



**2020-2022**  
**Memorandum of Understanding**  
**for Participating Districts**

Yolo – Solano Center for Teacher Credentialing  
TEACHER Intern Program  
Davis Joint Unified School District, Lead Agency and the  
\_\_\_\_\_  
Vacaville Unified School District **District**

**General**

When hiring an intern, an MOU between a participating district and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place in order to comply with CCTC requirements.

The Yolo-Solano Center for Teacher Credentialing Teacher Intern Program (YSCTC) is a CCTC approved two-year Education Specialist Teacher Intern Program for Mild to Moderate, Moderate to Severe Credentials, and Multiple Subject Credential.

This Memorandum of Understanding (MOU) is entered into between the

\_\_\_\_\_  
Vacaville Unified School District **District** and the Yolo-Solano Teacher Intern Program, Davis Joint Unified School District, LEA.

\_\_\_\_\_  
Vacaville Unified School District **District** is referred to as the Participating District in this MOU and is the employing agency of the Intern Teacher Candidate in the Teacher Intern Program.

**The Yolo-Solano Center for Teacher Credentialing Teacher Intern Program (Davis Joint Unified School District, LEA) is referred to as the Program Sponsor in this MOU.**

**Term**

The effective dates of this MOU are August 1, 2020, through June 30, 2022. Either party may terminate this agreement by submitting written notice to the other party no later than 60 days prior to the start of a school year.

**Purpose**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions that govern this partnership.

**Responsibilities – General**

- A. **Yolo-Solano Center for Teacher Credentialing Intern Program and the Participating District agrees to the following:**

1. Pursuant to California Education Code 44321, the supervision, mentoring and support of Intern Teachers is the responsibility of both the Commission-approved teacher preparation program and the employing agency. Per CCTC, employers are responsible for ensuring that the Intern Teacher they have hired is supported. Prior to an Intern Teacher assuming daily teaching responsibilities, the employer must identify a Support Provider. The Support Provider may not be the Intern Teacher's supervisor/evaluator.
2. The combination of employer-provided support and mentoring, and program support and supervision (provided by YSCTC) to the intern must include the following:
  - i. A minimum of 144 hours of annual support/mentoring and supervision:
    1. Support may include, but is not limited to weekly course planning of curriculum and assessments, coaching within the classroom, problem-solving regarding student issues, and teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and to teach effectively.
    2. A minimum of five hours per week of support/mentoring and guidance must be provided to an Intern Teacher by the employing agency.
    3. The program sponsor will provide opportunities to fulfill a portion of the 144 hours of general support needed each year.
    4. The program sponsor will provide the Intern Teacher with procedures to document and monitor the CCTC required hours of mentoring and support from the Participating District and YSCTC Intern Program.
    5. The Intern Teacher will be responsible for documenting hours of support received.
3. 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.
  - i. The employing agency must 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.
  - ii. The identified Support Provider may be the same Support Provider 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.
  - iii. The program sponsor will provide opportunities to fulfill a portion of the 45 hours of support/mentoring and supervision specific to meeting the needs of English learners.
  - iv. The program sponsor will provide the Intern Teacher with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and YSCTC Intern Program.
4. Jointly counsel the intern teacher and develop a plan to complete the requirements to earn a credential in the intern teacher's content or specialty area(s); both parties and the intern teacher shall concur on the plan.
5. The Intern Teacher may be employed in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services (*Education Specialist Candidates only*)

**B. Yolo-Solano Center for Teacher Credentialing Intern Program agrees to the following:**

1. Employ an Intern Program Director(s) and other support staff to support all aspects of the Intern Program.
2. Provide office space, equipment, and meeting space for program activities.
3. Facilitate a process for equitable distribution of services to Intern Teachers and Support Providers in all participating districts and schools. Contributing districts/organizations (Davis, Esparto, Washington, Winters, Woodland and the Yolo County Office of Education) will receive priority

enrollment and discounted tuition.

