

**Teacher Internship Credential Program Agreement**  
**By and Between**  
**Santa Rosa City Schools**  
**and**  
**National University**

This Agreement is made and entered into between the Santa Rosa City Schools District (“District”) and National university (“College or University”), collectively, the “Parties.”

**RECITALS**

**WHEREAS**, the California Education Code authorizes public school districts, in cooperation with an approved college or university program, to establish a teacher intern program in accordance with applicable state law and regulations (“Program”);

**WHEREAS**, District is a California public school district which operates schools suitable for internships, practice teaching, and field experience needs of the [College/University] Program;

**WHEREAS**, [College/University] has met all applicable requirements and preconditions established by California law, including those established by the California Commission on Teacher Credentialing (“CTC”) and the Committee on Accreditation;

**WHEREAS**, it benefits both District and [College/University] that Intern Teachers have opportunities to develop their capabilities as practitioners, and both District and [College/University] desire to partner together to make the Program available; and

**WHEREAS**, both Parties wish to enter this Agreement in order to ensure that the requirements of the CTC will be met and provided to the Intern Teacher, and shall complete their respective responsibilities under this Agreement during its term. Exhibits A-D are attached hereto and incorporated herein as part of this Agreement.

**AGREEMENT**

This Agreement shall serve as the CTC-required Memorandum of Understanding outlining the respective responsibilities of the Program and of the employer.

The Parties agree as follows:

**I. Term and Termination**

This Agreement shall become effective on July 1, 2017 and continue through June 30, 2019 (2-year maximum).

This Agreement may be terminated at any time upon mutual agreement of both Parties or upon 30 days written notice by one Party to the other. Any currently placed Intern Teachers shall be permitted to complete their training for the remainder of the semester in which the termination

occurs.

## II. Certifications

- a. The [College/University] agrees and certifies that:
  - i. Each Intern Teacher shall have met the requirements for enrollment in its credential Program, including all applicable requirements for a university intern credential as provided in Section 80033 of Title 5 of the California Code of Regulations and the California Education Code.
  - ii. Each Intern Teacher must have completed the minimum number of preservice hours of [College/University] Credential Program course work, as required by the CTC for issuance of the university or district intern credential.
  - iii. Each Intern Teacher shall apply for the Internship Credential through the [Teacher Accreditation Department] at [College/University], upon verification of employment from District.
  - iv. Any intern credential issued pursuant to applicable California law and this Agreement shall be restricted to service with the District.
  - v. An intern credential issued pursuant to section 80033 of Title 5 of the California Code of Regulations shall be initially issued for no more than two (2) years, except for the educational specialist instruction district intern credential, which shall be initially issued for no more than three (3) years.
- b. The District agrees and certifies that:
  - i. The Intern Teacher will assume full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District, subject to the District's personnel policies, certificated work calendar, and state laws and regulations.
  - ii. The Intern Teacher will attend department and faculty meetings, parent-teacher conferences, IEP meetings, and other District-directed activities when appropriate. No Intern Teacher may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at [College/University].
  - iii. The Intern Teacher is expected to attend all school and district in-service training sessions whenever possible. The Intern Teacher will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between [College/University] and

District training, [College/University] meetings, courses, and other requirements shall take priority during the internship period. In that case, the Intern Teacher shall provide their District Mentor with at least two work days' advance notice of the anticipated absence.

- c. Both District and [College/University] agree and certify that they have, individually and to the extent applicable, met the preconditions and other requirements for university intern programs as provided by the Commission on Accreditation, CTC, and state law, and as outlined in Exhibit A.

