Teachers College of San Joaquin

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San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

MEMORANDUM OF UNDERSTANDING
CO-SPONSOR/INTERN PARTICIPATING EDUCATIONAL AGENCY AGREEMENT

Enclosed is a co-sponsor agreement for your educational agency official to sign and return. When hiring an intern, a co-sponsor agreement between an employing agency and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place in order to comply with CCTC requirements. The Teachers College of San Joaquin (TCSJ) IMPACT Intern Credential Program is housed within the San Joaquin County Office of Education.

GENERAL GUIDELINES:

1) Intern programs are the result of a partnership between the institution who prepares teachers (Program Sponsor) and the employer. The district or employing agency agrees that there is a need for teachers and that certificated employees will not be displaced when hiring interns. Interns meet the NCLB definition of "highly qualified."

2) Interns who are admitted into the Teachers College of San Joaquin IMPACT Intern Credential Program must:

   a) Be employed as the teacher of record in a Mild/Moderate, Moderate/Severe, Early Childhood, Multiple Subject or Single Subject classroom;

   b) Be employed as the teacher of record in a minimum .4 FTE capacity in a face-to-face setting with the same group of students;

   c) Provide all required documents established by the CCTC and TCSJ IMPACT Intern Program;

   d) Be enrolled in TCSJ IMPACT Intern Program.

3) Pursuant to California Education Code 44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The combination of employer-provided support and mentoring and program supervision provided to the intern must include the following:

   a) A minimum of 144 hours of support/mentoring and supervision;

   b) A minimum of two hours of the 144 hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days;

   c) An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher unless the intern holds a CLAD, EL Authorization or has passed all sections of the CTEL Examination.

The responsibilities of the district or employing agency shall include the following:

1. Employers are responsible for ensuring that the intern they have hired is supported. Prior to an intern assuming daily teaching responsibilities, the employer must identify a peer coach/mentor or other designated individual who meets the Commission's identified criteria. Adequate supervision is provided by the peer coach/mentor or other designated individuals, one of whom must have the following minimum qualifications:

   - Valid corresponding Clear or Life credential
   - 3 years of successful teaching experience
   - EL Authorization if responsible for providing specified EL support.

   a) Sufficient resources are to be provided including the identification of protected time for employer-provided peer coach/mentor to work with the intern within the school day including clearly defined expectations for type/frequency of support.

   b) The employer determines the terms of employment for the peer coach/mentor and additional personnel. It is at the discretion of the employer to determine if the peer coach/mentor and/or additional personnel receive compensation and if so, compensation is the responsibility of the employer.

   c) To meet the CCTC requirement of 144 hours of required support, the employer will ensure that the intern receives a minimum of 60 hours of support with the peer coach/mentor and/or additional personnel (if appropriate) per year. Support may include, but is not limited to weekly course planning of curriculum and assessments, coaching within the classroom, and problem-solving regarding student issues. The intern will be responsible for documenting hours received from the employing agency.

   d) For those interns who do not already have English Language Authorization from a current California credential or passing score on an exam (CTEL), the employer will ensure that the intern receives a minimum of 20 hours of the required 45 hours required by CCTC per year related to working with English Learners.

e) Identify an employee who will be immediately available to assist the intern 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 peer coach/mentor that is providing general support and supervision provided that the individual possesses an English learner authorization and will be immediately available to assist the intern teacher in working with English learners.

2. Assigning a representative (e.g. Assistant Superintendent or site Principal) to act as a contact person to the TCSJ IMPACT Intern Program.

3. Providing representation at all Consortium meetings.

4. Assigning the intern candidate to an area authorized by the credential sought and giving an assignment such that she/he will be able to attend classes and complete the requirements of the TCSJ IMPACT intern program. To the extent possible and in accordance with the educational agency bargaining unit guidelines, the educational agency agrees to assign minimal extra/co curricular activities to the intern (e.g. coaching, newspaper, yearbook, etc.) in order to attend classes on time and complete program requirements.

5. Selecting a Peer Coach/Mentor

   a) Assigning a peer coach/mentor, whenever possible, from the same site and/or with a corresponding credential with English Learner Authorization;

   b) Assigning a peer coach/mentor in a timely way, preferable before the school year begins;

   c) Providing any substitute release time to train the peer coach/mentor and for the peer coach to conduct observations if needed.

6. Honoring the confidentiality between the intern and peer coach/mentor while monitoring the contact and effectiveness of the peer coach/mentor.

7. Addressing issues regarding a peer coach/mentor in a timely way and having a plan for intervention or reassignment, if necessary.

