

**EDUCATIONAL AFFILIATION AGREEMENT**

This agreement (“Agreement”) is between the Trustees of the California State University, on behalf of California State University Long Beach (“CSU” or “University”), and Nevada Joint Union High School District (“District”) (When an individual school is entering into this Agreement, any reference to “District” shall have the same meaning as “School” throughout.)

University’s College of Education offers degree programs in a wide variety of academic disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. For this Agreement, District shall provide access to University students for practical fieldwork experience pursuant to the terms of this agreement and serve as a learning site offering facilities, resources and supervision to students. In consideration the mutual promises and conditions set forth below, the University and the District (“Party or Parties”) agree as follows:

- I. **EDUCATIONAL PROGRAMS** – The following College of Education programs are included in this Agreement and are governed by the corresponding Exhibits, incorporated as if fully stated herein:
  - Exhibit A – Early Fieldwork & Pre-Student Teaching (1 page)
  - Exhibit B – Basic Credential Programs (2 pages)
  - Exhibit C – Educational Administration (1 page)
  - Exhibit D – School Counseling (2 pages)
  - Exhibit E – School Psychology (1 page)
  - Exhibit F – Library Services Credential (1 page)

**II. GENERAL PROVISIONS**

- A. **Term of Agreement** - The term of this Agreement shall begin upon full execution and continue until 6-30-2022. Either Party may terminate this agreement upon thirty (30) days written notice. If either Party sends a Notice of Termination prior to the completion of an academic semester, all students performing services under this Agreement shall be allowed to continue their placement until the end of that academic semester.
- B. **Relationship of Parties** – District (including its employees and agents) shall act in an independent capacity and not as officers, employees or agents of CSU or University. Nothing in this Agreement shall be construed to constitute a partnership, joint venture or any other relationship other than that of independent contractors. University students performing internship work are learners, completing course requirements for academic credit towards a degree or certification, and are not employees or agents of University.
- C. **Legal Responsibility** – District shall be responsible for damages caused by the negligence of its officers, employees and agents. University shall be responsible for the damages caused by the negligence of its officers, employees and agents. The intent of this paragraph is to impose responsibility on each party for the negligence of its officers, employees and agents, consistent with California law.
- D. **Insurance** – Each Party to this agreement shall maintain General Liability Insurance (or a program of self-insurance), comprehensive or commercial form, with minimum limits of \$1,000,000 for each occurrence and \$2,000,000 general aggregate, and workers compensation coverage as required by law. University shall arrange for students to be covered by an insurance policy providing general and professional liability with limits of \$2,000,000 each occurrence and \$4,000,000 general aggregate. Students’ coverage includes educators’ errors & omissions coverage.
- E. **Confidential Student Information**- University student records shall remain confidential as required by the Family Educational Rights and Privacy Act (FERPA). Neither Party shall release any protected student information without written consent of the student, unless required to do so by law or as dictated by the terms of this Agreement.
- F. **Pre-Placement Clearances** – If University students will have more than limited contact with District’s students, University students shall be fingerprinted as required by the District pursuant to California Education Code §45125.1. All University students are required to obtain a CTC issued Certificate of Clearance, or similar clearance document, and possess a negative TB test result, dated within the last four years, prior to beginning any fieldwork in the District.
- G. **Orientation, Student Safety and Health Risks** – District shall provide an orientation of its site and all relevant policies and procedures to assigned students and University faculty. District shall inform the participating student of any potential health or safety risks associated with the location of their field placement.

