

AGREEMENT

Dept. of Teacher Education Multiple & Single Subject Intern Programs

between

SAN JOSÉ STATE UNIVERSITY and REDWOOD CITY SCHOOL DISTRICT

This Agreement is entered into by and between the Trustees of the California State University on behalf of San José State University (the “University” or “SJSU”), and [Redwood City School District](#) (the “District”), and is effective as of [Enter Date](#) (the “Effective Date”).

RECITALS

1. The California Commission on Teacher Credentialing (the “Commission” or “CCTC”) sets standards for educator preparation for the public schools of California and the licensing and credentialing of professional educators in the State of California.
2. San José State University operates a Commission-approved and accredited teacher preparation program that satisfies Education Code section 44373(c). The University’s Department of Education offers a Multiple Subject Credential Intern Program.
3. [Redwood City School District](#), (the “District”), a “public school employer” within Commission guidelines, is a public school district operating in California. The District occasionally serves as an employing agency that elects to employ certain individuals with an Intern credential.
4. Internships allow an individual to complete the preparation program while employed in a public school setting and holding a Commission issued Intern credential. Intern programs are a partnership between the Commission approved program sponsor and the California employing agency. The supervision and support of the intern is a joint responsibility between the Commission-approved program and the employer. Both are equally responsible for assuring that the individual teaching on an Intern credential have received the required support and supervision. This Agreement formally establishes a relationship between the parties who pledge to coordinate their work, allocate resources appropriately, and share responsibility with each other to meet Commission preparation standards.

The University and the District agree as follows:

1. SHARED RESPONSIBILITIES

Both University and District are equally responsible for assuring the following occur:

- A. Collaborate to ensure the candidate has satisfied pre-intern coursework and prior teaching experience requirements (see 2.B. below) prior to the hiring of an intern. The District and University should also concur to ensure that the intern can satisfy university field experience requirements in the proposed intern position prior to the hiring of an intern.

- B. Counsel the intern and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the Intern credential. University, the District and the intern shall concur on the program planned. Both are responsible for the timely and proper progress of the plan. The plan shall include completion of the California Teacher Performance Assessment (CalTPA) and obtaining videotaping permission slips from the intern's students for the CalTPA.
- C. Identify the individual(s) and the roles/responsibility related to:
 - a. Weekly course planning
 - b. Coaching within the classroom
 - c. Problem-solving regarding students
 - d. Curriculum, and
 - e. Teaching
- D. Establish the process for communication between the principal or evaluator, or other District designee and the University Advisor.
- E. Implement a professional development plan for interns (see Appendix A).
- F. Provide each intern a minimum of one hundred forty-four (144) hours of support/mentoring and supervision per school year including coaching, modeling and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. An additional 45 hours of support/mentoring specific to the needs of English Learners.

The minimum support/mentoring and supervision provided to an intern who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of instructional weeks remaining in the school year.
- G. Provide content specific coaching.
- H. The University and District certify that interns do not displace certificated employees in the District.

2. UNIVERSITY'S RESPONSIBILITIES

- A. University is responsible for ensuring that the intern in their program is supervised and there is adequate support from a university supervisor.
- B. Provide candidate with a minimum one hundred twenty (120)-hour preservice component that develops requisite knowledge and skills prior to entering the classroom in a sustained, intensive and classroom-focused manner. This preservice component must be completed prior to issuance of an initial intern teaching credential. University will also verify that candidate has demonstrated previous successful lead-teaching (either through completion of phase I student teaching or documentation from a previous teaching position).
- C. The SJSU Multiple and Single Subject Intern Programs are responsible for ensuring that the intern in their program meets CTC Intern Support and Supervision Requirements (including support/mentoring specific to the needs of English Learners) and agrees to the following:

- a. Ensuring that each Intern shall have passed the California Educational Basic Skill Test (CBEST), demonstrated subject matter competency, and completed the US Constitution requirement prior to assuming Intern services or responsibilities.
- D. Upon employment, the Intern will be assigned a University Supervisor. University faculty in charge of field supervision of interns have received targeted professional development including supervision responsibilities, adult learning theory, cognitive coaching, academic language development, the new ELD standards, and English language acquisition. The University Supervisor will:
- a. Remains current in the knowledge and skills for candidate supervision and program expectations including the CTC TPEs adopted in 2016.
 - b. Makes regular visits to the Intern's classroom (at least 6 per semester) and/or receives video observations (no more than 2), offering formative feedback and assistance, with special attention to areas of growth identified in conjunction with the candidate and the site coach.
 - c. Provides summative evaluations at the end of each semester. Should an intern exhibit dispositions contrary to the program's goals and mission, and/or fail to demonstrate competence in teaching according the CA Teacher Performance Expectations, the supervisor will put the intern on an improvement plan. If sufficient progress is not made toward the goals of the improvement plan by stated deadlines, the intern may be required to exit the intern program.
- E. Review and monitor the documentation of the qualifications of the Site Coach. The Site Coach must have a minimum of 10 hours of professional development in mentoring new teachers and must receive information/training on the CTC TPEs adopted in 2016.
- F. Provide training seminars each semester for University Supervisors and Site Coach.

