

**Provisional Institutional Approval Proposal**

**Teacher Induction Program**

**Stage III – Preconditions**

Final Revision 6-1-21

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Rancho Cordova, CA 95742

**Folsom Cordova Unified School District  
Initial Institutional Approval Proposal Preconditions**

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## Initial Program Preconditions

<p><b>(1) Demonstration of Need.</b></p> <p><b>To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on a less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.</b></p>	<p>Folsom Cordova Unified School District seeks approval of its own Teacher Induction Program in order to best meet the needs of new teacher hires and growth in the district; thereby, meeting the needs of our diverse student population. FCUSD is part of the Sacramento County Office of Education Teacher Induction Consortium. FCUSD has enjoyed this partnership with SCOE for around 30 years.</p> <p>The FCUSD Teacher Induction Program, under the supervision and direction of the SCOE Teacher Induction Consortium, is a professional learning experience that incorporates a purposeful, logically sequenced structure of extended preparation and professional learning opportunities critical to meeting the needs of all TK-12 students in the development and retention of quality teachers. The FCUSD Teacher Induction Program provides its teachers who hold preliminary credentials a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. An early completion option is available for eligible candidates.</p> <p>The FCUSD Teacher Induction Program, will provide a no charge Induction Program to the district's permanent employees, offer an Induction Program that effectively maximizes the teachers' time, and will provide professional development based on the Teacher Induction Program Standards and FCUSD educational initiatives which fulfills the requirements for the California Clear Multiple, Single Subject and Education Specialist Credentials.</p> <p>Across the State of California, the Sacramento Valley and the FCUSD service areas have seen an increase in the demand for qualified teachers as illustrated in the <a href="#">Statewide Snapshot State of California Data</a></p>
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[Chart](#). This increase is based on several factors including, but limited to residential growth, teachers moving out of state, an increase of teachers retiring early and teachers leaving education as a profession. These are some factors which contribute to an increased need for teachers. Due to this increased need for teachers, there has also been an increase in individuals serving on less than full credentials in order to fully staff vacancies. FCUSD must hire intern teachers, temporary teachers and teachers who are serving on less than full credentials in order to staff vacant positions. The most recent data on the demand for teachers can be found on the [California Educator Supply Webpage](#). The need for teachers reported by the State of California correlates directly to the need for credentialed teachers in the FCUSD service area.

#### FCUSD Needs Analysis:

Over the past six years, the FCUSD Teacher Induction program, partnering with the SCOE Teacher Induction Consortium, has had an average of fifty-five participating teachers and future projections indicate this trend will continue and steadily rise. The [FCUSD Teacher Induction Enrollment Report](#) shows the number of participating teachers over the past several years. A district sponsored Teacher Induction Program will facilitate the scheduling of events, training and evidence documentation, and collection for each participating teacher. Additional personnel including a Teacher Induction program coordinator, mentors, clerical staff and trainers, will continue to administer and support the program.

#### Less Than Full Credentials:

The [FCUSD Human Resource Department reports](#) that they employed 5 teachers who served on less than full credentials for the 20-21 school year.

#### Vacancies:



	<p>The <a href="#">FCUSD Human Resources Department reports</a> that during the 20-21 school year 112 teaching vacancies were filled. The trend will continue with the 21-22 school year. The department reports that there will be a minimum of 71 teaching vacancies to be filled. As the FCUSD service area housing market grows, the need for qualified teachers grows.</p> <p>Residential Housing growth: The FCUSD service area has seen major growth over the past few years. The projections developed by the <a href="#">FCUSD Facilities department reports</a> that over the next 5 years we will see an increase of approximately 6,000 new housing units. This will generate approximately 3,000 new students who will move into the service area. FCUSD is preparing and planning to open multiple new schools, specifically south of Highway 50 between the El Dorado County line to the west around South Sunrise Blvd. With many new schools being built, the need to staff them with high quality teachers will increase each year.</p> <p>Diversity &amp; Socio-economic Issues: The FCUSD service area includes two very different cities. Each city presents a particular set of challenges for new teachers. Due to these challenges, new teachers need specific training and tools to help remove roadblocks for students to successfully learn. The diversity and socio-economic issues in both communities can present challenges for new teachers. The FCUSD Teacher Induction program can provide meaningful Professional Development which will serve the new teachers with collaboration amongst peers and Mentors, strategies and tools for greater student learning and achievement.</p> <p>The FCUSD Human Resources Department manages filling vacancies in the district and understands the need for highly qualified teachers. The <a href="#">FCUSD Human Resources</a></p>
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	<p><a href="#">Department Director affirms</a> that there is an increased need for individuals who hold the credentials that are planned credential through the accreditation process. Providing a quality Teacher Induction program, which is designed to meet the needs of teachers serving in our diverse district, will contribute to better prepared teachers.</p>
<p><b>(2) Collaboration in Program Design and Implementation.</b></p> <p><b>To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.</b></p>	<p>The FCUSD Teacher Induction Program, under the direction and supervision of the SCOE Teacher Induction Consortium, ensures that all practitioners, stakeholders, partners and Management are aware of the vision and mission of the district, educational goals for each student, and program content with guidance from the Induction Program Standards.</p> <p>Partnering with the SCOE Teacher Induction Consortium, FCUSD uses input gathered from district meetings, surveys, and exit tickets are shared quarterly with the <a href="#">FCUSD Teacher Induction Leadership/Advisory Team</a> and monthly with the <a href="#">FCUSD Teacher Induction Design Team</a>.</p> <p>The FCUSD Leadership/Advisory and FCUSD Design Teams work together to plan and execute the Teacher Induction Program. The Teacher Induction <a href="#">Leadership/Advisory Team meeting schedule</a> is designed to coincide with the FCUSD <a href="#">Teacher Induction Design Team meeting schedule</a> to ensure the same information is shared between the two groups.</p> <p>The <a href="#">Leadership/Advisory Team agendas</a> and <a href="#">Design Team agendas</a> are designed to further aid the collaboration and integration of the Teacher Induction Program. Each team member brings their own unique set of skills and qualifications to the program. The team members collaborate as a whole group on a regular basis.</p> <p>Leadership/Advisory Team:</p>

	<p>The Teacher Induction Leadership/Advisory Team is made up of FCUSD leaders and partners who are current and past mentors, Human Resources Director, Curriculum &amp; Instruction Director, Special Education Director, Assistant Superintendent of Elementary Instruction, Chief Financial Officer, Chief Technology Officer, a CSUS Adult Education Department representative, a Brandman University representative, a National University representative, the Teacher Induction Coordinator, etc.</p> <p>The function of the Leadership/Advisory Team is to create a communication bridge between the teacher preparation programs with the Induction Program. The goal is to create a smooth transition from a preservice program to a post service program embedded in the new teachers employment experience in the district.</p> <p>Design Team: The Teacher Induction Design team is composed of a variety of stakeholders including the Leadership/Advisory Team, current and past mentors, current Teacher Induction participating teachers, Teacher Induction completers, administrators, and interested parties. Additionally, input is gathered from current mentors at the mentor forums and new mentor training meetings.</p> <p>The function of the Design team is to assess the ongoing evidence gathered throughout the year to plan and organize all aspects of the Teacher Induction program. This includes, but is not limited to: Program Compliance, Alignment with SCOE TI Program, Overall program design, Program orientation, Monthly district meetings, Teacher training events, New Mentor Training, Mentor Retreats &amp; Forums, Coordination of district wide professional development opportunities, Analyze participant feedback, Plan Teacher Induction events, Evidence collection, Technology &amp; Website design</p>
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	<p><a href="#">Design Team Focus Groups</a> have been created to further the Teacher Induction work. The focus groups are flexible depending on the needs of the program and include, but are not limited to: Accreditation Cycle, Foundation, Mission and vision, Program Content Area Specialists, Teacher Induction Tasks &amp; Preparation, Human Resources &amp; credentials, Technology, evidence collection and documentation, New Mentor Training &amp; Mentor Forums, Communication.</p> <p>FCUSD partners with the SCOE Teacher Induction Consortium as well as other Institutions of Higher Education who will share authority and responsibility for implementation and continuous improvement of the proposed program, as negotiated in the partnership agreement. The <a href="#">Teacher Preparation Program IHE Report</a> shows the institutes we partner with. <a href="#">Brandman University</a>, <a href="#">California State University Sacramento</a> and <a href="#">National University</a> are an integral part of our Leadership/Advisory Team.</p>
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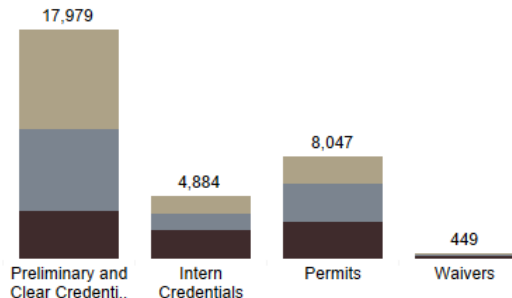
## Statewide Snapshot: State of California Data Chart

### Statewide Snapshots

#### New Teaching Documents Issued in 2019-20

This figure displays the number of new credentials, permits and waivers issued for the most recent year. Preliminary and Clear credentials were recommended by Commission-approved institutions or were issued to out-of-state/country individuals. Intern credentials were recommended by Commission-approved intern programs. Permits and waivers were issued based on requests by school employers to fulfill a staffing need.

Click the figure for the View Data table or hover over the tooltip for additional details. Highlight data points by clicking the color legend.



Color Legend for Credential Name

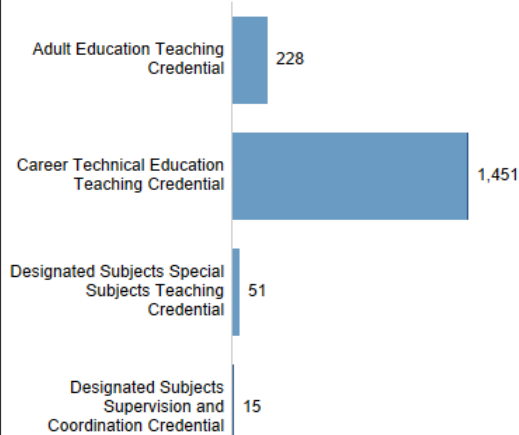
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Education Specialist Instruction Credential

[VIEW MORE...](#)

#### New Designated Subjects Teaching Credentials Issued in 2019-20

This figure displays the number of initially issued designated subjects teaching credentials in the most recent year.