- H. Acceptance, Termination & Nondiscrimination in Placements** - District has discretion regarding the number of placements it receives, and has the discretion to terminate the assignment of any University student at District if such student is failing to perform satisfactorily to District. District shall notify University in writing of its desire to terminate the placement of University student. University may withdraw a University student assigned to District for any academically related reason. Neither Party shall deny placement to any student on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor may they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age (over 40) or sex.
- I. Services Responsibility-** District retains professional and administrative responsibility for all services rendered at the District.
- J. Locations** – All locations under District’s management or control will be covered by the terms of this Agreement.
- K. Governing Law** – This agreement shall be construed in accordance with and governed by the laws of the State of California, except where superseded by federal law. All actions or proceedings arising in connection with this Agreement shall be subject to the exclusive jurisdiction of the state courts of the County of Los Angeles, State of California.
- L. Assignments** - This Agreement is not assignable in whole or in part.
- M. Endorsement** - Nothing contained in this Agreement shall be construed as conferring on any Party hereto any right to use the other Party’s name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore, nothing in this Agreement shall be construed as endorsement of any commercial product or service by University its officers or employees.
- N. Fair Labor Standards Act and Displacement of Organization Employees** – It is not the intention of this Agreement for students to perform services that would displace or replace regular employees of the District. Work performed by students is toward the completion of course/programs for their academic degree.
- O. Severability** - If any provision of this agreement is held invalid by any law, rule, order of regulation of any government, or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.
- P. Authority** - Each Party represents and warrants that the person(s) signing below on its behalf has the authority to enter into this Agreement and that this Agreement does not violate any of its existing agreements or obligations.
- Q. Entire Agreement** - This document contains the entire agreement and understanding of the Parties, and supersedes all prior agreements, arrangements, and understandings with respect to the subject matter of this document. No amendment, alternation or variation of the terms of the Agreement shall be valid unless made in writing and signed by the Parties hereto.

**District:**

Nevada Joint Union High School District

(please enter the complete legal name of the entity)

11645 Ridge Rd.

Street address

Grass Valley, CA 95945

City, State, Zip

530-273-3351

Phone Number

1stgermain@njuhisd.com

e-mail



District Signature

5/4/21

Date

Brett W. McFadden, Superintendent

Name and Title

**University:**

California State University, Long Beach  
 Attn: Procurement & Contractual Services  
 1250 Bellflower Blvd., BH-346  
 Long Beach, CA 90840-0123

(562)985-4296 FM-ContractServices@csulb.edu

University Authorized Signature

Date

Name and Title

**Exhibit A**  
**EARLY FIELDWORK and PRE-STUDENT TEACHING**

District agrees to provide Early Fieldwork and Pre-Student Teaching experiences for students enrolled in University programs to prepare education professionals.

"Early Fieldwork" as used in this Exhibit means participation in one or more of a variety of professional preparation activities, consisting mainly of student observation, typically as a course requirement, under the direct supervision of employees of District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers or other educational professionals in the schools or classes in which the fieldwork experience is provided.

"Pre-Student Teaching" as used in this Exhibit means participation in one or more of a variety of professional preparation activities, consisting of student observation, small group teaching and one-on-one teaching., under the direct supervision of employees of District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers or other educational professionals in the schools or classes in which the fieldwork experience is provided. Typically, pre-student teaching activities are a methods/pedagogy course requirement.

1. **Scope of fieldwork training:** District shall provide to University students educational experiences through Early Fieldwork and Pre-Student Teaching placements in schools and classes of District. Such professional experiences shall be provided in such schools or classes of District and under the direct supervision and instruction of District employees.
2. **Compensation:** There is no compensation by University for the services for District professionals overseeing Early Fieldwork or Pre-Student Teaching assignments.
3. **Assignment:** The assignment of a University student for Early Fieldwork and Pre-Student Teaching placements in schools or classes of District shall be at the discretion of University, with the Agreement of the supervising classroom teacher, educational professional, and/or site principal. Length and specific activities of assignments will vary depending on the requirements of University's class.

**Exhibit B**  
**BASIC CREDENTIAL PROGRAMS: STUDENT TEACHING**

District agrees to provide single subject, multiple subject, and education specialist student teaching experience through practice teaching to students enrolled in teacher training curricula of University.

Any honorarium or payment provided herein is intended to be transmitted promptly by District to its "Master Teacher" as compensation for and recognition of services performed for the student teacher in the supervisory teacher's charge;

1. **Scope of Services:** District shall provide to University students teaching experience through practice teaching in schools and classes of District not to exceed the units of practice teaching set forth in these Special Provisions. Such practice teaching shall be provided in such schools or classes of District and under the direct supervision and instruction District employees.

"Practice Teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. **Rates:** Contingent upon the availability of funds each semester, University may pay District for the performance by District Master Teacher for all services required to be performed under this Exhibit at the rates set forth below for each semester unit of Practice Teaching. District shall be notified not less than 60-days prior to the semester if a change in the compensation rate is to be made due to the availability of funds.

