

INTERNS

The Board of Education District may employ interns to fulfill the district's need for sufficient instructional staff and to provide additional instructional resources and to assist future teachers in meeting state credentialing requirements by linking an opportunity to link teaching theory with practice in order to meet state credentialing requirements. The Superintendent or designee shall ensure that such persons possess appropriate internship credentials from the Commission on Teacher Credentialing (CTC). In addition, the district may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

(cf. 4112.2—Certification)

The Superintendent or designee may enter into agreements with accredited colleges and universities to jointly provide supervised teaching experiences within the district as part of a teacher preparation program. He/she shall collaborate with the college or university in the selection, placement, support, and performance assessment of interns.

The District may enter into a partnership agreements with one or more approved teacher preparation programs sponsored by colleges or universities and/or may provide a district intern program with approval of the Commission on Teacher Credentialing (CTC). Any intern program in which the District participates shall be aligned with the preconditions and program standards adopted by the CTC.

The Superintendent or designee shall make reasonable efforts to recruit an intern from an approved program within the region whenever a teacher with a preliminary or clear credential is not available for a position requiring certification. (Education Code 44225.7)

The Superintendent or designee shall ensure that any intern employed by the District possesses an appropriate intern credential and is adequately prepared for the responsibilities of the position.

An intern may be assigned to provide the same service as a holder of a regular multiple subject, single subject, or education specialist credential in accordance with the authorizations and grade/age level specified on the intern credential. (Education Code 44454, 44325, 44326, 44830.3)

Interns shall not be assigned to teach any classes outside the subject area, grade levels, or classes authorized by their credentials.

(cf. 4113—Assignment)

Interns shall not be placed in high poverty or program improvement schools in greater numbers than in schools with low poverty or higher academic achievement.

Any intern hired to teach core academic subjects, as defined in law, shall be required to meet the definition of a “highly qualified” teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)

(cf. 4112.24—Teacher Qualifications Under the No Child Left Behind Act)

INTERNS (continued)

Terms of employment for interns shall be consistent with law and the district's collective bargaining agreement, as applicable.

(cf. 4116—Probationary/Permanent Status)

Interns shall receive **intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge.** ~~assistance to enhance their instructional skills and knowledge, and may be assigned a mentor teacher, when state funding is available for the mentor teacher program, at the school where the intern is employed.~~ **The Superintendent or designee shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.**

(cf. 4131—Staff Development)

(cf. 4131.1—Beginning Teacher Support/Induction)

(cf. 4138—Mentor Teachers)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated ~~at least once every year~~ in accordance with Board policy and the district's collective bargaining agreement.

(cf. 4115—Evaluation/Supervision)

Upon receiving notification from the Superintendent or designee that an intern has successfully completed the program, the Board of Education may recommend to the CTC that the intern be awarded a preliminary credential. (Education Code 44328, 44468, 44830.3)

The Board shall regularly evaluate the effectiveness of the intern program(s) to determine whether changes are needed in the support and/or assignment of interns. The Board's evaluation shall be based on a report by the Superintendent or designee, including, but not limited to, data on a student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain general education or education specialist credentials.

Legal References:

EDUCATION CODE

~~300-340 English Language Education for Immigrant Children~~

~~44253.3-44253.4 Certificate to provide services to limited-English proficient students~~

~~44253.10 Qualifications to provide specially designed academic instruction in English to limited-English proficient students~~

~~44259 Minimum requirements for teaching credential~~

~~44279.1-44279.7 Beginning Teacher Support and Assessment System~~

~~44314 Diversified or liberal arts program~~

~~44321 CTC approval of internship programs~~

~~44325-44328 District interns~~

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~~44339-44341 Teacher fitness~~
~~44380-44386 Alternative certification~~
~~44387 Increased funding for internship programs~~
~~44450-44468 Teacher Education Internship Act of 1967 (university interns)~~
~~44560-44562 Certificated Staff Mentoring Program~~
~~44830.3 Employing district interns~~
~~44885.5 District interns classified as probationary employees~~
~~52055.605 Identification of high priority schools, High Priority Schools Grant Program~~
~~CODE OF REGULATIONS, TITLE 5~~
~~6100-6126 No Child Left Behind teacher requirements~~
~~13000-13017 New Careers Program~~
~~80021.1 Provisional internship permit~~
~~80055 Internship credential~~
~~UNITED STATES CODE, TITLE 20~~
~~6319 Highly qualified teachers~~
~~7801 Definitions, highly qualified teacher~~

~~Management Resources:~~

~~COMMISSION ON TEACHER CREDENTIALING CORRESPONDENCE~~
~~Implementation of SB 57, Early Completion of Internship Option (March 10, 2003)~~
~~COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS~~
~~CTC Credential Handbook, revised 1997~~
~~California Standards for the Teaching Profession, 1997~~
~~Standards of Program Quality and Effectiveness for District Intern Programs, revised 1996~~
~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~
~~Improving Teacher Quality State Grants, revised January 16, 2004 WEB SITES~~
~~CSBA: <http://www.csba.org>~~
~~Commission on Teacher Credentialing: <http://www.etc.ca.gov>~~

Policy amended:

Policy amended: June 10, 2010

Policy adopted: October 4, 2001

INTERNS**Memorandum of Understanding**

Before interns employed by the district assume daily teaching responsibilities, a signed Memorandum of Understanding shall be in place between the district and the partner college/university detailing support and supervision that will be provided to interns. (5 CCR 80033)

