

Education Specialist Intern Preconditions Evidence Guide

The twelve program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.

(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.

All candidates admitted into University of La Verne LaFetra College of Education internship programs hold bachelor's degrees from regionally accredited institutions of higher education, or in the case of international students, its Commission-approved equivalent.

Links to internship requirements: <https://myportal.laverne.edu/lfce/intern-teaching>

(2) Demonstration of Subject Matter Competence.

Each Education Specialist Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:

- 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).*
- 4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.*

5. *Demonstration that the candidate, through a combination of the methods described in 1, 2, or 3 above, has met or exceeded each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44265.*

NOTES:

- *Proposed Title 5 regulations are under review with the Office of Administrative Law. These proposed regulations would provide additional information on meeting the subject matter competence requirement by degree major and/or completed coursework. Commission staff will update the relevant preconditions and evidence guidance documents and remove this note, if and when, the Title 5 regulations take effect, in accordance with direction from the Commission.*
- *Verification of subject-matter competence is not required for the area of Early Childhood Special Education.*

The Subject Matter requirement is listed on [Admission Requirements website](#) under **Program Requirements:**

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
2. RICA (multiple subject) (Required for Preliminary credential)

Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options:

- The candidate provides evidence of having passed the Commission-approved basic skills exam or CL-667 equivalent; Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

- Candidates may submit transcripts and course descriptions for an evaluation under AB 130 to see if their courses match the subject matter domains.

If the requirement was not met at time of admission, it is listed in the as part of the Intern Teaching [page](#) and [application](#).

The University of La Verne LaFetra College of Education verifies that each education specialist candidate has met the appropriate the subject matter requirement prior to directed teaching (SPED 497/498E), or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Prerequisites ([form](#)) and [application](#).

(3) Pre-Service Requirement.

Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:

- (a) foundational preparation in pedagogy including classroom management and planning,*
- (b) reading/language arts,*
- (c) specialty specific pedagogy,*
- (d) human development, and teaching English Learners.*

Each candidate in the University of La Verne LaFetra College of Education teacher internship program must complete 180 clock-hours + 85 hours fieldwork of pre-service as follows before beginning classroom teaching:

Course	Clock Hours	Fieldwork Hours
SPED 420 Foundations of Inclusive Education (Units: 3)	45	10
SPED 421 Literacy Assessment & Intervention Practicum 1 (Units: 1)		15
SPED 430 Assessment Practices and IEP Development (Units: 3)	45	20
EDUC 425 Language and Literacy, Multiple Subject (Units: 4)	45	20
EDUC 426 Introductory Teaching Practices, Multiple Subject (Units: 4)	45	20
Total	180	85

Link to [Handbook](#) (pg 15) Screenshot below of requirements:

Educational Specialist Additional intern requirements

- SPED 420 Foundations of Inclusive Education (3)
- SPED 421 Literacy Assessment & Intervention Practicum I (1)
- SPED 430 Assessment Practices and IEP Development (3)
- EDUC 425 Language and Literacy, Multiple Subject (4)
- EDUC 426 Introductory Teaching Practices, Multiple Subject (4)

Link to [Internship Application](#).

Prerequisite Courses			Date	Grade	Verified – Office Use Only
Multiple Subject	Single Subject	Mild/Moderate			
<input type="checkbox"/> EDUC 425	<input type="checkbox"/> EDUC 427	<input type="checkbox"/> EDUC 425			
<input type="checkbox"/> EDUC 426	<input type="checkbox"/> EDUC 428	<input type="checkbox"/> EDUC 426			
		<input type="checkbox"/> SPED 420			
		<input type="checkbox"/> SPED 421			
		<input type="checkbox"/> SPED 430			

(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 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.

(a) Provisions for an annual evaluation of the intern.

Interns are evaluated at the end of each semester on all the Teacher Performance Expectations with a final [evaluation](#). The evaluation is completed by their University Supervisor and their Site-Supervisor.

(b) A description of the courses to be completed by the intern, if any

While Interns, candidates are enrolled in [SPED 459](#)

(c) A plan for the completion of preservice

Education Specialist Candidates can become intern eligible after completing four credential courses (80 hours of fieldwork) and a 1-unit intensive literacy practicum (15 hours of fieldwork). These courses prepare them to meet the needs of neurodiverse learners, administer comprehensive assessments and develop Individual Education Plans. Additionally, they learn about English Language Learners and foundational literacy instruction for Tk-3rd grade.

Education Specialist Interns complete the fieldwork in collaboration with their course instructors and University Supervisors. EDSP Interns must complete fieldwork in a range of settings, including general education, and TK-12th grade, which is why they are required to take the secondary level course.

- SPED 420 Foundations of Inclusive Education (focus on mild and moderate disabilities)
- SPED 430 Assessment & IEP Practice
- EDUC 425 Language and Literacy (focus on TK-3)
- SPED 421 Literacy Practicum 1 (intensive literacy intervention)
- EDUC 428 (Secondary level) – Introductory Teaching Practices (focus on English Learners)

Once students are intern eligible, they complete three more courses and an additional 1-unit literacy practicum in the credential program, along with 50 hours of University Supervisor supported fieldwork and 15 more intensive literacy practicum hours supported by their course instructor.

- SPED 450 Inclusive Educational Systems-Law, Behavior and Case Management
- EDUC 440 – Intermediate Teaching Practices (focus on literacy grades 4-8)
- SPED 422 Literacy Practicum 2
- EDUC 441 – Advanced Teaching Practices (focus on disciplinary pedagogy)
- EDUC 491- Subject Specific Pedagogy: History, PE and Visual/ Performing Arts
- EDUC 492 Subject Specific Pedagogy- Math and Science

Interns are registered in the intern class ([SPED 459](#)) while they are taking all credential courses. The intern class involves 8 observations by the University Supervisor and 2 by the Site Supervisor. Supervisors meet with interns for a minimum of a two-hour conference time. Interns complete an intern support log. Additional intern support includes weekly office hours by the intern course instructor. Interns are also invited to attend optional supports like RICA workshops, TPA seminars, classroom environment workshop, induction workshop, application and interview seminar.

