

SDSU

College of Education
Department of Dual
Language & English
Learner Education



DLE INTERN PROGRAM GUIDE

Academic Year 2024-2025

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The purpose of the DLE Intern Program Option is to provide an option to K-12 schools who are seeking to employ a DLE Bilingual Teacher Candidate to fill a vacant teaching position. This is an opportunity for DLE Bilingual Teacher Candidates who have successfully completed their first semester of clinical teaching to apply for the vacant teaching position as an intern in the second semester of their DLE program of study. If approved, the bilingual Teacher Candidate can begin employment as a bilingual intern at the same time they are enrolled in the DLE program of study. Upon completion of all requirements, the DLE Teacher Candidate may then obtain an internship credential from the California Commission on Teacher Credentialing.

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RESPONSIBILITIES, SUPERVISION, AND SUPPORT REQUIREMENTS FOR INTERNS

California Department of Education (CDE) Supervision/Support 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.

Department of Dual Language and English Learner (DLE) Supervision/Responsibilities

The Department of Dual Language and English Learner Credential Program of study must meet/ensure the following responsibilities through the monitoring by the assigned DLE university supervisor and oversight by the DLE university Intern Program Lead (Dr. Buell):

- A minimum of 144 hours of support/mentoring and supervision is provided to each intern teacher per school year (72 hrs. per semester) 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 (25 minutes daily or 60 minutes twice a week) must be provided to an intern teacher every five instructional days as documented in the intern teacher calendar.
- The DLE Student Teaching assessment procedures are followed including the completion of POP, progress assessment forms, and use of SIBME
- The DLE prospective bilingual intern notifies the DLE University Program Intern lead (Dr. Buell) about their interest in being an intern to obtain information and if requested, will supply the District offer of employment letter as intern.
- DLE university Program Intern lead confirms that there is a current MOU on file with the prospective school district. If not, the MOU process will be initiated by Dr. Buell.
- DLE university Program Intern lead keeps the offer of employment letter on their current intern file and submits it to the DLE Department Chair after confirming the completion of prerequisites with the DLE student credential advisor
- DLE Department Chair submits memo to Credential Advisor, Christie Pearson (cpearson@sdsu.edu) to begin the official review of prerequisites
- DLE University Program Intern lead communicates with the credential advisor, school site leadership, prospective intern, assigned DLE supervisor to arrange and calendar the orientation meeting
- Upon completion of orientation meeting, DLE university Program Intern lead (Dr. Buell) proceeds with communication of all parties of meeting summary, required forms, and DLE Intern Program Handbook.

School District/School Site Responsibilities

School District and School Site leadership must meet/ensure the following responsibilities as documented by the DLE university Program Intern lead (Dr. Buell) and assigned School Site mentor teacher:

- Offer of employment letter ** submitted to Dr. Buell
- Appropriately credentialed mentor who meets the CTC specified criteria is assigned prior to the orientation meeting and the intern assuming daily teaching responsibilities
- Ensures completion of Internship Support Provider Verification form at end of internship/semester and provides it to Christie Pearson, Credential Advisor
- Attends orientation meeting prior to intern assuming daily teaching responsibilities
- Communicates any changes to intern assignment or assigned mentor teacher as soon as possible to Dr. Buell, DLE university Program Intern lead
- School site assigned mentor communicates on a regular basis with the assigned DLE university supervisor for assessment of intern progress every five instructional days as mutually determined.

** per CTC requirements, Offer of Employment must be on employer letterhead. The letter must provide the following information – assignment type, initial date of employment as intern, and full or part-time status of the assignment. DLE will need the original hard copy or we can also accept the electronic version if sent directly from the HR Dept.

