



# PROGRAM SPONSOR ALERT

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**DATE:**

January 20, 2022

**NUMBER:**

22-01

**SUBJECT: EXECUTIVE ORDER N-3-22 AND STUDENT TEACHERS**

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**Summary:**

This PSA provides clarification related to student teachers as they are referenced in Executive Order N-3-22.

**Key Provisions:**

On January 11, 2022, Governor Newsom issued [Executive Order N-3-22](#) (EO) to provide temporary flexibility regarding administrative processes and other requirements to support schools in maintaining orderly operations with qualified staff and keeping students in supervised learning environments. On January 13, 2022, the Commission issued [Coded Correspondence 22-1](#) that provides further guidance on this EO.

The EO was not intended to affect teacher preparation, including student teaching experiences and support, in any way. However, several preparation programs have raised questions about Paragraph 4 because it mentions “student teacher”:

*4. The requirement under Education Code 46300 and any related statute or regulation that students be under the direct supervision of a certificated employee of a school district or county office of education for calculating average daily attendance for apportionment is suspended for each day, or portion thereof, that a student teacher is assigned to a classroom without the supervision of a credentialed teacher through March 31, 2022.*

The purpose of this provision is to reassure local education agencies that they will not lose state aid (apportionment) for any days in which a cooperating teacher or a substitute for the cooperating teacher is not in the classroom supervising the student teacher during the limited term of January 11 to March 31, 2022, due to the severe shortage of substitute teachers. This

provision is a recognition of the current staffing emergency schools are facing caused by the Omicron-driven COVID-19 surge. It is not intended to suggest that schools should reassign student teachers outside of their normal student teaching placement to cover for teachers who are absent.

Many student teachers hold substitute teaching permits or other credentialing documents that would allow them to serve as a substitute teacher, and the EO extends this opportunity to holders of Temporary County Certificates (TCCs) as an additional flexibility for LEAs to staff classrooms during this crisis. Credentialing documents that enable student teachers to serve as substitutes include:

- 1) A substitute teaching permit or other Commission-issued document which requires a bachelor's degree, a fingerprint clearance, and demonstration of Basic Skills.
- 2) A Temporary County Certificate which requires a bachelor's degree, valid Certificate of Clearance (or other Commission-issued document), and demonstration of Basic Skills.
- 3) A Substitute Teaching Permit for Prospective Teachers which requires 90 units towards the bachelor's degree and enrollment in a regionally accredited four-year California college or university.

More information may be found on the Commission's website at: [Substitute Permit Options](#).

The only legal way in which a student teacher may be placed in a classroom as the teacher of record is if they hold one of the documents listed above; otherwise, they would be considered misassigned. Additionally, placing a student teacher in a substitute teacher role could challenge their ability to complete preparation requirements and earn their preliminary credential and will require careful program oversight.

The Commission-approved standards allow programs to count hours that candidates serve as a substitute toward the 600 hours of required clinical experiences, as long as the program ensures that these candidates are receiving adequate support and guidance from their school site supervisor and the program. It is important that the programs and the placement site rely on the MOUs that were previously established and agreed upon by all parties to make sure that these candidates' needs are being met while they are assisting their local schools with the staffing crisis. The Commission strongly encourages preparation programs to be in regular contact with their placement schools to ensure on a case-by-case basis that each student teacher receives sufficient supervision given the local conditions and opportunities in the school.

As a reminder, at the [June 2021](#) Commission meeting, the Commission continued to allow institutions flexibility in the number of clinical practice hours required for each candidate. The target for clinical practice during 2021-22 continues to be 600 hours, but the Commission has noted that the focus should be on ensuring that candidates have sufficient experience to develop their teaching practice and demonstrate readiness for independent practice. The primary focus should be on whether candidates have demonstrated the competencies required

for the credential(s) they are seeking.

Before the current pandemic, situations arose when a cooperating teacher needed to be absent and programs worked with the school to arrange for supervision. With the current surge in Omicron cases, preparation programs need to work even more closely with their TK-12 partners to ensure that both TK-12 students and teacher candidates have the best learning experience possible during the pandemic. Student teachers need support more than ever during these difficult times. It is critical to do everything possible to keep them on track toward meeting their credential requirements.

**References:**

[Executive Order N-3-22](#)

[Coded Correspondence 22-1](#)

**Contact Information:**

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).