

02/16/20



LAKE COUNTY
OFFICE OF EDUCATION

Preconditions for Multiple Subject Internship Program

I, the undersigned Superintendent of Lake County Office of Education (LCOE), which sponsors the Teach Lake County Intern Programs, submit this letter of verification as evidence that the LEA will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved intern program.

(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.

Prior to admission to any internship program sponsored by Lake County Office of Education, all candidates will hold a baccalaureate degree or higher from a regionally accredited institution of higher education. The baccalaureate degree will be verified by the LCOE Credentials Technician as part of the admissions process. A copy of the baccalaureate degree will be kept on file at the LCOE office. The program admission requirements checklist is attached.

(2) Subject Matter Requirement.

Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code Section 443250 (3).

- 1. Prior to admission to any intern program sponsored by Lake County Office of Education, all Multiple Subject intern candidates will have passed the appropriate Commission-approved subject matter examination(s)/ CSET for the subject area(s) in which the intern is authorized to teach. The Lake County intern programs would accept a candidate who has satisfied the subject matter requirement via completion of a Commission-approved subject matter program. The TLC program provides test preparation and tutoring and LCOE will subsidize part or all the costs of taking the exam. The credential analyst will verify that the examination(s) have been passed and a copy of the documentation will be kept on file at the LCOE office. Currently, Lake County Office of Education does not intend to sponsor a Single Subject intern program. The program admission requirements checklist is attached.*

(3) Pre-Service Requirement.

- a) Each Multiple and Single Subject Internship 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 specific content regarding the teaching English Learners pursuant to California Code of Regulations 580033.

Each Multiple Subject intern candidate will complete a minimum of 120 clock hours preservice 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 580033. (120 clock hour pre-service) LCOE does not intend to offer a Single Subject intern program currently. The program admission requirements checklist is attached.

- b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

This preconditions document applies to the Multiple Subjects Intern Program only.

(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 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, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- c) 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.
- d) 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.

Each employing district will follow the professional development plan format developed by LCOE, a Commission-approved program sponsor. The components of the professional development plan will be listed as part of the memorandum of understanding that will be signed by the employing district and a representative from LCOE.

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(5) Supervision of Interns.

- a) 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 580033.

Each district that employs an intern in the Teach Lake County Multiple Subject Intern Program will provide a trained district coach (possessing a multiple subject credential) to provide immediate and ongoing support to the candidate each year they are enrolled in the program. In order to ensure that all candidates receive appropriate and effective types of support, the TLC program will provide each district with the qualifications for the role, will provide training and will collect evaluation data about the quality of support each candidate receives. The evaluation results will be used by the program to inform future training needs and to ensure that only the most effective district coaches are retained. A minimum of 144 hours of district coach support and supervision annually will be documented on an activity log verified by the candidate and submitted by the district coach. A district employee that has English learner expertise will provide and/or ensure that each candidate has the 45 hours of support and supervision specific to teaching English learners within the context of the classroom and district. The documentation of these hours will be included in the activity log as well.

- b) 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.

Because LCOE is a county office of education, item b) is not applicable.

(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.

Lake County Office of Education (LCOE) will assure that all Multiple Subject intern candidates are employed as a Multiple Subject teacher in a participating district, in at least a 50% contract. This will enable the candidate to assume the functions that are authorized by the

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credential. Program leaders and the LCOE Human Resources department will stipulate that the interns' services meet the instructional or service needs of the participating district(s). A document is completed by the employing district and is submitted to LCOE as proof of employment in one of the participating districts. This document is kept in the confidential candidate file as one of the admission requirements.

(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.

The participating districts in the Lake County Office of Education Intern Programs (multiple subjects and mild/moderate Special Education) will be as follows:

*Kelseyville Unified School District
Konocti Unified School District
Lake County Office of Education
Lakeport Unified School District
Lucerne Elementary School District
Middletown Unified School District
Upper Lake Unified School District*

A formal Memorandum of Understanding (MOU) will be signed by both the participating district and the Lake County Office of Education. The MOU will clearly state the responsibilities of the district in support of the effective implementation of the program as well as the agreements of what the TLC program will provide in return.

(8) Early Program Completion Option. (Does not apply to an Education Specialist Intern Program). 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 the following:

- i. Human development as it relates to teaching and learning aligned with the state content
- ii. and performance standards for K-12 students.
- iii. Techniques to address learning differences, including working with students with special needs

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- iv. Techniques to address working with English learners to provide access to the curriculum
- v. Reading instruction in accordance with state standards
- vi. Assessment of student progress based on the state content and performance standards
- vii. Classroom management techniques
- viii. Methods of teaching the subject fields
- ix. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- x. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only) •
- xi. 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).