Click the figure for the View Data table or hover over the tooltip for the total by credential type. Highlight data points by clicking the color legend.



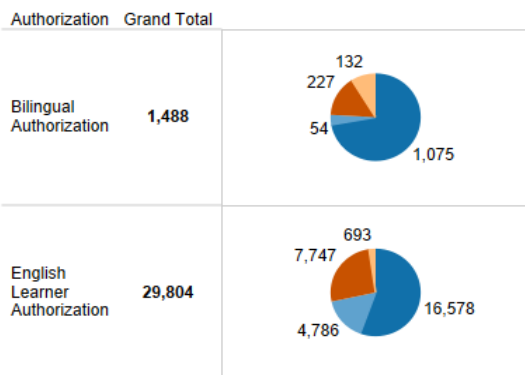
Color Legend for Credential Type

- Preliminary
- Clear

#### Bilingual and English Learner Authorizations Issued on Teaching Documents in 2019-20

This figure displays the number of new bilingual and English Learner authorizations issued on a teaching document in the most recent year.

Click the figure for the View Data table or hover over the tooltip for the percent of total by document type. Highlight data points by clicking the color legend.



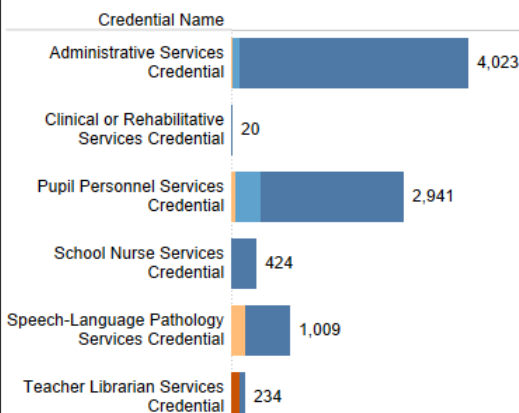
Color Legend for Document Type

- Credentials/Certificates
- University and District Intern Credentials
- Teaching Permits
- Waivers

#### New Services Credentials Issued in 2019-20

This figure displays the number of services credentials and waivers issued in the most recent year.

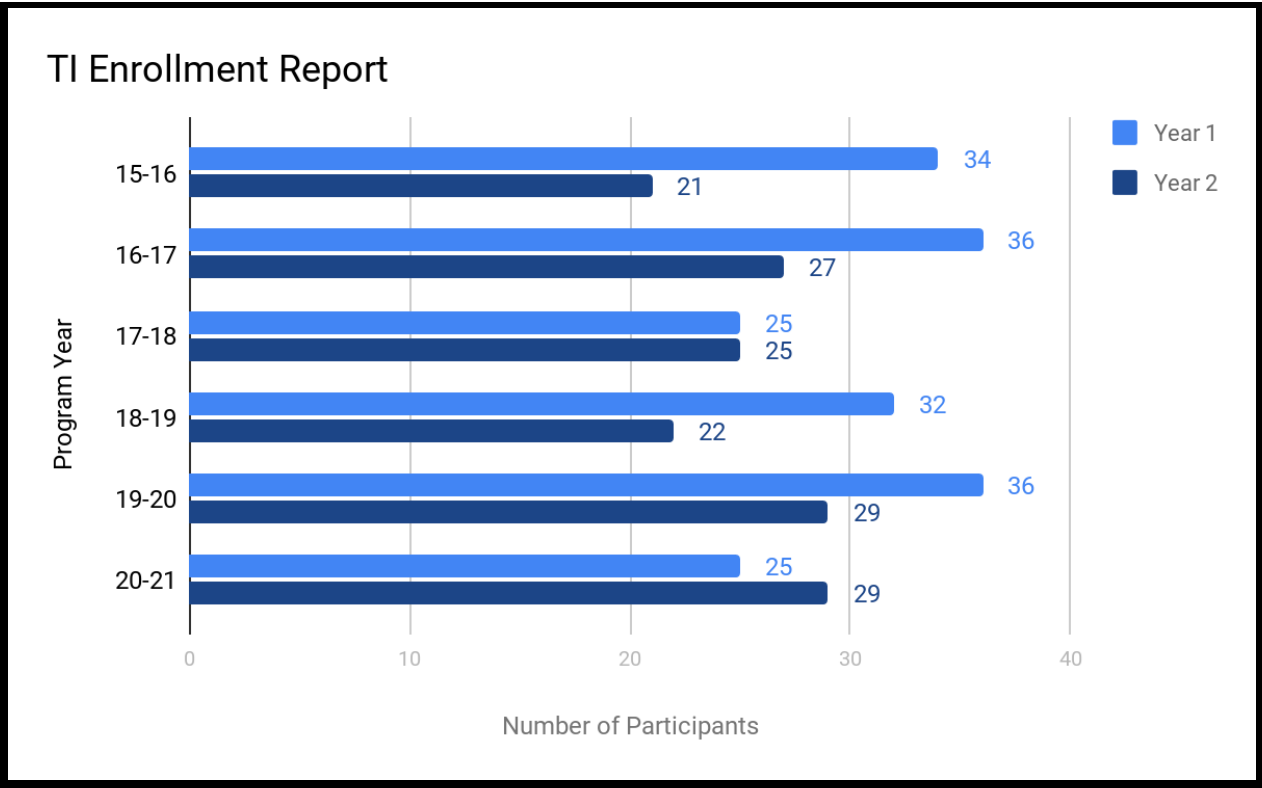
Click the figure for the View Data table or hover over the tooltip for the total by document type. Highlight data points by clicking the color legend.



Color Legend for Document Type

- Preliminary and Clear Credentials
- Intern Credentials
- Permits
- Waivers

# FCUSD Teacher Induction Enrollment Report



# ***Folsom Cordova Unified School District, Facilities***

1965 Birkmont Drive, Rancho Cordova, CA 95742 Tel: (916) 294-9000 Fax: (916) 294-9020

Matt Washburn, Chief Operations Manager

[mwashburn@fcusd.org](mailto:mwashburn@fcusd.org)

## *Projected New Housing Development for FCUSD service area*

The total number of projected new housing development in the next five years, is listed in Table 1.

**Table 1**  
**Projected Residential Development**

<b>Development Type</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Total</b>
Single-family	568	981	879	701	608	3,737
Single-family Attached	127	175	113	91	335	841
Multi-family	95	301	471	142	386	1,395
<b>Total Units</b>	<b>790</b>	<b>1,457</b>	<b>1,463</b>	<b>934</b>	<b>1,329</b>	<b>5,973</b>

## *Students Generated from Projected New Development*

The number of students generated from new development in the next five years is determined by multiplying the five-year projected number of residential units by the yield generation factor at the appropriate grade levels. The future unhoused pupil calculation is provided for each type of housing in Tables 2, 3 and 4. Table 5 lists the total number of proposed students generated from future residential development in the next five years.

**Table 2**  
**Future Unhoused Students from Single-family Units**

<b>Grade Level</b>	<b>Yield Factor Single-family</b>	<b>Proposed Units</b>	<b>Students Generated</b>
K-5	0.32	3,737	1,196
6-8	0.15		561
9-12	0.14		523
SDC	0.03		112
<b>Total</b>	<b>0.64</b>	--	<b>2,392</b>

**Table 3**  
**Future Unhoused Students from Single-family Attached Units**

<b>Grade Level</b>	<b>Yield Factor Single-family Attached</b>	<b>Proposed Units</b>	<b>Students Generated</b>
K-5	0.23	841	193
6-8	0.05		42
9-12	0.07		59
SDC	0.01		8
<b>Total</b>	<b>0.36</b>	--	<b>302</b>

**Table 4**  
**Future Unhoused Students from Multi-Family Units**

<b>Grade Level</b>	<b>Yield Factor Multi-family</b>	<b>Proposed Units</b>	<b>Students Generated</b>
K-5	0.14	1,395	195
6-8	0.06		84
9-12	0.09		126
SDC	0.02		28
<b>Total</b>	<b>0.31</b>		<b>433</b>

**Table 5**  
**Total Number of Students Generated from New Development**

<b>Grade Level</b>	<b>Students From SF Units</b>	<b>Students From SFA Units</b>	<b>Students From MF Units</b>	<b>Total Students Generated</b>
K-5	1,196	193	195	1,584
6-8	561	42	84	687
9-12	523	59	126	708
SDC	112	8	28	148
<b>Total</b>	<b>2,392</b>	<b>302</b>	<b>433</b>	<b>3,127</b>



## *Folsom Cordova Unified School District, Human Resources*

1965 Birkmont Drive, Rancho Cordova, CA 95742 Tel: (916) 294-9000 Fax: (916) 294-9020

Mike Shepherd, Director

[mshepher@fcusd.org](mailto:mshepher@fcusd.org)

### *Projected Needs Certificated Teachers for FCUSD, 4/30/21*

The total number of individuals serving on less than full credentials such as: interns and educators serving on emergency permits (STSP, PIP, TPSL, GELAP, SELAP), waivers, or other ed code options, are shown on Table 1:

**Table 1**

<b>Credential Type</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Est. 21-22</b>	<b>Est. 22-23</b>	<b>Total</b>
Multiple Subject	0	2	1	1	1	5
Single Subject	8	3	1	1	1	14
Education Specialist	3	6	3	3	3	18
<b>Totals</b>	<b>11</b>	<b>11</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>37</b>

The total number vacancies filled and projected vacancies are shown on Table 2:

**Table 2**

<b>Credential Type</b>	<b>Filled 18-19</b>	<b>Filled 19-20</b>	<b>Filled 20-21</b>	<b>Est. 21-22</b>	<b>Est. 22-23</b>	<b>Total</b>
Multiple Subject	42	54	36	24	24	180
Single Subject	69	56	56	34	34	249
Education Specialist	12	26	20	13	13	84
<b>Totals</b>	<b>123</b>	<b>136</b>	<b>112</b>	<b>71</b>	<b>71</b>	<b>513</b>

## *Folsom Cordova Unified School District, Human Resources*

1965 Birkmont Drive, Rancho Cordova, CA 95742 Tel: (916) 294-9000 Fax: (916) 294-9020

Mike Shepherd, Director

[mshepher@fcusd.org](mailto:mshepher@fcusd.org)

April, 2021

To Whom it May Concern:

RE: FCUSD Certificated Teacher Projected Hiring Needs

The Folsom Cordova Unified School District has been part of our service area communities for over 100 years. The district enjoys healthy and successful relationships with the community members and city leadership. Being an integral part of the community, the district serves students, families and community members with the various programs and support systems.

