

**TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT
BY AND BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
ALVORD UNIFIED SCHOOL DISTRICT**

This Agreement is made and entered into this of July 1, 2021 in the State of California, by and between THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, a California corporation on behalf of the University of California, Riverside, Graduate School of Education (hereinafter referred to as "UNIVERSITY") and ALVORD UNIFIED SCHOOL DISTRICT (hereinafter referred to as ("DISTRICT")) collectively referred to as PARTY OR PARTIES.

RECITALS

WHEREAS, various California Education Code Sections, including but not limited to 44321, 44452-44458, 44462 and 44466, authorize or govern a public school district in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable state law and regulations ("PROGRAM"); and

WHEREAS, DISTRICT is a California public school which operates schools suitable for internships, practice teaching and field experience needs; and

WHEREAS, UNIVERSITY has met all the requirements and preconditions established by state law, specifically those established by the California Commission on Teacher Credentialing ("COMMISSION") and/or Committee on Accreditation; and

WHEREAS, it is to the benefit of both the UNIVERSITY and DISTRICT that Intern Teachers have opportunities to enhance their capabilities as practitioners and both UNIVERSITY and DISTRICT desire to partner together to make PROGRAM available.

WHEREAS, it is understood and agreed by and between the Parties of this Agreement that they wish to enter into this Agreement in order to ensure the requirements of the California Commission on Teacher Credentialing ("COMMISSION"), will be met and provided to the Intern Teacher and shall complete their respective responsibilities in connection with this Agreement during its term. Exhibits 1-7 are attached hereto and made a part of this Agreement.

AGREEMENT

NOW, THEREFORE, in consideration of the covenants, agreements, and Exhibits 1-5 set forth herein, the receipt and sufficiency of which are hereby acknowledged, the PARTIES agree as follows:

I. TERM AND TERMINATION

- A. This Agreement shall become effective as of the date first written above once both PARTIES have executed the Agreement and shall continue in full force and effect through June 30, 2024. The PROGRAM Year shall end in June, with the exact day varying from year to year as determined by the then-current applicable DISTRICT certificated work year calendar. This Agreement supersedes and replaces any existing Teacher Internship Credential

Program Agreement between the Parties and upon execution of this Agreement, the prior agreement shall be terminated.

- B. Notwithstanding anything to the contrary stated in this Agreement, either PARTY may terminate this Agreement for convenience upon thirty (30) days' written notice.

In the event DISTRICT chooses to terminate the Agreement for convenience in accordance with this Article, any Intern Teachers assigned at DISTRICT schools when DISTRICT gives notice may continue to train until the end of the Intern Teacher's current UNIVERSITY semester or quarter, or Intern Teacher's employment contract, whichever is greater.

- C. This Agreement may be terminated immediately by either PARTY hereto should the other PARTY fail substantially to perform in accordance with the terms hereof through no fault of the terminating PARTY and such failure continues for thirty (30) days after notice thereof is delivered by the non-defaulting PARTY.

II. PLACEMENT OF INTERN TEACHERS

DISTRICT shall assign Intern Teachers to assume the functions that are authorized by the credential held by the Intern Teacher and shall be placed in an assignment that meets the instructional or service needs of the DISTRICT.

- A. DISTRICT and UNIVERSITY shall coordinate the process of placement of Intern Teachers.
- B. DISTRICT will use its best efforts within the constraints of available position openings to place Intern Teachers in environments to maximize first year success of Intern Teachers (i.e., supportive principal, available peer support, class selection).
- C. DISTRICT reserves the right to make the final determination on any Intern Teacher's employment and placement by DISTRICT.
- D. Neither UNIVERSITY nor DISTRICT shall discriminate in the selection of, or participation by, any Intern Teacher pursuant to this Agreement because of ethnicity, religion, sex, sexual orientation, national origin, ancestry, age or disability, within the limits imposed by law and/or DISTRICT policy.
- E. DISTRICT shall not displace a certificated DISTRICT employee with the placement of an Intern Teacher. This Agreement shall serve to certify such to UNIVERSITY in accordance with Commission requirements.

III. SUPERVISION OF INTERN TEACHERS

- A. UNIVERSITY shall provide Site Supervisors for all Intern Teachers. UNIVERSITY shall have clearly defined qualifications for Site Supervisors to include: (1) current knowledge in the content they teach; (2) understanding of the context of schooling; (3) ability to model best professional practices in teaching and learning, scholarship, and service; (4) knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) thorough

grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

- B. Such Site Supervisors shall visit Intern Teachers in the intern environment, the number of times necessary to ensure that interns receive the CTC required minimum of 144 hours of support/mentoring and supervision.
- C. DISTRICT shall provide a qualified supervisor who will serve as the on-site guide, observing the intern at the classroom level and in collaboration with the UNIVERSITY'S Site Supervisors. DISTRICTS'S Supervisor shall be the school site's principal or assistant principal, unless designated otherwise.

IV. CONDITIONS OF INTERN EMPLOYMENT

Intern Teachers are employees of DISTRICT and subject to all of the rights and obligations associated to such employment, including the normal teacher evaluation policies and practice. For employment purposes, the DISTRICT shall be the sole evaluator of the Intern Teacher, including the evaluation process, instrument and content.

V. SELECTION AND QUALIFICATIONS OF SUPERVISORS/MENTORS

- A. DISTRICT and UNIVERSITY shall each provide a qualified supervisor to assist each Intern Teacher. DISTRICT and UNIVERSITY shall independently determine the qualifications of their respective supervisors.
- B. DISTRICT shall provide a qualified supervisor who will serve as the on-site guide, observing the intern at the classroom level and in collaboration with the UNIVERSITY'S Supervisors. DISTRICT'S Supervisor shall be the school sites' principal or assistant principal, unless designated otherwise.
- C. DISTRICT shall assign a Mentor to the Intern Teacher prior to the Intern Teacher assuming daily teaching responsibilities. DISTRICT shall select and evaluate such Mentor in accordance with DISTRICT policy and practices and based on clearly defined description of qualifications to include: (1) valid corresponding Clear or Life credential; (2) Three (3) years successful teaching experience; and (3) English Learner Authorization (ELA) if responsible for providing specified ELA support. (See: Exhibit 1, Mentor Certification for Intern Support).
- D. UNIVERSITY shall provide Supervisors for all Intern Teachers. UNIVERSITY shall have clearly defined qualifications for UNIVERSITY Supervisors to include: (1) current knowledge in the content they teach; (2) understanding of the context of schooling; (3) ability to model best professional practices in teaching and learning, scholarship, and service; (4) knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

Table 1: Selection criteria for University Supervisor, District Supervisor, and District Mentor (per COMMISSION requirements; see Exhibit 1).			
	UNIVERSITY SUPERVISOR	DISTRICT MENTOR	DISTRICT SUPERVISOR
Selection	By University	By District	By District
Qualifications	(1) current knowledge in the content they teach, (2) understanding of the context of schooling, (3) ability to model best professional practices in teaching and learning, scholarship, and service; (4) knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.	Valid corresponding Clear or Life credential, three (3) years successful teaching experience, and English Learner Authorization (ELA)	The school site's principal or assistant principal, unless designated otherwise.