If payment is made by University, the RATE AND AMOUNT will be \$20.00 per semester unit the student is enrolled in for the Practice Teaching experience.

3. **Assignment:** An assignment of a University student to Practice Teaching in schools or classes of District shall be at the discretion of University. An assignment is typically for approximately fifteen (15) to twenty (20) weeks, but the length of an assignment can vary depending on the program and student.

The assignment of a University student to Practice Teaching at District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of District the assignment card or other document given the student by University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a University student to Practice Teaching is terminated by University for any reason, District shall receive payment on account of such student except that if such assignment is terminated before the end of the eighth week of the term of the assignment, District shall receive payment for an assignment for eight (8) weeks only. If a University student is assigned to another teacher of District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned Practice Teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by District.

**Videoring in Classrooms-** As part of the California Teaching Performance Assessment (CalTPA) required by the California Commission on Teacher Credentialing (CTC), student teacher candidates are required to video-record instructional activities in the classroom demonstrating skills in the instructional practice of planning, teaching and assessing. Student Teaching Candidates will have the opportunity to complete this assignment at

the fieldwork placement site.

4. **Payment:** Contingent upon funds being available to University, and written notification of availability of funds to District, District, within 45 days following the close of each semester or quarter of University, shall submit an invoice and stipend report to University for payment at the rate provided herein for all units of practice teaching provided by District under and in accordance with this agreement during said semester or quarter. A Master Teacher Stipend Report shall be executed by a duly authorized representative of District certifying that District expended or became obligated to expend in providing such Practice Teaching an amount not less than the amount of the invoice. University can provide a sample stipend report upon request.

University will pay the amount of such invoice from monies made available for such purpose by or pursuant to the laws of the State. Notwithstanding any other provisions of this agreement, University shall not be obligated by this agreement to pay District any amount in excess of the total sum set forth in this Exhibit.

### HONORARIUM BILLING PROCEDURES

1. University should be billed after the completion of each semester. The invoice must show actual number of semester units billed, and the number of student teacher semester (students per semester). **Direct invoices to the Office of Clinical Practice. It is imperative that the "Office of Clinical Practice" be included on the mailing address to avoid any delays in invoice processing.**

California State University Long Beach  
College of Education  
ATTN: Office of Clinical Practice  
1250 Bellflower Blvd.  
Long Beach, CA 90840-2201

2. The required Master Teacher Stipend Report approved by an authorized official is to be sent with the invoice to University Accounts Payable.
3. There is no direct transaction between University and District's Master Teachers. The contractual arrangement is between University and District.

**Exhibit C**  
**EDUCATIONAL ADMINISTRATION PROGRAM**

District agrees to provide access to students in the Educational Administration Program within University's College of Education Department of Educational Leadership

**RESPONSIBILITIES OF UNIVERSITY**

University shall:

1. Designate a faculty member to coordinate with a designee of District.
2. Complete periodic evaluations of the student regarding their performance at District.
3. Require the student to participate in the fieldwork placement for the duration of the academic semester or school year, unless there is cause for removal.

**RESPONSIBILITIES OF STUDENTS**

The assigned Student will:

1. Conform to the administrative policies, standards and practices of District and to the ethical and legal standards of the profession.
2. Identify himself/herself to the public as a student in the Educational Administration Program who is completing fieldwork at District.
3. Will set times, locations and responsibilities for the fieldwork experience in collaboration with the supervising school administrator at District and University's faculty member.
4. Plan activities in each area required by the Educational Administration Program, in collaboration with the supervising school administrator at District and University faculty member,
5. Provide the supervising school administrator at District with a copy of the Program's expectations for the fieldwork experience.
6. Notify District of illness, accident, or any other situation which does not allow the student to meet the prearranged program at District.
7. Inform University of any changes to the on-site schedule.

**RESPONSIBILITIES OF DISTRICT**

District shall:

1. Provide opportunities for the student to develop professional competencies in a broad and diverse role. Opportunities will encompass a range of experiences in programs and populations, including but not limited to regular education, special education, bilingual education, English learners, age, disabilities, cultures leading to development of professional competence in the California Administrator performance Expectations (CAPE's),
2. Designate one school administrator who possesses a clear CA credential in school administration to serve as the primary supervisor.
3. Require the designated supervisor to serve as a model school administrator engaging in broad and diverse service delivery.
4. Complete periodic evaluations of the students' performance.
5. Provide ongoing supervision of all University student activities in the fieldwork experience.

Exhibit D  
**SCHOOL COUNSELING PROGRAM**

District agrees to provide supervised field experience for candidates in the School Counseling Program in the Department of Advanced Studies in Education and Counseling at University.

**RESPONSIBILITIES OF UNIVERSITY**

University shall

1. Designate a faculty member to coordinate with a designee of District.
2. Complete periodic evaluations of the candidate regarding his/her performance at District, or when a site visit is precluded by distance, by arrangement between University faculty member and District's designee.
3. Require the candidate will participate in the fieldwork placement for the agreed upon time period, unless there is cause for removal.

**RESPONSIBILITIES OF THE STUDENT CANDIDATE DURING FIELDWORK**

The student candidate will:

1. Conform to the administrative policies, standards and practices of District, and to the ethical and legal standards of the profession.
2. Identify himself/herself to the public as a candidate in University's School Counseling Program.
3. Set times, location and responsibilities of the fieldwork experience, in collaboration with District's supervising school counselor and University's faculty member,
4. Plan activities in each area included in the School Counseling Program Standards, in collaboration with District's supervising school counselor and University's faculty member,
5. Provide the supervising school counselor at District with a copy of the Program's articulated mission and expectations for the fieldwork experience.
6. Obtain a written evaluation of his/her performance from District's supervising school counselor at least once each semester and will submit that written evaluation according to the schedule established by University's faculty member. This written evaluation is required prior to posting a grade for the fieldwork course.
7. Notify District of illness, accident, or any other situation that does not allow the candidate to fulfill the prearranged program at District.

**RESPONSIBILITIES OF DISTRICT**

District shall:

1. Provide opportunities for the candidate to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, research, and in-service.
2. Provide opportunities for the candidate to develop professional competencies with a broad range of programs and populations, including but not limited to: regular education, special education, bilingual education, age, disabilities, cultures, sexual orientation.
3. Designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. After the first few months, the candidate may also work with other experienced school counselors for specific activities.
4. Require the designated supervisor will serve as a model school counselor engaging in broad and diverse service

delivery.

5. Agree that the designated fieldwork supervisor is subject to the approval of University.
6. Evaluate candidate competencies, oversee all candidate professional activities at District, and provide guidance throughout the candidate's professional growth and development.
7. Complete periodic evaluations of the candidate's performance with written reports of that evaluation near the end of each university semester.
8. Not allow or require the workload of the student candidate to exceed fifty (50) percent of what a credentialed school counselor would work. Student candidates may serve one or two schools with a total candidate-to-student ratio of no greater than approximately 1:1,000. Any deviation from this should be made by agreement between District's supervisor or administrator and University's supervisor.
9. Provide the candidate with opportunities to video-record selected counseling activities for the purpose of supervision assessment provided that all parties to be recorded have separately consented to such a recording.



**Exhibit E**  
**SCHOOL PSYCHOLOGY PROGRAM**

District agrees to provide supervised field experience for graduate student interns in the School Psychology Program in the Department of Advanced Studies in Education and Counseling at University.

**RESPONSIBILITIES OF UNIVERSITY**

University shall:

1. Designate in writing a faculty member to coordinate with a designee of District.

**RESPONSIBILITIES OF DISTRICT**

District shall:

1. Provide opportunities in a broad range of programs and populations, including but not limited to: general education, special education, bilingual education, age, disabilities, cultures, ethnicities, language proficiencies, and socioeconomic status allowing the intern to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, and research.
2. Accept no more interns or graduate students from University than District staff, space, and program permit; and except in pre-negotiated circumstances, any one supervisor will provide concurrent supervision for no more than two interns or students.
3. Assure that the intern will be free to participate in University seminars regarding internship and will be able to spend at least one day (or 20% of time) each week to pursue individual professional goals and development.
4. Designate one school psychologist who has at least two years experience in school psychology to serve as the primary supervisor. After the first few months, the intern may also work with other experienced school psychologists for specific activities.
5. Evaluate intern competencies, oversee all intern professional activities at District, and provide guidance throughout the intern's professional growth and development. All psychological or psychoeducational evaluation reports must be co-signed by the supervising credentialed school psychologist throughout the internship year.
6. Complete periodic written evaluations of the intern's performance with written reports of that evaluation near the end of each semester.
7. Assures that the intern will receive face-to-face supervision for a minimum of two hours a week, although as many as four hours a week may be needed, especially at the beginning of the internship experience.
8. Assure that the workload of the intern will not exceed seventy-five (75) percent of what a credentialed school psychologist would work; interns may serve one or two schools with a total intern/student ratio of no greater than approximately 1:1,000. It is presumed that all interns will maintain their assigned school placement(s) for the full academic school year. Any deviation from this should be made by cooperative agreement between District's supervisor or administrator and University's supervisor.
9. Assure that the intern will devote at least twenty (20) percent but not more than forty (40) percent of his or her time to psychoeducational evaluations and direct related services.