3. DISTRICT'S RESPONSIBILITIES

- A. District is responsible for ensuring that the intern that they have hired is supported by an administrator holding at least a preliminary administrative credential and there is adequate supervision from an on-site support provider (the "Site Coach"). Hours of support and supervision provided by the school site/district must average 5 hours per week.
- B. Clearly articulate terms of employment, including evaluation process and site-support. For evaluation purposes, the Site Coach will complete a mid-year and end-of-year SJSU Intern Summative Evaluation (to be provided to the University Supervisor).
- C. Identify a Site Coach for the intern that possesses at least 4 years of successful teaching experience, must be fully certified with a Life or Clear Multiple Subject Teaching Credential (for Multiple Subject Program) and Single Subject Credential in the intern's designated subject-area (for Single Subject Program) and must have a valid EL authorization. Designate at least one hour of protected weekly time for Intern to meet/ work with the Site Coach on planning, observation debriefing, and/or other instructionally related activities (see Appendix B).

- D. District shall be responsible for compensation and/or release time for the Site Coach for 10 periods of intern observation per semester.
- E. Ensures Interns receive additional support (including targeted support for working with English Learners) through activities listed in Part A of Appendix B: Activities and Support for Interns.
- F. Adheres to the provisions of the Intern Agreement Form (see Appendix C for Single Subject and Appendix D for Multiple Subject) to be signed upon employment by the district, intern, and Intern Program coordinator.
- G. Attend the Site Coach and/or University Supervisor meetings each semester.
- H. District ensures the following terms of employment:
 - a. Intern fulfills the classroom duties expected of a teacher at the school site: multiple subject Interns teaching in the required subject areas at the elementary level; Middle School Interns teaching in a CORE configuration; and Single Subject Interns teaching in their content-area specialization, not to exceed two different course preparations.
 - b. Intern does not assume any extra-curricular duties (examples: Literacy or Math Night Coordinator, club coordinator, yearbook advisor, head coach) during the initial semester, nor does the Intern teach an overload at any point in the program.
 - c. 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.
- I. District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District is familiar with and informed about the Centers for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time, the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the University of that fact.

4. STATUS OF UNIVERSITY AND DISTRICT

- A. The University represents and warrants that it is the State of California, acting in its higher education capacity, and has the legal capacity to enter into this Agreement.

- B. The District represents and warrants that it (1) has the legal authority to enter into this Agreement; and (2) has obtained all necessary approvals and rights required by applicable laws, rules and regulations necessary to enter into, and perform under, this Agreement.

5. INSURANCE

The District shall provide both general liability insurance and workers compensation insurance for any University students participating in the Program as employees of the District.

6. INDEMNIFICATION

- A. The District agrees to indemnify, defend, and hold harmless the University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney's fees arising out of or resulting from the District's negligence, or in proportion to the District's comparative fault.
- B. The University agrees to indemnify, defend, and hold harmless the District and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney's fees arising out of or resulting from the University's negligence, or in proportion to the University's comparative fault.

7. TERM AND TERMINATION

- A. This Agreement shall be effective as of the date first written above and shall remain in effect for five (5) years from the Effective Date (the "Initial Term"). This Agreement shall expire at the end of the Initial Term.
- B. This Agreement may be terminated at any time without penalty by written agreement or upon 30 days advance written notice by one party to the other, provided, however, that in no event shall termination take effect with respect to students then participating in the Program, until the students complete their training for the semester in which termination occurs.
- C. Should the district fail to adhere to the terms of this agreement, the intern will not be held to their employment contract with the district and will be released by the district from their employment contract if they choose not to continue in their current position.

