

PK-3 Intern Pre-Conditions

Requirement	Evidence Required	Evidence Provided
1. Baccalaureate Degree Requirement Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Required Evidence • Direct link to location of admission requirements on a specific page of a handbook, program website, admission form, or other authentic program documentation that informs prospective candidates applying to the intern program they must hold a baccalaureate degree or higher from a regionally accredited institution of higher education. • Provide link to verification checklist that indicates candidate holds a baccalaureate degree or higher from a regionally accredited institution of higher education.	• Direct link to location of admission requirements on a specific page of a handbook, program website, admission form, or other authentic program documentation that informs prospective candidates applying to the intern program they must hold a baccalaureate degree or higher from a regionally accredited institution of higher education. • Provide link to verification checklist that indicates candidate holds a baccalaureate degree or higher from a regionally accredited institution of higher education.	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Intern Admission Requirements Intern Eligibility Verification Checklist
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	• Direct link to location of admission requirements on a specific page of a handbook, program website, admission form, or other authentic program documentation that informs prospective candidates	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Subject Matter Competence Intern Eligibility Verification Checklist

being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options: 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 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.	applying to the intern program of their options for meeting subject matter and that candidates must have demonstrated the subject matter requirement competence prior to being recommended for the intern credential. • Provide link to verification checklist that indicates candidate has demonstrated the subject matter requirement competence prior to being recommended for their intern credential.	
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)	• Direct link to a program website, specific page in a handbook, admission form/checklist, course descriptions, or other authentic	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Preservice Requirement

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. e) Instruction in English Language Development for multilingual and English learner students.	program documentation that provides evidence of the minimum 120 clock hour pre-service requirements that includes each of the listed preservice components (a) – (e). • Identify where each preservice component (a) – (e) is addressed in the evidence provided.	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). ECD 507 Early Childhood Curriculum b) General pedagogical strategies for PK-3 children, including classroom management and planning. ECD 507 Early Childhood Curriculum TEL 517 Creating Equitable Learning Environments: Decision Making and Action c) Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings. ECD 507 Early Childhood Curriculum d) Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
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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: 1. Provisions for an annual evaluation of the intern. 2. 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. 3. Additional instruction during the first semester of service, for interns	Direct link to a blank Professional Development Plan located on a specific page of a handbook, program website, or other authentic program documentation that includes components (a) – (d).	Intern Professional Development Plan located in the CA Clinical Practice Handbook Statement in the Clinical Practice Handbook about the required professional development plan.

teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities 4. Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.		
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: 1. 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. 2. 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,	• Provide a template of a planned Memorandum of Understanding (MOU), that details components (a) – (e). Commission-approved programs may provide a template or a completed sample. • Direct link to specific page of a handbook, program website, or other authentic program documentation that explains components (b) – (e). • Direct link to the tracking sheet, program checklist, or other authentic program documentation used to verify the 144 hours, and additional 45 hours, of annual support and supervision of interns. If this information is housed in an	Template of planned MOU Links to specific page in the clinical practice handbook that explains the support and supervision of interns: Supervisor Information Intern Teaching Direct link to the tracking used to verify the 144 hours and 45 hours of annual support and supervision of interns.

3. 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. 4. 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. 5. 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	internal database, screenshots can be provided.	
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eight interns may be advised by one district support person.		
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.	• Direct link to specific page of handbook, program website, or other authentic program documentation that explains to interns the scope of the authorization of the credential. • Copy of signed MOU/MOU template used with district that states that the interns' services meet the instructional or service needs of the participating district(s).	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Scope of the CA Intern Credential MOU template with bookmark for the assignment and authorization details
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.	Provide a list of the school districts or county offices of education in which interns currently serve for the PK-3 ECE Specialist Instruction Credential program.	Arizona State University is currently undergoing Stage IV review as part of the California Commission on Teacher Credentialing (CTC) Initial Institutional Approval process. Upon approval, ASU will be authorized to sponsor California educator preparation programs. Although ASU is not yet an approved California educator preparation program, the Mary Lou Fulton College for Teaching and Learning Innovation (MLFC) has established partnerships with numerous California school

		districts and charter schools and has successfully placed candidates in California schools through its Arizona educator preparation programs. The following list illustrates the breadth of these partnerships and clinical placement experiences across California over the past several years.
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.	• Direct link to specific page of handbook, program website, or other authentic program documentation that explains to interns the length of validity of the intern certificate. • Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate.	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Length of Validity of the Intern Certificate Copy of MOU that includes the length of the intern certificate.
9. Non-Displacement of Certificated Employees The institution and participating districts must certify that interns do not displace certificated employees in participating districts.	• Direct link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees. • Copy of MOU with district(s) that certifies that interns may not displace certificated employees.	Early Childhood M.Ed. (PK-3 ECE Specialist) Handbook – Non-displacement of certified employees Copy of MOU that includes the language that interns may not displace certificated employees

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.	For proposed programs in Initial Program Review: Provide current letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program. For all proposed and approved programs: Provide an explanation of 250 words or less explaining the need for the intern pathway.	<u>Westbrook Letter of Support</u> <u>San Bernardino County Letter of Support</u> Need for the Intern Pathway Arizona State University proposes an Intern Credential pathway to address the ongoing need for highly qualified teachers in California while providing districts with an additional, high-quality route to recruit and retain educators. Many California school districts continue to experience challenges filling teaching positions with fully credentialed candidates, particularly in high-need schools and shortage areas. An intern pathway allows qualified candidates to serve as teachers of record while completing a Commission-approved educator preparation program supported by structured mentoring, university supervision, and clinically embedded coursework. Arizona State University's Mary Lou Fulton College for Teaching and Learning Innovation has extensive experience preparing and supporting candidates pursuing alternative
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		certification pathways. Approximately 80% of candidates enrolled in ASU's graduate educator preparation programs leading to Arizona certification complete their preparation through an alternative certification pathway while serving as teachers of record. Through these programs, ASU has developed robust systems for clinically embedded instruction, university supervision, mentoring, and individualized candidate support that promote candidate success while meeting the needs of employing school districts. The proposed California Intern Credential Programs build upon this successful model by aligning coursework, clinical practice, mentoring, and support with California Commission on Teacher Credentialing requirements. The intern pathway will expand access to high-quality educator preparation while helping California school districts recruit, prepare, and retain effective teachers who are committed to serving California's diverse students and communities.
11. Bilingual Language Proficiency	Required Evidence	Not applicable

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).	This precondition is applicable only for programs that have been approved to offer a Bilingual Authorization program. Programs not approved to offer a Bilingual Authorization program may not place candidates in bilingual settings. Required Evidence Direct link to program website or candidate handbook with program requirements indicating that language competence must be met prior to being recommended for the intern credential for candidates who are dually enrolled in a bilingual authorization and intern program. Program checklist or equivalent that demonstrates how and when the program verifies the candidate has met the language competence requirement.	
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