VI. TIMING AND HOURS OF SUPERVISION OF INTERN TEACHERS

- A. The COMMISSION requires a minimum of 144 hours of mentoring and supervision for Intern Teachers who have earned an English Learner Authorization (ELA). Intern Teachers who have not earned an ELA shall receive an additional 45 hours of support (See Section VIII: Preparation to Teach English Learners, below).
- B. Intern Teachers who assume daily teaching responsibilities after the beginning of a school year shall be provided the following minimum hours of mentoring and supervision: four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of mentoring and supervision shall be provided to an Intern Teacher every five instructional days.
- C. UNIVERSITY Supervisors shall visit Intern Teachers, in the intern environment, a minimum of once every week. The UNIVERSITY Supervisor will provide a minimum of 90 hours of support per academic year through the combination of biweekly site visits and the ten seminars required per UCR academic quarter. The DISTRICT will provide a minimum 54 hours of support (Exhibit 2 for activities satisfying the COMMISSIONS'S support and supervision requirements).
- D. DISTRICT shall provide sufficient resources including the identification of protected time for the DISTRICT Mentor to work with the intern during the school day to include clearly defined expectations for type and frequency of mentoring.

Table 2: UCR Supervisor Non-English Learner-Specific Support (COMMISSION requires 144 hour minimum)			
Approved Activities (per COMMISSION PSA 13-06, Appendix B, See Exhibit 2)	Hours per Week	Hours per Quarter	Hours per Year
Seminar	2	20	60
Biweekly visits	.5	5	15
Other (See Exhibit 2)	TBD*	TBD*	TBD*
Total estimated base hours	TBD*	TBD*	75

Table 3: District Mentor Non-English Learner-Specific Support (COMMISSION requires 144 hour minimum)			
Approved Activities (per COMMISSION PSA 13-06, Appendix B, See Exhibit 2)	Hours per Week	Estimated Hours per Semester	Estimated Hours per Year
Weekly meetings	1 hour	20	40
Other (see Exhibit 2)	TBD*	TBD*	TBD*
Total estimated base hours	TBD*	TBD*	TBD*

Table 4: UCR Supervisor English Learner-Specific Support (COMMISSION requires 45 hour minimum for interns without English Learner Authorization)			
Approved Activities (per COMMISSION PSA 13-06, Appendix B, See Exhibit 2)	Hours per Week	Hours per Quarter	Hours per Year
Seminar	TBD*	TBD*	TBD*
Biweekly visits	TBD*	TBD*	TBD*
Other (See Exhibit 2)	TBD*	TBD*	TBD*
Total estimated base hours	TBD*	TBD*	TBD*

Table 5: District Mentor English Learner-Specific Support (COMMISSION requires 45 hour minimum for interns without English Learner Authorization)			
Approved Activities (per COMMISSION PSA 13-06, Appendix B, See Exhibit 2)	Hours per Week	Estimated Hours per Semester	Estimated Hours per Year
Weekly meetings	TBD*	TBD*	TBD*
Other (see Exhibit 2)	TBD*	TBD*	TBD*
Total estimated base hours	TBD*	TBD*	TBD*

Table 6: Calculation of hourly requirements met and additional support needed			
Basic Support & Supervision	Hours (144 required)	English Learner-Specific Support & Supervision	Hours (45 required)
UCR Supervisor	75	UCR Supervisor	TBD*
District	40	District	TBD*
Subtotal	115	Subtotal	TBD*
Minimum Required	144	Minimum Required	45
Additional Support Needed	29	Additional Support Needed	45

*To be determined; as needed to support Intern Teacher and to meet minimum expectations of the COMMISSION.

VII. ROLES AND RESPONSIBILITIES

- A. DISTRICT and UNIVERSITY agree to adhere to the distribution of Intern Teacher support and supervision responsibilities as described in Exhibit 3: Distribution of Support Responsibilities.
- B. DISTRICT agrees to provide protected time for DISTRICT Mentor to work with Intern Teacher within the school day. DISTRICT Mentor will log all support activities provided for Intern Teacher (See Exhibit 4).
- C. DISTRICT and UNIVERSITY supervisors will meet together regularly with Intern Teachers to ensure Intern Teachers are following the California Teaching Performance Expectations (TPE's) or other such standards as may be applicable to the specific regular standard credential each Intern Teacher is seeking to obtain (See Exhibit 5).
- D. UNIVERSITY shall provide orientation and training for the DISTRICT Mentor.
- E. DISTRICT shall develop and implement a Professional Development Plan for Intern Teachers in consultation with the UNIVERSITY (See Exhibit 6). The plan shall include all of the following: (1) Provisions for annual evaluation of the Intern Teacher; (2) A description of the courses to be completed by the Intern Teacher, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching; (3) Additional instruction during the first semester of service, for Intern Teachers in kindergarten or grade 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities; (4) Instruction, during the first year of service, for Intern Teachers 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.
- F. DISTRICT shall include Intern Teachers in appropriate DISTRICT support programs and regularly scheduled staff development activities.