The Teach Lake County Intern Program will make an early program completion option available to any multiple subject candidate who qualifies for the option, using the criteria listed above. The Early Completion Option is not available for the Mild/Moderate Education Specialist candidates. Successful completion of the early program completion option will culminate in a five-year preliminary teaching credential. Detailed information about the Early Completion Option will be included in the candidate handbook and on the TLC website.

(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)

The LCOE credential technician will verify the pre-admission requirements and then will apply for the Intern Certificate for each intern candidate. LCOE understands that each intern certificate will be valid for a period of two years. Since LCOE intends to also offer the mild/moderate specialist intern credential program, we understand that 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 and a specialist credential to teach students with mild/moderate disabilities.

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(10) Non-Displacement of Certificated Employees.

The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

LCOE and participating districts in the Teach Lake County Intern Programs, will always strive to fill vacant teaching positions with fully credentialed teachers first. The purpose of the TLC Intern Program is to provide a pipeline to prepare fully qualified and credentialed teachers to fill the many certificated openings that exist in our districts each year. A letter signed by leaders from each participating district verifies that interns do not displace certificated employees.

(11) Justification of Internship Program. (include letter of support from the district leaders) 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.

LCOE and the school districts within Lake County have an extremely difficult time recruiting fully credentialed teachers to the area. The communities served by the school districts in Lake County have been impacted by several natural disasters in the past several years, contributing to the difficulty in recruiting and retaining qualified teachers. Devastating wildfires and flooding have displaced students and school staff alike. Over 2,000 homes have been destroyed and, in many cases, staff and students have not yet been able to return to their homes. Many families were already living in poverty and the long-term effects of losing their homes and property present the schools and community with unique challenges. There is an extreme shortage of available housing. Despite the extensive efforts of our districts to recruit and hire fully credentialed teachers, Lake County starts each school year with many PIPS and STPS in the classrooms and classrooms being staffed by substitute teachers. Many of these teachers would like to pursue the preliminary credential, but the teacher education options in our region are limited. The high poverty rate in this county and remote location prohibits teachers from enrolling in approved intern programs such as Sonoma County Office of Education or Humboldt State University. The cost and long distances make this option prohibitive. Online programs are also very expensive and often include a master's program that must be completed prior to being recommended for the preliminary credential. Lake County experiences a high turnover of PIPS and STSP each year because there is not currently a clear pipeline of teacher development that leads to the preliminary credential. Given the unique local issues in recruiting and retaining credentialed teachers, [COE plans to sponsor the multiple subject and special education mild / moderate intern programs as a way to move teachers on temporary permits into a path to the preliminary credential, decreasing and

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eventually eliminating the need to staff our classrooms with less than fully credential teachers. The proposed educational programs will enhance Lake County's ability to recruit new teachers and prepare them to understand the impact of poverty, diversity, and trauma on students and their success and provide teachers with strategies to increase student resiliency and academic success. The attached letter signed by district and county leaders, verifies the extreme need for these programs and the shored goal of staffing schools in Lake County with highly effective, fully credentialed teachers.

(12) Bilingual Language Proficiency.

Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross-cultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

LCOE and the Teach Lake County Intern Program do not plan to offer the Bilingual Cross-cultural Language and Academic Development Certificate.



February 20, 2020

Brock Falkenberg
Lake County Superintendent of Schools

Date

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Intern Program Requirements

To participate in the Teach Lake County Intern Teacher Program, sponsored by the Lake County Office of Education, eligible intern teachers must meet the requirements listed below. These requirements are set by the Commission on Teacher Credentialing (CTC).

- Attend an Advisement Meeting to learn about the program, determine eligibility, and create an action plan. (Advisement occurs at the beginning of the Intern Program)
- Hold a Bachelor degree (official transcripts are required) Reference: Education Code Sections 44325, 44326, 44453.
- Successfully pass a Basic Skills Requirement Test -for most people, this will be the California Basic Educational Skills Test (CBEST) Reference: Education Code Section 44325

<https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN>AboutCBEST.html>

- Complete the Intern Program Pre-service coursework to be considered for a District Intern Credential. Preservice consists of a minimum 120 hours of coursework.
- Complete Subject Matter Competence -for most people, this will be the California Subject Matter Examination for Teachers (CSET).
<http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN>AboutCSET.html>
- Complete the U.S. Constitution Requirement (exam or class). For more information click [here](#).
- Provide receipt of your Certificate of Clearance from CTC (fingerprinting).
https://www.ctc.ca.gov/docs/default-source/leaflets/c1900.pdf?sfvrsn=b6bd8b52_0
- Provide verification of an offer of employment as "Teacher of Record" from a participating district. (Employment must be at least .5 FTE in the established credential area only and not as an aide, substitute).