8. GENERAL PROVISIONS

- A. Amendments. This Agreement may be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.
- B. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

- C. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
 - D. Entire Agreement. This Agreement, including any attached exhibits or agreements referenced in Sections I.A, is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
 - E. 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 or service, or any right to advertise, promote, or otherwise market any product or service without the prior written consent of the other party. Furthermore, nothing in this Agreement shall be construed as an endorsement of any commercial product or service by the University, its officers or employees.
 - F. Survival. Upon termination of this Contract for any reason, the terms, provisions, representations, and warranties contained in this Agreement shall survive expiration or earlier termination of this Agreement.
 - G. 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 the Agreement and any other provision not held to be invalid.
 - H. No Agency. Nothing herein shall be construed to create an agency relationship between the Parties.
 - I. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
9. Notices. Notices required under this Agreement shall be sent to the parties by one of the following means 1) mail, postage prepaid at the address below, or 2) electronic delivery to the email address below, which must include a return confirmation email from the recipient. Signatures delivered electronically shall have the same authority, effect and enforceable as original signatures:

TO UNIVERSITY:

San José State University
One Washington Square
San Jose, CA 95192-0078
Attn: Teacher Education Department
Email: teacher-education@sjsu.edu
Lurie College of Education

TO DISTRICT:

Redwood City School District
750 Bradford Street

Redwood City, CA, 94063

Attn: Patricia Perez
Director of Human Resources

OR

TO UNIVERSITY:
teacher-education@sjsu.edu

TO DISTRICT:
humanresources@rcsdk8.net

EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

SAN JOSÉ STATE UNIVERSITY
Strategic Sourcing - Contracts & Procurement Services

**REDWOOD CITY SCHOOL
DISTRICT**

By: _____

By: _____

Name/Title:

Name/Title: [Deputy Superintendent](#)

Appendix A

Intern Program/District Professional Development Plan

1. Each semester that candidates are active in the intern program, they have a formative (mid-semester) and summative (end-of-semester) evaluation conducted by the intern's university supervisor and on-site coach (i.e., peer mentor). Evaluators will use SJSU's evaluation forms which are based on the CCTE Teacher Performance Expectations.
2. Interns complete coursework and supervised field experiences appropriate to their tenure in the program. See [program sequence options](#).
3. As a pre-intern, candidates take coursework in child development and teaching methods (EDTE 224) and special education programs for pupils (including bilingual children) with mild and moderate disabilities (EDTE 294). Additional coursework during their first semester of service as an intern includes instruction in the integration of effective teaching methods for all students, including English learners and students with special needs.
4. During their first year of service, interns take a seminar (297B) each semester through the bilingual program that provides instruction in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching bilingual children with mild and moderate disabilities.

Note: Descriptions of courses can be found on the [SJSU Catalog website](#).

Appendix B: Activities and Support for Interns

Below, please find a list of activities used to support interns generally, and particularly in the area of targeted support for English Learners (indicated with an asterisk). Please also refer to our revised intern agreement form (Appendix B), signed by school site, intern and university before an internship credential application is submitted to the CTC.

A. Activities and support provided at the school site by administrators, coaches and colleagues

(*must average 5 hours per week)

- New Teacher Orientation and Start of Year Teacher Professional Development
- Grade Level or Department Meetings related to curriculum, planning, instruction and/or assessment
- Assistance with district-wide or school-wide benchmarking, where applicable
- Weekly meetings with site coach for reflection, goal-setting and review of progress
- Planning support, including co-planning with EL certified colleagues and/or site coach*
- Regular review of EL strategies, EL student work, and EL student progress*
- Review/discuss test results with colleagues (including ELPAC and standardized tests)*

B. Activities and support provided at the school site by university supervisors

- Semi-weekly visits from university supervisor for observation of teaching
- Regular meetings with university supervisor to debrief observations of teaching
- Regular feedback from university supervisor related to academic language and planned language production
- Regular review of EL strategies, EL student work, and EL student progress*
- Observation and formative feedback using *Protocol for Planned Language Production**
- Review/discuss test results with colleagues (ELPAC and standardized tests)*
- Email, phone, and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*

C. Activities and support provided at the university by faculty, supervisors and /or peers

- Development and/or refinement of a classroom management plan
- Development and refinement of learner map and long-range assessment plan
- Support in interpreting and contextualizing test score data (including ELPAC and other standardized tests)*
- Regular reflection on problem-solving, planning, curriculum and/or instruction*
- Development and refinement of a unit plan aligned to common core and ELD standards*
- Review of Academic Language Demands and Student Support of mini-unit*
- Reflection on EL student work and progress towards planned learning outcomes*