The FCUSD service area includes a very diverse population, a rich culture, a wide variety of businesses, socio-economic diversity and more. The area is very desirable to many people and has experienced a surge in growth over the past few years. Both Folsom and Rancho Cordova are projected to grow with thousands of new residential units spanning from the El dorado County line, south of the Highway 50 corridor, to Sunrise Blvd. and beyond.

With this growth, our district must continue to grow along with the community. The district plans to open multiple new schools over the next 15-20 years. With this comes the need to hire many credentialed teachers with each new school we open. We will need to employ individuals who hold a variety of credentials, such as Single Subject, Multiple Subject and Education Specialist.

We plan to continue our work with our Institute of Higher Education partners who prepare new teachers, to employ new teachers at our schools. We collaborate, plan and work together to ensure teachers are prepared for their assignments and what our unique service area affords.

Please contact me should you have any additional questions.

Sincerely,

*Michael Shepherd*

Mike Shepherd  
Director, Human Resources

**FCUSD Teacher Induction Accreditation Leadership Team  
20-21 Roster**

<b>Name</b>	<b>Title</b>	<b>Partner Employing Organizational or Educational Entity and Role</b>	<b>Relevant Credentials Qualifications</b>
Jim Huber, Ed. D.	Unit Head	FCUSD Director of C&I and Program Leader	Clear Single Subject Clear Administrative Svcs
Rhonda Crawford	Fiscal Officer	FCUSD Asst. Sup of Business Svcs and Fiscal Consultant	Classified Employee
Mindy Andrus	Director of Proposed Program	FCUSD Teacher Induction Coordinator and Program Director/Facilitator	Clear Multiple Subject Clear Administrative Svcs Art Authorization
Mike Shepherd	Partner Employing Organization	FCUSD Director of Human Resources and Advisor for Human Resources	Clear Single Subject Clear Administrative Svcs
Deidra Sessoms	Partner Preparation Entity	Chair, Teaching Credentials College of Education, CSUS and Educator Pre-Service Program	Clear Single Subject
David Sloan	Partner Preparation Entity	Brandman University Professor, Education and Educator Pre-Service Program	Clear Multiple Subject Clear Single Subject Clear Administrative Svcs
Denise Brandt	Partner Preparation Entity	National University Community Education Specialist and Educator Pre-Service Program	Clear Multiple Subject
Curtis Wilson	Other Participant	FCUSD Asst. Sup of Elementary Education and Advisor	Clear Multiple Subject Clear Administrative Svcs
Aaron Storey	Other Participant	FCUSD Director of Special Education and Advisor	Clear Pupil Personnel Clear Administrative Svcs
Pam Oien	Other Participant	FCUSD Coordinator of Education Technology and Advisor	Clear Single Subject Clear Administrative Svcs
Mary Dill	Other Participant	Teacher Induction Consultant and Advisor	Clear Single Subject Clear Administrative Svcs Clear Standard Secondary Clear Standard Designated Subjects
Lisa Vaca	Other Participant	Teacher Induction Administrative Assistant and Record Keeper	Classified Employee

**FCUSD Teacher Induction Leadership/Advisory Team  
Meeting Schedule 20-21**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Content/Notes (Tentative)</b>
7/23/20	10:00-11:00 am	Zoom	Program Updates, Planning, SCOE Alignment/MOU, New Teacher Orientation, Mentor Retreat, CTC Update, Mentor pool/hiring/training, Estimated needs for 20-21
8/19/20	10:00-11:00 am	Teams	Program Updates, Technology, District Meetings SCOE Alignment/MOU, CTC Update, Temp Employee policies
9/16/20	10:00-11:00 am	Teams	Program Updates, PD Policy, University Credit, Triad Meeting Protocol, SCOE Alignment, CTC Update, Special Education Update
11/18/20	10:00-11:00 am	Teams	IHE Partner Reports, CTC & Accreditation Update Executive Order/Trailers, CA Induction Conference, SCOE Alignment & MOU, FCUSD Program Updates: Transition to hybrid schedule, Winter Networking Prep, Monthly News, TI Google Site, Connecting with Site Administrators
1/20/21	10:00-11:00 am	Teams	CTC & Accreditation Update Executive Order/Trailers, CA Induction Conference, SCOE Alignment & MOU, FCUSD Program Updates: Transition to hybrid schedule, Winter Networking Report, Monthly News, TI Google Site, Connecting with Site Administrators, SCOE alignment, Transition to hybrid schedule, EOY planning
3/10/21	10:00-11:00 am	Teams	IHE Partner Reports, Program Updates, PGP Preparation, District EOY Celebration, SCOE Alignment, CTC Update, Survey/Feedback, Completer survey, Administrator survey, Mentor pool/hiring/training, Estimated needs for 21-22 school year
5/12/21	10:00-11:00 am	Teams	Program Updates, EOY report, Completer survey, Summer Planning, 20-21 Schedule, Onboarding process, SCOE Alignment, CTC Update

**Special Event: Spring Planning Day: 3/8/21 1:00-3:00 pm via Teams**

(Stakeholders, Leadership/Advisory Team, Design Team & Y2 Teachers, Mentors, Administrators, etc., by Invitation)

## FCUSD Accreditation Leadership/Advisory Team Meeting

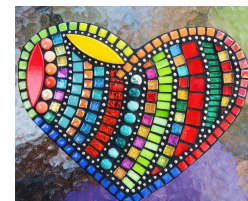
11-18-20, 10:00-11:00 am, Teams

**Welcome:**

**Mindfulness Activity:**

### We Are Mosaics By A Friend • November 17, 2020

I make my Ramen the way a friend taught me in eleventh grade.  
Every fall, I listen to a playlist made for me by a boy I drove across a border to see.  
I eat sushi because a girl who won't talk to me anymore made me try it, and Indian food  
because my best friend's parents ordered for me before I knew what I liked.  
There are movies I love because someone I loved loved them first.  
**I am a mosaic of everyone I've ever loved, even for a heartbeat.**



Please take a moment and think about 1 thing that you do, say, enjoy, watch, eat, listen to, etc. because of a student or educational colleague. Share in the chat box. Thank you!

### **Norms for online meetings, in addition to already established norms:**

- Mic on during discussion
- Mic off during presentation of material
- Raise hand to speak/use chat box

### **Meeting Objectives:**

- IHE Partner Reports: Brandman, National (CSUS in January)
- CTC & Accreditation Update
- California Induction Conference
- SCOE Alignment
- FCUSD Program Updates

### **IHE Partners & Reports:**

- Brandman: Welcome David Sloan, IHE Partner
  - Overview of Bandman program. Continuing to support those in the teacher preparation program who need to take the RICA or complete the TPA.
  - Completely online this year, students doing well in this program
  - Increase in applicants due to TPA and RICA requirements moving to Teacher Induction
  - Bridging document (IDP) planning for graduates heading into the field
  - This year has brought challenges, but teacher candidates are finding their way
- National: Welcome National University, IHE Partner
  - Denise Brandt Community Education Specialist & Valerie Guerra, Supervisor of Credentials & Field Services
  - Support for teachers still needing to complete TPA and RICA given on an individual basis. Support will continue after teacher candidates complete their program.
  - Increase in applicants for teacher preparation program due to TPA & RICA requirements moving to Teacher Induction

Meeting Norms
Start and end on time.
Listen attentively.
Allow speaker to finish their thought.
Raise hand.
No sidebar conversations.
Park your ideas when needed.
Confidentiality: What we see here, what we say here, stays here when we leave here.
Electronics for participation.
Value every voice.
Take risks!
Be prepared.
Be present.
Participate.

○

### CTC & Accreditation Updates:

- Accreditation process is moving forward
- Stage III Timeline recap:
  - Stage III submitted 10/1/19
  - Format revision submitted 2/1/20
  - Feedback document #1 received 9/20/20
  - Stage III revision #1 submitted 9/30/20
- Executive Order/Trailer updates
  - SCOE Support/monthly informational meetings
  - FCUSD Office Hours set for Mondays from 11:00-12:00
  -

### California Induction Conference:

- Monday, December 7th, 9:00-3:00 Via Zoom, No cost
- Invitation to select Design Team members, Lead Teachers, etc.

### SCOE Alignment:

- MOU with SCOE pending signatures: We will continue with the SCOE consortium this year.
- Invoice has been submitted for payment: Reduced fee to SCOE for 20-21
- SCOE continues to monitor our program: Regular meetings with Dr. Roe to monitor progress.
- All trainings, events & workshops done via FCUSD: Strengthen collaboration with C&I, ETIS, Special education and Testing.
- Evidence collection on SCOE Dashboard for Teachers and Mentors

### FCUSD Program & Design Team Updates:

- TI Calendar [here](#), District Meetings & content [here](#), Mentor Forum Series [here](#)
- Evidence collection platform: FCUSD [Google Classroom](#)/SCOE [Dashboard](#)
- Program Participant Data
  - Year 1: 26 Total, 18 Prob & 8 temp
  - Year 2: 28 Total, 22 Prob & 6 temp
  - ECO: 1 (Completing 12/20/20)
  - New Teachers: 53
  - Mentors: 29
- Transition to Hybrid Schedule for Elementary 11/9/21
- Winter Networking Event Preparation 1/5/21 & 1/6/21
- Monthly Newsletter: is being developed and will start in the 21-22 school year
- Google Site: is being created and developed by the Design Team. The ability to create a newsletter page each week is embedded in the program. It will feature TI program information, events, highlight new teachers & Mentors, include teaching tips and self care practices for teachers and students
- Connecting with Site Administrators: Bi annual meeting with Elementary and Principal groups beginning this year to further strengthen the knowledge of administrators around TI. Mid-year surveys will continue to provide feedback to



inform the program.

- Feedback will be shared with Leadership/Advisory team

### **Next Steps & Closure**

#### **Upcoming Meetings:**

1/20/21 10-11 am via Teams

3/24/21 10-11 am via Teams (IHE: CSUS Report)

5/19/21 10-11 am via Teams

**Attendance:** Mindy Andrus, Mary Dill, Lisa Vaca, Dave Sloan, Deidre Sessoms, Denise Brandt, Valerie Guerra, Mike Shepherd, Pam Oien, Aaron Storey, Curtis Wilson

"IT TAKES A VILLAGE TO RAISE AN AWESOME TEACHER!" ~ M. ANDRUS

**FCUSD Teacher Induction Accreditation Design Team  
20-21 Roster**

\*Please note: In addition to the FCUSD Teacher Induction Leadership Team, the following are members of the Teacher Induction Design Team.

