

Preliminary PK-3 ECE Specialist Instruction Preconditions Evidence Guide Specific for Interns

The eleven program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.

PRECONDITION	EVIDENCE REQUIRED
(1) Baccalaureate Degree Requirement. Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.	Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher learning. The Credential Student Services Center (CSSC) reviews transcripts to determine whether applicants hold a BA or BS degree. They also determine whether a regionally accredited institution issued the degree by referring to the following database (Accredited Institutions of Postsecondary Education). The CSSC staff also obtains a complete evaluation of foreign transcripts prior to admission that are on the approved organization list published by Commission for a California credential, permit, or certificate to determine whether the transcripts show equivalence to a U.S. degree. See CTC's link for Foreign Transcript Evaluations: http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf Candidates will be notified of these requirements during program orientation and in the Intern Manual.

(2) Demonstration of Subject Matter Competence. The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options: (a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. OR (b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.	This new program will follow the same admissions requirement as the Multiple Subjects Credential. Candidates may meet the subject matter competence requirement through one of the following two options: a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
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(3) Preservice Requirement.

Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:

- (a) State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with [California's K-3 Student Content Standards](#) and [Frameworks](#) and the [Preschool Learning Foundations](#) and [Curriculum Framework](#) in the core curriculum areas for grades PK-3).
- (b) General pedagogical strategies for PK-3 children, including classroom management and planning.
- (c) Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings.
- (d) Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.

Instruction in English Language Development for multilingual and English learner students.

The Department of Teacher Education will propose changes in the summer curriculum to ensure that not more than 12 summer units are completed prior to the Fall semester. This relates to the intern program which currently satisfies the 120 hour pre-service requirement through the following current curriculum. see Program PK-3 ECE credential handbook, [intern requirement for recommendation](#)

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(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved PK-3 Early Childhood Education Specialist Instruction program of teacher preparation. The plan shall include all the following: Provisions for an annual evaluation of the intern. (a) A description of the courses to be completed by the intern and a plan for the completion of preservice or other clinical training, if any, including student teaching. (b) Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities. (c) Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.	Program candidates receive this information during orientation prior to beginning the program and the information is also reviewed in their seminar courses. The intern prerequisites are listed here. Candidates working under university internship credentials are assigned an Employer-Provided Mentor and a University Supervisor. Both provide support to the intern throughout the academic year. The mentor is not an educator in an evaluative position. However, interns will be evaluated by the University Supervisor and may also be evaluated by a school or district administrator. Specific intern support hour requirements can be found on the Time2Track page of this handbook. The Program Handbook and Matrices provides the evaluation criteria for evaluating our candidates. DRAFT of the Supervisor Matrix, candidates matrix and intern matrix are listed. These matrices have observation requirements, intern checklist, calendar, individualized intern plan, and fieldwork placement checklist. Candidates are introduced to the Individualized Development Plan (IDP) in their spring seminar course (TED 571/576) and is developed collaboratively with the candidate, program supervisor, and the district employed support personnel (i.e. cooperating teacher, collaborating teacher, or mentor). The document is due at the end of the semester.

	They are provided the following directions: Based on evidence gathered during your teacher preparation program, including your fieldwork experiences, explicitly describe 1-2 strengths and 1-2 next steps or needs in relation to the Teacher Performance Expectations (TPEs). These will be referred to as the California Standards for the Teaching Profession (CSTPs) when you are a teacher. Based on your self-evaluation, create a specific goal for professional growth that is related to the content of each section. Evidence can include information gathered through feedback from your University Supervisor, Cooperating Teacher/Mentor, university faculty, and colleagues. It can be gathered from your written reflections, formative, and summative evaluations. Link to Individual Development Plan
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(5) Supervision of Interns. In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities: (a) Complete a signed Memorandum of Understanding between the commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided. (b) Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience. Additionally, (c) In all intern 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 for candidates without a valid English learner authorization. (d) The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed. (e) 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.	Internships are limited to districts that have a signed Memorandum of Understanding (MOU) with CSU East Bay. Intern credentials are most often limited to public schools. If a candidate is offered employment in a private school, that school must meet the conditions below. Prior to initiating an MOU, the Program Coordinator will verify these conditions are met, according to the Commission on Teacher Credentialing (CTC). The private school demographics must meet the state definition of a "diverse school setting" that reflects California's public schools. The private school will be asked to provide evidence that relative to diversity of all of the following: race, ethnicity of the students, number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges, languages spoken by the students, including English learners the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes 2) Approval: <i>2a) Program Coordinator Permission:</i> Candidates must obtain university authorization from the Program Coordinator before they are eligible to accept any job offers. University approval is not given automatically. Candidates must request an "Intent to Intern Form" from

their coordinator. If a candidate is approved by their coordinator, they can seek employment.

