
Intern Credentials: Proposed Policies and Draft Regulatory Language

AGENDA INSERT

Executive Summary: This is a three-part item. Part One brings proposed policies focusing on Intern Credentials for consideration and possible action; Part Two provides draft language that defines the preservice preparation requirements; Part Three provides draft regulatory language that addresses Intern programs and credential requirements for the Commission to review.

Policy Questions: Do the proposed policies meet the Commission's expectations for intern programs? Do the draft preservice specifications address the appropriate scope of content for intern programs? Does the draft regulatory language appropriately address the Intern credential requirements and authorization?

Recommended Action:

1. Adopt policies regarding intern credentials that address issues relating to support and supervision, preservice preparation, transparency, and the intern credential authorization.
2. Review and possibly adopt the proposed additional content specific to the teaching of English learners that must be completed during the preservice component in conjunction with the full scope of intern preparation and support.
3. Require all intern programs to submit their pre-service program, addressing the required standards for Intern preservice preparation and the additional requirements for English learner preparation for review and approval by April, 2014. These program proposals should be developed and considered in relation to the overall program of study proposed by the program and approved by the Commission.
4. Direct the Executive Director to convene a group of experts to develop guidelines that address the full scope of standards that must be addressed during the preservice component of intern preparation programs and bring recommendations to the Commission by June of 2014.
5. Review, amend as necessary and adopt the proposed regulations for Intern credentials and set a date for public hearing.

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Strategic Plan Goal

I. Educator Quality

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

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Introduction

This in-folder addendum to agenda item 3C provides the Commission's adopted Multiple and Single Subject Preliminary Teacher Preparation Program Standard language that addresses preparing an individual to teach students who are English learners and identifies the content that is proposed to be required as part of the Intern preservice program. In addition, minor edits to the draft regulations presented in agenda item 3C, intended to strengthen the statutory authority for the regulations and provide minor clean up language, are presented for the Commission's review.

Background

The content proposed to be required during the Intern preservice program is identified in a table on pages 10-11 of Agenda item 3C (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3C.pdf>). The content is drawn directly from the Commission-adopted program standards (<http://www.ctc.ca.gov/educator-prep/standards/Revised-Standards-English-Learner-Content-2013-5.pdf>) and represents those knowledge, skills, and abilities related to teaching English learners that are essential for an intern on the first day of teaching and therefore must be addressed in preservice preparation.

Preparation to teach English learners continues throughout an intern's preliminary preparation program and is interwoven throughout program standards. In addition to preparation to teach English learners during preservice, interns also are provided preparation in 1) general foundations including classroom management, planning, and human development, 2) subject specific content or specialty specific pedagogy, including reading/language arts and technology, and 3) teaching students with special needs.

The table below provides the English learner preparation content from the adopted standards that is proposed to be addressed in preservice and the content that would be addressed throughout the remainder of the preliminary preparation program. The standard or portion of the standard that is shaded is proposed to be covered during English learner preservice preparation. The un-shaded standards or sections of standards would be addressed during the remainder of the intern's preliminary preparation program.

**Overview of English Learner Content Preparation:
Preservice and During the Intern Program**

Preliminary Teacher Preparation Standards, adopted January 2013
Standard 6: Pedagogy and Reflective Practice
(Candidates) learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners of varied proficiency levels, educational ,and cultural backgrounds, speakers of non-dominant varieties of English, and advanced learners).
Standard 7: Preparation to Teach Reading-Language Arts
Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007).
Standard 7-B: Single Subject Reading, Writing and Related Language Instruction The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advanced learners.
Standard 9: Equity, Diversity and Access to the Curriculum for All Children
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.
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, cultural and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities and more effectively engage with families and communities.... Candidates understand the effects of family involvement on teaching, learning and academic achievement, including an understanding of cultural differences in home-school relationships. Candidates learn and apply skills for communicating and working constructively with students, their families and community members, including the effective use of interpreters.

Preliminary Teacher Preparation Standards, adopted January 2013

Standard 11: Using Technology in the Classroom

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to the full range of learners. Candidates understand that students come with varying degrees of technological knowledge and skills. Candidates encourage the use of technology with students in their research, learning activities, and presentations, and explore options for students who do not readily have access to technology in their homes and classrooms.

12: Teaching English Learners

Candidates learn foundations for successful English learner achievement:

- 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 development¹.
- Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.
- Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
- Candidates acquire skills to collaborate with specialists and paraprofessionals.
- 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.

Candidates understand effective program design and structures for English learners:

- Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners
- Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.
- Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
- Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.

Candidates understand and implement effective instructional practices for ELD and content

¹ Experts note that this content should be framed in terms of expectations for language development with reference to learning progressions, rather than abstract theories of language acquisition.

