support employers and Commission-approved Intern programs in developing a Memorandum of Understanding regarding the support and supervision of each intern.

Key Provisions:

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

General Support and Supervision Provided to All Interns

Under the newly approved regulations, programs must ensure that a minimum of 144 hours of support/mentoring and supervision is provided to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days. The employer must identify a mentor or other designated individual who meets the Commission's specified criteria prior to an intern assuming daily teaching responsibilities.

Support and Supervision Specific to Teaching English Learners

An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

The employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor that is providing general support and supervision provided that the individual possesses an English learner authorization and will be immediately available to assist the intern teacher in working with English learners.

Support and Supervision for Interns Beginning after the Start of the School Year

The minimum general support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. The minimum English learner specific support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year.

Monitoring the Support and Supervision provided to Intern Teachers

The support and supervision is a joint responsibility between the employer and the Commission-approved Intern program. A Memorandum of Understanding (MOU) must be in place between each Commission-approved Intern Preparation Program and the districts with which it partners. Program Sponsor Alert (PSA) 13-06 provides examples of the support and supervision activities a Commission-approved intern teacher preparation program and partner employers may elect to provide for teachers holding intern credentials.

During routine accreditation activities, the Commission will review the documentation that the Intern program and its partner employers have developed to demonstrate that all individuals teaching on an Intern credential have received the required support and supervision. Failure to provide required support and supervision may result in Standards being found to be less than fully met.

References:

Proposed Addition of 5 California Code of Regulations §80033 Pertaining to Intern Teaching Credentials. <http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-1H.pdf>

PSA 13-06: Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-06.pdf>

Contact Information:

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