

**INTERNS**

The District may employ interns as necessary to fulfill the need for sufficient instructional staff and to provide future teachers an opportunity to link teaching theory with practice in order to meet state credentialing requirements. In addition, the district may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

The Superintendent or designee may enter into an agreement with one or more teacher preparation programs sponsored by accredited colleges or universities to provide supervised teaching experiences within the district..

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

*(cf. 4111/4211/4311 - Recruitment and Selection)*

The Superintendent or designee shall ensure that interns employed by the district possess an appropriate intern credential and is adequately prepared for the responsibilities of the position.

*(cf. 4112.2 - Certification)*

*(cf. 4112.22 - Staff Teaching English Language Learners)*

*(cf. 4112.23 - Special Education Staff)*

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

*(cf. 4113 - Assignment)*

An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)

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

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

*(cf. 4116 - Probationary/Permanent Status)*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

**INTERNS** (continued)

Interns shall receive intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.

*(cf. 4131 - Staff Development)*

*(cf. 4138 - Mentor Teachers)*

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

*(cf. 4115 - Evaluation/Supervision)*

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

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

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

**INTERNS (continued)***Legal Reference:*EDUCATION CODE

300-340 English language education for immigrant children  
 44253.3-44253.4 Certificate to provide services to limited-English-proficient students  
 44253.10 Qualifications to provide specially designed academic instruction in English  
 44259 Minimum requirements for teaching credential  
 44314 Diversified or liberal arts program  
 44321 CTC approval of internship programs  
 44325-44328 District interns  
 44339-44341 Teacher fitness  
 44380-44387 Alternative certification program; increased funding for internship programs  
 44450-44468 Teacher Education Internship Act of 1967 (university interns)  
 44560-44562 Certificated Staff Mentoring Program  
 44830.3 Employing district interns  
 44885.5 District interns classified as probationary employees  
 52055.605 Identification of high priority schools, High Priority Schools Grant Program

CODE OF REGULATIONS, TITLE 5

6100-6126 No Child Left Behind teacher requirements  
 13000-13017 New Careers Program  
 80021.1 Provisional internship permit  
 80055 Internship credential

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers  
 7801 Definitions, highly qualified teacher

*Management Resources:*COMMISSION ON TEACHER CREDENTIALING CORRESPONDENCE

08-03 Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, March 3, 2008  
 03-0028 Changes in District Intern Programs as a Result of Senate Bill 187, December 22, 2003  
 Implementation of SB 57, Early Completion Internship Option, March 10, 2003

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Administrator's Assignment Manual, 2008  
CTC Credential Handbook, revised 1997  
California Standards for the Teaching Profession, 1997  
Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials (including internship programs), rev. April 2008  
Standards of Quality and Effectiveness for Education Specialist Credential Programs (Including University Internship Options) and Clinical Rehabilitative Services Credential Programs, December 1996

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, rev. January 16, 2004

WEB SITES

CSBA: <http://www.csba.org>  
 Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

**INTERNS****Memorandum of Understanding**

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

The memorandum of understanding shall include, but not limited to:

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

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

**Support and Supervision of Interns**

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

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

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

The plan shall include the components described in Education Code 44830.3, including, but not limited to, provisions for at least 120 clock hours (or the semester or quarter unit equivalent) of mandatory preservice training tailored to

the grade level or class to be taught, additional instruction during the first semester or first year of service when required, and an annual evaluation of the intern.

2. Assignment of Mentor Teacher: Before an intern assumes daily teaching responsibilities, the Superintendent or designee shall assign him/her a mentor teacher who possesses a valid corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.

The intern shall receive support from a mentor teacher who is assigned to the same school. If two or more mentor teachers are assigned to an intern, at least one of them shall be experienced in the curricular area(s) of the intern's assignment.

3. Support During School Year: Support and supervision shall include coaching, modeling, and demonstrating within the classroom. In addition, the intern shall receive assistance with course planning and with problem-solving regarding students, curriculum, and effective teaching methodologies.

Such support and supervision shall be provided for a minimum of 144 hours per school year or, for late hires, four hours multiplied by the number of instructional weeks remaining in the school year. At least two hours of support and supervision shall be provided every five instructional days.

4. Additional Support Addressing the Needs of English Learners: For any intern who enters the intern program without a valid English learner authorization, bilingual authorization, or crosscultural, language, and academic development certificate, the Superintendent or designee shall identify an individual who will be immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language-accessible instruction through in-classroom modeling and coaching as needed. This individual may be the same mentor identified in item #2 above, provided he/she possesses an English learner authorization and will be immediately available to assist the intern.

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

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

*(cf. 4112.22 - Staff Teaching English Language Learners)*

**INTERNS** (continued)

**Early Completion Option**

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

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

Regulation  
approved: September 11, 2014

**SAN CARLOS ELEMENTARY SCHOOL DISTRICT**  
San Carlos, California