All interns take final Directed Teaching, [SPED 497](#) & [SPED 498](#) in their final semester. In these courses, interns are observed 10 times across the semester by their University Supervisor and 3 times by their site-supervisor. Candidates attend seminars for support with their TPE Portfolio, a process that is converting to support for the EDSP TPA for candidates admitted summer/fall 2022 and forward. Additionally, office hour supports are available. Candidates write an Individual Induction Plan and receive mentoring on the plan from their University Supervisor.

Overview of EDSP Course Sequence and fieldwork hours:

Course	Summer		Fall			EDSP Intern Eligible	Spring			Sum	Fall		Spring	
	SPED 420	SPED 430	EDUC 425	SPED 421	EDUC 428		EDUC 440	SPED 422	EDUC 441	SPED 450	EDUC 491	EDUC 492	EDUC/ SPED 497	EDUC/ SPED 498
Fieldwork Hours	20	30	20	15	10		20	15	10	0	10	10	210 Total Early 360	250 (Total Overall 610)

(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.

Intern teaching in kindergarten participate in child development modules their first semester in in the intern program. These modules include creating a positive learning environment for young children, evidence-based practices based on developmental levels, evaluating learner outcomes, and common supports for young students with disabilities.

- Early Childhood modules: <https://iris.peabody.vanderbilt.edu/module/ecbm/>
<https://iris.peabody.vanderbilt.edu/module/env/>
https://iris.peabody.vanderbilt.edu/module/ebp_03/
<https://iris.peabody.vanderbilt.edu/module/rs/>

(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.

Interns working in a bilingual classroom are required to be in the Bilingual Authorization program.

The following 3 courses are the requirements for the Bilingual Authorization.

- EDUC 434 Learning About Latino Cultures
- EDUC 435 Methodology for Primary Language Instruction in a Bilingual Environment
- EDUC 436 Bilingualism and Bilingual Education

Chart below shows the sequence of courses for interns in the BILA program:

Coordination of coursework with field experiences

Fall start	Fall	January	Spring	Summer	Fall	Spring
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Course sequence	EDUC 425 /427 EDUC 426 /428 EDUC 435	(EDUC 435)	EDUC 440 /442 EDUC 441 /443 EDUC 434	EDUC 434 EDUC 436	EDUC 491 /494 EDUC 492 /495 EDUC 436	EDUC 497 EDUC 498
Units	8 units 3 units	(3 units)	8 units 3 units		6 units 3 units	12 units
Field experiences & student teaching	30 hours	7 Hours	30 hours	14 Hours	20 units	15 weeks (621 hours total)
Assessments						

Teacher education program in black

Bilingual Authorization program in red.

The Bilingual Authorization courses and the preliminary credential courses will be taken concurrently.

Candidates in the Bilingual Authorization program will have their fieldwork and student teaching placement in a bilingual classroom. This fieldwork and student teaching will be completed during the preliminary credential program.

(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 §80033.*
- (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.

Personnel from each participating district and the university regularly supervise University of La Verne LaFetra College of Education interns. The interns also receive the salary paid to regularly certificated employees.

University of La Verne’s interns are supervised on a weekly basis by the University supervisor and by a qualified District employee until the intern has completed all of the state and University’s credential requirements. The school-site support provider must be teaching at the same school-site within the same subject area as the intern, and must hold the appropriate credential, has taught in the subject area for a minimum of three years, is EL proficient, and would be an exemplary teacher who can successfully mentor and monitor the supervised teacher. Detailed in the University/District [Fieldwork Agreement](#).

Completion of 189 hours and weekly supervisor visits are documented on the following form:

Reference: Education Code Sections 44321 and 44452.

The University of La Verne LaFetra College of Education places its interns only in public school districts or county offices. [List of participating districts](#) (Note, this list includes all participating districts – for both interns and student teaching. Interns are only places in public school districts or county offices.)

Link to [Internship Application](#). The following details the requirements:

Partnering School District, School, School-Site Support Provider, and Position Requirements
<p>Partnering School District and School</p> <ul style="list-style-type: none">• It must be a WASC accredited public or public-supported charter school.• There must be a diverse student population with at least 25% English Language Learners.• We must have a confirmed internship agreement with the school district.<ul style="list-style-type: none">- If one does not exist, then a Memorandum of Understanding will be sent to the school district for approval.- The school district must agree to the MOU.

(8) Early Program Completion Option. (Not available currently for Education Specialist Interns)

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:

- (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*
- (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)*
- (d) *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.

Not available currently for Education Specialist Interns

(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 University of La Verne LaFetra College of Education ensures that each participant serves on a valid internship credential issued by the Commission. Faculty members work with interns to ensure successful program completion within the time limitations set by the internship credential. Credential Analysts verify ongoing eligibility.

(10) Non-Displacement of Certificated Employees.

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

The University of La Verne LaFetra College of Education and its participating districts do not displace certificated employees with interns.

(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 (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

The University of La Verne LaFetra College of Education recognizes ongoing need for interns in critical areas, like mathematics, the sciences and special education. Therefore, we are continuing to offer our internship programs as a service to our candidates and to the districts we serve.

(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 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).

Teacher intern candidates at the University of La Verne must pass the language proficiency subtest of the Commission-approved assessment program before beginning classroom teaching.