

**TEMECULA VALLEY CHARTER SCHOOL
Board Policy**

5000 Personnel

5001.1 School Interns

Board Action: Approved

Effective Date: 12-7-2015

School Internship Program

The Governing Board may, in consultation with an accredited college or university offering an approved program of teacher preparation, employ individuals with appropriate certification from the Commission on Teacher Credentialing to teach as school interns in grades K through 12 or in bilingual education classes.

Interns holding certificates to teach in grades 9 through 12, in grades 6 through 8 of a departmentalized program, or in departmentalized bilingual classes shall teach only in subject areas in which they have completed an undergraduate academic major or minor.

Interns holding certificates to teach in grades kindergarten through 8 in a self-contained program or self-contained bilingual classes, and who have completed an academic major or minor or a diversified or liberal arts degree that includes the subject-matter coursework, are authorized to teach in those grades or classes.

Each intern shall be assisted and guided by one or more of the following:

1. A mentor teacher
2. Personnel employed by the college or university to supervise student teachers
3. A certificated employee selected through a competitive process adopted by the Board after consultation with the exclusive teacher representative unit

Mentor teachers or other certificated employees described above shall possess valid certification at the same level or of the same type of credential as the school interns they serve.

The Executive Director/Principal shall develop and implement a professional development plan for each school intern, in consultation with the college or university, which shall include:

1. Provisions for an annual evaluation of the school intern
2. If necessary, a description of the courses to be completed by the intern and a plan for the completion of pre-service or other clinical training, including student teaching
3. Mandatory pre-service training tailored to the grade level or class to be taught, through either of the following options:

- a. Under the direct supervision of an experienced permanent teacher, 120 clock hours of training and orientation in child development and methods of teaching the subject(s) to which the intern will be assigned, after which the teacher shall inform the school regarding the area that should be emphasized in future training of the intern
 - b. Successful completion of six semester units of coursework from a regionally accredited college or university, designed in cooperation with the school to cover child development and methods of teaching the subject(s) to be taught
4. Instruction in child development and teaching methods during the first semester of service in grades kindergarten through 6, including bilingual classes at those levels

For interns teaching in bilingual classes, the professional development plan also shall include:

1. During the first year of service, instruction in the culture and methods of teaching bilingual children
2. 120 clock hours of training and orientation which includes instruction related to bilingual cross-cultural language and academic development

The professional development plan shall be submitted to the Commission on Teacher Credentialing prior to requesting a school intern certificate.

The Executive Director/Principal shall ensure that appropriate records are maintained, showing the credit earned by each intern.

When a school intern's certificate expires, the Executive Director/Principal may recommend to the Commission on Teacher Credentialing that the certificate be extended for one year.

After an intern has successfully completed his/her internship, the Board may recommend to the Commission on Teacher Credentialing that the intern be awarded a professional clear credential.

University Internship Program

The Board may employ persons with appropriate internship certification from the Commission on Teacher Credentialing to provide the same service at the same levels as the regular standard credential authorizes.

The Executive Director/Principal shall seek the assistance of the college or university in coordinating the intern's program.

The Executive Director/Principal also may enter into agreements to employ competent and qualified college and university staff members to supervise and guide interns as they pursue their school responsibilities.

Salary payments for supervision of interns may be made out of school funds and may be met by reducing proportionately the salaries paid interns in the manner provided by law.

Prior to enrollment in any college or university program to renew the internship credential, the Executive Director/Principal shall counsel with the intern and jointly plan a total program for the first and subsequent renewals. The program shall meet the instructional or service needs of the school with the primary objective being to increase the effectiveness of the intern in the school.

The school shall seek the cooperation of public and private colleges and universities, especially those within the geographic service area of the school, for the establishment of courses and classes necessary for renewal.

New Careers Program

The Executive Director/Principal and the participating college or university shall jointly select interns to assist in teaching at elementary schools with high concentrations of low-income families. Such persons shall have completed at least 60 units of coursework in a community college or four-year institution of higher education.

The Executive Director/Principal and the participating college or university also shall jointly select team leaders who shall each be responsible for directing, aiding, coordinating and supervising six to ten interns. The team leader shall be an experienced teacher with demonstrated capability in teaching educationally disadvantaged students.

Interns shall participate in a teacher education program provided under the guidance of the team leader in cooperation with the participating college or university.

Pre-Internship Teaching Program

The Executive Director/Principal shall ensure that experienced teachers and other appropriate school personnel are involved in the delivery of preparation and support to pre-intern teachers. He/she also shall collaborate with college or university personnel to ensure the availability of courses needed by pre-interns.

Preparation for pre-interns shall begin before or during the first semester of the pre-internship and shall include, but not be limited to, lesson planning, classroom management and organization.

No later than the second year of employment, the program for each pre-intern shall reflect the California Standards for the Teaching Profession jointly developed by the Commission on Teacher Credentialing and the California Department of Education.

The Executive Director/Principal may exempt an individual from participation in the pre-internship program if that individual holds an emergency substitute teaching permit, has completed most of the requirements for a preliminary teaching credential and/or holds a limited assignment emergency permit as a result of consenting to teach temporarily outside his/her field of certification.