Table 7: Distribution of Responsibilities for Support and Supervision (Exhibit 3)			
RESPONSIBILITY	SHARED	UNIVERSITY	DISTRICT
Formative Assessment of Intern Teachers based on Teaching Performance Expectations (TPEs) or other appropriate standard	X		
Orientation and training of DISTRICT Mentor		X	
Professional Development Plan for Intern Teacher			X
Include Intern Teacher in appropriate support programs and professional development activities			X

VIII. PREPARATION TO TEACH ENGLISH LEARNERS

- A. DISTRICT and UNIVERSITY shall provide 45 hours of additional mentoring and supervision to Intern Teachers who enter the program without either a valid English Learner Authorization (ELA) listed on a previously issued multiple subject, single subject, or education specialist teaching credential; a valid English Learner, Crosscultural, Language, and Academic Development (CLAD) authorization; or a valid Bilingual, Crosscultural, Language, and Academic Development (BCLAD) authorization.
- B. UNIVERSITY shall provide supervision, including in-classroom coaching, specific to the needs of English Learners (See Exhibit 2).
- C. DISTRICT shall identify an individual who is immediately available to assist the Intern Teacher, through in-classroom modeling and coaching as needed, with (1) planning lessons that are appropriately designed and differentiated for English Learners; (2) assessing language needs and progress; and (3) supporting language accessible instruction. The identified individual may be the same Mentor assigned pursuant to Section V: Selection and Qualifications of Supervisors/Mentors, provided the individual possesses an English Learner Authorization (ELA) and is immediately available to assist the Intern Teacher.
- D. The minimum 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 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.
- E. An individual who passes the California Teaching of English Learner (CTEL) examination (including all three subtests) prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of mentoring and supervision specific to the needs of the English Learners.

Table 8: Distribution of Responsibility for COMMISSION Required Hours of English Learner Support			
RESPONSIBILITY	SHARED	UNIVERSITY	DISTRICT
45 hours of additional mentoring and supervision	X		
Supervision, including in-classroom coaching, specific to the needs of English Learners		X	
Identification of qualified individual who can immediately assist the Intern Teacher and provide in-class coaching and modeling of lessons for English Learners (as specified in Section VIII C, above).			X

IX. COMMUNICATION AND COLLABORATION

DISTRICT and UNIVERSITY shall work collaboratively together to provide the necessary support to the Intern Teacher to ensure success.

- A. DISTRICT and UNIVERSITY shall cooperate and collaborate in developing and maintaining a process of and procedures for access, communication, and collaboration between DISTRICT Supervisor, DISTRICT Mentor, and UNIVERSITY Supervisor.
- B. DISTRICT and UNIVERSITY agree to cooperate in resolving problems related to Intern Teacher performance or preparation following the procedures outlined in Exhibit 7, *Guide to UCR Teacher Education Support and Evaluation System*.
- C. DISTRICT and UNIVERSTIY agree that changes cannot be made to the program or responsibilities of the parties unless the changes are made in writing and signed by both parties.
- D. DISTRICT agrees to cooperate with UNIVERSITY managed documentation and monitoring processes to ensure that Intern Teachers receive the COMMISSION required minimum of 144 hours of mentoring and supervision (See Exhibits 4 and 5).
- E. DISTRICT agrees to cooperate with UNIVERSITY-managed documentation and monitoring processes for additional 45 hours of mentoring and supervision (See Exhibit 2) to Intern Teachers who have not yet earned the English Learner Authorization.

X. INTERN ADVISORY COMMITTEE AND PROGRAM EVALUATION

- A. If UNIVERSITY requires representation by DISTRICT on a UNIVERSITY Intern Advisory Committee, DISTRICT shall provide appropriate staff to serve on such committee. The selection of DISTRICT staff for this purpose is at the sole discretion of the DISTRICT.
- B. If DISTRICT establishes a DISTRICT Intern Advisory Committee for the purpose of providing program evaluation or other collaborative process input on the subject of interns, and if DISTRICT requires representation by UNIVERSITY on such committee, UNIVERSITY shall provide appropriate staff to serve on such committee. The selection of UNIVERSITY staff for this purpose is at the sole discretion of the UNIVERSITY.

XI. RESPONSIBILITY OF UNIVERSITY'S ACADEMIC PROGRAM

UNIVERSITY shall have exclusive control over all academic and operational issues involving the UNIVERSITY'S programs, 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 Intern Teachers, evaluation of Intern Teachers' prior experience and education, evaluation of Intern Teachers' academic progress, scheduling courses, awarding academic credit, and conferring degrees.

XII. RIGHTS AND RESPONSIBILITY OF INTERN TEACHER

Intern Teachers shall be DISTRICT employees for all purposes. As such, Intern Teachers shall be entitled to all rights and obligations normally afforded DISTRICT employees of like classification, assignment and working conditions.

- A. Intern Teachers shall assume full teaching and legal responsibility for their classroom.
- B. Intern Teachers shall be paid as commensurate with their assignment and the applicable collectively bargained agreement for the Certificated Bargaining Unit.
- C. Intern Teachers shall not acquire tenure while serving on an internship credential or in a "non-credentialed" status. Acquiring tenure shall be governed by the then-applicable California Education Code provisions.

XIII. SITE SUPERVISOR RESPONSIBILTY WHEN VISITING DISTRICT

- A. DISTRICT is proud to provide healthy, tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by DISTRICT.
- B. UNIVERSITY and UNIVERSITY'S staff shall at all times comply with the provisions and requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.).
- C. UNIVERSITY shall at all times enforce appropriate discipline and good order itself and among its employees and shall not employ or work any unfit person or anyone not skilled in providing the services required under this Agreement.

XIV. INDEMNIFICATION

- A. DISTRICT shall defend, indemnify and hold UNIVERSITY, its officers, agents, and employees 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 DISTRICT, its officers, agents, or employees.
- B. UNIVERSITY shall defend, indemnify and hold DISTRICT, its officers, agents, and employees 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 UNIVERSITY, its officers, agents, or employees.

XV. INSURANCE

- A. Each PARTY, at its sole cost and expense, shall insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:
- i. General Liability, Sexual Abuse Liability, Employer's Liability, Professional Liability and Automobile Liability insurance. General Liability (including broad form property damage and contractual liability) insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000); Sexual Abuse Liability Insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000); Employer's Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000); Professional Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars (\$1,000,000); and automobile liability insurance for owned, hired and non-owned vehicles on a per occurrence basis with a combined single limit of not less than One Million Dollars (\$1,000,000).
 - ii. Workers' Compensation as required under California State Law.
 - iii. Such other insurance in such amount which from time to time may be reasonably required by the mutual consent of DISTRICT and UNIVERSITY against other insurable risks relating to the performance of this Agreement.
- B. It should be expressly understood, however, that the coverage and limits required under this Article shall not in any way limit the liability of either PARTY.
- C. Each PARTY shall further provide for thirty (30) days advance written notice of any modification, change or cancellation of any of the above insurance coverage.