Appendix C: Single Subject Intern Agreement Form

Single Subject Credential Program San Jose State University

Name: (Last, first) _____ Date _____

Phone: (home or cell) _____ Student ID # _____

E-mail _____ Teaching Subject Area _____

County: _____ District: _____

School: _____ Principal: _____

Principal Email: _____ Effective date of hire _____

Guidelines and Provisions for Interns

I agree to abide by the following expectations for interns:

1. Intern fulfills the classroom duties expected of a teacher at the school site, teaching in the subject area in which he or she will be credentialed, with no more than two (2) course preparations each semester.
2. Intern does not assume any extra-curricular duties (examples: yearbook advisor, head coach) during the initial year, nor does the Intern teach an overload at any point in the program.
3. Intern is assigned a site coach by the school who is not in an administrative/evaluative position. The school ensures that this coach has no less than 4 years of teaching experience and a valid Clear Credential with EL authorization in the same subject area as the intern.
4. Intern meets weekly with the site coach. Intern and Coach jointly complete a collaborative log (which specifies goals for each), review student work, and discuss EL strategies and EL student progress. Intern will submit a copy of the collaborative log once a month to the SJSU Intern Coordinator as verification of support.
5. Intern meets with colleagues in the department (and/or site coach) to co-plan lessons, units and/or assessments, discuss district curriculum or benchmarks, and review standardized test data for students in the intern's classroom.
6. Intern meets regularly with SJSU Supervisor to review progress, discuss challenges, and work to align teaching practice with CA Teacher Performance Expectations and CA Standards for the Teaching Profession.
7. Intern completes all Single Subject Credential Program requirements and remains in good standing throughout program. Intern understands that upon program completion, intern can no longer teach on intern credential and must apply for preliminary credential in a timely manner.
8. Intern completes all additional CTC/Internship Program requirements (such as CTC surveys, logging of support/supervision hours) as requested.

Applicant Signature

Date

School District Personnel/Human Resources Director

I hereby verify that _____ intends to employ this applicant as an

Name of School District

Intern teacher beginning _____ provided that all authorizations are complete. I have read the *Guidelines and provisions for Interns*, above, and attest that these guidelines and provisions will be maintained for as long as the applicant is employed by this district.

Print Name

Signature

Date

.....

Program Coordinator Approval of Applicant for Internship Program

Signature (Single Subject Intern Coordinator)

Date

Appendix D: Multiple Subject Intern Agreement Form

Single Subject Credential Program San Jose State University

Name: (Last, first)

_____ Date _____

Phone: (home or cell) _____ Student ID

E-mail _____ Grade Level

County: _____ District: _____

School: _____ Principal:

Principal Email: _____ Effective date of hire _____



Guidelines and Provisions for the Support of Interns

I agree to abide by the following expectations for interns:

1. Intern fulfills the classroom duties expected of a teacher at the school, teaching subjects appropriate to a Multiple Subject Teaching Credential.
 2. Intern attends District New Teacher Orientations and appropriate staff development sessions that do not conflict with SJSU required courses.
 3. Intern does not assume any extra-curricular duties (examples: Literacy or math night, yearbook advisor, club coordinator).
 4. Intern is assigned a site coach by the school. The school ensures that this coach has no less than 4 years of teaching experience and a valid Clear Multiple Subject Credential with EL authorization. The site coach meets weekly with the intern.
 5. Weekly meetings between the Intern and School Site Coach (and/or grade level colleagues) include co-planning lessons, units and/or assessments; discussing district curriculum, benchmarks, and standardized test data for students in the intern's classroom; and EL strategies and progress. The Intern completes a log sheet detailing time and topics.
 6. Intern meets regularly with SJSU Supervisor to review progress, discuss challenges, and work to align teaching practice with California Standards for the Teaching Profession.
1. Intern completes all Multiple Subject Credential Program requirements and remains in good standing throughout program.
 2. Intern completes all additional CTC/Internship Program requirements (such as CTC surveys, logging of support/supervision hours) as requested.
 3. Intern observes several lessons in a variety of classrooms.

Intern Applicant Signature

Date



School District Personnel/Human Resources Director

I hereby verify that (Name of School District) _____ intends to employ this applicant as an Intern teacher beginning (Date) _____ provided that all authorizations are complete. I have read the *Guidelines and Provisions for the Support of Interns*, above, and attest that these guidelines and provisions will be maintained for as long as the applicant is employed by this district as an intern.

Print Name

Signature

Date

SJSU Intern Program Coordinator Approval of Applicant for Internship Program

Print Name

Signature

Date