<b>Name</b>	<b>Title</b>	<b>Partner Employing Organizational or Educational Entity and Role</b>	<b>Relevant Credentials Qualifications</b>
Mindy Andrus	Coordinator	FCUSD Teacher Induction and Program Facilitator	Clear Multiple Subject Clear Administrative Svcs Art Authorization
Kari Bjork	Mentor Veteran Elementary Teacher	FCUSD Lead Teacher	Clear Multiple Subject Clear Administrative Svcs
Lisa Byrd	Mentor Veteran Secondary Teacher	FCUSD Teacher	Clear Multiple Subject Clear Single Subject
Julie Blake	Mentor Lead Tk-12 Teacher	FCUSD Lead Teacher	Clear Multiple Subject
Sarah Buckman	Mentor Veteran Elementary Teacher	FCUSD Teacher	Clear Multiple Subject
Mary Dill	Previous Program SCOE Director	Teacher Induction Consultant and Advisor	Clear Single Subject Clear Administrative Svcs Clear Standard Secondary Clear Standard Designated Subjects
Lisa Gee	TI Completer 19-20 New Elementary Teacher	General Education Multiple Subject RCE	Clear Multiple Subject
Kristy Guarienti	Mentor Veteran Secondary Teacher	Chemistry Division Leader FHS	Clear Single Subject
Bethanee Hunnicutt	Special Education Program Manager	FCUSD Leader	Clear Multiple Subject Level II Education Specialist
Amy Kraft	Mentor Lead TK-12 Teacher	FCUSD Lead Teacher	Clear Single Subject
Kara Lofthouse	Mentor Lead TK-12 Teacher	FCUSD Lead Teacher	Clear Single Subject Administrative Svcs
Beth Marjerison	Special Education Program Manager	FCUSD Leader	Clear Multiple Subject Level II Education Specialist



Troy Martinez	Stakeholder Veteran Elementary Teacher	FCUSD Teacher Administrative Designee	Clear Multiple Subject Clear Administrative Svcs
Chelsea Ohlerich	Mentor Veteran Elementary Teacher	FCUSD Special Education Preschool Teacher	Level II Education Specialist
Charity Pelz	Stakeholder	Human Resources Personnel Analyst	Classified Employee
Mason Rush	TI Completer 19-20 New Secondary Teacher	FCUSD Teacher	Clear Single Subject
Melody Smith-Williams	Mentor Veteran Secondary Teacher	FCUSD Special Education	Clear Education Specials Clear Pupil Personnel
Joanna Slaughter	Mentor Veteran Elementary Teacher	FCUSD Teacher	Clear Multiple Subject
David Sloan	Partner Preparation Entity	Brandman University Professor, Education and Educator Pre-Service Program	Clear Multiple Subject Clear Single Subject Clear Administrative Svcs
Jennifer Stuck	Mentor Special Education Assistive Technology	FCUSD Leader	Clear Multiple Subject Clear Specialist Instruction Clear Administrative Svcs Resource Specialist Added Authorization
Lisa Vaca	Administrative Assistant	FCUSD Teacher Induction and Record Keeper	Classified Employee

**FCUSD Teacher Induction Accreditation Design Team  
Planning Meeting Schedule 20-21**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Notes</b>
7/23/20	1:00-3:00 pm	Teams	Plan for August Dist Mtg, Mentor Retreat & Overview
8/18/20	3:00-4:00 pm	Teams	Orientation & Plan for September Dist Mtg
9/16/20	3:00-4:00 pm	Teams	Plan for October Dist Mtg
10/14/20	3:00-4:00 pm	Teams	Plan for November, December Dist Mtgs
11/18/20	3:00-4:00 pm	Teams	Plan for December Mtg & Winter Networking Sessions
1/20/21	3:00-4:00 pm	Teams	Plan for February Dist Mtg
2/17/21	3:00-4:00 pm	Teams	Plan Spring Planning Day & March Dist Mtg
3/10/21	3:00-4:00 pm	Teams	Debrief SPD, Mentor Pool & Overview PGP Event
4/14/21	3:00-4:00 pm	Teams	Plan for PGP Event & EOY Celebration
5/19/21	3:00-4:00 pm	Teams	Debrief EOY Celebration & 21-22 planning
6/8/21	1:00-3:00 pm	Teams	Wrap Up & 21-22 planning
7/21/21	1:00-3:00 pm	Teams	21-22 Planning

**Special Event:**

**3-8-21 1:00-3:00 pm Via Zoom Spring Planning Day**

## FCUSD Design Team Planning Meeting Agenda Minutes

3-10-21, 3:30-4:30 pm, Teams

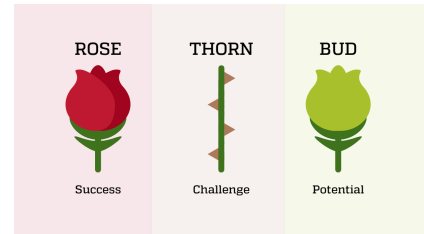
### Warm Welcome/Mindfulness Activity:

In the chat box, write one thing (work or personal) for each:

Rose: Something in your life that is a success or positive

Thorn: Something in your life that is a challenge or roadblock

Bud: Something in your life that has potential or looking forward to



### Norms for online meetings, in addition to already established norms

Mic on during discussion, Mic off during presentation of material.

Raise your hand to speak/use chat, Cameras on, if possible.

### Meeting Objectives:

Hot Topics & Good News

CTC & Accreditation Update

Overview & Planning

### Hot Topics & Good News

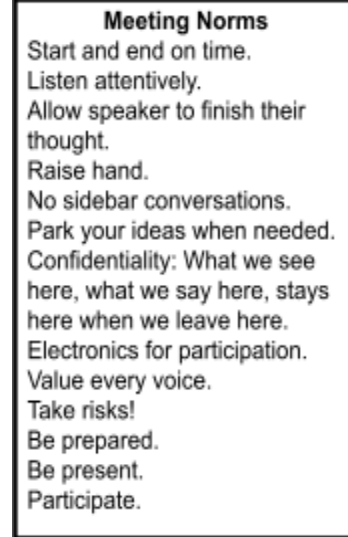
- Temporary Teachers Y1 & Y2 will not have to pay this year!
- Budget approved for purchasing books for 21-22 for literature circles!
- We are on track for the virtual Professional Growth Presentations event.
- Professional Development updates

### CTC & Accreditation Updates:

- Meeting with CTC, Preconditions have been submitted again with additional bookmarks to the supporting evidence documents. Hopefully we will be on the April/June CTC Agenda for Provisional Approval!

### Overview & Planning:

- Documents:
  - TI Calendar [here](#),
  - District Meetings & content [here](#),
  - Mentor Forum Series [here](#),
  - ILP, Fall/Spring Inquiry & PGP guide [here](#),
  - HUB 20-21 [here](#),
  - SCOE Dashboard/FCUSD Google Classroom [here](#)
  - Program Handbook DRAFT 20-21 [here](#)
- Monthly Teacher Induction E-Newsletter (Developing for 21-22 school year & will be part of the Google Site)
- Mid Year Surveys: Feedback has been received and analyzed
- Coordinator Handbook
- Spring Planning Day Report: Mindy, Mary, Lisa, Joanna, Mason, Brian, Melody, Chelsea, Sarah
  - Mid-Year Survey Feedback



- Analysis (Trends, glows and grows)
- Discussion
- Results
- 21-22 Planning: 5 Focus Group Google Documents

Planning for 21-22 Continued:

### **Focus Groups:**

**Group 1: Program Standards/Accreditation process** [LINK](#)

**Group 2: Handbooks~Digital: General Handbook, Mentor Handbook, Teacher Handbook/Booklet** [LINK](#)

**Group 3: Program Overview: District meetings & breakout** [LINK](#)

**Group 4: Google Classroom, Google Site (Online Presence) session content** [LINK](#)

**Group 5: Program Content & Formative/Summative Assessment, ILP/Fall & Spring Inquiry/PGP** [LINK](#)

**Blue Sky Thinking: All ideas are welcome** [LINK](#)

### **Good of the Group, Next Steps & Closure**

The Why: Rose orients us around gratitude, Thorn invites vulnerability, Bud creates hope

### **Upcoming Meetings:**

4/7/21 3:30-4:30 pm, 5/12/21 3:30-4:30 pm

### **Attendance:**

Mindy Andrus, Mary Dill, Lisa Vaca, Joanna Slaughter, Sarah Buckman, Chelsea Ohlerich, Melody Smith-Williams, Kristy Guarianti, Diane Huntley, Jennifer Stuck, Kari Bjork

**"IT TAKES A VILLAGE TO RAISE AN AWESOME TEACHER!" ~ M. ANDRUS**

**FCUSD Teacher Induction Design Team Planning Meeting  
Focus Groups for Planning 21-22**

3/10/21: 5 Focus Groups, members and Google Document links

**The Roles & Responsibilities of the FCUSD Teacher Induction Design Team**

As a member of the FCUSD Teacher Induction Design Team, you are a leader and expected to work with the Leadership/Advisory Team to provide the highest quality Teacher Induction program for our participants. Design Team members will contribute to the group by participating in monthly Design Team meetings, use stakeholder feedback to inform and guide the program, provide your area expertise and support the program set forth by the California Teaching Commission. You must be knowledgeable of the CSTP's, up to date on education policies, ability to use designated technology, have a deep commitment to quality teaching and be a reflective practitioner. Your role as a visionary member of the team will require collaboration amongst your colleagues, respect for all ideas and innovations, a growth mindset and a positive attitude to promote and support the Teacher Induction program.

Click on the link associated with your focus group number. Write your thoughts, ideas and feedback in the spaces provided on the form. Be ready to share your ideas with the group.

**Group 1: Program Standards/Accreditation process [LINK](#)**

Mindy Andrus

Mary Dill

**Group 2: Handbooks~Digital: General Handbook, Mentor Handbook, Teacher Handbook/Booklet [LINK](#)**

Joanna Slaughter

Diane Huntley

**Group 3: Program Overview: District meetings & breakout [LINK](#)**

Chelsea Ohlerich

Mason Rush

**Group 4: Google Classroom, Google Site (Online Presence) session content [LINK](#)**

Sarah Buckman

Kristy Guarianti

**Group 5: Program Content & Formative/Summative Assessment, IDP, ILP/Fall & Spring Inquiry/PGP [LINK](#)**

Jennifer Stuck

Lisa Vaca

**Blue Sky Thinking: All ideas are welcome [LINK](#)**

All members of the team are welcome to add ideas

## ***Folsom Cordova Unified School District, Human Resources***

1965 Birkmont Drive, Rancho Cordova, CA 95742 Tel: (916) 294-9000 Fax: (916) 294-9020

Mike Shepherd, Director

[mshepher@fcusd.org](mailto:mshepher@fcusd.org)

### **FCUSD Teacher Preparation Program IHE MOU Report, 4/30/21**

The Folsom Cordova Unified School District has partnered with several Institutes of Higher Education. The Memorandum of Understanding demonstrates that these institutions have shared authority and responsibility for implementing the program, and for continuous improvement of the program.

