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Information/Action

Educator Preparation Committee

Update on Work Related to the Intern Program Early Completion Option

Executive Summary: This agenda item provides an update on the work related to the Commission's Intern Program Early Completion Option. The update includes an option to pursue a change in statute to carry out the Commission's previous directives on this topic.

Recommended Action: That the Commission discuss the proposed legislative change related to the Intern Program Early Completion Option and direct staff.

Presenters: Teri Clark, Director, Professional Services Division and Joshua Speaks, Government Relations & Public Affairs Manager, Administrative Services Division

Strategic Plan Goal

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Update on Work Related to the Intern Program Early Completion Option

Introduction

This agenda item provides an overview of current statutory provisions enabling teaching interns to complete an intern preparation program early based on successful demonstration of readiness to teach as measured on various assessments. The Commission recently took action to require interns seeking the Early Completion Option (ECO) to remain enrolled in coursework until they pass the Teaching Performance Assessment (TPA). Upon further analysis of current statute, staff have determined that this change would require an amendment to the Education Code. This item presents options for the Commission to consider.

Background

Staff presented an agenda item at the [April 2018](#) Commission meeting reviewing the statutory requirements for the ECO and providing data on the numbers of candidates using this option to earn a Preliminary Teaching Credential. The item also proposed for Commission consideration potential changes to the qualification requirements for interns participating in the ECO, given changes in the performance assessments that will impact the current ECO requirements. When the ECO was initially enacted through legislation, there were no performance assessments in use in California. There are now three teaching performance assessment models available: the CalTPA-developed by the Commission, the edTPA-developed by the Stanford Center for Assessment, Learning and Equity (SCALE), and the Fresno Assessment of Student Teaching (FAST) developed by California State University, Fresno. The Commission discussed the ECO during the April 2018 meeting and directed staff to bring the topic back in June with further analysis of options.

In June 2018, staff presented [an agenda item](#) with three options for the Commission to consider related to how candidates qualify for ECO and when an ECO candidate must complete the TPA. The options proposed were:

- Option 1: Require ECO candidates in edTPA-using intern programs to submit the full edTPA and pass it within the first four months of teaching while serving on the Intern credential.
- Option 2: Allow intern programs using the edTPA to adopt the CalTPA for their ECO candidates only, allowing them to complete and pass the first cycle within the first four months and complete and pass the second cycle by the end of the first school year.
- Option 3: Allow intern programs using the edTPA to have their ECO candidates take and pass the first cycle of CalTPA within the first four months to determine their eligibility to continue opting out of the program and require them to take and pass the full edTPA by the end of the first school year. This third option would require ECO candidates to sign up and pay for one cycle of the CalTPA and also the full edTPA.

(Note: These options were based on the current requirement that candidates apply for entry into the ECO pathway by passing the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subject candidates or Secondary (test code 052) for Single Subject candidates and *pass one of the early tasks of a Commission-approved TPA focused on pedagogical knowledge*. The revised CalTPA and FAST models have “early tasks” that could be used for this purpose, and the EdTPA does not.)

During the June 2018 meeting, Commissioners discussed a number of challenges related to the current ECO process, wherein an intern who passes a written test of teaching knowledge may then opt out of coursework while they prepare and complete their Teaching Performance Assessment. Assessments used for this option have changed significantly over time, leading the Commission to consider the appropriate level of evidence needed in order for an intern to exit coursework. The Commission determined that a candidate for ECO should only be allowed to opt out of coursework when they have passed both the test of teaching knowledge and the TPA, which would allow them to receive instruction, support and supervision continuously until they have demonstrated that they are ready for independent practice. The Commission directed staff to move forward with the regulatory process to implement this proposal.

Subsequent to Commission action in June, staff reviewed current statutory provisions related to the ECO. The conclusion reached as a result of this analysis was that the requirement to continue in coursework until passage of a TPA will require a change in the Education Code. An analysis of the Education Code pertaining to ECO is provided in Appendix A.

Proposed Changes to the Education Code Related to the Intern ECO

Staff is proposing three changes to the current statute, which are described below with a brief rationale for each of the changes:

- 1) Delete the section of the Education Code that specifies what the intern programs are required to do until a TPA has been developed.

Rationale: The TPA has been developed and is a requirement for all Preliminary Multiple and Single Subject candidates so this portion of the code is no longer needed.

- 2) Amend the section of the Education Code that allows passage of the entry level assessment to challenge or waive the intern program’s coursework and instead clearly state that once an individual passes the entry level assessment the individual must continue to take the coursework and be supported and supervised as any other intern is until the TPA has been passed.

Rationale: This will allow implementation of the Commission’s direction that all interns must continue to take coursework and be supported and supervised until the time that the intern has demonstrated that he or she is ready for independent teaching practice by passing the TPA.