8. Allowing, after parent permission is granted, the practicum supervisor to observe Education Specialist candidates during an IEP meeting, or failing that, to debrief with a participating educational agency administrator who was present at a recent IEP meeting conducted by the candidate.

9. Acknowledging that candidates will pay tuition/fees during their enrolment in the program and if appropriate, the employer will assist the TCSJ IMPACT Intern Program Student Account's office to establish monthly payroll deduction of tuition for the intern. Credential recommendations cannot be made if the candidate is not in "good financial standing".

10. Responding to requests for evaluation data as requested by the CCTC and TCSJ IMPACT Intern Program, including survey completion, demographic and/or retention information.

11. Identifying an appropriate Practicum Supervisor and assuming all expenses related to the position **if the IMPACT Intern program is unable to provide a Practicum Supervisor due to distance or any unforeseen circumstance.**

12. The employing agency, with the exception of charter schools, will have on file a statement regarding its inability to fill the necessary position/s with certificated employees for which this intern credential is being implemented. In addition, the employing agency will make every effort to ensure that if the intern is placed in a high priority school (e.g. Decile 1, 2 or 3) the percentage of teacher interns in that school is not higher than the district wide average of teacher interns at a school in that year.

13. Acknowledging that the credential recommendation is jointly made between the educational agency and the TCSJ IMPACT intern program and that employment decision, such as continuing employment and tenure decisions, are separate from credentialing decisions. In the instance when the employing agency, for whatever reason, no longer employs an intern candidate, the program will make the recommendation for the appropriate credential if the candidate has successfully completed the intern program.

14. Acknowledging that should a candidate not fulfill the completion requirements of the TCSJ IMPACT intern credential program including timely payment of tuition, the program may drop the candidate, thereby creating employment issues for the educational agency. However, program personnel will consult with appropriate educational agency staff and the candidate prior to this decision.

15. Recognizing units earned in the program and compensating the candidate in the manner normally provided to all educational agency teachers.

16. If appropriate, the employer will assist the IMPACT Intern Program Student Account's office to establish monthly payroll deduction of tuition for the intern.

The responsibilities of the Program Sponsor, Teachers College of San Joaquin IMPACT Intern Program (San Joaquin County Office of Education), shall include the following:

1. Identification and assignment of a Practicum Supervisor and allocation of additional personnel if needed to provide on-site support for the intern.
   a) The Practicum Supervisor and additional personnel working with the intern should possess a Clear or Life Credential in the same area as the intern, have a minimum of three years of successful teaching experience, and have English Language Authorization.
   b) The Program Sponsor will provide appropriate orientation and training for the Practicum Supervisor and peer coach/mentor including but not limited to characteristics of coaching, time and frequency of visitations, and process for documenting observations and evaluation of intern.
   c) The Program Sponsor will provide opportunities to fulfill the remaining 144 hours of support needed per year.
   d) For those interns who do not already have English Language Authorization from a current California credential or passing score on an exam (CTEL), the Program Sponsor will provide opportunities to fulfill the remaining 45 hours of support needed per year specific to the needs of English Learners.
2. Establishing effective and on-going communication with employing agency and IMPACT Intern personnel (e.g. Practicum Supervisor, Program Evaluator, Registrar, President) as appropriate to ensure a successful teaching experience for the intern.
3. Responsible for providing the intern with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and TCSJ IMPACT Intern Program.
4. Providing all CCTC required coursework for the Preliminary Credential and assistance with questions or issues in regard to credentialing.

TO BE COMPLETED BY EMPLOYING AGENCY:

Type of Educational Agency:

☐ COE ☑ District ☐ Charter CDS Code (7 or 14 digits): 3968544

Name of Agency: Jefferson School District

Mailing Address: 1219 Whispering Wind Dr.

Contact Person: Nancie Castro

Telephone: 209-836-3388 email: ncastro@sjcoe.net

The signatures below indicate that the educational agency has agreed to the conditions of the MOU and will act as co-sponsors:

Name of Approving Official: James W. Bridges

Position/Title: Superintendent

Signature of Approving Official: _____ Date: _____

Signature of Educational Agency Board President (optional): _____ Date: _____

Signature of TCSJ President: _____ Date: _____

Please complete the Co-Sponsor information (TYPE or PRINT) and return the entire document to:
Judene Violante
Email: jviolante@sjcoe.net or
Fax: 209.468.9124 or
U.S. mail: P.O. Box 213030 Stockton, CA 95213-9030

Candidates will not be admitted to the Teachers College of San Joaquin IMPACT Intern Credential Program without a current MOU from the sponsoring educational agency on file.