**EXHIBIT F**  
**TEACHER LIBRARIAN SERVICES CREDENTIAL FIELDWORK**

District agrees to provide library media experiences through to students enrolled in library media teacher services credential curricula at University.

“Field Experience” as used in this Exhibit active participation in the duties and functions of teacher Librarians under the direct supervision and instruction of employees of District holding current valid Teacher Librarian Services Credential issued by the State Commission on Teacher Credentialing, authorizing them to serve as teacher Librarians in the schools in which the field experiences are provided. The employee must also be experienced in library media programs; model professional involvement in library media organizations.

1. District shall provide to University students library media experiences through Field Experiences in school libraries of District, under the direct, supervision and instruction of employees of District.
2. A semester unit of field experiences for elementary and secondary schools is 90 hours of library media teacher work, with the understanding that University students shall have 45 hours of Field Experience at each site.
3. The supervising Teacher Librarian shall communicate with University’s coordinator regularly in terms of providing formative assessment of the student’s work. District’s supervising Teacher Librarian shall submit a written summative evaluation of University students to University’s coordinator to verify that University students have completed the 45 required hours of Field Experiences at District’s school library.
4. University shall provide a faculty member to oversee the Field Experience. The faculty member shall meet with District’s supervising teacher Librarian and University student to plan the Field Experience and supervise the implementation.

**California State University, Long Beach  
District-University Internship Agreement (MOU)  
Multiple Subject Intern Program  
Single Subject Intern Program  
Education Specialist Intern Program**

This document establishes a formal Internship Program Agreement between the initial credential programs listed above and NJVHSD (Employer/District), to be effective on the date it is signed. It will remain effective until terminated.

**Rationale**

The District has a broad recruitment program to locate highly qualified certificated employees. Due to the shortage of certificated teachers in some areas, it is necessary to employ non-certificated personnel. The Internship Program offers a way for the District and the Commission-approved credential programs to collaboratively identify, prepare, and support candidates for the Intern positions in these areas of shortage. The teachers' bargaining associate recognizes the need for an Internship Program and agrees to the District offering Intern positions to suitable candidates in areas of need.

**Basic Agreement**

1. An intern credential can be authorized by the Commission on Teacher Credentialing (CTC) for up to two years. During that time the Intern completes all credential program requirements. Internships are considered on a case by case basis. This agreement specifically authorizes internships for CSU Long Beach Multiple Subject, Single Subject, and Education Specialist Credential Programs in NJVHSD (Employer/District).

2. Each of the credential programs reserves the right of approval for any Intern candidate based on the program's capacity to provide university supervision and support at the school where the Intern is assigned. The programs also reserve the right to withhold approval of an Internship for a candidate who has not demonstrated readiness for full-time teacher of record responsibilities or for admission to the credential program.

3. An Intern is authorized to assume the functions authorized by the credential. The Intern's services meet the instructional needs of the Employer/District. The Intern does not displace other certificated employees, and this Agreement meets with the Employer/District's specifications with certificated employees as affirmed below by signatures of both the Employer's/District's authorized representative and of the certificated bargaining unit's authorized representative.

**Shared Responsibilities Between CSULB College of Education and NJVHSD**  
The Employer/District and CSULB's Intern Programs are equally responsible for assuring the following occur.