DLE Bilingual Teacher Responsibilities

The bilingual teacher candidate must meet/ensure the following if interested in an intern position:

- **First**, review the NEEDED PREREQUISITES listed below with your DLE Student Credential Advisor before proceeding with the process.
- **Second**, IF you have the needed prerequisites, your next step is to notify Dr. Lupe Holguin Buell, lbuell@sdsu.edu. Dr. Buell will confirm that there is an established Memorandum of Understanding (MOU) between San Diego State University and the district.
- **Third**, Contact your current supervisor via email to notify them about your intent to apply for the Intern Program Option. The supervisor will complete the “*Supervisor Recommendation: Intern Program Option*” form which they will provide to Dr. Buell. This form confirms that you successfully completed the first semester of clinical practice.
- **Fourth**, Dr. Buell will notify you if the MOU is in place so you can request the Intern employment offer from the school district human relations department on official letterhead and provide that letter to Dr. Lupe Holguin Buell, lbuell@sdsu.edu, the Intern Program Lead in the DLE Department, College of Education, via email.
- **Finally....** Once you have received approval via email to apply from Dr. Buell, your next step is to submit an Intern Program application [Credential Program Completion Process | College of Education | SDSU](#) with the Credential Analyst, Christie Pearson (cpearson@sdsu.edu)

NEEDED PREREQUISITES:

- Verify 120 hours of preservice
- Enrolled in the DLE bilingual credential program at SDSU
- Obtained a B or better in prerequisite courses
- Have a minimum cumulative GPA of 2.67
- Have passed the BSR (Basic Skills Requirement) & subject matter competency

- Have documentation of a negative TB test
- Have US Constitution content [undergraduate degree from CSU meets this requirement]
- Have *Offer of Employment* letter from the prospective employer
- “*Intern Support Provider Verification*” form signed by prospective district human relations (HR) Office

SDSU-COLLEGE OF EDUCATION-DLE INTERN PROGRAM ROLES

CREDENTIAL ANALYST-Christie Pearson (cpearson@sdsu.edu)

- Eligibility evaluation to verify statutory requirements and pre service requirements are met
- Notify DLE Intern Program Lead, Dr. Buell if student applicant is eligible for Internship
- Collect offer of employment letter
- Secure internship approval memo from Dr. Buell
- Attend orientation meeting with stakeholders
- Collect Intern Support Provider Verification form
- Provide Credential recommendation

DLE PROGRAM LEAD Dr. Lupe H. Buell (lbuell@sdsu.edu)

- DLE Intern lead verifies current MOU is in place with prospective employer
- Contacts Credential Analyst and copies student applicant about their Internship interest
- Contacts Department chair about the credential analyst recommendation when received for student intern and requests memo to credential analyst (see memo in Appendix)
- Provide orientation meeting with school site mentor teacher, site leadership, intern Teacher Candidate, DLE supervisor, and credential analyst and shares the DLE Intern Guide and required form
- DLE Supervisor collaborates with school site mentor teacher and maintains Verification of Intern Support and Supervision Hours form to verify hours and activities

