



PROGRAM SPONSOR ALERT

Date: June 3, 2013

Number: 13-06

Subject: Intern Preservice, Support and Supervision
Requirements: Preparation to Teach English Learners

Summary

This Program Sponsor Alert provides information on revisions to the Preservice Preparation and Support and Supervision requirements for the Multiple Subjects, Single Subjects, and Education Specialist intern programs adopted by the Commission at its April 17-19, 2013 meeting (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-agenda.html>).

Background

For the past two years the Commission has been engaged in a multi-phased effort to ensure that educators are prepared to work with English learners (EL). In January 2013, revised program standards for preliminary teaching credentials were adopted to strengthen preparation of teaching candidates to teach English learners. All institutions with Commission-approved preliminary teaching credential programs are required to submit transition plans by July 31, 2013 (see PSA 13-04 at: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-04.pdf>).

In keeping with this multi-phased effort to improve the preparation of educators to teach English learners, the Commission addressed additional requirements for the intern delivery model at its April 18, 2013 meeting. The Commission took action to revise the requirements to provide more clarity to programs regarding the preservice content related to the preparation of interns to teach English learners, the support and supervision specifically related to preparing interns to work with English learners, and the general support and supervision that must be provided to all interns. An intern model allows an individual to complete the preparation program while employed in a public school setting and holding a Commission issued intern credential.

All delivery models must adhere to Commission-adopted preconditions and program standards. Some preconditions and program standards contain language specific to intern programs. Intern Precondition 3 and Program Standard 1 address the preservice preparation requirements that interns must complete prior to assuming the daily responsibilities as teacher of record. Intern

Precondition 5 and Program Standards 14 and 15 address the support and supervision requirements specific to interns. Common Standards 3, 4, 7 and 8, which also address support and supervision, must be met by all educator preparation programs, including intern programs.

It is recognized that the preservice and support and supervision components described in this PSA are not isolated components of intern programs, but rather are parts of a more integrated, comprehensive, and cohesive program. The Commission recognizes that by making the required revisions adopted by the Commission in April 2013, broader program-wide changes may also be necessary.

The Commission has initiated a rulemaking process to develop and adopt regulations consistent with these policy changes and expects to have a public hearing on the proposed regulations at its August 1-2, 2013 meeting.

Newly Adopted Intern Preservice English Learner Content

At the April 2013 meeting, the Commission took action to identify the range of content that is required to be included in the Preservice portion of the Intern program related to the teaching of English learners. This content is a subset of the Commission's program standard addressing the teaching of English learners, which must be addressed comprehensively in the full Intern program. It is important to note that the content listed below is not new, but rather existing content extracted from the Commission's standards that must be addressed specifically within preservice preparation. Candidates who enter the intern program with a current English Learner Authorization or have a passing score on the CTEL are not required to take the additional preservice EL Content.

- A. Candidates examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students. Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.
- B. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfer, and how home language literacy connects to second language development.
- C. Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.
- D. Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
- E. Candidates learn and understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.
- F. Candidates acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify

students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).

- G. Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.
- H. Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- I. Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
- J. Candidates learn how to use a wide variety of strategies for including English learners in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.
- K. Candidates acquire the knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD), as applicable to a multiple subjects, single subject content, or special education classroom.

The Commission anticipates that the content described above will comprise approximately 45 hours of instruction specific to English learners. Intern Precondition 3 and Program Standard 1 also require that interns have preservice foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations. It is expected that the preservice component of Intern Preparation address this content, including both the EL and foundational components, in a comprehensive, coherent manner. The Commission expressed interest in future work to examine the scope of the other, foundational areas required in preservice preparation and determine how this fits within the context of a whole program. Additional information on these other areas will be forthcoming.

Newly Adopted Intern Support and Supervision Requirements

At the same April 2013 meeting, the Commission adopted the following policies regarding Intern Support and Supervision:

1. Pursuant to state statute, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. Every approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and the employer. (See Appendix A)
2. Prior to an intern assuming daily teaching responsibilities, the employer must identify a mentor or other designated individual who meets the Commission's identified criteria. (See Appendix A).
3. A minimum of 144 hours of support/mentoring and supervision shall be 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. The minimum 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. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days. (See Appendix B)

4. The following additional support/mentoring and supervision 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 instruction teaching credential; a valid English learner or Crosscultural, Language and Academic Development (CLAD) authorization:
 - (A) The Commission-approved program sponsor shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum 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. 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. (See Appendix B)
 - (B) The California 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 assigned pursuant to #1 above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.
 - (C) An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.