- 3) Amend the section of the Education Code that allows a candidate who does not pass the entry level assessment to have their intern program individualized based on the results on the entry level assessment.

Rationale: The entry assessment is a single measure while the Commission's educator preparation system relies on multiple measures to determine candidate readiness for independent teaching practice. Candidates are assessed in coursework and field experiences in multiple ways. Individualizing a full program based on the results of single measure may not be appropriate. In addition, the requirement that programs individualize coursework for interns who take but do not pass the entry-level assessment places a burden on programs that already have a responsibility to base their training in part on the in-class performance of the intern candidates. Further, while the initial assessment may provide a portrait of a student's strengths and weaknesses, it is not intended to indicate that they are ready for the profession in the areas assessed. The candidate may still benefit from instruction and field experiences even in areas where the candidate met the expectation on the single assessment. Staff recommends that the Commission seek changes in the Education Code requiring interns who do not pass the entry level assessment to complete the same coursework required of all other interns.

Staff Recommendation

That the Commission discuss the proposed changes to the Education Code related to the Intern ECO and direct staff to seek an author to carry a bill to make updates to the Education Code accordingly.

Appendix A

Education Code §44468 (a)-(d)

Education Code for Intern ECO (§44468)	Analysis and Comments
<p>(a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program, a single subject teaching credential program, or a level 1 education specialist credential program that provides instruction to individuals with mild to moderate disabilities, the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements:</p>	<p>ECO is in Ed Code for Preliminary Multiple Subject, Single Subject, and Education Specialist candidates.</p> <p>There are two requirements in the Ed Code for the ECO Candidate:</p> <ol style="list-style-type: none"> 1. Pass the specified written assessment 2. Pass the TPA
<p>(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:</p> <ol style="list-style-type: none"> (A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. (B) Techniques to address learning differences including working with pupils with special needs. (C) Techniques to address working with English learners to provide access to the curriculum. (D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259. (E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment. (F) Classroom management techniques. (G) Methods of teaching the subject fields. 	<p>This written assessment adopted by the Commission is the APK from Evaluation Systems, group of Pearson.</p> <p>The APK addresses all the required topics.</p> <p>The APK is used as an end of program assessment in Arizona and New Mexico.</p> <p>The APK is available for Multiple Subject and Single Subject candidates but not Education Specialist candidates.</p>
<p>(2) Pass the teaching performance assessment as set forth in Section 44320.2.</p> <ol style="list-style-type: none"> (A) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the early completion option. An intern who takes the teaching performance assessment but is not 	<p>The Intern ECO candidate has one (1) opportunity to take and pass the TPA or the candidate</p>

Education Code for Intern ECO (§44468)	Analysis and Comments
<p>successful may complete his or her internship program. Scores on this assessment shall be used by the internship programs in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern must retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.</p> <p>(B) Pending implementation of the teaching performance assessment, an internship program shall provide for early recommendation of an intern for a preliminary multiple subject teaching credential, single subject teaching credential, or level 1 education specialist credential that authorizes instruction to individuals with mild to moderate disabilities, based upon demonstrated competence of the field experience component of the internship program.</p>	<p>must complete the full intern program.</p> <p>No longer important—there is a TPA required for Multiple and Single Subject teachers.</p>
<p>(3) Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.</p>	<p>Candidates for a Multiple Subject or an Education Specialist credential must pass RICA.</p>
<p>(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.</p>	<p>Candidate must meet the professional fitness requirements.</p>
<p>(b) An intern who chooses the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance assessment required pursuant to paragraph (2) of subdivision (a). Individuals who have passed the written assessment may receive individualized support within the cohort group of like individuals in preparation for the teaching performance assessment.</p>	<p>This section allows ECO candidates to receive individualized support <u>if the candidate wishes</u>. This does not allow coursework to be required—see section (c) prior to passing the TPA.</p>
<p>(c) An intern who challenges the teacher preparation coursework by taking the assessment described in paragraph (1) of subdivision (a), but is not successful in passing the assessment, may complete his or her full</p>	<p>This section states that the Intern ECO candidate is <u>challenging the coursework once the APK has been passed</u>.</p>

Education Code for Intern ECO (§44468)	Analysis and Comments
internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation areas where the intern has demonstrated competence.	If the Intern candidate does not pass the written assessment, APK, then the individual can complete the full program with individualization based on his or her score on APK.
(d) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential, single subject teaching credential, or level 1 education specialist credential that authorizes instruction to individuals with mild to moderate disabilities.	When a candidate has passed both assessments 1) APK and 2) TPA the individual earns a Preliminary Teaching Credential.