Teaching Internship Credential Program

Memorandum of Understanding for

Sarenity Naber

INTERN (Student name)

Jefferson Elementary

SCHOOL DISTRICT

The California Commission on Teacher Credentialing (CCTC) University Internship Program, a partnership between CSU, Stanislaus, and participating school districts, allows teacher candidates enrolled in the University's SB 2042 Credential Programs to provide instructional services while they complete teacher preparation program requirements. Interns complete coursework for the Credential Program concurrent with their first one or two years in a paid teaching position. An intern must meet district employment criteria as well as University and Credential Program admission standards. Recommendation to the CCTC for issuance of the intern credential for candidates who meet all requirements is made through mutual agreement between the University and the participating school district.

As part of this collaboration, the **SCHOOL DISTRICT AGREES** to:

1. Provide a Professional Development Plan for interns in consultation with a Commission-approved teacher preparation program. 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, and a plan for completing pre-service or other clinical training, if any, including student teaching.

   c) provide a minimum of 72 hours of support/mentoring and supervision to each intern teacher per school year to coach, model, and demonstrate within the classroom and assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) An intern teacher shall provide a minimum of two hours of support/mentoring and supervision every five instructional days

This support and mentoring will address the needs of students in the placement:

Special Education: Provide instruction/support 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.

Bilingual: Instruction/support, 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 methods of teaching children with mild and moderate disabilities.

2) provide a minimum of 22.5 hours of support/mentoring and supervision per school year, including in-classroom coaching, *specific to the needs of English learners* with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.)

3) designate an Intern Support Provider (mentor) who holds a valid clear or life corresponding teaching credential, has an English Language (EL) Authorization, and has at least three years of successful teaching experience.

4) abide by the University requirements and timelines for student admittance to the CSU Stanislaus Credential Programs. (The University will only accept interns who meet all admission requirements to the University and the Internship Credential Program.)

5) inform the University of its intent, or desire, to hire an intern before issuing a teaching contract to assure student eligibility and appropriateness of the teaching assignment, relative to Credential Program Requirements.

6) allow the University sufficient time to process the student's application for the Internship Credential. (A potential student who is not already enrolled in the credential program must complete an application packet, which includes transcripts and letters of recommendation; have the packet evaluated against University and CCTC criteria; be interviewed by the University and be approved by the Credential Program Selection and Review Committee.)

7) avoid assigning the intern any substantial outside responsibilities (e.g., coaching or other extracurricular activities) and recognize that the intern's teaching load is the primary responsibility requiring their full attention to successfully complete the program.

8) pay the intern a salary during the internship.

9) consult the local bargaining unit on matters pertinent to the Internship Program.

10) terminate the training agreement if it is found that continuation is detrimental to pupils or if, based on performance to date, District or University supervisors recommend dismissal from the Internship Program

As part of the collaboration, **CSU STANISLAUS AND ITS DEPARTMENT OF TEACHER EDUCATION AGREE** to:

1) verify that the potential intern meets the basic program criteria to become an intern.

2) submit the University and District-recommended Internship Credential application to the California Commission on Teacher Credentialing and notify the District in writing that the student has been recommended and that the application has been forwarded.

3) provide advisement to the intern regarding the best sequence of courses to complete the program in a timely manner.

4) provide supervision and consult with the school-based District Intern Support Provider.

5) provide a minimum of 72 hours of support/mentoring and supervision to each intern teacher per school year to coach, model, and demonstrate within the classroom and assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) In addition, the District shall provide a minimum of two hours of support/mentoring and supervision to an intern teacher every five instructional days.

6) provide a minimum of 22.5 hours of support/mentoring and supervision per school year, including in-classroom coaching, *specific to the needs of English learners,* with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.)

As part of the collaboration, the **INTERN TEACHER AGREES** to:

1) enroll in the Intern Teaching Seminar and/or TPA Support course through the CSU Stanislaus University Extended Education (and pay the registration fees). In addition to the Intern Seminar, the intern agrees to participate in professional development activities. The course and professional development activities must add up to a minimum of 144 hours of support/mentoring and supervision per intern teacher per school year to include coaching, modeling, and demonstration within the classroom and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. (The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year.) In addition, the district shall provide a minimum of two hours of support/mentoring and supervision to an intern teacher every five instructional days. These hours are in addition to the hours required for the program courses taken in the credential program. (Note: By CCTC Program Standards, a student who fails to fully participate in Intern Seminar Course meetings and participate in professional growth activities, will have their intern credential revoked.)

2) All the courses and professional development activities provided by the school district must add up to a minimum of 144 hours of support/mentoring and supervision per intern teacher per school year to include coaching, modeling, and demonstration within the classroom and to assist with

course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. An intern teacher shall provide a minimum of two hours of support/mentoring and supervision every five instructional days. (Note: By CCTC Program Standards, a student who fails to fully participate in Intern Pathway Course meetings and/or participate in professional growth activities will have their intern credential revoked.)

3) participate in a minimum of 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, *specific to the needs of English learners,* with a minimum of five hours per month for interns who do not already hold a valid English Learner Authorization. (The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners. Students can meet these hour requirements by attending the intern seminar or participating in the University or district-sponsored professional development activities.) (Note: By CCTC Program Standards, a student who fails to participate in Intern Seminar Course meetings and/or participate in professional growth activities will have their intern credential revoked.)

4) Maintain records required to prove that they have participated in a minimum of 144 hours of regular support and mentoring and the 45 hours of English Learner support and mentoring as required by CCTC and listed above in items 1 and 2.

5) perform all duties assigned by the School District to teachers.

6) meet the legal, ethical, and professional standards expected of credentialed teachers.

7) Recognize that continuation as an intern is contingent upon demonstration of satisfactory teaching competence and that termination of an assignment based on inadequate performance is the responsibility of the District and the University based on their professional judgment.

8) Provide pertinent information promptly when requested by the University or the District.

9) upon completion of the last course in the Credential Program and passage of TPA and/or RICA, apply for the Preliminary Credential as required by CCTC.

University projected completion date: _____

Check the appropriate credential:

___ Education Specialist: Mild/Moderate Intern Credential
___ Education Specialist: ES Extensive Needs
_x_ Multiple Subject Intern Credential
___ Single Subject Intern Credential

SIGNATURES

SCHOOL DISTRICT SUPERINTENDENT (OR DESIGNEE)	DATE
INTERN CANDIDATE	DATE
DEAN (OR DESIGNEE), COLLEGE OF EDUCATION	DATE
Jon McFarland	08/13/2024
CHAIR/INTERN COORDINATOR, DEPARTMENT OF TEACHER EDUCATION	DATE

SUPPLEMENT TO INTERNSHIP CONTRACT

1. PERSONAL INFORMATION

Full Name: _____

CSU Stanislaus Student Identification Number: _____

2. SCHOOL INFORMATION

School District (Do not abbreviate with initials): _____

Assigned School: _____

Street Address: _____

City: _____ State: _____ Zip: _____

School Telephone:_____

Principal (First AND Last Name): _____

Grade: _____ Subject _____

Do you hold an emergency permit? _____ If Yes, expiration date: _____

3. CONTRACT INFORMATION (TO BE COMPLETED BY HIRING AGENCY)

County _____ County Code _____ District Code _____

Name of Assigned Support Provider/Mentor at School Site: _____

HR Department Contact:

Name: _____ Email: _____ Phone #: _____

Initial internship employment **will begin** on _____ and end on _____

(note: initial date cannot be past **90 days**)

Type of Classroom: _____ CLAD _____ BCLAD

Total Number of Days in the Week the Intern Will Be Teaching: _____

_____ _____

Signature of School Official Date