XVI. RESPONSIBILITY FOR OWN ACTS

Each PARTY will be responsible for its own acts or omissions and any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds which may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by such PARTY, its employees or representatives, in the performance or omission of any act or responsibility of such PARTY under this Agreement. In the event that a claim is made against both PARTIES, it is the intent of both PARTIES to cooperate in the defense of said claim and to cause their insurers to do likewise. However, both PARTIES shall have the right to take any and all actions they believe necessary to protect their interests.

XVII. SAFETY AND SECURITY

UNIVERSITY shall be responsible for ascertaining from DISTRICT all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present. The Intern is required to comply with Education Code section 45125.1, fingerprint certification requirements. If requested by DISTRICT, UNIVERSITY will provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for DISTRICT under this Agreement. The Intern is required to comply with Education Code section

49406, examination for tuberculosis requirements. If requested by DISTRICT, UNIVERSITY will cause to be on file with DISTRICT a certificate from the examining physician showing the Intern has been examined and found free from active tuberculosis.

XVIII. NOTICES

All notices, statements, demands, requests, consents, approvals, authorizations, appointments, or designations hereunder by either PARTY to the other will be in writing and will be deemed given and served upon the other PARTY, if delivered personally or three (3) days after depositing in the United States mail, postage prepaid, addressed to:

A. If to DISTRICT:

Alvord Unified School District
9 KPC Parkway
Corona, CA 92879
Attn: Linda Zamora-Murillo

B. If to UNIVERSITY:

University of California, Riverside
Graduate School of Education, Student Services
900 University Avenue, 1124 Sproul Hall
Riverside, CA 92521
Attn: Dean, Graduate School of Education

University of California, Riverside
Business Contracts
900 University Avenue
Riverside, CA 92521

XIX. INDEPENDENT

None of the provisions of this Agreement are intended to create nor shall be deemed or construed to create any relationship between DISTRICT and UNIVERSITY other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement.

XX. AUTHORIZATION WARRANTY

- A. DISTRICT hereby represents and warrants that the person executing this Agreement for the DISTRICT is an authorized agent who has actual authority to bind DISTRICT to each and every term, condition and obligation set forth in this Agreement and that all requirements of DISTRICT have been fulfilled to provide such actual authority.
- B. UNIVERSITY hereby represents and warrants that the person executing this Agreement for UNIVERSITY is an authorized agent who has actual authority to bind UNIVERSITY to each

and every term, condition and obligation set forth in this Agreement and that all requirements of UNIVERSITY have been fulfilled to provide such actual authority.

XXI. COOPERATION IN DISPOSITION OF CLAIMS

DISTRICT and UNIVERSITY agree to cooperate with each other in the investigation and disposition of audits, peer review matters, disciplinary actions and third party liability claims arising out of any services provided under this Agreement. It is the intention of the PARTIES to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, joint investigation, defense, disposition of claims of third parties arising from services performed under this Agreement, and making witnesses available; provided, however, that nothing shall require either DISTRICT or UNIVERSITY to disclose any peer review documents, records or communications which are privileged under Section 1157 of the California Evidence Code, under the Attorney-Client Privilege or under Attorney Work-Product Privilege.

XXII. NON-WAIVER

No waiver or breach of any term or provision of this Agreement shall be construed to be, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing signed by the PARTY waiving the breach.

XXIII. SEVERABILITY

In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

XXIV. GOVERNING LAW

This Agreement will be governed by and construed in accordance with the laws of the State of California. In the event of any dispute or litigation concerning or arising out of this Agreement, both PARTIES agree to seek resolution of the dispute or litigation within the venue of the appropriate courts in the County of Riverside, State of California.

XXV. ASSIGNMENT

Neither PARTY shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other PARTY.

XXVI. ENTIRE AGREEMENT/AMENDMENTS

This Agreement represents the PARTIES' final and complete agreement with regard to the subject matter contained herein. As such, it supersedes all other understandings, discussions and/or agreements between the PARTIES with regard to the subject matter of the Agreement. Any change in, modification of or addition, amendment or supplement to this Agreement shall be valid only if set forth in writing, signed and dated by all PARTIES hereto the Agreement.

XXVII. COUNTERPARTS

The PARTIES may execute this Agreement in two or more counterparts, which shall, in the aggregate be signed by all of the PARTIES; each counterpart shall be deemed an original instrument as against any PARTY who has signed it. The PARTIES further agree that signatures sent by electronic mail, in .PDF format, shall be treated as original signatures to this Agreement.

IN WITNESS WHERE OF, the PARTIES hereto on the day and year written below have executed this Agreement.

ALVORD UNIFIED SCHOOL DISTRICT

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

Name
Title

Joe Andreu
Chief Procurement Officer

Date

Date

Name:
Title:

Date



Graduate School
of Education

Teacher
Education

951.827.5225
education.ucr.edu
edcred@ucr.edu

DISTRICT Mentor Certification for Intern Support

This form is to be completed in its entirety by the school principal then submitted to the Credential Analyst at UCR (see address below).

District Mentor: _____

Intern Teacher: _____

Thank you for hiring a UCR Intern. To comply with requirements established by the California Commission on Teacher Credentialing (Program Sponsor Alert 13-06), we are required to request that you certify the qualifications of the District Mentor assigned to support the Intern Teacher and that you identify the protected time that the District Mentor will have during the school day to work with the UCR Intern Teacher.