DOCUMENTATION

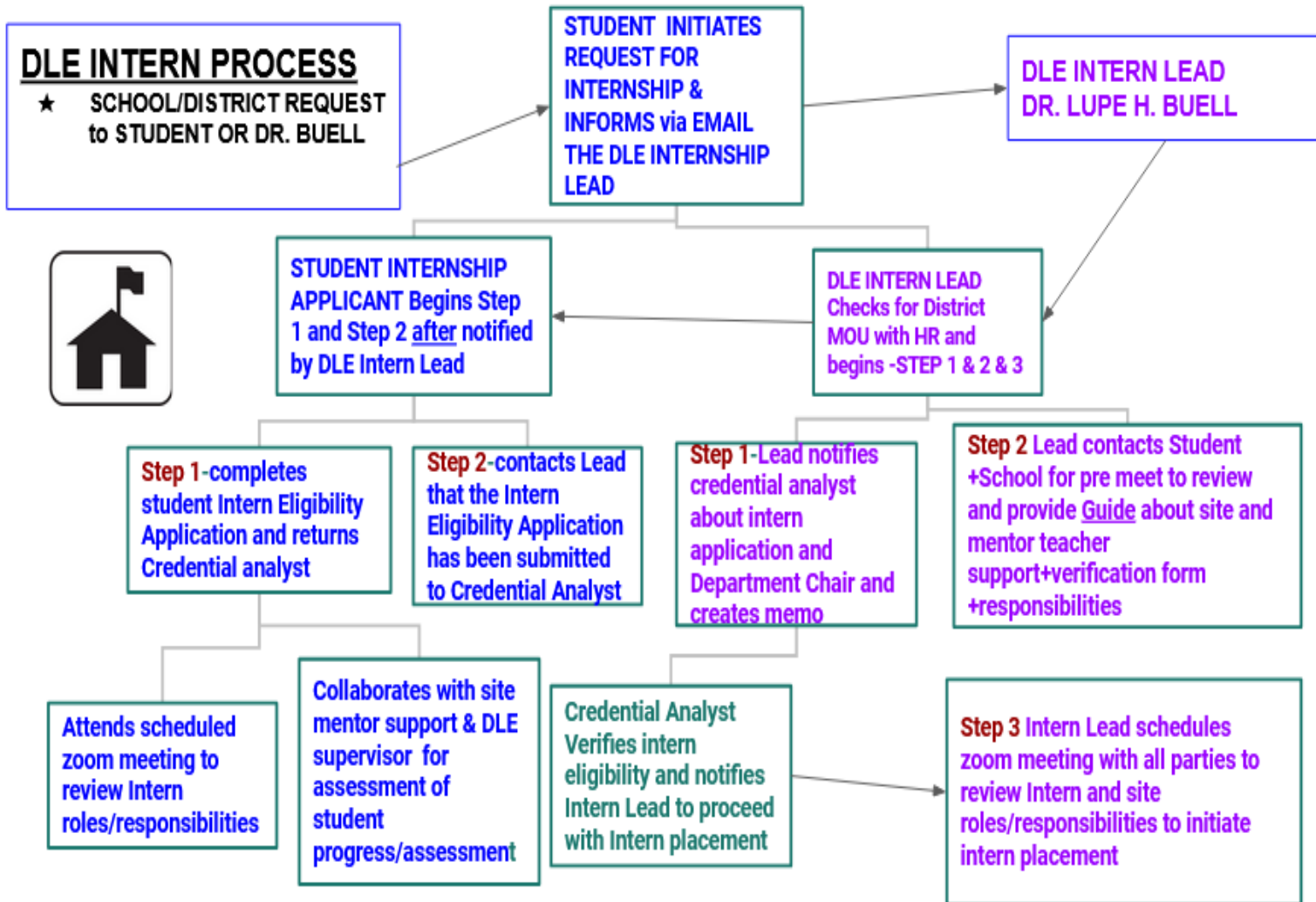
The “*Student Teaching Professional Growth Assessment*” document will be completed by the DLE University Supervisor and will be part of the evaluation process . The “*Student Teaching Professional Growth Assessment*” document is used as midterm assessment and final assessment report.

The “*Intern Support Provider Verification Form*” will be completed by the site mentor teacher which specifies that a minimum of 2 hours of support/mentoring and supervision has occurred every five instructional days. The employer maintains the records and will provide them at the end of the semester with the final “*Student Teaching Professional Growth Assessment*”. Both documents are submitted at the end of the semester to the Director of Evaluation via the link provided by Dr. Lupe H. Buell.

“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 instruction 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 the school year shall be equal to five hours times the number of months remaining in the school year” (Coded Correspondence 14-04).

Document links: *Verification of Intern Support and Supervision Hours* [INTERN SUPPORT PROVIDER VERIFICATION FORM](#)

DLE INTERN PROCESS SUMMARY



DISTRICT AND DLE SHARED RESPONSIBILITIES OVERVIEW

The process cannot continue until there is confirmation of a signed memorandum of understanding (MOU/STA) between San Diego State University, College of Education, Department of Dual Language and English Learner Education (DLE) and the district.

<u>Employers (District) Responsibilities</u>	<u>DLE Responsibilities</u>
<ul style="list-style-type: none"> ● Ensure that the intern is supported with adequate supervision 	<ul style="list-style-type: none"> ● Ensure that the DLE intern in the program is supervised and there is adequate support by communicating regularly with DLE supervisor
<ul style="list-style-type: none"> ● Mentor Teacher must have the following minimum qualifications: valid corresponding clear or life credential, 3 years successful teaching experience, EL authorization (if responsible for EL support) 	<ul style="list-style-type: none"> ● DLE University supervisor must have current knowledge in the content, understand the context of public schooling, ability to model best practices, knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity with a grasp of academic standards, TPEs, and curriculum
<ul style="list-style-type: none"> ● Sufficient resources are provided that includes the identification of protected time for the mentor to work with the intern within the school day including defined expectations for type/frequency of support (see Appendix A) 	<ul style="list-style-type: none"> ● Maintain records of employer-provided mentor documentation and monitoring process ● Specific responsibilities of supervisor including allocation of time/frequency of observations and/or coaching
<ul style="list-style-type: none"> ● Terms of employment, including evaluation process of site support 	<ul style="list-style-type: none"> ● Procedures for communication between DLE supervisor and the on-site mentor as appropriate

DLE PROGRAM OF STUDY

Prerequisite Courses do not include preservice

Per CTC Standards, each Multiple Subject and Single Subject Intern Program must include a minimum of 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners. How standards are met through Teaching Performance Expectations are described below.

CTC TPE's/need to combine Bilingual TPE	Addressed: (equivalent course/professional development/training may be used IF approved by the Department Chair
TPE 1: Engaging and Supporting All Students in Learning /TPE 2: Creating and Maintaining Effective Environments for Student Learning/ TPE 3: Understanding and Organizing Subject Matter for Student Learning/TPE 4: Planning Instruction and Designing Learning Experiences for All Students	DLE 515 - Multilingual Education (30 hours)
TPE 1: Engaging and Supporting All Students in Learning /TPE 2: Creating and Maintaining Effective Environments for Student Learning/ TPE 3: Understanding and Organizing Subject Matter for Student Learning	TE 280 - Health Education (20 hours)
TPE 1: Engaging and Supporting All Students in Learning /TPE 2: Creating and Maintaining Effective Environments for Student Learning/ TPE 3: Understanding and Organizing Subject Matter for Student Learning/TPE 4: Planning Instruction and Designing Learning Experiences for All Students/TPE 5: Assessing Student Learning	SPED 500 or 450 - Special Populations (30 hours)
TPE 1: Engaging and Supporting All Students in Learning / TPE 3: Understanding and Organizing Subject Matter for Student Learning/TPE 4: Planning Instruction and Designing Learning Experiences for All Students	ED 451 - Introduction to Multicultural Education (30 hours)

TPE 2: Creating and Maintaining Effective Environments for Student Learning/ TPE 6: Developing as a Professional Educator	Language and Cultural Competency (DLE 416- 20 hrs.) or CSET LOTE subtests 3 and 5
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APPENDIX A: SUPPORT & SUPERVISION ACTIVITIES

The table below offers examples of support and supervision activities that may be used to meet this requirement of the Intern Program Option. This is not a complete list; it is expected that each Intern Program at the school site will add/delete activities to ensure that intern needs are met within the designated parameters of the Intern Program Option. Please use this form to keep track of activities implemented by date. Other examples may be added in the lines provided or added to the back of this form. **Please date all activities.**

Potential Support and Supervision Activities Most Likely to be Provided through the Intern's Employer-school site

Date	Activity
	Content specific coaching (for example: math coaches, reading 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 to address special needs students and/or English Learners
	Logistical help before and during the school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
	Release time for participation in district group/regional group (ELAC, etc.)
	Review/discuss test results with colleagues (ELPAC, standardized tests)
	Other (specify)
	Other (specify)

Potential Support and Supervision Activities Most Likely to be Provided by Either or Both the Intern's Employer and CTC Approved Teacher Prep-DLE

Date	Activity
	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
Date	Activity
	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/intern)
	Phone/email support "hotline"
	Observe SDAIE/ELD/content area lessons online or in person
	Weekly planning or review of plans with authorized credential holder
	Editing work-related writing (letters of parents, announcements, etc.)
	Professional literature/research discussion groups facilitated by appropriately credentialed person or program supervisor
	Other (specify)
	Other (specify)

Potential Support and Supervision Activities Most Likely to be Provided through the Intern's CTC university Teacher Prep Program/DLE

Date	Activity
	Seminars (problem solving issues with students, curriculum, instruction, TPE's, etc.) offered in person or via 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/CABE/BESO/CATESOL, Latinx Conference and other additional development. etc.
	Other (specify)
	Other (specify)