Table 1 shows the Institutions of Higher Education who partner and collaborate with FCUSD on our Teacher Induction Accreditation Leadership/Advisory Team.

**Table 1**

<b>Name of Institution:</b>
Brandman University
California State University, Sacramento
National University

Table 2 shows additional Institutions of Higher Education who partner with FCUSD by providing prepared teachers to the district for employment.

**Table 2**

Brandman University	University of Phoenix
California State University, Sacramento	University of San Francisco
National University	Western Governors University
Grand Canyon University	William Jessup University
University of California, Davis	Claremont University
University of Nevada, Reno	University of the Pacific
USC Rossier School of Education	Teachers College of San Joaquin



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**INTERNSHIP CONTRACT AGREEMENT**

**by and between**

**BRANDMAN UNIVERSITY**

**and**

**Folsom Cordova Unified School District**

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Roseville Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission. (Education Code Section 44455). For renewals, please see Education Code Section 44456.

**I. General Provisions**

**a. The UNIVERSITY agrees and verifies that:**

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

**b. The DISTRICT agrees and verifies that:**

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the

District for at least one academic year, subject to the District's personnel policies and State law(s).

- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

## **II. Support and Supervision Requirements**

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

### **a. General Support and Supervision Provided to All Interns**

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher 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. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre



and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.

- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:

- (1) valid corresponding Clear or Life credential,
- (2) three years successful teaching experience, and
- (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is 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 to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- vii. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- viii. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

**b. Support and Supervision Specific to Teaching English Learners**

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or

education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher 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. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

### **III. THE PARTIES MUTUALLY AGREE**

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury

to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK INFORMATION:	SITE	CONTACT	UNIVERSITY INFORMATION:	CONTACT
Folsom Cordova Unified School District 1975 Birchmont Drive Rancho Cordova, CA 95742 Attn: Joann Drumm, HR Secretary Tel: (916) 294-9000			Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: School of Education, Dean Fax: (800) 775-0128	

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.


- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.


#### **IV. TERM AND TERMINATION OF AGREEMENT**

Brandman University and the Folsom Cordova Unified School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on August 1, 2017, and continuing until July 31, 2019 (2-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

**SIGNATURES:**


DISTRICT  
REPRESENTATIVES:

Signature:   
Name: Deborah Bettencourt  
Title: Superintendent  
Date: 6-19-17

Signature:   
Name: Michael Shepherd  
Title: Human Resources Director  
Date: 6/20/17

UNIVERSITY:

Signature: \_\_\_\_\_  
Name: Phillip L. Doolittle  
Title: Executive Vice Chancellor of Finance and  
Administration and Chief Financial Officer  
Date: \_\_\_\_\_

Signature:   
Name: Dr. Christine Zeppos  
Title: Dean, School of Education  
Date: \_\_\_\_\_



## APPENDIX A

### Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (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 §§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 § 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 teaching English Learners.
  - (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 shall provide supervision of all interns.
  - (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 § 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 § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 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 §§ 44321 and 44452.
- (8) **Early Program Completion Option.** 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 § 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 § 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).



**APPENDIX B**  
**Support and Supervision Activities**

<b>Potential Support &amp; Supervision Activities to be Provided by the District</b>
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
<b>Support &amp; Supervision Activities Provided through the University</b>
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

*\*May also be used towards the 45-hour EL Support & Supervision Requirement.*

Agreement #ED150079

**AGREEMENT FOR STUDENT PLACEMENT  
BETWEEN  
CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COLLEGE OF EDUCATION**

**AND**

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

The Agreement is entered into this 7<sup>th</sup> day of October, 2015, by and between the Board of Trustees of the California State University, and its Sacramento campus (specifically the CSUS College of Education), hereinafter collectively the "UNIVERSITY" and the **Folsom Cordova Unified School District**, hereinafter called the "HOST". This Agreement supercedes and replaces Agreement #ED130132.

**PURPOSE:** To establish that the UNIVERSITY and HOST are engaged in a partnership for the training and support of College of Education students serving in the classification of Student Placement, which may include field work experiences for students, student teacher interns or other interns.

**DEFINITION:** For the purpose of this agreement the term Student Placement or reference to placement shall encompass students, student teachers, student teacher interns or other interns completing field work experience. The term "student teacher intern" means a student teacher working on an intern credential in a certificated position. When special conditions apply to student teacher interns only, these are specifically described.

**I. GENERAL INFORMATION**

- A. HOST has facilities and programs to provide an appropriate student placement, for students of the UNIVERSITY.
- B. UNIVERSITY has students that need a hosted student placement experience. Said UNIVERSITY and the students will benefit from the student placement experience. Students are only eligible to participate in placements during a defined academic semester/period of 15 weeks – Fall/Spring.

**II. HOST RESPONSIBILITIES**

Subject to such reasonable rules and regulations as HOST shall from time to time adopt, HOST shall:

- A. Participate with UNIVERSITY in planning placement experience, including those experiences required to complete the PACT Teaching Event (per SB2042 and SB1209);
- B. Require each student to conform to the health examination and background check requirements and standards of State and Federal laws and regulations, which includes submission of a negative tuberculosis test prior to placement;
- C. At its discretion, require the completion of a background check and/or fingerprint clearance through the Department of Justice and/or Federal Bureau of Investigation as a prerequisite to serving as a student teacher Intern
- D. Designate lines of authority and communication for relations between the UNIVERSITY faculty and HOST personnel so as to carry out the purpose of the agreement;

- E. Enforce the rules, regulations and requirements governing the students participating in the program; said rules, regulations and requirements to be agreed upon by the HOST and UNIVERSITY;
  - F. It is understood and agreed that HOST shall have the right to require all students who desire to participate with the HOST, to authorize and consent in writing to release HOST and its representatives of liability for any and all acts performed in good faith and without malice in connection with such placement experience.
  - G. It is understood that in case of an emergency involving the student, the UNIVERSITY should be contacted by the HOST as soon as possible.
  - H. Students shall be informed by the HOST of the privacy regulations and standard of the HOST and shall be expected to comply.
  - I. For student teacher interns only:
    - 1. Assign an on-site mentor who possesses a valid Clear or Life credential in the appropriate subject area, has 3 years documented successful teaching experience and holds an English Learner Authorization (or the equivalent, as established by the Commission on Teacher Credentialing).
    - 2. Participate with the UNIVERSITY in planning and implementing a comprehensive and coordinated program of support and mentoring for the intern teacher, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by the University in its approved Intern Document, per Exhibit A.
- III. UNIVERSITY RESPONSIBILITIES
- A. Recommend for placement experience only those students who possess a satisfactory record and have met the minimum requirements established by the State of California and the UNIVERSITY for the particular program, including the program of teaching on an Intern credential;
  - B. Require each student to conform to the health examination and background check requirements and standards of State and Federal laws and regulations;
  - C. Designate lines of authority and communication for relations between the UNIVERSITY faculty and HOST personnel so as to carry out the purpose of the agreement;
  - J. Retain general responsibility for instruction and related matters concerning student participation in the training program at HOST, subject to such sharing of responsibility with UNIVERSITY as shall be agreed upon by HOST and UNIVERSITY. Students' discipline shall be the sole responsibility of the UNIVERSITY; however the HOST and/or UNIVERSITY may terminate the participation by any student who, at the determination of the HOST or UNIVERSITY does not comply with the requirements of the program or rules and regulations of the HOST, UNIVERSITY, and or State or Federal laws or regulations. Students' placement may also be terminated by HOST for incompetence; lack of ethics, character, any violation of the privacy standards of the HOST and/or any other conduct that the HOST or UNIVERSITY determines places at risk either the safety or well-being of the HOST's students and/or staff. If a student's participation is terminated by the HOST or UNIVERSITY, the terminating party shall provide immediate written notification to the other. The HOST shall have no responsibility to place the student in any other location and/or placement;

D. Enforce the rules, regulations and requirements governing the students participating in the program; said rules, regulations and requirements to be agreed upon by the HOST and UNIVERSITY;

E. For student teacher interns only:

1. UNIVERSITY confirms that the student meets all the criteria for an intern credential, as established by this program sponsor and approved by the Commission on Teacher Credentialing per Exhibit A, hereby attached and incorporated into this agreement.
2. Assign a supervisor who has successfully completed UNIVERSITY-provided intern supervision training
3. Assign intern supervision duties that adhere to the most current requirements established by the Commission on Teacher Credentialing and articulated by the UNIVERSITY in its approved Intern Document, per Exhibit A.
4. Participate with the HOST in planning and implementing a comprehensive and coordinated program of support and mentoring for the intern teacher, in conformance with the most current requirements established by the Commission on Teacher Credentialing and articulated by the UNIVERSITY in its approved Intern Document, per Exhibit A.

**IV. SHARED RESPONSIBILITIES FOR STUDENT TEACHER INTERNS HIRED BY THE HOST AS INTERN TEACHERS ONLY**

- A. It is agreed that the HOST is seeking applicants for a paid, certificated position for which students from this UNIVERSITY may qualify and may be contracted, subject to the normal rules and procedures followed by the HOST when hiring new certificated personnel.
- B. Students who have been hired into a certificated position by the HOST as a student intern teacher will be expected to fulfill the terms of the employment contract as specified by the HOST, including maintaining employment beyond the academic calendar of the UNIVERSITY.

**V. NON-DISCRIMINATION**

*The parties agree that no person, staff, or student shall, on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or medical condition, be excluded from participation in, be denied the benefit of or be subjected to discrimination under this agreement. This agreement shall take into consideration the operational requirements and limitations of the HOST. HOST shall abide by appropriate State and Federal laws governing Reasonable Accommodation and the Americans with Disabilities Act.*

**VI. STATUS OF UNIVERSITY AND HOST**

- A. Students, except paid student teacher interns, shall not be deemed to be employees of HOST by virtue of their participation in the internship/fieldwork experience and shall not be entitled to any employment benefits, including retirement and health benefits. HOST shall not be responsible for providing worker's compensation insurance. The UNIVERSITY shall be responsible for ensuring that students have appropriate insurance coverage.