### **III. Placement of Intern Teachers**

- a. District shall assign Intern Teachers to assume the functions that are authorized by the credential held by the Intern Teachers. Intern Teachers shall be placed in an assignment that meets the instructional or service needs of the District.
- b. District and [College/University] shall coordinate the process of placement of Intern Teachers.
- c. District will use its best efforts within the constraints of available position openings to place Intern Teachers in environments to maximize their first year success (i.e., supportive principal, available peer support, class selection).
- d. District reserves the right to make the final determination on any Intern Teacher's employment and placement by District
- e. Neither District nor [College/University] shall discriminate in the selection of, or participation by, any Intern Teacher pursuant to this Agreement on the basis of any characteristic protected by law and/or District policy.
- f. District shall not displace a certificated District employee with the placement of an Intern Teacher. This Agreement shall serve to certify such to [College/University] in accordance with CTC requirements.

### **IV. Supervision and Support of Intern Teachers**

Pursuant to the Section 80033 of Title 5 of the California Code of Regulations, the supervision and support of Intern Teachers is the responsibility of both the Commission-approved teacher preparation program (i.e., [College/University]) and the employer (i.e., District). See Exhibit B for an overview of each Party's supervision and support obligations; Exhibit C for a non-exhaustive list of potential support and supervision activities; and Exhibit D for a detailed table outlining each support person's specific obligations and hour commitment.

a. The District and [College/University] together shall provide a minimum of 144 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 four (4) hours times the number of instructional weeks remaining in the school year. A minimum of two (2) hours of support/mentoring and supervision must be provided to an intern teacher every five (5) instructional days.

**b. [College/University]-provided Supervisor.**

- i. [College/University] shall provide Supervisors for all Intern Teachers. [College/University] shall have clearly defined qualifications for Supervisors to include: (1) current knowledge in the content they teach; (2) an understanding of the context of public schooling; (3) the ability to model best professional practices in teaching and learning, scholarship, and service; (4) are reflective of a diverse society and are knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The [College/University] shall provide supervision and ongoing support for a minimum of \_\_\_\_ hours per school year. [College/University] supervisors will conduct classroom observations a minimum of \_\_\_\_ times each term that include pre- and post-observation discussions. Supervisors will maintain weekly contact with the Intern Teacher to provide support.

**c. District-provided Site Supervisor.**

- i. District shall provide a qualified Supervisor who will serve as the on-site guide, observing the Intern Teacher at the classroom level and in collaboration with the [College/University]'s Supervisors. District's Supervisor shall be the school site's principal or assistant principal, unless designated otherwise.

**d. District-provided Mentor.**

- i. District shall assign a Mentor to the Intern Teacher prior to the Intern Teacher assuming daily teaching responsibilities. District shall select and evaluate such Mentor selected through a competitive process in accordance with District policy and practices and in consultation with

the exclusive teacher representative unit, based on clearly defined description of qualifications to include: (1) a valid corresponding Clear or Life teaching credential; (2) three (3) years successful teaching experience; and (3) English learner authorization, if responsible for providing specified ELA support.

- ii. The Mentor shall possess a valid certification at the same level, or of the same type of credential, as the Intern Teachers they serve.
- iii. If the Mentor does not hold an English learner authorization, the District must identify and individual who is does hold a valid English learner authorization and who is immediately available to assist the Intern Teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.
- iv. The District shall provide supervision and ongoing support for a minimum of \_\_\_\_ hours per school year with a minimum of two (2) hours of support/mentoring and supervision per week. The District Mentor's role is to provide support specifically addressing issues in the Intern Teacher's classroom. Interns without an English Language Authorization must also receive focused English Language instruction support (as explained in more detail in Section V below).
- e. [College/University] shall provide orientation and training for all mentors and supervisors.
- f. [College/University] Supervisor and District Mentor shall meet together regularly with the Intern Teacher to ensure the Intern Teacher is following the California Teaching Performance Expectations.
- g. [College/University] shall monitor the completion of [College/University]- and District-provided support/mentoring to ensure that Intern Teachers are receiving the minimum 144 hours of support/mentoring.
- h. The District Mentor and District Supervisor shall participate in surveys that provide feedback to the [College/University] regarding the internship experience, upon the [College/University]'s request.

## **V. Support and Supervision Specific to Teaching English Learners**

The following additional support/mentoring and supervision shall be provided to an Intern Teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or Cross-cultural, Language and Academic

Development certificate; or a valid bilingual authorization:

- a. The [College/University] shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. 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 five (5) hours times the number of months remaining in the school year. 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.
- b. The District shall identify an individual who will be immediately available to assist the Intern Teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same District Mentor assigned pursuant to Section IV(b)(3) above provided the individual possesses an English learner authorization and will be immediately available to assist the Intern Teacher.
- c. The [College/University] shall monitor the completion of [College/University] and District-provided support/mentoring to ensure that Intern Teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners, via forms submitted by the Intern Teachers.
- d. An individual who passes the California Teaching of English Learner examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.

## **VI. Professional Development Plan**

The District's governing board shall develop and implement a Professional Development Plan for Intern Teachers in consultation with [College/University]. The Professional Development Plan shall include:

- a. Provisions for an annual evaluation of the Intern Teachers.
- b. As deemed necessary by the District's governing board, a description of courses to be completed by the Intern Teachers, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- c. Mandatory preservice training for Intern Teachers tailored to the grade level or class to be taught, through either:
  - i. 120 clock hours of preservice training and orientation in the aspects of

child development, classroom organization and management, pedagogy, and methods of teaching the subject fields in which the Intern Teachers will be assigned. Training and orientation shall be under the direct supervision of an experienced permanent teacher. In addition, individuals holding district intern certificates issued pursuant to Education Code 44325 shall receive orientation in methods of teaching pupils with disabilities.

- ii. The successful completion, prior to service by the Intern Teacher in any classroom, of six (6) semester units of coursework from a regionally accredited college or university, designed in cooperation with the District, to provide instruction and orientation in the aspects of child development and the methods of teaching the subject matter or matters in which the Intern Teacher will be assigned.
- d. For Intern Teachers teaching in prekindergarten, kindergarten, or grades 1-6 inclusive, including bilingual education classes and special education programs, instruction in child development and the methods of teaching, during the first semester of service.
- e. For Intern Teachers teaching pupils in bilingual classes, instruction in the culture and methods of teaching bilingual pupils, during the first year of service.
- f. For persons holding district intern certificates issued pursuant to Education Code 44325, instruction in the etiology and methods of teaching pupils with disabilities.
- g. Any other criteria that may be required by the District's governing board.

## **VII. Communication and Collaboration**

- a. District and [College/University] shall work collaboratively together to provide the necessary support to the Intern Teacher to ensure success.
- b. District and [College/University] shall cooperate and collaborate in developing and maintaining a process of and procedures for access, communication, and collaboration between District Supervisor, District Mentor, and [College/University] Supervisor.
- c. District agrees to cooperate with [College/University]-managed documentation and monitoring processes to ensure that Intern Teachers receive the Commission-required minimum hours of support/mentoring and supervision.
- d. District and [College/University] agree that changes cannot be made to the Program or responsibilities of the parties unless the changes are made in

writing and signed by both parties.

### **VIII. Rights and Responsibilities of Intern Teachers**

- a. Intern Teachers shall be District employees for all purposes. As such, Intern Teachers shall be entitled to all rights and obligations normally afforded District employees of like classification, assignment, and working conditions.
- b. Intern Teachers shall assume full instructional and legal responsibility for their classroom.
- c. Intern Teachers shall be paid as commensurate with their assignment and the applicable collectively bargained agreement for the Certificated Bargaining Unit.
- d. Intern Teachers shall not acquire tenure while serving on an internship credential or in any otherwise non-credentialed status. Acquiring tenure shall be governed by applicable California Education Code provisions in effect at the time of service.
- e. Intern Teachers are permitted reasonable release time from teaching responsibilities to complete necessary classroom observation of credentialed teachers, as a condition of moving toward earning a preliminary teaching credential. The Intern Teacher shall notify their District Mentor of such planned absences at least two working days in advance to give the District an opportunity to secure a substitute.
- f. No Intern Teacher's salary may be reduced by more than 1/8 of the total to pay for the [College/University] Site Supervisor required pursuant to Sections IV and V above, and the salary of the Intern Teacher shall not be less than the minimum base salary required to be paid to a regularly certificated teacher. If the salary of the Intern Teacher is reduced, no more than eight (8) Intern Teachers may be advised by one Site Supervisor. District and [College/University] will establish a system to pay for Site Supervision by [College/University] personnel.