Please verify the qualifications of the District Mentor that you have designated to support your UCR Intern Teacher by indicating with a check (✓) which of the following qualifications the above-listed District Mentor possesses:

- Valid corresponding (to Intern's teaching assignment) Clear or Life Credential
- At least three years of teaching experience
- Authorized to teach English Learners (either a CLAD/SB2042 or BCLAD/Bilingual Authorization)*
- Immediately available (protected time) to support Intern
- Expertise in planning lessons that are appropriate designed and differentiated for English Learners
- Proficient in assessing language needs and progress in English Learners
- Capable of supporting Intern in presenting language accessible instruction
- Experience in modeling and in-class coaching

**if not authorized to teach English Learners, a second District Mentor who is authorized will have to be selected.*

Please identify the protected time that the District Mentor will have to work with the Intern Teacher within the school day: _____

Signature of School Principal: _____

School: _____

Date: _____



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Activities Satisfying California Commission on Teacher Credentialing (CTC) Support and Supervision Requirements for Intern Teachers

The following is taken from the CTC Program Sponsor Alert (PSA) 13-06: “It is recognized that each Intern Program is unique and will develop a support and supervision model that is appropriate to the distinctive needs of the program, the interns, and the school districts with whom it works. The table below is reflective of that uniqueness and offers examples of support and supervision activities that may be used to meet the 144-hour per year requirement. This is not a complete list; it is expected that each program will add/delete activities to ensure that intern and student needs are met within the design parameters of the program. The activities marked with an asterisk (*) can also be applied towards the 45-hour per year English Learner (EL) support and supervision requirements.”

Potential Support & Supervision Activities Most Likely to be Provided through the Intern’s Employer
Description
Content-specific coaching (for example: math coaches, reading coaches, English Learner coaches*)
Grade-level or department meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from site administrator
Co-planning with Special Educator or English Learner expert to address special needs students and/or English learners in classroom*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Release time for participation in district group/regional group (English Learner Advisor Committee [ELAC], Council for Exceptional Children)*
Review/discuss test results with colleagues (CELDT and standardized tests)*

*May also be used towards the 45-hour English Learner (EL) Support & Supervision Requirements

Potential Support & Supervision Activities Most Likely to be Provided through the UCR Teacher Education Program
Description
Seminars (problem solving issues with students, curriculum, instruction, Teaching Performance Expectations [TPEs], etc.) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*
Peer/faculty support (example: discussion debriefing teaching day at start of each class, etc.)
Provide access/student memberships for participation in district/regional group (English Learner Advisor Committee [ELAC], Council for Exceptional Children, etc.)*

*May also be used towards the 45-hour English Learner (EL) Support & Supervision Requirements

Potential Support & Supervision Activities Most Likely to be Provided by <i>either</i> or <i>both</i> the Intern's Employer or the UCR Teacher Education Program
Description
Classroom observations and coaching*
Demonstration lessons and/or co-teaching activities with District Mentor/UCR Supervisor*
Intern observation of other teachers and classrooms*
Email, phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
Activities/workshops specifically addressing issues in the Intern's classroom—co-attended by Intern and District Mentor/UCR Supervisor
Watching and discussing teaching videos with District Mentor/UCR Supervisor
Interactive journal (District Mentor/UCR Supervisor and Intern)
Phone/email support hotline*
Observe SDAIE/ELD lessons online or in person*
Weekly planning or review of plans with English Learner Authorized credential holder*
Editing work-related writing (letters to parents, announcements, etc.) *
Professional literature/research discussion groups facilitated by District Mentor/UCR Supervisor*

*May also be used towards the 45-hour English Learner (EL) Support & Supervision Requirements



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UNIVERSITY Supervisor Responsibilities

Activity	Fall	Winter	Spring
DISTRICT Mentor/ DISTRICT Supervisor Orientation	Review Teaching Performance Expectations [TPEs]; provide syllabi; review observation, feedback, and evaluation practices; communication and collaboration specific to interns; intern teacher support requirements, DISTRICT mentor and DISTRICT supervisor intern support logs	Review TPEs; provide syllabi; review observation, feedback, and evaluation practices; communication and collaboration specific to interns; intern teacher support requirements, DISTRICT mentor and DISTRICT supervisor intern support logs	Review TPEs; provide syllabi; review observation, feedback, and evaluation practices; communication and collaboration specific to interns; intern teacher support requirements, DISTRICT mentor and DISTRICT supervisor intern support logs
Site Visits	At least once every two weeks throughout the quarter, starting with the beginning of the public school year, until the beginning of the public school winter break, as determined by the district calendar.	At least once every two weeks throughout the quarter	At least once every two weeks throughout the quarter
Meetings with DISTRICT Supervisor	In addition to the orientation, University supervisors should meet with DISTRICT supervisors once per quarter	In addition to the orientation, University supervisors should meet with DISTRICT supervisors once per quarter	In addition to the orientation, University supervisors should meet with DISTRICT supervisors once per quarter
Formal Lesson Observations based on the Teaching Performance Expectations [TPEs]	At least two (2) using the "TPE Formal Lesson Observation" form, distributed throughout the quarter	At least two (2) using the "TPE Formal Lesson Observation" form, distributed throughout the quarter	At least two (2) using the "TPE Formal Lesson Observation" form, distributed throughout the quarter
End of Quarter Evaluation based on the Teaching Performance Expectations [TPEs]	Using "Candidate Formal Quarterly TPE Evaluation" form	Using "Candidate Formal Quarterly TPE Evaluation" form	Using "Candidate Formal Quarterly TPE Evaluation" form
Visitation Logs	Submitted at the end of each quarter	Submitted at the end of each quarter	Submitted at the end of each quarter
DISTRICT Mentor and DISTRICT Supervisor Intern Support Logs	Collected from DISTRICT Mentors and DISTRICT Supervisors at the end of each quarter by intern teacher and submitted to University Supervisor	Collected from DISTRICT Mentors and DISTRICT Supervisors at the end of each quarter by intern teacher and submitted to University Supervisor	Collected from DISTRICT Mentors and DISTRICT Supervisors at the end of each quarter by intern teacher and submitted to University Supervisor