APPENDIX B MOU-STA SAMPLE

MOU with San Diego State University

INTERNSHIP CREDENTIAL PROGRAM

By and Between

SAN DIEGO STATE UNIVERSITY

AND

(DISTRICT NAME)

**Multiple Subject Internship Credential, Bilingual Authorization
Single Subject Internship Credential, Bilingual Authorization**

San Diego State University Responsibilities

1. Interns will be provided a comprehensive Preliminary Credential Program (as well as more than 160 hours of pre-service training—as required in the 1209 Amendment to the Internship Credential Bill) fulfilling all competencies, pedagogy, field experiences, and standards set down by the State of California (CCTC) and the National Credentialing Association of Teacher Educators (NCATE). Professors at San Diego State participate in the teacher scholar model in which research and state of the art information about the education of individuals from birth to age 22 is constantly developed and added to our coursework. We provide comprehensive evaluation and assessment of interns in the context of our coursework and practicum experiences. Interns will be enrolled in a practicum experience each semester of their program with specific competencies to fulfill. Should an Intern NOT meet the requirements of maintaining a 3.0 grade point average at San Diego State or fail to meet any other requirement of the program, we are not obligated to continue them in our program and the Internship Agreement with that individual will be terminated.
2. Interns will receive English Language Learner preparation (45 hours of which will be pre-service training—as required in the 1209 Amendment to the Internship Credential Bill) and multicultural competencies in the context of courses in the entire program of study and in prerequisite coursework. Interns will need to demonstrate competencies related to multicultural diversity and English language learner instruction during every semester of their program. In addition, students are now required to have English Learner and Language Arts Preparation (120 hours of practicum and coursework in related areas) before beginning as an intern. If a student holds another credential issued before 2002, all of these requirements are met.
3. Supervision will be provided each semester whereby Interns will receive support, guidance, and bridging to district support providers and in-services. This will amount to a minimum of 120 clock hours of support and coursework per year as required in the Amendments to the Internship Agreement Bill.
4. Advertisement and recruitment of individuals from Bachelor's Degree Programs and Community College Programs will be conducted creating a pipeline and pool of possible Interns. Once individuals are fully admitted to the Dual Language and English Learner Department having fulfilled all of the requirements of San Diego State University and the State of California for teacher preparation candidates, individuals will be eligible to interview with the district to be considered to fill Intern positions.
5. DLE Chair and Intern Program Lear will maintain partnerships and on-going relationships with district support providers and program managers to continuously provide appropriate training, in-service, supervision, and seminar support to Interns.

District Responsibilities

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district, or consortium, or State-certified non-public, nonsectarian, school. For this reason, interns must have a contract or other proof of employment before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a San Diego State University Supervisor and District Support Provider who provides general support at the classroom level of the cooperating school.

1. The intern assumes full teaching and legal responsibility for their class from the first day of the teaching assignment as a paid employee of the District for at least **one semester**, subject to the District's personnel policies and State law(s).
2. The intern receives salary and benefits based on the District's current policies. The intern may be assigned to extracurricular activities, department and/or faculty meetings proportionate to the teaching load of a regular contractual teacher. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extra-curricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at San Diego State University.
3. The intern is expected to attend all district in-service training sessions whenever possible. The intern will also attend assigned orientations that occur prior to the start of the school in the Spring semester. If there is a conflict between University and district training, University meetings shall take priority during the Internship period.
4. The intern is responsible for maintaining up-to-date records of course plans, lesson plans, and unit plans. The intern is expected to:
 - make preparations to accomplish his/her teaching responsibilities outside the classroom;
 - abide by the policies of the school and district;
 - meet administrative due dates;
 - communicate with parents by letter, phone, and/or conference when necessary;
 - maintain prompt and regular attendance;
 - maintain a grade book;
 - initiate conferences with the DLE university supervisor and district support provider to discuss progress and receive feedback about his/her teaching.
5. The District will assign a Support Provider (mentor teacher) to the intern to provide support throughout the year. The Support Provider (mentor teacher) will serve as an on-site guide, who observes the intern, and provides substantive feedback. The Support Provider (mentor teacher) will form a partnership with the DLE University Supervisor to provide consistent and seamless support for the Intern.
 - The employer-provided school-site support provider shall have a valid corresponding Clear or Life credential, 3 years successful teaching experience, English Language (EL) Authorization and/or bilingual authorization.
 - The district will identify an individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English language learners and bilingual students, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed. This individual may be the same support provider as noted above provided he or she has an EL authorization and/or bilingual authorization and is immediately available.
 - The district will allocate protected time for the employer-provided mentor teacher to work with the intern within the school day. The mentor teacher will be expected to be engaged in the following:
 1. New teacher orientation
 2. Content specific coaching
 3. Co-planning
 4. Review and discuss educational assessments with a focus on improving instruction