Candidates are required to complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross and provide proof of completion to the Teach Lake County Intern Program for their preliminary credential.

Please note: As of January 1, 2018, California Education Code Sections 44225 and 44259 were changed to allow a bachelor's degree in education for candidates seeking the multiple subject credential (Chapter 123, Statutes of 2017). The new law did not change the prohibition of an education major for other credentials. Candidates seeking an Education Specialist who hold a Professional Education degree as their primary Bachelor's degree are NOT eligible for the Intern

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Program as per CTC requirements. Click Here for more information on District Intern Credential Requirements.

Click here for more information about District Intern Credential Requirements from the CTC.

https://www.ctc.ca.gov/docs/default-source/leaflets/c1707b.pdf?sfvrsn=e0d3a84d_2

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U.S. Constitution Requirement

The U.S. Constitution Exam is required to become an intern.

You can meet the requirement in one of the four ways listed below:

1. If you graduated from a CSU campus, you have already met this requirement.
2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 2 or more units credit. The UC Davis course equivalency site gives good information on what courses are approved or rejected for fulfilling this requirement in colleges or universities across California.
<http://courses.teach.ucdavis.edu/requirements/u-s-constitution>
3. Complete a course (two semester units or three-quarter units) in the provisions and principles of the United States Constitution.
4. Pass an examination in the subject given by a regionally accredited community college, college, or university. Here is NDNU Online Exam page.
<http://www.usconstitutionexam.com/>

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Teach Lake County Teacher Development Training

Part 1: Intensive Summer Institute

Time: 40 hours

Topics: Foundational Classroom Management Strategies, Foundational Instructional Practices, Basic English Learner Strategies, Trauma Informed Practices, Introduction to the CCSS, Reflection and Mindset for Teachers, and Lesson Planning

Texts: Teach Like a Champion (LeMov), The Classroom Management Book (Wong)

Part 2: 120-Hour Pre-Service Coursework

Classroom Management

Time: 2 units, 10 meetings

Texts: Teach Like a Champion (LeMov), The Classroom Management Book (Wong)

Course Description:

This pre-service course focuses on classroom management, environment, and the importance of establishing a physically, socially, and emotionally safe environment where interventions are positive, proactive and respectful. The course will be split into two groups, one for education specialists and one for multiple subjects. Education Specialists will receive specific instruction about establishing and maintaining a positive classroom environment within the special education classroom. Trauma and poverty informed instruction will be infused throughout the course as a foundational understanding for managing behaviors, building relationships, and creating a calm learning environment. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course, including specific instructional strategies to increase English Learner's access to the core curriculum.

Developing as a Reflective Practitioner

Time: 1 unit, 5 meetings

Texts: Mindset (Dweck)

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Course Description: This pre-service course focuses on an introduction to the California Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), which provides the guide for teacher expectations in 21st-century classrooms. Candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners. Teachers will learn about growth mindset and tools for reflection. English Learner, trauma and poverty informed instruction will be infused throughout the course.

How the Brain Learns

Time: 1 unit, 5 meetings

Text: How the Brain Learns (Sousa)

Course Description: This course is designed to enhance a participant's knowledge of brain research and its implications for teaching. The following themes will be explored: brain development, information processing, memory and retention, transferring learning, critical thinking and research about second language acquisition. Participants in this course will explore ways to design brain-friendly and effective classrooms and teaching strategies using research-based findings and discoveries. This course prepares teachers by providing them with the essential elements needed to translate the biology of brain-based learning from theory into classroom practice. Trauma and poverty informed instruction will be weaved throughout the course to examine trauma and poverty's effects on brain development. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

Introduction to Curriculum Instruction and Assessment

Time: 2 Units, 10 Meetings

Text: Universal Design for Learning and/or Understanding by Design (tba)

Course Description: This pre-service course introduces candidates to the process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals, using CA Academic Content Standards. By the end of the course, candidates will have a better understanding of the assessment process, how assessments are part of the instructional process, how to monitor a student's current level of understanding, multiple ways to assess a student, and how to make sure assessments are culturally sensitive/fair. The course will be split into two groups, one for education specialists and one for multiple subjects. Education specialists will receive instruction regarding common assessments used with special education students, how to use assessment results in the writing of IEPs, and how these results should guide instructional planning. Trauma and poverty informed instruction will be weaved throughout the course to examine trauma and poverty's effects on learning and curricular design. This course will include samples of how to embed English Learner strategies into classroom instruction. Candidates will also learn the connection between engaging, developmentally

