



Teacher Internship Program

MEMORANDUM OF UNDERSTANDING (MOU)

(Name of Intern)

(Name of School District)

The School District hereby enters into partnership with the Fresno State Teacher Internship Program (TIP) and the California Commission on Teacher Credentialing (CTC) for the purpose of preparing Multiple Subjects, Single Subject, and Special Education teachers. The Program allows qualified candidates to teach with a Multiple Subject, Single Subject or Education Specialist Internship Teaching Credential with an English Learner's Authorization (ELA) or a Bilingual Authorization Program (BAP) in Spanish or Hmong. This credential entitles the Intern to teach in a specific district for up to two years prior to applying for a preliminary teaching credential. Recommendation to CTC for issuance of an Intern Credential is made through mutual agreement of the university and the participating school district that the candidate meets all requirements for such credential, including assessment of potential success in a Multiple Subject, Single Subject, or Education Specialist teaching assignment.

The term of this Memorandum of Understanding (MOU) is from August 1, 2024, to July 31, 2025. Provisions of this agreement may be updated during the term in the event of mandatory changes to curriculum and/or practices required by the California Commission on Teacher Credentialing. Should an update be required, it will be the responsibility of the Fresno State Teacher Internship Program (TIP) office to issue an updated MOU to the district; it will be the district's responsibility to review the document and return a signed copy to the TIP office.

As part of this collaboration, the **SCHOOL DISTRICT** agrees to:

1. Provide a contract for the intern that meets the requirements of ED Code 44462 (see attached) and qualifies the intern for the intern credential.
2. Only hire interns in positions that will not displace certificated employees.
3. Assign the intern to an appropriate Multiple Subject Class, Single Subject Class, or Education Specialist Class authorized by their internship credential.

4. Assign the intern a class that ensures the presence of students with exceptionalities and English language learners.
5. Assign the intern a classroom with technology that can be used for educational purposes.
6. School sites within 45 miles of the Kremen School of Education and Human Development provide a flat fee of \$1600 to the Teacher Internship Program each semester that the Intern is enrolled. The university will issue one invoice at the beginning of each semester for the \$1600 allocation. The district may, in part or in whole, pay this fee through monthly salary deductions. If the district chooses to assess the Intern through monthly deductions, salary reductions must be made in a timely manner to avoid undue financial hardship on the Intern. All fees are due at the end of every semester the intern partakes in the Teacher Internship Program. In addition, the district is ultimately responsible for all payment obligations arising out of the TIP office and guarantees payment for the intern's program participation. The district is responsible for any amount owed as indicated by this document otherwise not covered by the student's deductions.
7. Not assign the intern adjunct duties or professional development/training obligations that **interfere with his/her university class schedule** or are inappropriate for a beginning teacher.
8. Provide release time for the intern (minimum of 1 day) to do observations.
9. Terminate the training at any time if it is found that continuation would be detrimental to the children involved; consider terminating it at the end of one semester if the intern support provider assigned by the district and/or the university supervisor reports that based on performance to date, the intern would not be recommended for a credential.
10. Assign a teacher within the school setting and with an equivalent instructional assignment as a Cooperating Teacher. The assigned teacher will have a minimum of three years of successful experience teaching and, if necessary, will hold a clear credential with either CLAD, BAP, or ELA authorization. The Cooperating Teacher will meet all stipulated qualifications as described in the coded correspondence number 14-04. In addition, said teacher will need to complete the Cooperating Teacher Role Contract/MOU and turn it into the TIP office.
11. Ensure the Cooperating Teacher will provide continuous, supportive feedback (both verbal and written) and maintain communication with the university supervisor and principal/school management team regarding the intern's progress. In class observations are encouraged.
12. Provide staff development activities and other resources (site and district support) that enhance the intern's teaching skills.
13. Provide funds that support each Intern for ongoing professional development (workshops and conferences) as identified by the university and the district. Districts will provide a list of conferences and workshops made available for each Intern as part of the evaluation of the program.
14. Hire as interns only those teacher candidates who are properly credentialed and who have met the pre-service professional preparation required by the CTC as interpreted by the Fresno State TIP.
15. Collaborate with the Teacher Internship Program to ensure a plan of support is in place that satisfies the intern's annual requirements.

FRESNO STATE & THE KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT AGREE TO:

1. Verify that the teacher candidate meets the basic program criteria to become an intern: has a B.A. or B.S. degree; has met basic education skills competency (CBEST); has met subject matter competency (CSET); has met U. S. Constitution requirement; has obtained Certificate of Clearance; has completed 120 hours of appropriate pre-service training; and meets criteria for admission to the University.
2. Work with credential program coordinators to provide advice to the intern regarding the best sequence of courses to complete the program in a timely manner.
3. Provide six visits per semester of class supervision with formal evaluation (for course credit) and six additional supportive coaching contact points.
4. Schedule courses to provide flexible offerings for students in intern placements.
5. Involve the Districts, County Offices of Education, and University to foster collaborative teacher preparation practices to enrich the Internship Program.
6. In partnership with the employing district, provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

THE TEACHER IN PREPARATION (INTERN) AGREES TO:

1. Perform all teaching duties assigned, including those preparatory to the beginning of school, to the same degree as do fully certified teachers in the same school.
2. Assume the functions that are authorized by the regular standard credential and that meet the instructional or service needs of the participating district(s)
3. Not hold other employment during the training period (except during school vacations of four days or longer).
4. Meet the ethical, legal, and other professional standards expected of credentialed teachers.
5. Participate in all professional development training sessions, including but not limited to orientations and conferences organized by the Teacher Internship Program and/or teacher credential programs. Failure to attend any event, the intern commits to make up any time missed by completing online modules provided by the TIP office. Interns will be expected to write a one-page reflection and explain how this module can be applied in his/her classroom.
6. Enroll in a fieldwork class while working under a Teacher Internship Credential.
7. Retake any classes in which the intern has obtained an "F", "I", "NC", or "W" prior to applying for the Preliminary Teaching Credential.
8. To MS/SPED Interns: commit to taking the RICA exam every semester until it's passed. If possible, twice during the summer. Verification of said action must be submitted to the TIP office.
9. Submit all required documents provided by the TIP and/or CTC office in a timely manner.
10. Recognize that:
 - A. Continuation as an intern-in-preparation is contingent upon demonstration of teaching competency.

- B. No credential will be recommended unless:
- 1) The subject matter requirements have been met by satisfactory examination scores or completion of a waiver program.
 - 2) All professional preparation requirements, including subject matter competency, have been completed, as well as tests or courses in the U.S. Constitution.
- C. Upon completion of all Teacher Internship Program requirements (credential coursework/requirements), Interns will apply for the Preliminary Teaching Credential.
- D. English Learner (EL) Authorized (*Completion of LEE 159, LEE 157 or equivalent*)
 YES ☐ NO ☐

School District Superintendent (or Designee) Signature	Date
Intern Candidate Signature	Date
Interim Dean, Kremen School of Education and Human Development, Fresno State	Date
Brian Cotham, Director of Procurement, CSU Fresno	Date

[California Education Code 44462](#) States – “In no event may an intern be paid less than the minimum salary required to be paid by the state to a regularly certificated teacher.”