

August 2019

Dear School and District Administrators-

Thank you for your commitment to supporting Intern Teacher Candidates in the Yolo-Solano Center for Teacher Credentialing Teacher (YSCTC) Intern Program! Listed below and detailed in the attached packet are key information and California Commission on Teacher Credentialing requirements for supporting intern teacher candidates:

Site administrator credential requirements: Interns can only be placed at school sites where a designated administrator holds (at a minimum) a preliminary administrative services credential. If you do not yet hold a preliminary credential, please contact YSCTC as soon as possible.

189 annual hours of support and supervision: Interns are required to receive a combination of employer-provided support and mentoring, and program support and supervision. This support is outside of the intern's weekly coursework; 144 hours are focused on General Education and 45 hours are focused on EL learners. Our interns are required to track their 189 hours, and will need your guidance to involve them in site meetings, professional development, mentoring, observations, or other professional learning. Interns must also be included in your District's teacher evaluation process. A list of suggested support is included in this packet and YSCTC Field Supervision support is included within the 189 hours. Our combined support is the foundation for creating a valuable partnership between your site/district and the YSCTC Intern Program!

Field Supervision: Each Intern Teacher is paired up with a YSCTC Field Supervisor. Our Field Supervisors are experienced teachers or administrators and coach Intern Teacher Candidates in key areas of classroom management, lesson planning, differentiation, and content area instruction. The Field Supervisor will visit your site approximately 2-3 times per month to conduct observations of their Intern Teacher Candidates and provide valuable feedback about what is observed. Field Supervisors wear name badges and will come through the office to sign in. Field Supervisors will also set up a time to meet with you and their Intern Teacher Candidate(s) in a 3-way meeting. The purpose of this meeting is for the Field Supervisor to share their role and responsibilities and hear from you goals or feedback you have for the Intern Teacher Candidate(s) they are supporting.

Site Support Provider: Each Intern Teacher Candidate must be paired up with a site support provider. It is the responsibility of the school/district to select a site support provider prior to the start of the school year. The support provider will work closely with each intern teacher

candidate throughout the two years of the Teacher Intern program. The support provider requirements are dictated by the Commission and outlined in the Support Provider MOU in this packet. A key role of the site support provider is to guide interns to professional development, trainings, and resources that will benefit new teachers. The site support provider is expected to meet regularly with their intern teacher candidate(s).

The stipend for each support provider is provided by each district. The stipend amount is determined by each district and adjustments may be made based on Support Provider's completion of their MOU.

Site support providers serve as mentors to intern teacher candidates and are there to provide feedback, offer suggestions for improvement and support interns as they develop as teachers.

Ways you can support Interns: The school/district administrator is an integral source of support for Intern Teacher Candidates. In addition to your district's formal observation/evaluation process, here are some other ways you can support interns:

- Identify support provider on site to assist each teacher intern candidate (see Support Provider MOU).
- Provide site orientation, guidance and assistance to YSCTC interns.
- Communicate regularly with YSCTC if there are concerns or if additional information is needed.

If you have questions, or would like to meet to review any aspect of the Intern program, please feel free to reach out. I am more than happy to come to your school site to meet with you as we collectively support our intern teachers.

I look forward to our work together and to supporting teacher development in your schools/districts!

Warmly,



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Intern Program Types of Support for 144/45 Required Hours

The California Commission on Teacher Credentialing (CCTC) requires all District Interns to receive **189 total hours** of annual support and training. This is in addition to the required Intern coursework needed to earn a Preliminary Teaching Credential. Support is provided by the Yolo Solano Center for Teacher Credentialing (YSCTC) and the participating district. The primary way the YSCTC Intern Program provides support is in the form of Field Supervision.

Tracking 189 hours of annual support: Intern Teacher Candidates are responsible for recording the 144 hours of general and 45 hours of EL specific support. The [Support Log](#) is used to record hours and is due to YSCTC at the end of each semester.

Meeting the 45 hours of EL specific support: 45 of the 189 hours must be to support English Learners. This may be difficult if an intern teacher candidate does not have EL students in their classroom or on their caseload. Here are some suggestions about how to meet the 45 hours of EL support:

- When attending professional development, discuss how the curriculum or professional development content could be adapted to address the needs of English Learners
- Observe an ELD lesson
- Meet with a district curriculum coach or EL coach and discuss ways to modify instruction and lesson planning to meet the needs of English Learners.
- Attend professional development specifically geared towards instructional strategies for ELs (ex: Constructing Meaning, or building Academic Language)
- Observe an EL coach conducting ELPAC assessments

Who supports intern teacher candidates in the process?

- Field Supervisors will check in with interns during monthly meetings to make sure they are being supported and tracking hours.
- The Site Support Provider assists the intern in identifying, compiling and recording site and program support received. The site support provider is expected to meet regularly with their intern teacher candidate(s) and connect and guide interns to any professional development, trainings, or resources that will be of benefit.

Listed below are examples of how Intern Teacher Candidates can fulfill the 189 total required support hours within their school district and with the support of the YSCTC Intern Program:

School Site/District Support <i>Could include, but is not limited to:</i>
<ul style="list-style-type: none">● Grade level meeting● Department meetings● New Teacher Orientation● Curriculum mapping● Curriculum review or development● Textbook adoption committees● Analyzing student work● Professional readings● Site or District trainings● Professional Learning Networks (PLCs)● Co-planning and/or co-teaching lessons● Observing other teachers or teacher coaches● Being observed by a site support provider or administrator● Email/phone support● Editing/writing lesson plans with teachers● Analyzing assessments● EL lesson modification● IEP support training or SEIS training
YSCTC provided Support
<p><u>Field Supervision support:</u></p> <ul style="list-style-type: none">● Observation visits per year for each <u>Intern Teacher Candidate</u> (approximately 40 hours of support and supervision). Year 1 Teacher Candidates are observed a minimum of 8 times per year and year 2 candidates are observed a minimum of 6 times per year.● 3-way meeting with the Intern Teacher Candidate and Site Administrator within the first 2 months of the Intern Teacher’s placement● Monthly meetings and meetings as needed with the Intern Teacher Candidate(s) to provide support, coaching and guidance in meeting the Intern Program requirements and with the responsibilities of being the teacher of record.