DISTRICT Supervisor Responsibilities

Activity	Fall	Winter	Spring
Ensure that DISTRICT mentor is fulfilling his/her responsibilities to intern as outlined above	Verify weekly that DISTRICT mentor is providing the minimum number of hours as outlined in the Memorandum of Understanding (MOU) and type of support as outlined in the <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> document	Verify weekly that DISTRICT mentor is providing the minimum number of hours as outlined in the Memorandum of Understanding (MOU) and type of support as outlined in the <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> document	Verify weekly that DISTRICT mentor is providing the minimum number of hours as outlined in the Memorandum of Understanding (MOU) and type of support as outlined in the <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> document
Complete “District Intern Teacher Professional Development Plan” with intern teacher	In the first month of intern teaching, meet with the intern teacher to complete the “District Intern Teacher Professional Development Plan” document; submit to University Supervisor by end of first month.		
DISTRICT Supervisor Intern Support Log (documenting site-based support)	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by intern teacher and submitted to University Supervisor at the end of the quarter	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by intern teacher and submitted to University Supervisor at the end of the quarter	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by intern teacher and submitted to University Supervisor at the end of the quarter
Formal feedback to University Supervisor	Meeting once a quarter; as needed (phone, email, other) throughout the quarter	Meeting once a quarter; as needed (phone, email, other) throughout the quarter	Meeting once a quarter; as needed (phone, email, other) throughout the quarter
Informal feedback to University Supervisor	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter
Formal Lesson Observation of Intern based on the Teaching Performance Expectations [TPEs]	At least two (2) using the “TPE Formal Lesson Observation” form, distributed throughout the quarter	At least two (2) using the “TPE Formal Lesson Observation” form, distributed throughout the quarter	At least two (2) using the “TPE Formal Lesson Observation” form, distributed throughout the quarter
End of Quarter Evaluation of Intern based on the Teaching Performance Expectations [TPEs]	Using “Candidate Formal Quarterly TPE Evaluation” form	Using “Candidate Formal Quarterly TPE Evaluation” form	Using “Candidate Formal Quarterly TPE Evaluation” form

DISTRICT Mentor Responsibilities

Activity	Fall	Winter	Spring
District Mentor Intern Support Log (documenting site-based support)	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by University Supervisor at the end of the quarter	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by University Supervisor at the end of the quarter	Document all support activities provided to intern (see <i>“Activities Satisfying California Commission on Teacher Credentialing Support and Supervision Requirements for Intern Teachers”</i> for list of activities; Log collected by University Supervisor at the end of the quarter
Formal feedback to University Supervisor	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter
Informal feedback to University Supervisor	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter	As needed (phone, email, other) throughout the quarter
Lesson Plan Feedback to Intern	Weekly	Weekly	Weekly



DISTRICT Mentor/Supervisor Support and Supervision Log¹

*Intern Teacher is to submit to UCR Supervisor no later than the last week of the UCR Quarter

Intern Teacher _____ UCR Quarter Fall Winter Spring 20__

District Mentor/Supervisor _____ School _____

Date	Total Duration ² (hrs:mins) <i>Minimum of 2 hours per week</i>	English Learner Specific ³ (hrs:mins)	Description/Comments

¹ **Note:** The California Commission on Teacher Credentialing (CTC) requires that interns receive a minimum of 144 hours of support and supervision per school year, “including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum, and development of effective teaching methodologies.” In addition, interns who lack an English Learner Authorization are required to receive an additional 45 hours of support by a supervisor or mentor who has a valid English Learner Authorization (CTC Program Sponsor Alert number 13-06, dated June 3, 2013).

² See “Activities Satisfying California Commission Teacher Credentialing (CTC) Support and Supervision Requirements for Intern Teachers” for a list of activities that count toward the CTC 144-hour intern support and supervision requirement. For items not listed, write “other” and describe the support activity in the “Description/Comments” box.

³ See “Activities Satisfying California Commission Teacher Credentialing (CTC) Support and Supervision Requirements for Intern Teachers” for a list of activities that count toward the CTC 45-hour English Learner support and supervision requirement. For items not listed, write “other” and describe the English Learner-specific support activity in the “Description/Comments” box.



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Intern Candidate Support Log¹

*Intern Teacher is to submit to UCR Supervisor no later than the last week of the UCR Quarter

Intern Teacher _____ UCR Quarter Fall Winter Spring 20__

District Supervisor _____ School _____

Date	Total Duration ² (hrs:mins) <i>Minimum of 2 hours per week</i>	English Learner Specific ³ (hrs:mins)	Description/Comments

¹ **Note:** The California Commission on Teacher Credentialing (CTC) requires that interns receive a minimum of 144 hours of support and supervision per school year, “including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum, and development of effective teaching methodologies.” In addition, interns who lack an English Learner Authorization are required to receive an additional 45 hours of support by a supervisor or mentor who has a valid English Learner Authorization (CTC Program Sponsor Alert number 13-06, dated June 3, 2013).

² See “Activities Satisfying California Commission Teacher Credentialing (CTC) Support and Supervision Requirements for Intern Teachers” for a list activities that count toward the CTC 144-hour intern support and supervision requirement. For items not listed, write “other” and describe the support activity in the “Description/Comments” box.

³ See “Activities Satisfying California Commission Teacher Credentialing (CTC) Support and Supervision Requirements for Intern Teachers” for a list of activities that count toward the CTC 45-hour English Learner support and supervision requirement. For items not listed, write “other” and describe the English Learner-specific support activity in the “Description/Comments” box.



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DISTRICT Intern Teacher Professional Development Plan

The California Commission on Teacher Credentialing (CTC) requires that the DISTRICT “develop and implement a Professional Development Plan for Intern Teachers in consultation with the UNIVERSITY,” and that the plan include all of the components listed below (CTC Intern Program Precondition 8).

This plan is to be completed by District Supervisor in consultation with the Intern Teacher and submitted by the Intern Teacher to the University Supervisor within the first month of intern teaching.

Intern Teacher _____ Teaching Assignment _____

District Supervisor _____ School _____

Intern Teacher Professional Development Plan	
1. Annual evaluation of Intern Teacher	Date Due
Evaluator:	
2. Courses/training sponsored by UNIVERSITY:	Date Due
3. For Intern teachers in TK through 6 th grade, additional instruction during first semester of service:	Date Due
Child development:	
Teaching methods: (EDUC 282A, EDUC 285A-Z)	
Special education programs for students with mild and moderate disabilities:	

Intern Teacher Professional Development Plan	
4. For Intern Teachers teaching in a bilingual setting (where instruction is conducted in a language other than English), additional instruction during first year of service:	Date Due
Culture:	
Methods of teaching bilingual children:	
5. For all Intern Teachers, additional instruction during first year of service:	Date Due
Etiology and methods of teaching children with mild and moderate disabilities:	

