

Multiple and Single Subject Intern Preconditions

Requirement	Evidence Required	Evidence Provided
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, and 44453.	• 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.	Secondary Education M.Ed. (Single Subject Credential) Handbook – Intern Admission Requirements Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Intern Admission Requirements Intern Eligibility Verification Checklist
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:	• 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 of their options for meeting	Secondary Education M.Ed. (Single Subject Credential) Handbook – Subject Matter Competence Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Subject Matter Competence Intern Eligibility Verification Checklist

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), Title 5 Code of Regulations §80096.	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.	
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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)(I) and 44282 (b), or identified in Title 5 Code of Regulations §80096. b. For multiple subject credentials, a liberal studies, liberal arts, or elementary education major or other degree that includes coursework in the content areas as indicated in Education Code 44259 (b)(5)(A)(iv)(II) and 44282 (b), Title 5 Code of Regulations §80096. 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), Title 5 Code of Regulations §80096.		
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3. Pre-Service Requirement Each Multiple and Single Subject Internship 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 of English Learners pursuant to California Code of Regulations §80033.	• Direct link to a program website, specific page in a handbook, admission form/checklist, course descriptions, or other authentic 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.	Secondary Education M.Ed. (Single Subject Credential) Handbook – Pre-Service Requirement Single Subject Pre-Service Requirements: - General pedagogy including classroom management and planning: TEL 510 - Instructional Design, Planning and Assessment TEL 517 Creating Equitable Learning Environments: Decision Making and Action - Reading/language arts SED 503 Content Area Literacy - Subject-specific pedagogy SED 503 Content Area Literacy - Human development The Human Development pre-service requirement is addressed through an integrated sequence of coursework. TEL 510 introduces candidates to major learning theories and developmentally appropriate instructional planning grounded in students' cognitive, social-emotional, cultural, and academic development. TEL 517 extends candidates'
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		understanding of human development through the study of motivation, trauma-informed practices, behavior, social-emotional development, and foundational theories of learning. TEL 508 develops candidates' understanding of first- and second-language acquisition, linguistic development, and language proficiency as essential dimensions of learner development. SED 503 reinforces developmental theory through inquiry-based learning, sociocultural perspectives, and the role of language and social interaction in literacy development across content areas. Collectively, these courses prepare candidates to apply developmental knowledge to support the learning and growth of diverse students. e. Specific content regarding the teaching of English Learners TEL 508 English Language Development Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Pre-Service Requirement
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		Multiple Subject Pre-Service Requirements: a. General pedagogy including classroom management and planning: TEL 510 - Instructional Design, Planning and Assessment TEL 517 Creating Equitable Learning Environments: Decision Making and Action b. Reading/language arts EED 501 Elementary Methods and Assessment for Teaching English Language Arts c. Subject-specific pedagogy Candidates complete EED 501 Elementary Methods and Assessment for Teaching English Language Arts and TEL 508 English Language Development, which prepare them to teach English Language Arts and English Language Development through evidence-based, standards-aligned instructional practices. Candidates learn to design structured literacy instruction; teach reading, writing, speaking, and listening; integrate ELD into content instruction; apply research-based language acquisition strategies;
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		differentiate instruction using UDL and MTSS; assess literacy and language development; and plan integrated and designated ELD instruction aligned with the California ELA/ELD Framework and California State Standards. d. Human development The Human Development pre-service requirement is addressed through an integrated sequence of coursework that prepares candidates to understand and apply knowledge of cognitive, linguistic, social-emotional, and behavioral development in instructional planning. TEL 510 introduces candidates to foundational learning theories and developmentally appropriate instructional planning, emphasizing the relationship between learner development, assessment, and instructional decision-making. TEL 517 extends this knowledge through the study of social-emotional development, trauma-informed practices, motivation, behavior, and equitable learning environments grounded in major developmental and learning theories. TEL 508 develops candidates' understanding of first- and second-language acquisition,
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		language development, and multilingual learner development, preparing candidates to use developmental knowledge to support academic language and literacy. EED 501 reinforces these concepts by requiring candidates to design developmentally appropriate literacy instruction that responds to students' developmental levels, literacy profiles, and cultural and linguistic assets. Together, these courses prepare candidates to apply human development principles to create equitable, responsive, and developmentally appropriate learning experiences for diverse learners. e. Specific content regarding the teaching of English Learners TEL 508 English Language Development
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	• 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) – (e).	Intern Professional Development Plan located in the CA Clinical Practice Handbook Statement in the Clinical Practice Handbook about the required professional development plan.

teacher preparation. The plan shall include all of the following: a. Provisions for an annual evaluation of the intern. b. A description of the courses to be completed by the intern, if any c. A plan for the completion of preservice or other clinical training, if any, including student teaching. d. 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. e. 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 1. 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	• Provide a template of a planned Memorandum of Understanding (MOU), that details components a and b. Commission-approved programs may provide a	Template of planned MOU Links to specific page in the clinical practice handbook that explains the support and supervision of interns: Supervisor Information

supervision specific to teaching English learners pursuant to California Code of Regulations §80033. 2. 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.	template or a completed sample. • Direct link to specific page of a handbook, program website, or other authentic program documentation that explains the support and supervision of interns. • 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 internal database, screenshots can be provided.	Intern Teaching Direct link to the tracking used to verify the 144 hours and 45 hours of annual support and supervision of interns.
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).	• 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).	Secondary Education M.Ed. (Single Subject Credential) Handbook – Scope of the CA Intern Credential Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Scope of the CA Intern Credential MOU template with bookmark for the assignment and authorization details

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.	Provide a list of the school districts or county offices of education in which interns currently serve.	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. Early Program Completion Option Each intern program must make available to candidates who qualify for the option the opportunity to choose	Direct link to a specific page of a handbook or program website or other authentic program documentation that explains the	Secondary Education M.Ed. (Single Subject Credential) Handbook – Early Program Completion Option Statement

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: a. 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	ECO including components (a) – (d). • Copy of ECO application/checklist that includes components (a) – (d).	Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Early Program Completion Option Statement Copy of ECO checklist
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b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. c. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only). d. Meet the requirements for teacher fitness. Note: 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	• Direct link to specific page of a handbook, program website, or other authentic program documentation that explains length of validity of the intern certificate. • Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate.	Secondary Education M.Ed. (Single Subject Credential) Handbook – Length of Validity of the Intern Certificate Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Length of Validity of the Intern Certificate Copy of MOU that includes the length of the intern certificate.

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. Reference: Education Code Section 44225.7.	• Direct link to specific page of a 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.	Secondary Education M.Ed. (Single Subject Credential) Handbook – Non-displacement of certificated employees Elementary Education M.Ed. (Multiple Subject Credential) Handbook – Non-displacement of certificated employees Copy of MOU that includes the language that interns may not displace certificated employees
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	• 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.	Westbrook Letter of Support San Bernardino County Letter of Support 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

(when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.		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 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
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		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.
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	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. If your program is not authorized to offer the Bilingual Authorization program, then put N/A for this precondition.	Not applicable.

AdvancedLow 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).	Required Evidence Direct link to a specific page of a handbook, program website or with program documentation 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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