5. Classroom observations and performance feedback

- The district shall identify a process for evaluating site-support for interns.
6. The District acknowledges that each intern under this Internship Credential Program shall be a paid employee of the District and thus covered under the District's insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of San Diego State University while performing services for the District.

Please Note: As required by Education Code 44466: Interns shall not acquire tenure while serving on an Internship Credential.

APPENDIX C-CTC INTERN Supervision & Support

DATE:	NUMBER:
March 11, 2014	14-04
TO:	FROM:
All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	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 Cross Cultural, 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 of 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:

Questions concerning intern program requirements: email intern@ctc.ca.gov

Commission on Teacher Credentialing 1900 Capitol
Avenue
Sacramento, CA 95811



PRECONDITIONS FOR INTERNSHIP PROGRAMS*CTC

(1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

(2) **Demonstration of Subject Matter Competence.** Each Multiple Subject and Single Subject Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:

1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).
2. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).
3. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii).1
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
 - a. For single subject credentials, a major in one of the subject areas in which the Commission credentials candidates as indicated in Education Code Sections 44259 (b)(5)(A)(iv) and 44282 (b).1
 - b. For multiple subject credentials, a liberal studies major or other degree that includes coursework in the content areas as indicated in Education Code 44259 (b)(5)(A)(iv) and 44282 (b).1
5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Reference: Education Code 44259 (b)(5)(A)(v), and 44282 (b).

(3) **Pre-Service Requirement.** Each Multiple and Single Subject Intern program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:

- foundational preparation in general pedagogy including classroom management and planning,
- reading/language arts,
- subject specific pedagogy,
- human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

(4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- Provisions for an annual evaluation of the intern.
- A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

- Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
- Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

(5) Supervision of Interns.

- In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462](#). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. [Reference: Education Code Section 44454](#). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). [Reference: Education Code Section 44458](#).

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. [Reference: Education Code Sections 44321 and 44452](#).

(8) Early Program Completion Option. Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs •
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- Meet the requirements for teacher fitness. An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. ([Reference: Education Code Section 44468](#)).

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. [Reference: Education Code Section 44325 \(b\)](#).

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the

credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

(12) **Bilingual Language Proficiency.** Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. Reference: Education Code Section 44325(c)(4).

APPENDIX D-DLE Supervision & Support CHECKLIST

This checklist ensures that the DLE Intern Program Lead has completed all the necessary steps for a prospective Intern candidate.

- acknowledges receipt of student request for intern by providing the INTERN GUIDE and Intern application
- establishes a zoom meeting with student to review the process
- checks that a district/charter school MOU is current
- submits request to DLE office if MOU is not current or not in file
- contacts credential analyst about intern application for their verification of prerequisites
- waits for credential analyst results to proceed with the next steps
 - contacts DLE department chair to create memo
 - schedules a zoom meeting with all parties to review intern/site responsibilities

APPENDIX E-DLE INTERN PROGRAM Application

PLEASE COMPLETE THIS APPLICATION AND SUBMIT TO THE DLE INTERN GUIDE LEAD VIA EMAIL

Name of Applicant _____ RED# _____

Cohort [MS/SS/MS ONLINE] _____

Current semester of clinical practice (fall/spring & year) _____

Current DLE University Supervisor _____

Proposed Internship school district _____

Name of District HR personnel staff contact _____

contact information: cell _____ email _____

Proposed Internship school _____

Name of Principal/admin _____

contact information: cell _____ email _____

Proposed grade level/content area placement _____

Name of mentor/coach _____

contact information: cell _____ email _____

Comments:

Signature _____ Date _____