1. Identify the individual(s) and roles/responsibilities related to:
  - a. Weekly course planning;
  - b. Coaching within the classroom;
  - c. Problem-solving regarding students;
  - d. Curriculum;
  - e. Teaching;
  
2. Establish the process for communication between the principal/evaluator and the Intern program supervisor;

3. Clearly define the documentation and monitoring processes for additional services to interns who have not yet earned the English Language Authorization (ELA).
4. Each party shall maintain commercial general liability or a program of self-insurance with limits of not less than \$1 million per occurrence or \$1 million aggregate. Should Facility require proof of professional liability insurance coverage, the participating student is responsible to obtain such proof from the University's Office of Risk Management. University does not provide medical malpractice insurance coverage for students participating in non-allied health/non-therapeutic field placements.

### **Responsibilities of the Employer/District**

1. The Employer/District provides the Intern with a full-time teaching position in the subject in which the Intern is working toward the credential.
2. The Employer/District agrees to comply with the "Preconditions Established by State Law for Internship Programs" and the "Preconditions Established by the Commission for Internship Programs" published by the CA Commission on Teacher Credentialing (Appendix A).
3. The Employer/District agrees that Interns must meet credential program entry and exit standards.
4. The Employer/District is responsible for ensuring that the Intern they have hired is adequately supported. In particular, they will provide:
  - a. A clearly defined description of qualifications for the Employer-provided mentor, including at a minimum:
    - i. Valid corresponding Clear or Life Credential;
    - ii. 3 years successful teaching experience;
    - iii. EL Authorization (if responsible for providing EL support to the Intern)
  - b. Sufficient resources 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;
  - c. Terms of employment, including evaluation process of site-support (such as a contracted retiree, or a current school employee).
5. In cases where the Intern has not yet earned English Learner Authorization (ELA), the Employer/District will identify an individual (may be the same mentor providing she/he has an EL authorization and is immediately available) 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.
6. Provide opportunities each semester for the Intern to observe teaching practices in different settings.

### **Responsibilities of the CSULB Intern Program (Multiple Subject, Single Subject, or Education Specialist)**

1. The Program provides university-based professional preparation consistent with the standards and experiences applied to the regular credential program in compliance with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.
2. The Program is responsible for ensuring that the Intern in their Program is supervised and there is adequate support. The Program assigns a Program Supervisor to the Intern. The Supervisor provides support, coaching and assessment of the Intern, for which the Program covers the costs.
3. Related to the Program Supervisor, the Program will provide:
  - a. A clearly defined description of qualification for the Program Supervisor

including:

- i. Current knowledge in the content they teach;
  - ii. Certification in the area in which they are supervising, including EL certification if applicable.
  - iii. Understanding of the context of public schooling;
  - iv. Ability to model best professional practices in teaching and learning, scholarship and service;
  - v. Knowledge about diverse abilities, and about cultural, language, ethnic, and gender diversity;
  - vi. A thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- b. Support/Mentor training and orientation for Program Supervisors;
  - c. Specific responsibilities of the Program Supervisor including allocation of time and frequency of observations and/or coaching;
  - d. Procedures for communication between the Program Supervisor and on-site Support/Mentor as appropriate.
4. In cases where the Intern has not yet earned English Learner Authorization (ELA), the Program will provide supervision including in---classroom coaching specific to the needs of learners.

**Authorization**

The signatures below authorize the Program and Employer/District to participate as partners in the California State University, Long Beach Intern Program (Multiple Subject, Single Subject, and/or Education Specialist).

 SUPERINTENDENT 5/4/21  
Signature of Employer/District Representative (Title, Date)

\_\_\_\_\_  
Signature of Bargaining Agent Representative (Title, Date). (If applicable)

 5/13/2021  
\_\_\_\_\_  
Signature of Ed Rep, Assoc. Dean OR Credential Center Assistant Director (Date)

\_\_\_\_\_  
Signature of CSULB Contracts Manager (Date)

Appendix A  
CTC Preconditions for Internship Programs

**(1) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 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. Reference: Education Code Section 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 specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

(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 in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

Internship Program 2 Preconditions

(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.

Reference: Education Code Section 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. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 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. Reference: Education Code Sections 44321 and 44452.

**(8) Early Program Completion Option.** (Does not apply to an Education Specialist intern program) 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 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. (Reference: Education Code Section 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. Reference: Education Code Section 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. Reference: Education Code Section 44325 (c) (4).