Employer-Provided Mentor (EPM): The employer will appoint a mentor with an English Learner Authorization prior to an intern assuming daily teaching responsibilities. This Employer-Provided Mentor will provide support that consists of observations, conferences, email and phone calls to the Intern teacher. The EPM will provide 26 hours of support, mentoring and supervision within the school day of the Intern teaching in the general education or special education classroom. Additionally, the Employer-Provided Mentor will provide 10 hours of support and supervision related to English Learners during the school day.

School Site Meetings (90 hours): Interns will attend New Teacher Orientation, Grade Level, Department Meetings, Faculty meetings, and Professional Development Seminars provided to faculty.

Individualized Intern Plan: The University Supervisor, Employer-Provided Mentor, and the Intern shall develop the Individualized Intern Plan (IIP) during the first three weeks of the school year. The IIP will specify the support, mentoring, and supervision the Intern will receive so that the total hours of annual Support/Mentoring and Supervision equal to 144 hours plus 45 additional hours specific to the needs of English Learners. The Individualized Intern Plan Google Form will be submitted for approval to the CSU East Bay Intern Coordinator.

In addition an [intern contract](#) is provided to all candidates.

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(6) Assignment and Authorization. The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential. The institution stipulates that the intern’s services meet the instructional or service needs of the participating districts.	The program will provide student interns with the scope of the coursework and the expectation of the program. The PK-3 ECE handbook provides information on the intern credential Program Handbook Internships are limited to districts that have a signed Memorandum of Understanding (MOU) with CSU East Bay. Intern credentials are most often limited to public schools. If a candidate is offered employment in a private school, that school must meet the conditions below. Prior to initiating an MOU, the Program Coordinator will verify these conditions are met, according to the Commission on Teacher Credentialing (CTC). <i>Program Coordinator Permission:</i> Candidates must obtain university authorization from the Program Coordinator before they are eligible to accept any job offers. University approval is not given automatically. Candidates must request an “Intent to Intern Form” from their coordinator. If a candidate is approved by their coordinator, they can seek employment. <i>2b) Intern Credential Requirements for Recommendation:</i> The Credential Student Service Center will require the following to recommend a candidate for an Intern Credential:

	Approval from Program Coordinator-submit Google approval form from the Program Coordinator and receive email verification/approval Documentation of 120 hours of appropriate coursework with a grade of “B” or higher in each class, have a cumulative GPA of 3.0 with no grades of Incomplete or No Credit; Current enrollment in Fall classes for your program (we will verify). All summer courses B- or better A submitted Intern Credential Application with the required documents. Verification of Employment from the district signed by HR with an exact start date in the current academic year-page 4 of the Intern Application signed by HR Valid CTC document (www.ctc.ca.gov) Valid negative TB test (TB Risk Assessment not accepted) Credential Processing Receipt - of \$25.00 for each credential document type. CashNet https://commerce.cashnet.com/CRDNTL (attach a copy of your receipt with your application) Verification of the Basic Skills Requirement (BSR), i.e., CBEST, SAT/ACT, Approved BSR Evaluation Subject Matter Competency (SMC) U.S. Constitution verification
(7) Participating Districts. Participating districts are California public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.	The participating district are listed in this Public published MOU list

(8) Length of Validity of the Intern Certificate. Programs must communicate to interns that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years.	The length of validity of the Intern Certificate is 2 years. The PK-3 ECE credential will follow the same length.
(9) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.	We currently have the Multiple Subject and Single Subject MOU agreements and the list where we place our students. We will be developing MOU agreements with the same school districts for the PK-3 ECE credential program. This link is the list for the Public published MOU list This link is the current Student Teacher MOUs - TED MS/SS and a list for the PK-3 ECE credential will be developed. This is the Intern MOUs - TED MS/SS
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(10) Justification of Intern Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program 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.	School districts have reached out to our college to work collaboratively and support the teacher shortages that their districts faced. Student candidates have also found employment from our local school districts where permission, guidelines and MOUs have been established to support our student interns. Two letters from school district are presented here: Castro Valley Unified School District San Leandro Unified School District

(11) 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).

N/A