Timeline for Implementation

Regulations are expected to take effect January 1, 2014. Programs must be prepared to implement changes to Preservice Preparation, Support and Supervision for all students enrolling after that date.

Submission of Program Revisions

Programs must submit documentation that describes their revised English Learner Preservice Preparation and plans for providing required program and employer based support, mentoring and supervision. The following describes the documentation required to ensure that each program is aligned with recent policy adopted by the Commission.

1. Submit your institution's transition plan for aligning with revised standards that strengthen preparation to teach English learners **by July 31, 2013**. See PSA 13-04 at: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-04.pdf>.

- Complete and return the attached Intern Program Modification Template (Appendix C) to the Commission electronically (intern@ctc.ca.gov). This template is designed to allow each program to briefly describe the manner in which it is addressing the revised EL preservice and support and supervision requirements. This template is also available at: <http://www.ctc.ca.gov/educator-prep/intern/default.html>. It is the Commission's expectation that Support and Supervision specific to interns teaching EL students reinforces and strengthens the skills, knowledge, and abilities attained during Intern Preservice Preparation, therefore the Preservice Program Modification template includes a response regarding program plans for implementing both general and EL specific Support and Supervision. In order for reviewers and Commission staff to understand the intern program structure and how the revised EL expectations are integrated into each intern program, program sponsors need to submit a course sequence for each intern preparation program as part of the Intern Program Modification Template

Because it is expected that the regulations will be effective January 1, 2014, it is imperative that programs with Intern Cohorts beginning in the first half of 2014 submit program revisions no later than November 1, 2013 for review and approval. Program responses will be reviewed by individuals with intern and English Learner expertise. Below are the deadlines for submitting the Intern Modification Template.

Intern Modification Template Submission Windows (submit to intern@ctc.ca.gov)	
Programs with Interns beginning between January 1, 2014 – June 30, 2014	November 1, 2013
Programs with Interns beginning Summer/Fall 2014	February 1, 2014

Complete the Survey of Current Intern Preservice Preparation available at <http://www.surveymonkey.com/s/internpreservice2013>. This survey is required of all Commission approved intern programs and addresses the non-EL specific preservice components currently required (classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations). This survey will be used not only to ensure that programs are in alignment but also to provide the Commission with information that will guide future work in this area. **This survey is due no later than November 1, 2013**

- Submission of Data Regarding Support and Supervision. Documentation and data collection regarding intern Support and Supervision will occur throughout the accreditation cycle. More information will be forthcoming about how to report data in biennial reports commencing in 2014 related to the support and supervision provided to interns. In future Program Assessment documents, programs will be required to fully describe and provide evidence of Support and Supervision for all interns and additional support and supervision for interns needing ELA. Copies of MOUs for each partner district/COE should be made available at upcoming site visits commencing Spring 2015.

References

April 17-19, 2013 Commission Agenda Item 3C:

<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-agenda.html>

Program Standards and Preconditions:

<http://www.ctc.ca.gov/educator-prep/program-standards.html>

Contact Information

The Professional Services Division provides a list of dedicated email addresses at:

<http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.

Appendix A

There must be a signed Agreement/Memorandum of Understanding between the Commission-approved teacher preparation program and the employer, which should clearly outline the roles and responsibilities of each party and should include, but not be limited to the following:

<p>Shared Responsibilities <i>The employer and Commission-approved Intern Program are equally responsible for assuring the following occur. The MOU must clearly define how, when, and by whom.</i></p>	
<p>Identify the Individual(s) and the Roles/Responsibility related to: Weekly course planning, Coaching within the classroom, Problem-solving regarding students, Curriculum, and Teaching</p>	
<p>Establish the process for communication between principal/evaluator and program supervisor.</p>	
<p>Clearly define the documentation and monitoring processes for additional services to interns who have not yet earned the English Learner Authorization (ELA)</p>	
<p>Employers <i>Employers are responsible for ensuring that the intern they have hired is supported and there is adequate supervision.</i></p>	<p>Commission-Approved Intern Program <i>The Program is responsible for ensuring that the intern in their program is supervised and there is adequate support.</i></p>
<p>Clearly defined description of qualifications for employer provided mentor(s), one of whom that has the following minimum qualifications:</p> <ul style="list-style-type: none"> • Valid corresponding Clear or Life credential • 3 years successful teaching experience • EL Authorization (if responsible for providing specified EL support) 	<p>Clearly defined description of qualifications of Commission-approved program supervisor including:</p> <ul style="list-style-type: none"> • current knowledge in the content they teach • understand the context of public schooling, • ability to model best professional practices in teaching and learning, <i>scholarship</i>, and <i>service</i>. • knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. • thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
	<p>Provide support/mentor training and orientation.</p>
	<p>Employer-provided support/mentoring documentation and monitoring process.</p>
<p>Sufficient resources are provided including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type/frequency of support.</p>	<p>Specific responsibilities of program supervisor including allocation of time/frequency of observations and/or coaching</p>
<p>Terms of employment, including evaluation process of site-support (examples-retiree, contracted with COE or other agency, current school employee)</p>	<p>Procedures for access between Commission-approved program supervisor and on-site support/mentor as appropriate</p>
<p><i>Allocation of <u>additional</u> personnel, time, and resources for individuals who have not yet earned an English learner authorization (ELA)</i></p>	
<p>Identify an individual* who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for EIs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed. <i>*may be the same mentor providing he/she has an EL authorization and is immediate availability.</i></p>	<p>Provide supervision including in-classroom coaching specific to the needs of English learners.</p>