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appropriate instruction and classroom management. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

Teaching Reading and Language Arts

Time: 2 units, 10 meetings

Text: The Reading Strategies Book, The Writing Strategies Book

Course Description: This pre-service course provides candidates with an introduction to the developmental stages of literacy, practices in a comprehensive literacy program, how to develop a literacy program and an understanding of the literacy challenges for English Learners and how to address them. Candidates will examine the five reading and language arts themes in the CA ELD/ELA Framework and understand the educator's responsibility to ensure all students become broadly literate. Use of common web-based tools and resources to meet the diverse learning needs of students will be integrated throughout the course.

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District Letterhead

To Whom It May Concern:

(Insert name of School District) has hired the following individual for the 2019-2020 school year:

Name:

Position:

Credential Required:

School Site/Location:

Start Date:

DOJ Date:

FTE:

Teach Lake County Intern Program Early Completion Option

(Does not apply to an Education Specialist Intern Program)

All intern programs 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 is available to interns who meet the following requirements:

- Pass a written assessment adopted by the California Commission on Teacher Credentialing, the National Evaluation Series Assessment of Professional Knowledge Elementary (Test code 051) for Multiple Subject candidates, that assesses knowledge of teaching foundations as well as all the following:
 - a. Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - b. Techniques to address learning differences, including working with students with special needs
 - c. Techniques to address working with English learners to provide access to the curriculum
 - d. Reading instruction in accordance with state standards
 - e. Assessment of student progress based on the state content and performance standards
 - f. Classroom management techniques
 - g. Methods of teaching the subject fields
 - h. Overview of the National Evaluation Series Multiple Subject assessment, links to the candidate study guide, and other materials, and to register for the assessment: http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT051_TestPage.html.

- Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. It must be passed in the first year of the program.

- Pass the Reading Instruction Competence Assessment (RICA)

- Meet the requirements for teacher fitness. For more information: https://www.ctc.ca.gov/docs/default-source/educator-discipline/files/pfqinformation.pdf?sfvrsn=7d2c1ddb_0

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program.

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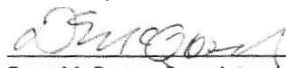
TO TEACH. TO SERVE. TO LEARN.

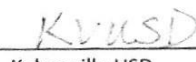
We, the educational leaders in Lake County, support the county decision to sponsor the multiple subject and mild/moderate intern programs. Over the past five years, our communities have experienced extreme hardships and one of the results of these hardships is difficulty in recruiting, hiring and retaining fully credentialed teachers in these two credential areas. Currently, we hire some interns who are candidates in the Sonoma County Office of Education Intern Program, but the travel distance and cost of the program is challenging for Lake County participants. It is not always possible to fill all the open teaching positions we have in our districts, so hiring PIPS and STPS is necessary.

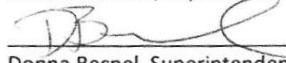
Recruitment efforts include use of Ed Join, participation in teacher job fairs, both in California and out-of-state, advertisements in regional newspapers, and contacts at local universities. Open teaching positions are not filled by intern candidates when experienced, fully credentialed teachers are available, but the pool of qualified teachers is not adequate to meet our districts' demands.

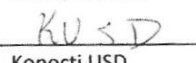
In the future, when Teach Lake County Intern Program, sponsored by the Lake County Office of Education is in place, our districts will be ready to hire intern candidates in the multiple subject and/or mild/moderate special education areas.

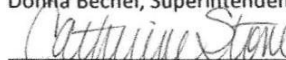
Sincerely,


Dave McQueen, Superintendent


Kelseyville USD


Donna Becnel, Superintendent


Konocti USD

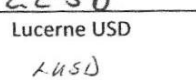

Catherine Stone, Superintendent

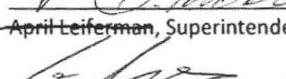

Middletown USD

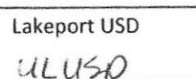

Mike Brown, Superintendent

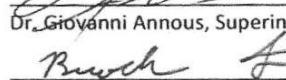

Lucerne USD

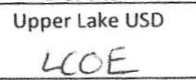

April Leiferman, Superintendent


Lakeport USD


Dr. Giovanni Annous, Superintendent


Upper Lake USD


Brock Falkenberg, Superintendent


Lake County Office of Education USD

Brock Falkenberg, Superintendent

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Brock Falkenberg,
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