4. Convene an Intern Teacher Program Advisory Committee, establish regular meetings, and provide data on program requirements and preliminary credentialing.
5. Provide Intern Program training and information for Advisory board, district superintendents or designees, site administrators, district coordinators, and human resource staff.
6. Establish and maintain accurate program records and respond to all requests from the CCTC for data and reports. *(CTC General Precondition)*
7. Participate in program evaluation by an external team or a monitoring of the program by a CCTC staff member and participate in the CCTC's accreditation system. *(CTC General Precondition)*
8. Maintain CCTC approval and accreditation as an Intern Program and Credentialing Agency.
9. Advise Intern Teachers about their involvement in the Intern Program, provide each Intern Teacher with a program plan, which outlines the courses needed to complete the credential program, and provide formative feedback about their progress toward completion of the program.
10. Process appropriate documents with the CCTC for intern and preliminary credentials for eligible candidates, recognizing that employment decisions (such as continuing employment and tenure decisions) are separate from credentialing decisions.
11. File for the Intern Teacher's Intern credential once the Intern Teacher has met all intern eligibility requirements, including passing exams for teacher licensure. *(CTC General Precondition)*
12. Retain candidate records in accordance with YSCTCs/DJUSDs record retention policy and ensure that candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion. *(CTC General Precondition)*
13. Ensure that all candidate records (paper or digital copies) will be maintained at a central location, in a secure, locked cabinet or on a secure server located in a room not accessible by the public. *(CTC General Precondition)*
14. Provide coursework that includes the California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPE), and Student Content Standards to Teacher Intern Candidates
15. Provide 10 hours of initial orientation to the Intern program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as effective supervision approaches to district- employed Support Providers and program provided Field Supervisors *(CTC SPED Program Standard 3D.4)*
16. Provide Intern Teachers with a minimum of 120 hours of Pre-service training prior to the Intern Teacher obtaining an intern teaching credential and entering the classroom as the teacher-of-record with the Participating District.
17. Ensure that the intern teacher is receiving required support/mentoring and supervision as part of the 144 General Ed/45 EL hours of yearly support by reviewing and verifying the number of support/mentoring and supervision hours conducted as reported by the Intern Teacher.
18. Identify a Field Supervisor with a clear or life teaching credential and at least three years of teaching experience to provide:
  - i. Direct support/mentoring and coaching to intern teachers, including monthly coaching observations in the intern teacher's classroom, with additional ongoing support, mentoring and consultation outside of the intern teacher's classroom.

**C. The Participating District agrees to the following:**

1. Pursuant to CCTC requirements, upon request the Participating District shall provide written certification to the YSCTC Intern Program that each Intern placed with the Participating District has not displaced a certificated District employee, which shall enable the YSCTC Intern Program to verify to the CCTC that all statutory and CCTC requirements have been met.
2. Intern Teachers hired within the Participating District are employed as the teacher of record in an assignment that aligns with the credential being pursued (Ed Specialist Mild/Moderate, Ed Specialist Moderate/Severe, or Multiple Subject) and the Intern Teacher is teaching a minimum of

- .5 FTE in a face-to-face instructional setting with the same group of students on a daily or weekly basis, within the credential area they are seeking.
3. Intern Teachers hired within the Participating district should be at sites that demonstrate a commitment to developmentally and culturally appropriate practices as well as collaborative relationships with families (*CTC SPED Program Standard 3C.1*)
  4. Intern Teachers hired within the Participating district should be at sites that demonstrate a placement of students with disabilities in the Least Restrictive Environment, provide support for dual language learners with disabilities, and offer the opportunity for Intern teachers to interact with different age groups in both general and special education settings reflecting the continuum of placement options (*CTC SPED Program Standard 3C.2*)
  5. Intern Teachers hired within the Participating district should be at sites that reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for the Intern teacher's reflection (*CTC SPED Program Standard 3C.3*)
  6. Intern Teachers hired within the Participating district should be at sites that allow the Intern teacher to acquire at least 200 hours of early field experiences that included guided observations and initial teaching (e.g., co-planning, and co-teaching, or guided teaching) in the general education and special education settings. (*CTC SPED Program Standard 3A.12*)
  7. Intern Teachers hired within the Participating district must complete all employment paperwork and processes, and be fingerprinted by the employing district in order to participate in the YSCTC Intern program.
  8. Superintendent or designee coordinator/administrator maintains a position on the Intern Advisory Committee for program networking, implementation, compliance, evaluation and to disseminate information to all participants and district stakeholders.
  9. Select and assign a Support Provider to each Intern Teacher according to Intern Program Standards, which requires each Support Provider to:
    - i. Hold a valid corresponding Clear or Life credential in the content area they are supporting
    - ii. Possess EL authorization if responsible for providing EL support
    - iii. Have at least 3 years of successful teaching experience
    - iv. demonstrate exemplary teaching practices as determined by the employer and the YSCTC Intern Program (*CTC SPED Program Standard 3D.2*)
  10. Ensure that all site administrators with Support Provider(s) and/or Intern Teacher(s) on staff have been informed about the YSCTC Teacher Intern program processes and materials, and stay current with changing program requirements
  11. Ensure that the site where the Intern teacher is employed has a fully qualified site administrator. (*CTC SPED Program Standard 3C.4*)
  12. Respond to requests for evaluation data as requested by the CCTC and the YSCTC Intern Program, including survey completion, demographic and/or retention data.
  13. Intern teaching assignments must enable the Intern Teacher to attend YSCTC classes on time and complete the requirements of the YSCTC Intern Program.
    - i. 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 and/or provide early release to the Intern Teacher.
  14. Provide release time necessary for the Support Provider to conduct observations if needed.
  15. Provide Intern Teacher release time necessary for observation of colleagues, reflection, and professional development activities as part of the required support/mentoring .
  16. Provide Support Provider release time from adjunct duties to attend 10 hours of Support Provider mentor training as required by the Intern program (for the Support Provider's first and second years) if necessary.
  17. Allow, after parent/guardian permission is granted, the YSCTC Field Supervisor to observe Education Specialist Intern candidates during an IEP meeting, or failing that, to debrief with a participating district administrator who was present at a recent IEP meeting conducted by the Intern Teacher.