- B. Except as specifically provided in this Agreement, or in any subsequent amendment thereto, no monetary obligation on the part of the UNIVERSITY or the HOST to each other is hereby created; consideration for this agreement is furnished by the mutual benefits and promises of the parties.
- C. Nothing in this Agreement is intended to create any employment and/or other agency between the parties and the parties will not represent themselves as being an employee and/or agent of the other.

**VII. RELEASE OF RECORDS AND/OR INFORMATION**

- A. The parties acknowledge that the education records of UNIVERSITY students assigned to the HOST may fall within the definition and protection of education records under the federal *Family Educational Rights and Privacy Act* (FERPA), 20 U.S.C. §1232g and/or employment records for paid student teacher interns. The parties agree to comply with the requirements of state and federal privacy laws, including FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of records concerning any UNIVERSITY student assigned to the HOST under this Agreement. Paid student teacher intern records with the HOST may also constitute employment records protected from disclosure absent consent under applicable federal and state laws.
- B. In order to allow the HOST and UNIVERSITY to jointly monitor the student's performance in the placement, all students shall as a condition to their placement execute a "Release of Records" (Exhibit B) which allows the HOST and UNIVERSITY to share information that may otherwise be protected from disclosure as an educational record (and/or employment record) to the extent the information relates to the performance of the student in the student placement or internship. Failure to execute the "Release of Records" shall make the student ineligible for placement with HOST.
- C. Each party to this Agreement will immediately notify the other in the event it becomes aware of violations of the other institution's rules, regulations, policies or procedures by the student and/or any negligent or intentional conduct when the conduct of the student jeopardizes the health and/or safety of HOST's student or staff. *The parties agree to cooperate in the investigation of any such conduct, so long as an appropriate release of information has been obtained (as required under VIII. A.*

**VIII. INSURANCE**

- A. Student Insurance. All students performing field work, internships and similar activities who are registered in for-credit courses for which the internships are required are covered with general and/or professional liability insurance with blanket policies held by the University. University will provide documentation of same upon request.
- B. HOST Insurance. HOST shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees and list the University as an additional insured.
- C. UNIVERSITY Insurance. It is understood and agreed that the California State University is a self-insured public agency of the State of California. UNIVERSITY maintains self-insurance programs to fund its respective liabilities.

- D. Evidence of Insurance, Certificates of Insurance or other similar documentation shall not be required of either party under this agreement.

**IX. INDEMNIFICATION**

- A. The UNIVERSITY shall defend, indemnify, and hold the HOST, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the UNIVERSITY, its officers, employees or agents.
- B. The HOST shall defend, indemnify, and hold UNIVERSITY, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of HOST, its officers, employees or agents.
- C. The parties intend that the principle of comparative fault shall govern this Agreement.
- D. This provision shall survive the termination of this Agreement.

**X. TERM AND TERMINATION**

- A. This agreement shall become effective as of the date of final execution and shall remain in effect for 5 years.
- B. Either party may terminate this agreement by giving the other party 30 days written notice of termination. However, both parties will act to protect those students currently placed with the Host at the time of the termination such that they will be allowed to complete their placement without interruption.

**XI. GENERAL PROVISIONS**

- A. 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. 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. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- D. This Agreement 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. This Agreement shall be governed by the laws of the State of California.
- F. Nothing in this Agreement is intended to create any right in third parties to enforce and/or otherwise benefit from the terms set for.

G. Any notice required or permitted to be given by this agreement shall be deemed given when personally delivered to the recipient thereof or when mailed by registered or certified mail, return receipt requested, to the appropriate recipient as follows:

1. Notice to the UNIVERSITY:  
California State University, Sacramento  
Attn: Michelle Johnson, Procurement and Contract Services  
6000 J Street  
Sacramento, CA 95819-6008
2. Notice to the HOST:  
Folsom Cordova Unified School District  
Attn: Jo Ann Peterson  
9165 Birkmont Dr  
Rancho Cordova, CA 95742

Attest to content only:  
College of Education

By: [Signature]  
Vanessa Sheared, Dean

Date: 10-7-15

Bargaining Unit Representative  
(if applicable)

By: [Signature]

Name: [Signature]

Title: [Signature]

Date: [Signature]

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.

Approved by:

California State University, Sacramento

By: [Signature]  
Michelle Johnson  
Contract Specialist

Date: 10-14-15

Folsom Cordova Unified School District

By: [Signature]  
(signature)

Name: Jonathan Crawford

Title: CFO/CBO

Date: 10/14/15

EXHIBIT A

**NOTE: This exhibit shall apply only for student teacher interns.**

On June 3, 2013, the Commission on Teacher Credentialing issued Program Sponsor Alert 13-06 detailing new requirements for programs that offered intern credentials. This PSA is available at: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2013/PSA-13-06.pdf>.

In response to this PSA, the UNIVERSITY prepared and submitted revised program documents reflecting the new requirements. On June 30, 2014 the Commission on Teacher Credentialing approved these revised program documents, thereby granting approval to Sacramento State University to issue intern credentials to qualified teacher credential candidates. Terms of the revised program documents include specific mentoring and support that the HOST and UNIVERSITY must provide including:

- Assignment by the HOST of a mentor who meets the criteria identified in 3.C.ii.1. of this Agreement and who is available to provide regular on-site support to the intern teacher.
- Assignment of a UNIVERSITY supervisor who meets the criteria identified in 3.C.1. of this Agreement and who is assigned to provide regular on-site support to the intern teacher, in coordination with the HOST mentor.
  - Regular on-site support includes observation/coaching sessions, provision of materials and resources, feedback on lesson plans, logistical support (bulletin boards, instructional materials, etc.), and other types of assistance designed to strengthen the intern teacher's instructional effectiveness
  - Regular on-site support must be provided in a scheduled and coordinated manner and must adhere to these requirements:
    - 2 hours of support per every five instructional days for general instruction coaching and mentoring AND
    - 5 hours of support per month specific to teaching English learners
- The intern teacher's faculty advisor will assist the HOST mentor and the UNIVERSITY supervisor in creating this coordinated and regular system of support



Agreement #ED150079

By signing below, I certify that I have read this Release of Records form and understand its meaning and purpose.

\_\_\_\_\_  
Signature of Student Date

\_\_\_\_\_  
Name of Student (Printed)

Nature of Placement (e.g. student intern, student teacher intern, student teacher):

\_\_\_\_\_  
Dates of Placement:

\_\_\_\_\_  
Name and Address of HOST Institution:

\_\_\_\_\_  
Name and Title of Designated Individual at HOST Institution to Request Record:

00031238.1

**AGREEMENT FOR STUDENT PLACEMENT  
NATIONAL UNIVERSITY  
AND  
Folsom Cordova Unified School District**

The Agreement is entered into this 6<sup>th</sup> day of August, 2015 by and between the National University (hereinafter "University") and the Folsom Cordova Unified School District (hereinafter "District").

**I. Recitals**

- A. The California Education Code authorizes a public school district, in cooperation with an approved college or university, to establish agreements for Student Teaching and Practica, applying to Teaching Credentials, Service Credentials and Certificates, with respect to the following categories: K-12 Education Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist categories, including Added or Supplementary Authorizations; Educational Therapist, School Counselor, Clinical School Psychologist, Administrative Services, and other Pupil Personnel Services Credentials.
- B. District is a public school district in the State of California, and University is an institution of higher education approved by the California Department of Education ("CDE") and the California Commission on Teacher Credentialing ("CCTC") for the approved university-based programs, consistent with the purposes for which school districts are established and within the meaning of Education Code Section 44452.
- C. University is accredited by the Western Association of Schools and Universities, and its education credentialing programs have been approved by the CCTC.
- D. The District is authorized to enter into an agreement with a state university, the University of California or any other university or college accredited by the State Board of Education, approved by the CDE and the CCTC, as a teacher education institution, to provide teaching, educational therapy, school counseling, school psychology, other pupil personnel, and school administration experience through the employment of Interns and through school-based practica to students enrolled in teacher training and other education credentialing curricula of such institutions.
- E. The District and the University wish to establish an Agreement for Practica Program - applying to credentials and certificates for K-12 Teaching in Multiple Subjects, including Added or Supplementary Authorizations (credentials and certifications specified herein referred to as Covered Programs, Program Categories, or Covered Categories)--as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CCTC, whereby Interns in categories covered by this Agreement, students enrolled in the University's preparation programs, may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs, in District schools, clinical sites or departments; and University students enrolled in the University's preparation programs, but not employed by the District as

Interns, may be placed in Student Teacher positions in District schools, clinical sites or departments. The University agrees to provide the preparation programs, and the District agrees to provide supervised on-site experience, under terms and conditions specified in this Agreement.

- F. Under this Agreement, the University may provide for the payment in funds or services or other valuable consideration for operations of the District in fulfillment of the terms of this Agreement, of an amount not to exceed the actual cost to the District of the services rendered.
- G. The University may determine, at its prerogative, to compensate, in any of the covered categories, appropriately credentialed Supervisors employed by the District, for all services required under this agreement pursuant to the supervision of practica (Student Teaching), by payment of honoraria, or by issuing continuing education units or credit hours, to the District employees who supervise University students. Such compensation by honoraria, if determined, will be based on the University's current stipend amount, in any given year under this Agreement, for supervision of practica provided by the District employees pursuant to this agreement. Continuing education units or credits may be awarded according to University guidelines and processes.
- H. Any honoraria of payment provided herein will be transmitted by the University directly to Supervisors of student practica, academic year, as compensation for and recognition of supervisory services performed.
- I. If the University exercises its prerogative to issue certificates of continuing education credit to District teachers who have supervised University students for the purpose of providing practica, the University will provide copies of those certificates to the District as evidence of compensation for services rendered by those Supervisors.

## II. Definitions

- A. "University Supervisor," "University Academic Supervisor," and "Clinical Academic Supervisor" in this context shall refer to a representative of the University meeting the criteria established by the University for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the University. Criteria for Supervisor, respective to the credential program under consideration, are: Undergraduate degree in the covered category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates shall make application to the University according to its requirements and through its processes.
- B. "Coach," "District Coach," "Mentor," or "Support Provider" (or as specified for any of the covered categories of Internship), shall refer to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. "Support Provider" shall refer to an employee of the District holding a valid, clear teaching credential issued by the Commission typically with

three or more years teaching experience. The Coach may not also serve as the University Academic Supervisor.

