CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

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 _Vista Charter Public Schools_ (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 Vista Charter Public Schools (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 Vista Charter Public Schools 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).

Don Wilson — Superintendent, Vista Charter Public Schools, April 29th, 2021

Signature of Employer/District Representative (Title, Date)

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

Kit Van Wyk — Assistant Director, Credential Center — 4/30/2021

Signature of CSULB College of Ed Rep, Assoc. Dean OR Credential Center Assistant Director (Date)

Timothy A. Vink
Digitally signed by Timothy A. Vink
DN: cn=Timothy A. Vink, o=California State University Long Beach, ou=Contracts Manager - Financial Management, email=timothy.vink@CSULB.edu, c=US
Date: 2021.05.04 10:50:18 -07'00'

Signature of CSULB Contracts Manager (Date)

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.

(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).