Preliminary Teacher Preparation Standards, adopted January 2013

instruction for English learners, including systematic explicit ELD instruction:

Candidates learn about state and federal legal requirements for the placement and instruction of English learners.

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

- 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).
- 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.
- Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- 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).
- 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.

Candidates have opportunities to acquire knowledge of linguistic development, first and second language.

Intern Program Delivery Model: In preservice, teacher preparation programs provide candidates with a 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 or single subject content classroom.

Standard 13: Preparation to Teach Special Populations

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; c) considering issues of language learning as compared to issues of language disability and how these relate to academic achievement; d) providing appropriate differentiated instruction that ensures all students access to the core curriculum; e

Preliminary Teacher Preparation Standards, adopted January 2013

selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and f) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Suggested Amendments to Proposed Regulations

University and District Intern Bilingual Authorization

The authorization for Multiple Subject District Intern Credentials is restricted to service in self-contained classrooms in kindergarten and grades 1 through 8 [reference Education Code (EC) §44326(b)] and the authorization for Single Subject District Intern Credentials is restricted to service in departmentalized classrooms in grades 6 through 12 [reference EC §44326(a)]. However, subsections (a)(1) and (a)4) of EC §44253.4 referenced in subsections (g)(2)(E) and (g)(3)(E) of the proposed regulations authorizes English language development and instruction for primary language development in preschool, kindergarten, grades 1 to 12, inclusive, and classes organized primarily for adults.

Due to the contradiction in grade level authorizations between EC §44326 pertaining to district intern credential authorizations and EC §44253.4(a) pertaining to the bilingual authorization, staff suggests referencing subsections (a) through (d) of EC §44253.2 in subsection (g)(3)(E) of the proposed regulations. Staff suggests the same reference modification in subsection (g)(2)(E) of the proposed regulations pertaining to university intern credentials for consistency.

The suggested modifications to subsection (g) of 5 California Code of Regulations (CCR) §80033 are provided below with the deleted text in ~~double strike through~~ and the new proposed text in double underline.

(g) Authorization.

(1) The following shall be listed on each intern credential: “This individual has completed preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission approved intern preparation program. The individual must be supported by both the Commission approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential.”

(2) The university intern credential authorizes the following:

(A) A multiple subject university intern credential authorizes the holder to provide the services specified in sections 80003(a) through (d) in grades twelve and below, including preschool, and in classes organized primarily for adults.

(B) A single subject university intern credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including

preschool, and in classes organized primarily for adults as specified in sections 80004(a) through (e).

(C) An education specialist instruction university intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A university intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

(1) Multiple subject: within the settings and grade levels specified in (g)(2)(A).

(2) Single subject: within the content area(s) and grade levels specified in (g)(2)(B).

(3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A university intern credential with a bilingual authorization also authorizes the holder to provide instructional services as ~~specified~~ defined in subsections (a) through (d) of Education Code section 44253.24(a) ~~in the language(s) listed,~~ as follows:

(1) Multiple subject: within the settings and grade levels specified in (g)(2)(A).

(2) Single subject: within the content area(s) and grade levels specified in (g)(2)(B).

(3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(3) The district intern credential authorizes the following:

(A) A multiple subject district intern credential authorizes the holder to teach self-contained classes in grades kindergarten through eight.

(B) A single subject district intern credential authorizes the holder to teach departmentalized courses within the content area(s) listed on the document in grades six through twelve.

(C) An education specialist instruction district intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A district intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

(1) Multiple subject: within the settings and grade levels specified in (g)(3)(A).

(2) Single subject: within the content area(s) and grade levels specified in (g)(3)(B).

(3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A district intern credential with a bilingual authorization also authorizes the holder to provide instructional services as ~~specified~~ defined in subsections (a) through (d) of Education Code section 44253.2~~(a) in the language(s) listed.~~ as follows:

(1) Multiple subject: within the settings and grade levels specified in (g)(3)(A).

(2) Single subject: within the content area(s) and grade levels specified in (g)(3)(B).

(3) Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

Notes Section

Staff also suggests modifications to the cited Authority and References in the Notes section of the proposed intern regulations as follows:

Authority: Change the referenced subsection for EC §44225 to (q), which grants the Commission rulemaking authority.

References: Delete EC §44253.4(a) and add subsections (c) and (d) of EC §44253.2 due to the suggested modifications for the bilingual authorization.

The suggested modifications to the Notes section of 5 CCR §80033 are provided below with the deleted text in ~~double strike through~~ and the new proposed text in double underline.

Note: Authority cited: Section 44225~~(a)~~, Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(b), 44252(b), 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d)~~44253.4(a)~~, 44325, 44326, 44335, 44373(c) 44452, 44453, 44454, 44455, 44457, 44458, 44459 and 44461, Education Code.