- C. "Student, Teacher" "Student," or "University Student" as used herein and elsewhere in this Agreement shall refer to a candidate enrolled in a credential program at the University in one of the Covered Categories, which leads to a Preliminary or Multiple or single subject Education Specialist Credential, or to a Service Credential. University Students are assigned to District sites for practica in the credential categories under consideration. Student Teachers are not employees of the District.
- D. "Practice or Student Teaching," "Student Practicum or Practica," "Practicum or Practica," or "Practice" as used herein and elsewhere in this Agreement means active participation, commensurate with the credential Field Course, in the duties and functions or practice service in any of the covered categories (e.g. classroom teaching), at a District school site, clinical site, or in a District department, under the direct supervision and instruction of employees of the District holding valid life diplomas, clear credentials, or other applicable certifications issued by the State Board of Education, other than Emergency, Intern, or Provisional Credentials, authorizing them to serve as practitioners-of-record in the respective covered categories, in the schools, classes, clinical sites, or departments in which the Practica are provided.
- E. "District Supervisor," "Supervisor," "Supervising Teacher," "Master Teacher," "District Practicum Supervisor," or "Practicum Supervisor" shall refer to an employee of the District, in a current position-of-record, respective to the credential or authorization under consideration and meeting the criteria established by the District for this position (e.g. Teacher Supervisor, Master Teacher), holding a valid life diploma, credential or other applicable certification issued by the State Board of Education, other than Emergency, Intern, or Provisional credentials, authorizing her or him to serve as a practitioner in the Covered Category under this Agreement and applicable to the practicum, in the schools or classes in which the practicum is provided. Criteria for Supervisor, respective to the specific credential programs, are: Master's degree in the Covered Category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates shall make application to the University according to its requirements and through its processes.
- F. "Student Teaching Assignment" provisions and guidelines, and activities and parameters regarding them, as used herein and elsewhere in this Agreement for elementary and secondary schools, District departments, or educational clinical sites, are defined as follows:
  - 1. General Provisions and Guidelines for Practica:

- a. University students shall be allowed to observe and participate in prospective District schools, classrooms, clinical sites, or departments prior to the assumption of practica.
  - b. University students shall be allowed ample opportunity and time to participate in site activities from the beginning to the end of the academic year.
  - c. University students shall be allowed ample opportunity and time to participate in multiple placements per elementary school, middle school, high school, or other relevant sites or departments.
  - d. University students shall be allowed ample opportunity to work in schools, classrooms, or clinical sites with significant populations of the English Language Learners in ethnically diverse schools or other sites, as appropriate.
  - e. University students shall be allowed at least 20-25 hours per week for elementary and secondary education candidates for work in specified site(s). University students should be allowed to complete their required Performance Assessment for California Teachers ("PACT") or any other Assessment that may be required by the CCTC.
  - f. University Students in elementary and secondary school placements will commit to experience at least four (4) full weeks, full days, of practica.
  - g. University students shall participate in activities in schools, other appropriate sites, or departments for the number of weeks specified by the University program, per semester of practica.
2. Provisions and Guidelines for Practica Specific to this Agreement:

- a. The number of semester units of practica to be provided for each student of the University assigned to practica under this agreement shall be determined by the University.
- b. The length of an assignment of a student of the University to practica in schools, classes, or other sites or departments of the District shall be at the discretion of the University. Assignments may range from approximately four (4) to twelve (12) weeks, or for approximately twelve (12) weeks, given a full semester, or for a period of time otherwise determined at the prerogative of the University and specified under the University program.
- c. The assignment of a student of the University for practica in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District:
  - The referral letter given her/him by the University effecting such assignment; r.

- a background check-paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation Proof of a negative tuberculosis test; and
  - Submission of a signed Release of Records (Exhibit A).
- d. In the event the assignment of a student of the University to practica is terminated by the University for any reason, the District or District employees providing services, according to the prerogatives provided in this Agreement, shall receive compensation as payment, honoraria, or continuing education credit hours. Practicum Supervisors must work directly with the University, according to University policies, in order to receive compensation.
- e. Absences of students from assigned practica shall not be counted as absences in computing the semester units of practica provided to University students by the District or Practica Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation to the Practica Supervisors will be based on semester units and not on actual hours of University student (e.g. Student Teacher) attendance at the assigned practica sites. Assignment of actual credit for attendance earned by University Student Teachers in the District, as semester units, is the prerogative of the University.
- 3.a. Site Support Providers (District) will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction.

University Support Providers will provide guidance and mentorship in weekly planning for all students including, but not limited to English Language Learners via virtual communication, in-classroom coaching and mentoring as deemed appropriate.

- 3.b Site Support Providers will hold a valid Clear or Life Credential, three years of successful teaching experience and hold a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or a valid bilingual authorization issued pursuant to section 80015.1.

University Support Providers will have current knowledge in their subject-matter area; ability to model best practices in teaching, scholarship and service; working knowledge about diversity (abilities, culture, language, ethnic, gender); and understanding of academic standards, frameworks and accountability for public schools.

- 3.c. Site Support Providers will provide supervision and ongoing support for a minimum of 72 hours per school year. Interns without an English Language Authorization must receive focused English Language instruction support.

University Support Providers will provide supervision and ongoing support for a minimum of 72 hours per school year. Interns without an English Language Authorization must receive a minimum of 45 hours of focused English Language instruction support.

University Support Providers will monitor the completion of employer-provided support via a Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be turned in as part of the intern's clinical practice course assignments.

Based on these recitals and definitions, the District and the University agree as follows:

### III. Terms of Agreement

1. Term of Agreement – Amendment, Renewal, Termination:

- a. The term of this Agreement shall be three (3) years, from August 1, 2015 through June 30, 2018, effective upon execution by the authorized representatives of both parties.
- b. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent.
- c. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

2. Completion of Practica Placement After Cancellation

In the case of termination of this Agreement, all University Students already enrolled in and participating in Practica placements in District schools, clinical sites, or

departments, as of the date of termination or expiration of this Agreement, the remainder of the placement shall be as set forth in Article II.F.d., above

#### IV. Student Teacher Eligibility

1. Program Requirements: Each University Student (credential candidate) accepted for Practica in the District must have met the following qualifying criteria:
  - a. Concurrent enrollment in an Undergraduate program, Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE), documented by official transcripts, with a minimum GPA of 2.5 in the last sixty (60) units.
  - b. For Teacher Interns and Student Teachers passage of the California Basic Educational Skills Test (CBEST) or other basic skills assessment and verification or subject matter competence by completion of an approved program, or by a course waiver from an accredited university under the guidelines of the CCTC, or passage of: (1) the CSET in the area of applicable subject matter, and (2) other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing if applicable.
  - c. Screening by University staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
  - d. Interview with a University Academic Supervisor and a lead faculty member for the applicable credential program ("Program").
  - e. For University Students to be assigned to Student Teaching, admission to the University's applicable College of Education Credential Program. Recommendation for student practica by a University designee.
  - f. Interview and screening by University or District staff, as determined by District protocols, including a background check-paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation, and approval by District Human Resources personnel and school-site administration.
  - g. Evidence of negative tuberculosis test performed within six (6) months of the Intern's or Student Teacher's start date.
  - h. Submission of a signed Release of Records (Exhibit A).

#### V. Placement of University Students for Practica

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1. Placement of University Students for Practica

- a. University students, certified as qualified and competent by the University to serve as Practice Students in any of the Covered Categories, may, at the District's discretion, be accepted and assigned to its schools for purposes of Practica. The University and the District may coordinate the process of selection and placement of Student Teachers.
- b. The University reserves the right to make the final determination on any Candidate's acceptance into the relevant Credential Program ("Program") at the University.
- c. The District reserves the right to accept or reject the placement of any Student Teacher in a District school, clinical site, or department.
- d. Neither the University nor the District shall discriminate in the selection of, or acceptance or participation by, any Candidate pursuant to this Agreement because of disability, gender, gender identity, gender expression, nationality, ancestry, age, race or ethnicity, religious creed, sexual orientation, religion, veteran's status, medical condition, marital status, genetic information, citizenship, or association with a person or group with one or more of these actual or perceived characteristics within the limits imposed by law.

2. Assignment of University Students to Practica: Assignment of a student of the University to practica in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the referral letter from the University putting such assignment into effect, but not earlier than the date of such assignment as shown.

3. Duration of Practica Placement

- a. A Student Teacher who performs below acceptable District or University standards for practica in any of the covered categories may be removed from a practicum placement by the District or the University and/or be removed from the Program by the University.
  - i. Removal may occur only after appropriate support and advice efforts have been exhausted.
  - ii. In the case of a Candidate's removal from the practicum assignment or the Program by either the District or the University, respectively, either party shall provide immediate written notification to the other. All services provided by the University and the District pursuant to this Agreement shall terminate upon a Candidate's removal from the District or termination of participation in the Program.

- b. Absences of University students from assigned practica shall not be counted as absences in computing the semester units of practica provided to University students by the District or District Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation for supervision is to be based on semester units and not on actual hours of attendance. Computation of actual attendance, for credit as semester units, by student teachers is the obligation of the University.

#### **VI. Student Teacher Status and Responsibility**

1. University Student Teacher Status: The University student assigned to Practica shall be considered only a student of the University and not a District employee for any purposes.
2. University Student Teacher Responsibilities
  - a. The University student assigned to Practica is expected to fulfill responsibilities and perform relevant activities in the credential category under consideration as assigned by the University Supervisor and the District Supervisor in collaboration.
  - b. In consideration of Student Teacher status, the Student Teacher should not be assigned or expected to participate in extraordinary school duties or school committee responsibilities, except as may be determined instructive by the University Supervisor and the District Supervisor in collaboration (e.g. extracurricular activities associated with teaching, counseling or administrative responsibilities; participation in circuit, department or faculty meetings; parent or teacher conferences, as appropriate).
  - c. Student Teachers shall not sponsor or coach extra-curricular activities.
  - d. A Student Teacher may request not to attend District or school meetings that conflict with Program activities or other responsibilities at the University.

#### **VII. District Curricula, Performance Standards, and Student Teacher Evaluation**

1. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, educational therapists, school counselors, school psychologists, and site administrators, who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
2. District Performance Standards:
  - a. The District establishes performance standards for all certificated employees, including teachers, counselors, and administrators, within the framework of the

California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel are evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

- b. University students assigned to Practica in the District are expected to be evaluated by their University and District Supervisors with regard to those standards. Such evaluation will be for the purpose of continuation in the University Program or in practica assignments, with consideration ultimately concerning the recommendation of the University student for the Preliminary Credential in the relevant credential category.