Appendix B

It is recognized that each program is unique and will develop a Support and Supervision model that is appropriate to the distinctive needs of the program, the interns, and the school districts with whom it works. The table below is reflective of that uniqueness and offers examples of Support and Supervision activities that may be used to meet this requirement. **This is not a complete list; it is expected that each program will add/delete activities to ensure that intern and student needs are met within the design parameters of the program.**

Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the Intern's Employer
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc)
Release time for participation in district group/regional group (ELAC , Council for Exceptional Children)*
Review/discuss test results with colleagues (CELDT and standardized tests)*
Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the Intern's Commission Approved Preparation Program
Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*
Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
Provide access/student memberships for participation in district /regional group (ELAC committee, Council for Exceptional Children, etc.)*
Potential Support & Supervision Activities Provided by <i>Either or Both</i> the Intern's Employer and Commission Approved Preparation Program
Classroom Observations and Coaching*
Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
Intern Observation of other teachers and classrooms*
Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
Watching and discussing teaching videos with support person (s)*
Interactive Journal (Support/ Supervisor and Intern)
Phone/Email Support Hotline*
Observe SDAIE/ELD lessons online or in person*
Weekly planning or review of plans with EL Authorized Credential Holder*
Editing work-related writing (letters to parents, announcements, etc) *
Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*

Appendix C
Intern Program Modification Template

Revised Intern Preservice Preparation for _____
Institution Name

This template is organized into three parts. The first part (table) is designed to elicit information about your program’s revision to intern preservice to incorporate specific preparation to teach English learners. The second part of this template asks for a brief narrative describing how your program will meet the specific EL support and supervision as well as the general support and supervision required for all interns. The third part requires submission of a course sequence for each of your institution’s intern preparation programs.

Part One: English Learner Preservice Preparation

Intern Preservice Preparation: Required English Learner Content	Program Description: Please include links to syllabi, description of activities/assignments, and observation and/or participation with K-12 EL students as appropriate.
A. Candidates examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students. ... Candidates are prepared to effectively teach diverse students by increasing candidates’ knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.	
B. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfer, and how home language literacy connects to second language development.	
C. Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students’ language acquisition.	

Appendix C
Intern Program Modification Template

Revised Intern Preservice Preparation for _____
Institution Name

Intern Preservice Preparation: Required English Learner Content	Program Description: Please include links to syllabi, description of activities/assignments, and observation and/or participation with K-12 EL students as appropriate.
D. Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.	
E. Candidates learn and understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.	
F. Candidates acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).	
G. Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.	
H. Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.	

Appendix C
Intern Program Modification Template

Revised Intern Preservice Preparation for _____
Institution Name

Intern Preservice Preparation: Required English Learner Content	Program Description: Please include links to syllabi, description of activities/assignments, and observation and/or participation with K-12 EL students as appropriate.
I. Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).	
J. Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.	
K. Candidates acquire the knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD), as applicable to a multiple subjects, single subject content, or special education classroom.	

Please provide information regarding the number of hours within your institution's intern preservice preparation devoted to the content described in A-K above. Hours: _____

Appendix C
Intern Program Modification Template

Revised Intern Preservice Preparation for _____

Institution Name

Part Two: Support and Supervision

Provide a brief description (1-2 pages) outlining your institution's plan for implementing revisions to Support and Supervision for all interns, as well as your plans for providing Support and Supervision specific to assisting interns with learning to teach English learners Refer to Appendices A and B for guidance.

Appendix C
Intern Program Modification Template

Revised Intern Preservice Preparation for _____
Institution Name

Part Three: Intern Program Course Sequence

Provide a course (name, course #) sequence, by semester/quarter if possible, for each of the intern programs offered by your institution.