### **IX. Insurance**

- a. Each Party, at its sole cost and expense, shall insure its activities in connection with this Agreement as follows:
  - i. Commercial General Liability Insurance or self-insurance in the minimum amounts of Two Million Dollars (\$2,000,000) per occurrence and Three Million Dollars (\$3,000,000) general aggregate.
  - ii. Sexual Abuse Liability Insurance on a per occurrence basis with a single

limit of not less than One Million Dollars (\$1,000,000).

- iii. Employer's Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000).
  - iv. Professional Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000).
  - v. Automobile liability insurance for owned, hired and non-owned vehicles on a per occurrence basis with a combined single limit of not less than One Million Dollars (\$1,000,000).
  - vi. Workers' Compensation as required by state law.
  - vii. Such other insurance in such amount which may be reasonably required by the mutual written consent of District and [College/University] against other insurable risks relating to the performance of this Agreement.
- b. Upon request, each Party shall furnish proof of insurance coverage, as provided for above, in the form of a Certificate of Insurance. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
  - c. Each Party shall provide thirty (30) days advance written notice of any modification, change, or cancellation of any of the above insurance coverage.

## **X. Indemnification**

- a. District agrees to indemnify, hold harmless, and at the [College/University]'s request, defend the [College/University], its agents and employees from and against all loss or expenses (including costs and attorneys' fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the District, its agents or employees.
- b. [College/University] agrees to indemnify, hold harmless, and defend the District, its agents and employees from and against all loss or expense (including costs and attorneys' fees) resulting from liability imposed by law upon the District because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of [College/University], its agents or employees.

- c. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the Parties and neither Party shall so hold itself out. Neither Party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

#### **XI. Enforcement**

Any failure of a Party to enforce that Party's right under any provision of this Agreement shall not be construed or act as a waiver of said Party's subsequent right to enforce any provisions contained herein.

#### **XII. Severability**

If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

#### **XIII. Default**

In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of [ ] accreditation by [College/University], this Agreement may be immediately terminated by the non-defaulting party.

#### **XIV. Entire Agreement**

This Agreement contains the entire understanding and agreement between the Parties and shall not be modified or superseded, except upon express written consent of the Parties to this Agreement.

This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof.

#### **XV. Assignment**

Neither Party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other Party.

#### **XVI. Modification**

No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.

**XVII. Governing Law**

This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Sonoma County, California.

**XVIII. Counterparts**

The Parties may execute this Agreement in two or more counterparts, which shall, in the aggregate be signed by all of the Parties; each counterpart shall be deemed an original instrument as against any Party who has signed it. The Parties further agree that signatures sent by electronic mail, in PDF format, shall be treated as original signatures to this Agreement.

**XIX. Notices**

Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the Parties that signed this agreement and to the addresses below.

Internship Site Contact:

Santa Rosa City Schools District  
211 Ridgway Ave.  
Santa Rosa, CA 95401  
Attn: Jason A. Lea  
Tel: (707) 528-5352

National University Contact:

National University  
9980 Carroll Canyon Rd.  
San Diego, CA 92131  
Attn: Frank Adame  
Tel: 858-642-8300

**IN WITNESS WHEREOF**, the Parties hereto on the date below have executed this Agreement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
[Title]

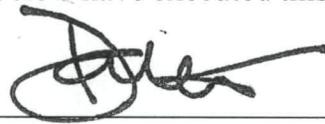
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Name

\_\_\_\_\_  
[Title]

\_\_\_\_\_  
[Date]



**DAVE C. LAWRENCE**  
Vice Chancellor, Finance

6/21/17

**Exhibit A**  
**Preconditions for University Intern Programs**

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law and/or Commission on Teacher Credentialing policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. ( Education Code §§44325, 44326, 44453.)
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission- approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. (Education Code § 44325(c)(3).)
- (3) **Pre-Service Requirement.**
  - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
  - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (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, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
  - (c) 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.
  - (d) 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.

**(5) Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(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. (Education Code § 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

**(6) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Education Code § 44454.) The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Education Code § 44458.)

**(7) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. (Education Code §§ 44321 and 44452.)

**(8) Early Program Completion Option.** 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 (5) 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) (Multiple Subject Credential only).

- (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. (Education Code § 44468).

- (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. (Education Code § 44325(b).)
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (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.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. (Education Code § 44325(c).)

## Exhibit B

<p><b>Shared Responsibilities</b>  <i>The employer and Commission-approved Intern Program are equally responsible for assuring the following occur.</i></p>	
<p>Identify the Individual(s) and the Roles/Responsibility related to:          Weekly course planning, Coaching within the classroom, Problem-solving regarding students, Curriculum, and Teaching</p>	
<p>Establish the process for communication between principal/evaluator and program supervisor.</p>	
<p>Clearly define the documentation and monitoring processes for additional services to interns who have not yet earned the English Learner Authorization (ELA)</p>	
<p><b>Employers</b>  <i>Employers are responsible for ensuring that the intern they have hired is supported and there is adequate supervision.</i></p>	<p><b>Commission-Approved Intern Program</b>  <i>The Program is responsible for ensuring that the intern in their program is supervised and there is adequate support.</i></p>
<p>Clearly defined <b>description of qualifications</b> for employer provided mentor(s), one of whom that has the following <b>minimum</b> qualifications:</p> <ul style="list-style-type: none"> <li>• Valid corresponding Clear or Life credential</li> <li>• 3 years successful teaching experience</li> <li>• EL Authorization (if responsible for providing specified EL support)</li> </ul>	<p>Clearly defined <b>description of qualifications</b> of Commission-approved program supervisor including:</p> <ul style="list-style-type: none"> <li>• current knowledge in the content they teach</li> <li>• understand the context of public schooling,</li> <li>• ability to model best professional practices in teaching and learning, <i>scholarship</i>, and <i>service</i>.</li> <li>• knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</li> <li>• thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</li> </ul>
	<p>Provide support/mentor training and orientation.</p>
	<p>Employer-provided support/mentoring documentation and monitoring process.</p>
<p>Sufficient resources are provided including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type/frequency of support.</p>	<p>Specific responsibilities of program supervisor including allocation of time/frequency of observations and/or coaching</p>
<p>Terms of employment, including evaluation process of site-support (examples-retiree, contracted with COE or other agency, current school employee)</p>	<p>Procedures for access between Commission-approved program supervisor and on-site support/mentor as appropriate</p>
<p><b><i>Allocation of additional personnel, time, and resources for individuals who have not yet earned an English learner authorization (ELA)</i></b></p>	
<p>Identify an individual* who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for Els, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.  <i>*may be the same mentor providing he/she has an EL authorization and is immediate availability.</i></p>	<p>Provide supervision including in-classroom coaching specific to the needs of English learners.</p>

### Exhibit C

The table below offers examples of Support and Supervision activities that may be used to meet the support/mentoring and supervision requirements.

Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the Intern's <b>Employer</b>
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc)
Release time for participation in district group/regional group (ELAC , Council for Exceptional Children)*
Review/discuss test results with colleagues (CELDT and standardized tests)*
Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the <b>Intern's Commission Approved Preparation Program</b>
Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*
Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
Provide access/student memberships for participation in district /regional group (ELAC committee, Council for Exceptional Children, etc.)*
Potential Support & Supervision Activities Provided by <i>Either or Both</i> the Intern's <b>Employer and Commission Approved Preparation Program</b>
Classroom Observations and Coaching*
Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
Intern Observation of other teachers and classrooms*
Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
Watching and discussing teaching videos with support person (s)*
Interactive Journal (Support/ Supervisor and Intern)
Phone/Email Support Hotline*
Observe SDAIE/ELD lessons online or in person*
Weekly planning or review of plans with EL Authorized Credential Holder*
Editing work-related writing (letters to parents, announcements, etc) *
Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*

*\*May also be used towards the 45-hour EL Support & Supervision Requirement.*

**Exhibit D**

Intern Support: A Shared Commitment to Excellence in Teaching

**[ ] Hours of Support per School Year**

CSUEB Support: CSU East Bay Supervisor (US), Intern Coordinator	District Support: Employer Provided Mentor	District Support: Employer Provided Site Supervisor
<p><u>Regular Ed/Special Ed: US Observations and Conferences</u></p> <ul style="list-style-type: none"> <li>12 observations of the Intern teaching and follow-up conferences (2 hours each)</li> </ul> <p><u>EL: US Observations and Conferences</u></p> <ul style="list-style-type: none"> <li>6 observations of the Intern teaching EL and follow-up conferences (2 hours each)</li> </ul> <p><b>Total 36 hours (1 hour per week)</b></p>	<p><u>Regular Ed/Special Ed: EPM Support, Mentoring and Supervision</u></p> <ul style="list-style-type: none"> <li><b>26 hours</b> of support, mentoring, and supervision within the school day</li> </ul> <p><u>EL: EPM Support and Supervision</u></p> <ul style="list-style-type: none"> <li><b>10 hours</b> of support, mentoring, and supervision related to English Learners during the school day</li> </ul> <p><b>Total 36 hours (1 hour per week)</b></p>	<p><u>Intern, US, EPM Meetings</u></p> <ul style="list-style-type: none"> <li>The intern, the US and the EPM (and EPM-EL) shall meet in person at least twice per quarter (6 meetings, 1 hour each) to discuss the Intern's progress.</li> <li>During the first meeting the intern, the US and the EPM will develop an Individualized Intern Plan (IIP), describing the support, mentoring and supervision the intern will receive. The plan shall be approved by the CSU East Bay Intern Coordinator.</li> </ul> <p><b>Total 6 hours</b></p>
<p><u>US Email, Phone Support</u></p> <ul style="list-style-type: none"> <li>US will provide <b>30 hours</b> per academic year of support and mentoring via Blackboard Discussion Board, email, or phone</li> </ul> <p><b>Total 30 hours</b></p>	<p><u>District/School-Sponsored Professional Development and Meetings</u></p> <ul style="list-style-type: none"> <li>Interns will attend a minimum of 60 hours of district and school site-sponsored professional development and meetings including new teacher orientation, grade level, department meetings, faculty meetings, and professional development seminars</li> </ul> <p><b>Total 60 hours</b></p>	<p>The US and the EPM (and EPM-EL) shall exchange emails at least once every two weeks</p>
<p><u>Intern Seminars</u></p> <ul style="list-style-type: none"> <li>Intern Coordinator will lead six Online and face-to-face seminars focusing on problem solving with students, curriculum, and instruction for regular education and EL students (two seminars per quarter)</li> </ul> <p><b>Total 12 hours</b></p>		
<ul style="list-style-type: none"> <li>The Intern Coordinator will communicate with interns by email and/or phone and will monitor their completion of the Intern Support Record on Task Stream</li> </ul> <p><b>Total 10 hours</b></p>		