## **VII. Practica Supervision and Program Support**

### **1. Student Teacher Supervision and Support:**

- a. The District and the University will each provide qualified support for Student Teachers. The University will provide a qualified University Supervisor, and the District will provide a qualified District Supervisor (e.g. Master/Cooperating/Mentor Teacher, Counselor, Administrator) to assist each Candidate in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.
- b. The District and the University will determine independently the qualifications of their respective Supervisors. The University will be responsible for designating its own Supervisors for its Candidates. The District and the University will be responsible, in cooperation, for identifying qualified District Supervisors with whom Student Teachers may be placed, with final determination of placement the prerogative of the University. The University will conduct training of designated District Supervisors, given frameworks and guidelines of the University Program.
- c. The University will provide highly trained and qualified Supervisors, who are familiar with and understand District schools, to support, observe and assess Student Teachers in their assignments on a regular schedule appropriate to the needs of the Candidate and the school. The University shall provide training for all University Supervisors. University Supervisors may consult regularly with District Supervisors and site or department administrators, and will inform District personnel of any changes in the Candidate's program, preparation schedule, or status within the University.
- d. The supervision plan for Student Teachers will be the University's supervision plan for its credential program students assigned to Practica, which will consider

the needs and assets of the Student Teacher and of the individual school sites, clinical sites, or departments.

- e. The District will provide qualified District Supervisors, who are recognized for successful experience in the credential category under consideration, who have approval of site or department administrators, and who may be recommended by the professional field support staff of the District, including the department of Leadership, Curriculum and Instruction, and New Teacher Support and Development (NTSD), according to NTSD's recruitment, professional development, and service guidelines for the Supervisors or Coaches in its support programs.
- f. The University will immediately notify the District in the event it becomes aware of any negligent or intentional conduct by a Student Teacher placed in the District, or any violations of District rules, regulations, policies or procedures by the Student Teacher, including, but not limited to, when the conduct of the Student Teacher jeopardizes the health and/or safety of District students or staff. The University agrees to cooperate with the District in the investigation of any such conduct. The District reserves the right, in its sole discretion, to immediately remove from placement any Student Teacher it believes has engaged in conduct which jeopardizes the health and/or safety of District students or staff.

#### **IX. University Student Teacher Orientation and Professional Development**

##### **1. Program Orientation:**

- a. Prior to the beginning of Student Teachers' Practica experiences in the District, the University will hold Program orientation meetings for its credential candidates.
- b. The University also may offer training seminars that may be attended by District Supervisors, NTSD staff, or other District field support staff. University representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to District site Supervisors. In addition, the contents of any University Program Handbook-the parameters of practica, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures-may also be reviewed with Practica Students and District site Supervisors.
- c. NTSD staff or other District field support staff may also attend University orientation meetings for the purpose of informing Practica Students about the role of the department of Leadership, Curriculum and Instruction and NTSD primarily in on-site support processes once a candidate is placed in the District.

2. District Professional Development Programs: The District may include Practica Students in appropriate District support programs and provide training in regularly scheduled staff development activities. Practica Students may elect to participate in any professional development opportunities within the District, including those programs managed by the department of Leadership, Curriculum and Instruction, or by another District department responsible for instructional services, and those programs managed specifically by NTSD or other relevant District departments.

#### **X. Payment or Other Compensation for District Supervisors**

If an honorarium is to be paid to a District Supervisor for the assignment of a Practica Student in Covered Categories), an honorarium form and a vendor form will be sent to the District Supervisor to be completed, signed, and returned to the University. The University will process the honorarium form at the end of the semester in which the University student was supervised. The Supervisor may receive other compensation for and recognition of services, at the prerogative of the University, as outlined in Article 1 of this Agreement, once all required materials and summative evaluations for the University student have been submitted to the University by the District Supervisor.

Notwithstanding any other provisions of this Agreement, the University shall not be obligated by this Agreement to pay the District or District Supervisors any amount in excess of the honoraria, at the prerogative of the University and calculated according to University policies for supervision of practice teaching or clinical or administrative internship or practica, as determined by the University, and as defined in these provisions, for students actually placed.

#### **XI. Responsibility for Academic Program and Evaluation of Practica Students**

1. Academic Responsibility: The University shall have exclusive control over all academic issues involving the Program, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Candidates as students; evaluation of a Candidate's prior experience and education; evaluation of a Candidate's academic progress; scheduling of courses; awarding of academic credit; and conferring of academic degrees.
2. Academic and Performance Evaluation of Practica Students: Academic assessment is a function of University courses designed for the specific credential categories covered in this Agreement and the Field Experience (Practica) course or any other program component designed by the University. Students engaged in practica will pre-assess their skills in the credential category under consideration, develop a plan for growth, and assess their growth at the close of the course with the University Supervisor. No evaluative academic assessment will be considered the responsibility, either in whole or

in part, of the District Supervisor, who works with the Candidate for the purpose of practical instruction and formative assessment. The District Supervisor will provide a written evaluation of the University Student's performance in the practical components of the assignment (e.g. classroom teaching) concerning the Candidate's readiness for independent professional practice, which will be provided to the University Supervisor of the Candidate.

3. Summative Performance Evaluation: At the end of each semester or at the completion of a practicum assignment, or otherwise according to the University's Program, the University Supervisor will complete a summative performance evaluation of the Candidate, addressing University Program guidelines, CCTC program standards, and District evaluation protocols in the Covered Categories, and make a recommendation concerning the Candidate's readiness for independent professional practice, which will be given to the University's Program managers. This performance evaluation will contribute to the determination of the Candidate's standing and competence relative to the California Commission on Teacher Credentialing program standards for the specific credential the Candidate is seeking to obtain.

Any assessment forms, letters of recommendation, or other narratives requested by the University and completed by the District Supervisor, in this vein, will be delivered to University Supervisor as part of the Candidate's records, will belong to the University as part of the Candidate's student records, and will be kept on file at the University. Any assessment forms, letters of recommendation, or other narratives that are part of the formative assessment process of the District will belong to the District as part of the Candidate's records regarding the particular District assignment. The District Supervisor may make available to the University Supervisor any additional relevant information from the District formative assessment that may have bearing on the assessment by the University of the Candidate, concerning a recommendation for the Preliminary Credential and the possibility of the Candidate's future employment by the District for a position in any of the Covered Categories.

## **XII. District and University Insurance and Indemnification**

1. Acknowledgment of Insurance Status: This Agreement acknowledges that the District is permissibly self-insured for all required coverages. In the case that the University is self-insured for all required coverages, the University will provide a legally authorized document so stating, or it will provide a Certificate of Insurance, issued by the Insurer, naming the District as an Additional Insured, attached to this Agreement. The District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder. Such insurance shall include but not be limited to the following:
  - a. Commercial General Liability, Professional Liability, and Automobile Liability for bodily injury, personal injury and property damage;
  - b. Workers' Compensation coverage with statutory limits; and

c. Employers Liability coverage.

2. Indemnification Clauses: The District shall defend, indemnify and hold the University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The University shall defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.

The University shall further wholly defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the acts or omissions of Student Teachers placed by the University while serving in the capacity of Student Teacher in the District. This includes both negligent and intentional acts by Student Teachers.

### XIII. General Considerations

1. Relationship of Parties: Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the University and the District.
2. Publicity: Neither the University nor the District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
3. Records:
  - a. It is understood and agreed that all employment records shall remain the property of the District; and all Student Teacher records, including Student Teacher portfolio assessments, will remain the property of University.

- b. The District acknowledges that the education records of University students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any University student assigned to the District under this Agreement. Disclosures regarding the employment or employee-performance records of any University student in his or her capacity as a District employee shall require the written consent of the University student who is in service as a District employee.
- c. All University Students referred to be assigned to District as Student Teachers shall be required to sign a "Release of Records" (Exhibit A) which allows the District to access Student Teachers' educational records from University at any time. Failure to execute the "Release of Records" shall make the University Student ineligible for placement with the District as a Student Teacher.
4. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the University, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless provided in writing and signed by authorized representatives of both parties, as described in Article 3, "Term of Agreement." If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.
5. Assignment: Neither the University nor the District shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
6. Notices: All notices, demands, or other communications given under this Agreement shall be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

**UNIVERSITY**

National University  
11355 North Torrey Road  
La Jolla, CA 92037

**DISTRICT**

Folsom Cordova Unified School District  
Attn: JoAnne Peterson Drumm  
1965 Birkmont Drive



Rancho Cordova, CA 95742-6407

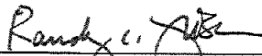
7. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.
8. General Provisions: The Agreement: (a) shall be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together shall constitute one instrument; (c) shall be governed by applicable law of the State of California; and (d) has been executed as indicated below.
9. Third Party Rights: This Agreement is not intended to create any rights or interests for any other person or entity other than the District or the University.
10. No Provision Construed Against the Drafter: The Parties acknowledge and agree that the terms and provisions of this Agreement have been negotiated and discussed between them, and that this Agreement reflects their mutual agreement regarding the subject matter of this Agreement. Because of the nature of such negotiations and discussions, neither party shall be deemed to be the drafter of this Agreement, and therefore no presumption for or against the drafter shall be applicable in interpreting or enforcing this Agreement.
11. Headings, Construction and Exhibits: Headings at the beginning of each paragraph and subparagraph are solely for the convenience of the Parties and are not a part of the Agreement. Whenever required by the context of this Agreement, the singular shall include the plural and the masculine shall include the feminine and vice versa. This Agreement shall not be construed as if it had been prepared by one of the Parties, but rather as if both Parties had prepared the same. Unless otherwise indicated, all references to paragraphs, sections, subparagraphs, and subsections are to this Agreement. All Exhibits referred to in this Agreement are attached and incorporated by this reference.

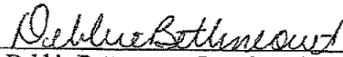
[Signatures on Following Page]

SIGNATURE PAGE

National University

Folsom Cordova Unified School  
District

  
\_\_\_\_\_  
Randy C. Frisch, Vice Chancellor of  
Business and Administration

  
\_\_\_\_\_  
Debbie Bettencourt, Superintendent

8/11/15  
\_\_\_\_\_  
Date

8-7-15  
\_\_\_\_\_  
Date