18. Recognize that an Intern teacher can only be enrolled into the Intern program once they have met all intern eligibility requirements, including passing exams for teacher licensure.
19. Recognize the credits earned by the intern teacher in the Program to the same extent as credits earned in a college or university for the purpose of employment salary and/or other benefits.
20. Recognize that an intern credential ceases to be valid when YSCTC's program terminates an intern teacher for failing to fulfill the completion requirements of the YSCTC Intern program, including timely payment of tuition. The participating district will take appropriate action with regard to the intern-teacher's position as a teacher of record.
21. Recognize that the Intern Teacher cannot be recommended by the YSCTC Intern program to the CTC for a Preliminary credential, until the Intern teacher has met and passed all program requirements, including exams for teacher licensure.
22. Notify the YSCTC Intern Program as soon as possible if an Intern Teacher placement may be terminated or modified.

#### **Responsibilities – Fiscal**

##### **A. Yolo-Solano Center for Teacher Credentialing Intern Program with the Davis Joint Unified School District as LEA agrees to the following:**

1. Assume overall fiscal responsibility for the administration of Intern funds and documentation required by the CCTC.
2. Develop and maintain a balanced budget that reflects program priorities and implementation of the approved Intern plan.
3. Establish a sufficient reserve to ensure the program is financially stable.

##### **B. The Participating District agrees to the following:**

1. Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities.
2. Determine the terms of employment for the Support Provider and additional personnel. It is at the discretion of the Participating District to determine the Support Provider and/or additional personnel stipend amount for supporting an Intern Teacher. The stipend is the responsibility of the **Participating District**.
3. Process Support Provider and other payments in a timely way based upon approved MOUs and other budget documents.

#### **Confidentiality**

Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

#### **Indemnification**

Insofar as permitted by law, Davis Joint Unified School District, as LEA for the Yolo-Solano Center for Teacher Credentialing Teacher Intern Program, shall assume the defense and hold harmless the Participating District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of Davis Joint Unified School District, its officers, agents or employees, arising out of its performance under the terms of this agreement.

Insofar as permitted by law, the **Participating District** shall assume the defense and hold harmless the Davis Joint Unified School District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of the Participating District, its officers, agents or employees, arising out of their performance under the terms of this agreement.

**Compliance with Applicable Laws**

This Memorandum of Understanding shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable.

**Other Conditions**

Any and all products developed by Yolo-Solano Center for Teacher Credentialing Intern Program are the exclusive property of the Yolo-Solano Yolo-Solano Center for Teacher Credentialing Intern Program. Schools, districts, their employees, staff and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the written permission of the Yolo-Solano Center for Teacher Credentialing Teacher Intern Program.

Signature: 

Name: Kelly Burks

Title: Assistant Superintendent of Business Services

Vacaville Unified School District

District

Date: 6/23/2020

Signature:

Name:

Title: \_\_\_\_\_

*Davis Joint Unified School District*

Date: