



Discovery. Diversity. Distinction.

TEACHER INTERNSHIP MEMORANDUM OF UNDERSTANDING

(Name of Intern)

(Name of School District)

The School District hereby enters into partnership with the Fresno State Teacher Internship Program (TIP), and the California Commission on Teacher Credentialing (CTC) for the purpose of preparing Multiple Subjects, Single Subject and Special Education teachers. The Program allows qualified candidates to teach with a Multiple Subject, Single Subject or Education Specialist Internship Teaching Credential with an English Learner's Authorization (ELA) or a Bilingual Authorization Program (BAP) in Spanish or Hmong. This credential entitles the Intern to teach in a specific district up to two years prior to applying for a preliminary teaching credential. Recommendation to CTC, for issuance of an Intern Credential, is made through mutual agreement of the university and the participating school district that the candidate meets all requirements for such credential, including assessment of potential success in a multiple subjects, single subject, or special education teaching assignment.

The term of this Memorandum of Understanding is from June 30, 2019 to June 30, 2020. Provisions of this agreement may be updated during the term in the event of mandatory changes to curriculum and/or practices required by the California Commission on Teacher Credentialing. Should an update be required, it will be the responsibility of the Fresno State TIP to issue an updated MOU to the district; it will be the district's responsibility to review the document and return a signed copy to the TIP.

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

1. Provide a contract for the intern that meets the requirements of ED Code 44462 (see attached) and qualifies the intern for the intern credential.
2. Assign the intern to an appropriate multiple subject class, single subject class, or special education class authorized by their internship credential

3. Assign the intern a class that ensures the presence of students with exceptionalities and English language learners.
4. Assign the intern a classroom with technology that can be used for educational purposes.
5. For school sites within 15 miles of the Kremen School of Education and Human Development, provide a flat fee of \$1600 to the Teacher Internship Program each semester that the Intern is enrolled. For school sites beyond the Kremen 15 mile radius, there will be an additional mileage fee. This flat fee is significantly lower than the twelve percent (12%) that is allowed by the state. The university will issue one invoice at the beginning of each semester for the \$1600 allocation. The district may, in part, or in whole, pay this fee through monthly salary deductions. If the district chooses to assess the Intern through monthly deductions, salary reductions must be made in a timely manner to avoid undue financial hardship on the Intern.
6. Not assign the intern adjunct duties or professional development/training obligations that **interfere with his/her university class schedule** or are inappropriate for a beginning teacher.
7. Provide release time for the intern (minimum of 1 day) to do observations.
8. Terminate the training at any time, if it is found that continuation would be detrimental to the children involved; consider terminating it at the end of one semester if the intern support provider assigned by the district and/or the university supervisor report that based on performance to date, the intern would not be recommended for a credential.
9. Assign a teacher within the school setting and with equivalent instructional assignment as a Cooperating Teacher. The assigned teacher will have a minimum of three years successful experience teaching and if necessary, will hold a clear credential with either CLAD, BAP or ELA authorization. The Cooperating Teacher will meet all stipulated qualifications as described in the coded correspondence number 14-04 (attached).
10. Ensure the Cooperating Teacher will provide continuous, supportive feedback (both verbal and written) and maintain communication with the university supervisor and principal/school management team regarding the intern's progress. In class observation are encouraged.
11. Provide staff development activities and other resources (site and district support) that enhance the intern's teaching skills.
12. Provide funds that support each Intern for ongoing professional development (workshops and conferences) as identified by the university and the district. Districts will provide a list of conferences and workshops made available for each Intern as part of the evaluation of the program.
13. Hire as interns only those teacher candidates who are properly credentialed and who have met pre-service professional preparation required by the CTC as interpreted by the Fresno State TIP.
14. Collaborate with the Teacher Internship Program to ensure a plan of support is in place that satisfies the intern's annual requirements.

FRESNO STATE & THE KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT AGREE TO:

1. Verify that the teacher candidate meets the basic program criteria to become an intern: has a B.A. or B.S. degree; has met basic education skills competency (CBEST); has met subject matter competency (CSET); has met U. S. Constitution requirement; has obtained Certificate of Clearance, has completed 120 hours of appropriate pre-service training, and meets criteria for admission to the University.
2. Work with credential program coordinators to provide advisement to the intern regarding the best sequence of courses to complete the program in a timely manner.
3. Provide six visits per semester of class supervision with formal evaluation (for course credit) and six additional supportive coaching sessions.
4. Schedule courses to provide flexible offerings for students in intern placements.
5. Involve the Districts, County Offices of Education, and University to foster collaborative teacher preparation practices to enrich the Internship Program.

THE TEACHER IN PREPARATION (INTERN) AGREES TO:

1. Perform all teaching duties assigned, including those preparatory to the beginning of school, to the same degree as do fully certified teachers in the same school.
2. Not hold other employment during the training period (except during school vacations of four days or longer).
3. Meet the ethical, legal, and other professional standards expected of credentialed teachers.
4. Complete all professional development training sessions offered by the Teacher Internship Program.
5. Enroll in a fieldwork class while working under a Teacher Internship Credential.
6. Recognized that:
 - A. Continuation as an intern-in-preparation is contingent upon demonstration of teaching competency.
 - B. No credential will be recommended unless:
 1. The subject matter requirements have been met by satisfactory examination scores or completion of a waiver program.
 2. All professional preparation requirements, including subject matter competency, have been completed as well as test or course on U.S. Constitution.
 - C. Upon completion of all Teacher Internship Program requirements, credential coursework/requirements Interns will apply for a Preliminary Credential. See attached for a list of coursework.
 - D. English Learner (EL) Authorized (*Completion of LEE 159, LEE 157 or equivalent*)

YES NO

School District Superintendent (or Designee) Signature	Date
Intern Candidate Signature	Date
Program Director, Teacher Internship Program, Fresno State	Date
Dean, Kremen School of Education and Human Development, Fresno State	Date

California Education Code 44462 States – “In no event may an intern be paid less than the minimum salary required to be paid by the state to a regularly certificated teacher”.

If you would like to access the full document, it is online at: <http://www.ctc.ca.gov/educator-prep/intern/default.html>