The Memorandum of Understanding shall include, but not be limited to:

1. Specific responsibilities of the program supervisor
2. Qualifications, identification, terms of employment, roles and responsibilities, and training of individual(s) to provide on-site support to interns
3. Allocation of additional personnel, time, and resources for interns who have not yet earned an English learner authorization
4. Expectations regarding the type and frequency of support
5. The process of communication between the program supervisor and on-site support personnel
6. Documentation, monitoring, and evaluation of site support

The District may enter into an agreement to employ college/university staff to supervise interns and may pay for the supervision of interns out of District funds. Salary payments may be met by proportionately reducing the salaries of paid interns, provided that no more than eight interns are supervised by one staff member, the district salary normally paid to interns is not reduced by more than one-eighth, and the intern is not paid less than the minimum salary required by the state for a regularly certificated teacher. (Education Code 44461 – 44462)

University Internship Programs

~~Persons employed through a university internship program are authorized to provide the same service at the same levels as authorized by a regular credential. (Education Code 44454)~~

~~(cf. 4112.2 – Certification)~~

~~(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)~~

~~(cf. 4112.23 – Special Education Staff)~~

~~(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)~~

~~The Superintendent or designee may enter into an agreement with a college or university for the employment of competent and qualified college or university staff members to supervise and guide interns as they pursue their district responsibilities. (Education Code 44461)~~

~~The Superintendent or designee shall seek the assistance of the college or university in coordinating the program for each intern. (Education Code 44465)~~

~~Prior to enrollment in any college or university program to renew the internship credential, the Superintendent or designee shall counsel with the intern and jointly plan a total program for the first and subsequent renewals. (Education Code 44457)~~

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~~(cf. 4131—Staff Development)~~

Support and Supervision of Interns

The Superintendent or designee shall collaborate with the college/university teacher preparation program to design structured guidance of interns, regular site-based support and supervision, and a sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

Support and supervision provided to interns shall include the following: (Education Code 44830.3; 5 CCR 80033)

Professional Development Plan: The Superintendent or designee shall, in cooperation with the college/university, counsel each intern and, with the concurrence of the intern, shall develop a plan for the intern to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential.

The plan shall include the components described in Education Code 44830.3, including, but not limited to, provisions for at least 120 clock hours (or the semester or quarter unit equivalent) of mandatory preservice training tailored to the grade level or class to be taught, additional instruction during the first semester or first year of service when required, and an annual evaluation of the intern.

1. **Assignment of Mentor Teacher:** Before an intern assumes daily teaching responsibilities, the Superintendent or designee shall assign him/her a mentor teacher who possesses a valid corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.
2. The intern shall receive support from a mentor teacher who is assigned to the same school. If two or more mentor teachers are assigned to an intern, at least one of them shall be experienced in the curricular area(s) of the intern's assignment.
3. **Support During School Year:** Support and supervision shall include coaching, modeling, and demonstrating within the classroom. In addition, the intern shall receive assistance with course planning and with problem-solving regarding students, curriculum, and effective teaching methodologies.
4. Such support and supervision shall be provided for a minimum of 144 hours per school year or, for late hires, four hours multiplied by the number of instructional weeks remaining in the school year. At least two hours of support and supervision shall be provided every five instructional days.
5. **Additional Support Addressing the Needs of English Learners:** For any intern who enters the intern program without a valid English learner authorization, bilingual authorization, or crosscultural, language, and academic development certificate, the Superintendent or designee shall identify an individual who will be immediately available to assist the intern

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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. This individual may be the same mentor identified in item #2 above, provided he/she possesses and English learner authorization and will be immediately available to assist the intern.

In addition, the district and college/university shall provide such interns with additional support and supervision, including in-classroom coaching, specific to the needs of English learners. Such support and supervision shall be provided for 45 hours per school year or, for late hires, five hours multiplied by the number of months remaining in the school year.

An intern who passes the California Teaching English Learners examinations may be exempted from these requirements.

Early Completion Option

The Superintendent or designee shall inform qualified interns preparing for a multiple or single subject credential of the early completion option which allows them to challenge certain requirements of the intern program in areas where they have demonstrated competence.

In order to complete the intern program early and be recommended for a preliminary credential, candidates shall meet all requirements of the intern credential and the additional assessments and coursework specified in Education Code 44468.

~~An intern may choose an early completion option leading to a five-year preliminary credential by completing the following requirements: (Education code 44468)~~

- ~~1. Passing the CTC approved assessment of knowledge of teaching foundations~~
- ~~2. Passing the CTC approved teaching performance assessment~~
 - ~~a. The intern shall first pass the assessment of teaching foundations described in item #1 before qualifying to take the teaching performance assessment.~~
 - ~~b. The intern may take the teaching performance assessment only one time as part of the early completion option. An intern who is not successful on this assessment may complete his/her internship program and his/her scores shall be used to provide an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the intern 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 to the CTC.~~
- ~~3. For interns pursuing a preliminary multiple subjects credential, passing the reading~~

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- ~~a. The intern may take the teaching performance assessment only one time as part of the early completion option. An intern who is not successful on this assessment may complete his/her internship program and his/her scores shall be used to provide an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the intern 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 to the CTC.~~
- ~~2. For interns pursuing a preliminary multiple subjects credential, passing the reading-instruction competence assessment described in Education Code 44283.~~
- ~~3. Meeting the requirements for teacher fitness as set forth in Education Code 44339, 44340, and 44341.~~