Signature of District Supervisor _____ Date _____

Signature of Intern Teacher _____ Date _____

UCR Teacher Education Support and Evaluation System

Who	Level I Weekly	Level I Biweekly	Level I Quarterly	Level II Conference	Level III Probation	Level IV Dismissal
UCR Supervisor	UCR Supervisor provides formative feedback on seminar course work (including lesson plans) and course participation (based on credential program standards and Teaching Performance Expectations [TPEs]).	UCR Supervisor provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., from classroom visits and informal observations, using “Informal Lesson Observation” form (based on TPEs; requires UCR Supervisor and candidate signatures). All visits to candidates’ classrooms will be documented on the “Visitation and Conference Record,” which is due at the end of each quarter to the Teacher Education Office.	<p>UCR Supervisor provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., in formal lesson observations and post-observation conferences, using “TPE Formal Lesson Observation” form (based on TPEs; minimum of 2 in fall quarter, 2 in winter quarter, and 2 in spring quarter; observation form requires UCR Supervisor and candidate signatures).</p> <p>UCR Supervisor provides summative feedback in end-of-quarter conference with candidate and on “Candidate Formal Quarterly TPE Evaluation” form (based on TPEs; requires UCR Supervisor and candidate signatures).</p>	<p>UCR Supervisor holds a “Level II Initial Conference” with any candidate who is not performing as expected based on the TPEs either in course work, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional behavior. UCR Supervisor shares specific area(s) for improvement based on TPEs with candidate. Conference details are documented on “Level II Initial Conference Record” form and a <u>follow-up conference date and time is set at end of conference</u> (form requires UCR Supervisor and candidate signatures). Copy of “Level II Initial Conference Record” form is given to candidate and placed in candidate’s file.</p> <p>UCR Supervisor notifies District Cooperating Teacher (student teachers), or District Mentor and District Supervisor (interns), of the area(s) that the candidate needs to improve in and request their support to help the candidate meet the expectations for improvement as outlined in the “Level II Initial Conference Record.”</p> <p>At “Level II Follow-Up Conference,” area(s) showing improvement based on TPEs cited in “Level II Initial Conference Record” are noted and recorded on “Level II Follow-Up Conference Record” form (requires UCR Supervisor and candidate signatures). If expectations for area(s) for improvement identified in the “Level II Initial Conference</p>	<p>UCR Supervisor holds a “Level III Probation Initial Conference” with any candidate who was identified in the “Level II Follow-Up Conference” as not meeting the expectations regarding the TPEs that were identified as needing improvement in course work, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional behavior and places candidate on probation (academic or teaching). Candidate receives specific area(s) for improvement based on TPEs. Conference details are documented on “Level III Probation Initial Conference Record” form and a <u>follow-up conference date and time is set at end of conference</u> (form requires UCR Supervisor, Director of Teacher Education, and candidate signatures). Copy of “Level III Probation Initial Conference Record” form is given to candidate and placed in candidate’s file.</p> <p>UCR Supervisor notifies District Cooperating Teacher (student teachers), or District Mentor and District Supervisor (interns), that the candidate is on probation, the area(s) that the candidate needs to improve in, and requests their support to help the candidate meet the expectations for improvement as outlined in the “Level III Probation Initial Conference Record.”</p> <p>At “Level III Probation Follow-Up Conference,” the area(s) showing improvement based on TPEs cited in “Level III Probation Initial Conference Record” are noted and recorded on “Level III Probation Follow-Up Conference Record” form (requires UCR Supervisor, candidate, and Director</p>	UCR Supervisor will participate in “Level IV Dismissal Conference” with Director of Teacher Education and candidate. Conference details are documented on “Level IV Dismissal Conference” form (form requires Director of Teacher Education and candidate signatures).

Exhibit 7 Guide to UCR Teacher Education Support and Evaluation System.

Who	Level I Weekly	Level I Biweekly	Level I Quarterly	Level II Conference	Level III Probation	Level IV Dismissal
				<p>Record have not been met, then candidate moves to “Level III: Initial Probation Conference” (noted on bottom of “Level II Follow-Up Conference Record” form). Copy of “Level II Follow-Up Conference Record” form is given to candidate and placed in candidate’s file.</p>	<p>of Teacher Education signatures). If expectations for area(s) for improvement identified in the “Level III Probation Initial Conference Record” have not been met, then the UCR Supervisor must meet with the Director of Teacher Education regarding moving the candidate to “Level IV Dismissal Conference” (noted on bottom of “Level III Probation Follow-Up Conference Record” form). Copy of “Level III Probation Follow-Up Conference Record” form is given to candidate and placed in candidate’s file.</p> <p>UCR Supervisor contacts Director of Teacher Education to confer regarding candidate’s status in program. UCR Supervisor will be asked by Director of Teacher Education for recommendation regarding moving candidate to “Level IV Dismissal Conference.”</p>	
<p>District Cooperating Teacher (for student teachers)</p>	<p>District Cooperating Teacher provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., and informal observations, using “Informal Lesson Observation” form (based on TPEs; requires District Cooperating Teacher and student teacher signatures).</p> <p>District Cooperating Teacher may consult with UCR Supervisor if District Cooperating Teacher has concerns regarding the student teacher’s ability to meet expectations [based on TPEs] for</p>	<p>N/A</p>	<p>District Cooperating Teacher provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., in formal lesson observations and post-observation conferences, using “TPE Formal Lesson Observation” form (based on TPEs; minimum of 2 in fall quarter, 2 in winter quarter, and 2 in spring quarter; observation form requires District Cooperating Teacher and student teacher signatures).</p> <p>District Cooperating Teacher provides summative feedback in end-of-quarter conference with student teacher and on “Candidate Formal Quarterly TPE Evaluation” form (based on TPEs; requires District Cooperating Teacher and student teacher signatures).</p>	<p>District Cooperating Teacher may be asked to collaborate with UCR Supervisor in developing a plan to support the student teacher to improve in area(s) identified as not meeting expectations [based on TPEs] (in preparation for “Level II Initial Conference” and “Level II Follow-Up Conference”).</p> <p>District Cooperating Teacher may be asked to participate in “Level II Initial Conference” and/or “Level II Follow-Up Conference” with UCR Supervisor and student teacher.</p> <p>District Cooperating Teacher will be notified by the UCR Supervisor of the area(s) that the student teacher needs to improve in, and request the District Cooperating Teacher’s support to help the student teacher meet the expectations for improvement as outlined in the “Level II Initial Conference Record.”</p>	<p>District Cooperating Teacher may be asked to collaborate with UCR Supervisor in developing a plan to support student teacher to improve in area(s) identified as not meeting expectations for improvement noted in “Level II Follow-Up Conference Record” [based on TPEs] (in preparation for “Level III Probation Initial Conference”)</p> <p>District Cooperating Teacher will be notified by the UCR Supervisor that the student teacher is on probation, the area(s) that the student teacher needs to improve in, and request the District Cooperating Teacher’s support to help the student teacher meet the expectations for improvement as outlined in the “Level III Probation Initial Conference Record.”</p>	<p>District Cooperating Teacher will be notified if the student teacher has been dismissed.</p>

Exhibit 7 Guide to UCR Teacher Education Support and Evaluation System.

