



CALIFORNIA STATE UNIVERSITY, STANISLAUS

DEPARTMENT OF TEACHER EDUCATION

Teaching Internship Credential Program

Memorandum of Understanding for

Megan Rokaitis
INTERN (Student name)

Sylvan Union School District
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 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 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.) A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.
- 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 EL Authorization, and who has at least a minimum of three years of successful teaching experience.

- 4) abide by 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, prior to issuance of 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 his/her full attention for successful completion of 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 at any time, 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 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.) A minimum of two hours of support/mentoring and supervision shall be provided 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 course through the CSU Stanislaus University Extended Education (and pay the registration fees). In addition to this course 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.) A minimum of two hours of support/mentoring and supervision shall be provided 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 participate in Intern Seminar Course meetings and/or participate in professional growth activities will have his/her intern credential revoked.)
- 2) 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. Some of these hours will be met in the Intern Teaching Seminar and some will be through professional growth 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 his/her intern credential revoked.)
- 3) maintain records required to prove that he/she has 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.
- 4) perform all duties assigned by the School District to teachers.
- 5) enroll in the University Credential Program for a minimum of six units per semester in courses that meet program requirements (exclusive of the Intern Teaching Seminar course). (In the final semester of the internship, an intern may enroll in less than six program units if all other requirements have already been met.)
- 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, apply for the Preliminary Credential as required by CCTC. (This requires that all interns pass RICA and TPA – if it is part of their program – prior to the completion of the last course in the program. CCTC does not allow candidates to remain on the intern credential after completion of the last program course.)

University projected completion date: _____

Check the appropriate credential:

- ☒ Education Specialist: Mild/Moderate Intern Credential
☐ Education Specialist: Moderate/Severe Intern Credential
☐ Multiple Subject Intern Credential
☐ Single Subject Intern Credential

SIGNATURES

<u>Sharon Roddick, Asst Supt HR</u>	<u>8/28/17</u>
SCHOOL DISTRICT SUPERINTENDENT (OR DESIGNEE)	DATE
<u>[Signature]</u>	<u>8.24.17</u>
INTERN CANDIDATE	DATE
_____ DEAN (OR DESIGNEE), COLLEGE OF EDUCATION	DATE
_____ CHAIR, DEPARTMENT OF TEACHER EDUCATION	DATE
_____ COORDINATOR, CREDENTIAL PROGRAM	DATE