Who	Level I Weekly	Level I Biweekly	Level I Quarterly	Level II Conference	Level III Probation	Level IV Dismissal
	progress/development of his/her pedagogical practice.					
District Mentor (for intern teachers)	<p>District Mentor provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc.</p> <p>District Mentor may consult with UCR Supervisor and/or District Supervisor if he/she has concerns regarding the intern teacher's ability to meet expectations [based on TPEs] for progress/development of his/her pedagogical practice.</p>	N/A	N/A	District Mentor supports intern teacher in area(s) needing improvement as outlined on the "Level II Initial Conference Record" form.	District Mentor supports intern teacher in area(s) needing improvement as outlined on the "Level III Probation Initial Conference Record" form.	N/A
District Supervisor (for intern teachers)	<p>District Supervisor provides may provide formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., and informal observations, using "Informal Lesson Observation" form (based on TPEs; requires District Supervisor and intern teacher signatures).</p> <p>District Supervisor may consult with UCR Supervisor if he/she has concerns</p>	N/A	<p>District Supervisor will meet with intern teacher to develop the "District Intern Teacher Professional Development Plan" and submit it to the UCR Supervisor by the end of the first month of the school year.</p> <p>District Supervisor provides formative feedback on lesson plans, lesson delivery, classroom management, and interaction with students, etc., in formal lesson observations and post-observation conferences, using "TPE Formal Lesson Observation" form (based on TPEs; minimum of 2 in fall quarter, 2 in winter quarter, and 2 in spring quarter; observation form requires District Supervisor and intern teacher signatures).</p> <p>District Supervisor provides summative feedback in end-of-quarter conference with intern teacher and on "Candidate Formal</p>	<p>District Supervisor may be asked to collaborate with UCR Supervisor in developing a plan to support the intern teacher to improve in area(s) identified as not meeting expectations [based on TPEs] (in preparation for "Level II Initial Conference" and "Level II Follow-Up Conference").</p> <p>District Supervisor may be asked to participate in "Level II Initial Conference" and/or "Level II Follow-Up Conference" with UCR Supervisor and intern teacher.</p> <p>District Supervisor will be notified by the UCR Supervisor of the area(s) that the intern teacher needs to improve in, and request the District Supervisor's support, including asking the District Mentor to also assist in any way he/she can, to help the intern teacher meet the expectations for improvement as outlined</p>	<p>District Supervisor may be asked to collaborate with UCR Supervisor in developing a plan to support intern teacher to improve in area(s) identified as not meeting expectations for improvement noted in "Level II Follow-Up Conference Record" [based on TPEs] (in preparation for "Level III Probation Initial Conference")</p> <p>District Supervisor will be notified by the UCR Supervisor that the intern teacher is on probation, the area(s) that the intern teacher needs to improve in, and request the District Supervisor's support, including asking the District Mentor to also assist in any way he/she can, to help the intern teacher meet the expectations for improvement as outlined in the "Level III Probation Initial Conference Record."</p>	District Supervisor will be notified if the intern teacher has been dismissed.

Exhibit 7 Guide to UCR Teacher Education Support and Evaluation System.

Who	Level I Weekly	Level I Biweekly	Level I Quarterly	Level II Conference	Level III Probation	Level IV Dismissal
	regarding the intern teacher's ability to meet expectations [based on TPEs] for progress/development of his/her pedagogical practice.		Quarterly TPE Evaluation form (based on TPEs; requires District Supervisor and intern teacher signatures).	in the "Level II Initial Conference Record."		
Assistant Director, Teacher Education	N/A	N/A	Assistant Director monitors candidate progress in UCR courses each quarter. Assistant Director meets with any candidate who falls below the minimum grade expectations for UCR courses or minimum grade point average (GPA) to determine their future in the Teacher Education Program, as outlined in the Candidate Handbook.	N/A	N/A	N/A
Director, Teacher Education	N/A	N/A	Director meets with any UCR Supervisor who has concerns regarding the progress, either in course work, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional behavior of any candidate to determine any additional support to offer/provide beyond what the UCR Supervisor is already providing. Director may recommend moving to "Level II Initial Conference."	Director meets with any UCR Supervisor who has concerns regarding the progress, either in course work, class participation, fieldwork (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional behavior of any candidate who has already had a "Level II Initial Conference" and has been identified as not meeting the expectations regarding the TPEs that were identified as needing improvement by the time of the "Level II Follow-Up Conference." Director may recommend moving to "Level III Probation Initial Conference."	Director meets with any UCR Supervisor who is putting a candidate on probation to provide feedback on the terms of probation developed by UCR Supervisor <u>prior to the</u> "Level III Probation Initial Conference" being held. Director meets with any UCR Supervisor regarding any candidate who has already had a "Level III Probation Follow-Up Conference" and has been identified as not meeting the expectations regarding the areas (academic and/or teaching [based on TPEs]) that were identified as needing improvement on the "Level III Probation Follow-Up Conference Record." Director will ask UCR Supervisor for recommendation regarding moving candidate to "Level IV Dismissal Conference."	Director, along with UCR Supervisor, meets with candidate who has not made the improvements in the area(s) identified in the "Level III Probation Follow-Up Conference Record" to determine status in UCR Teacher Education program. Conference details are documented on "Level IV Dismissal Conference Record" form (form requires Director of

Exhibit 7 Guide to UCR Teacher Education Support and Evaluation System.

Who	Level I Weekly	Level I Biweekly	Level I Quarterly	Level II Conference	Level III Probation	Level IV Dismissal
						Teacher Education and candidate signatures).