Field Supervisor Job Role and Responsibilities

Intern Teacher Program

DESCRIPTION

The Field Supervisor position is a temporary part-time position. Field Supervisors focus on developing the Intern Teacher Candidate's teaching capacity through focused supervision and feedback rather than peer mentoring which primarily involves giving advice and solving immediate problems. Field Supervisors are responsible for supervising and working with Intern Teacher Candidates as the Candidate learns to manage all responsibilities required of a teacher of record. Field Supervisors are matched with one or more Intern Teacher Candidates based on credential match, experience and location. Field Supervisors are required to attend meetings to stay apprised of program policies and procedures as well as professional development provided by the Yolo-Solano Center for Teacher Credentialing that is designed to deepen the Field Supervisor's capacity to coach and support Intern Teacher Candidates.

The field supervisor is a part of the instructional team and is a part of assessing the Intern Teacher Candidate's growth. Field Supervisors conduct regular visits to each Intern Teacher Candidate's school to participate in a series of activities including observation and discussion. Field supervisors may also participate in program-wide activities such as advisement and assessment. All field supervisors work in conjunction with the Director of the Intern Program, District Coordinators, Instructors, and support providers to support the growth of Interns.

ESSENTIAL DUTIES

- Supervise and support Intern Teacher Candidates
- Conduct regular visits to each Intern Teacher Candidate's school to support them in managing all responsibilities required of a teacher of record
- Adequately assess the progress of Intern Teacher Candidates in their understanding and application of the Teaching Performance Expectations (TPEs)
- Support the Intern Teacher Candidates in assessing their understanding and application of the TPEs using the Individualized Learning Plan (ILP) and Descriptions of Practice (DoP) tools
- Maintain a log of meeting times and topics covered with each Intern Teacher Candidate that they supervise
- Attend and participate in required meetings and professional development with other field supervisors about program policies, procedures as well as coaching skills and strategies

JOB REQUIREMENTS

- Conduct regular site visits per year for each Intern Teacher Candidate (a minimum of 40 hours of support and supervision)
- Observe the Intern Teacher candidate based on the number of required observations and complete observation notes. Year 1 Teacher Candidates are observed a minimum of 8 times per year and year 2 candidates are observed a minimum of 6 times per year.
- Attend and complete Mentoring Matters/Field Supervision Academy

- Attend Intern Program Orientation
- Attend regular Field Supervision meetings -approximately 5 meetings per year
- Complete monthly Field supervisor contact logs and submit logs to the Intern Program Director
- Schedule and complete a 3-way meeting with the Intern Teacher Candidate and Site Administrator within the first 2 months of the Intern Teacher's placement
- Observe the Intern Teacher Candidate at an IEP meeting. (Parent/guardian permission is required before a field supervisor can observe an IEP meeting)
- Meet with the Intern Teacher Candidates monthly and as needed to provide support, coaching and guidance in meeting the Intern Program requirements and with the responsibilities of being the teacher of record.

COMPENSATION

- This is a stipend based position; Field Supervisor stipends are per intern and vary depending on the number of intern teacher candidates on their caseload.

Stipend break down	stipend per intern	mtg stipend (\$40 per mtg)	total
Field Supervisor	\$ 2,000	\$ 400	\$ 2,400



Support Provider & Field Supervisor roles Intern Teacher Program

Field Supervisor Role:

The field supervisor is a part of the instructional team and is a part of assessing the Intern Teacher Candidate's growth. Field Supervisors conduct regular visits to each Intern Teacher Candidate's school to participate in a series of activities including observation and discussion. Field Supervisors will check in with interns during monthly meetings to make sure they are being supported and tracking hours. All field supervisors work in conjunction with the Director of the Intern Program, District Coordinators, Instructors, and support providers to support the growth of Interns.

Types of Support:

- Conduct regular site visits per year for each Intern Teacher Candidate (a minimum of 40 hours of support and supervision)
- Observe the Intern Teacher candidate based on the number of required observations and complete observation notes. Year 1 Teacher Candidates are observed a minimum of 8 times per year and year 2 candidates are observed a minimum of 6 times per year.
- 3-way meeting with the Intern Teacher Candidate and Site Administrator within the first 2 months of the Intern Teacher's placement
- Monthly meetings and communication as needed with the Intern Teacher Candidate(s) to provide support, coaching and guidance in meeting the Intern Program requirements and with the responsibilities of being the teacher of record.

District Support Provider Role:

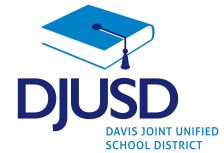
The Site Support Provider assists the intern in identifying, compiling and recording site and program support received. The site support provider is expected to meet regularly with their intern teacher candidate(s) and connect and guide interns to any professional development, trainings, or resources that will be of benefit. Per CTC guidelines, the district support provider is to provide 5 hours per week of support and guidance to the Intern Teacher Candidate.

Types of Support:

Support and guidance from the support provider may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, co-teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and teach effectively, as well as email and phone conversations between the site support provider and intern teacher candidate. The district support provider is one person who provides the inter teacher candidate with support and guidance, and they also connect the intern teacher candidate with other forms of support within the district.



2018-2019
Memorandum of Understanding
for
Support Providers
Yolo – Solano Center for Teacher Credentialing
TEACHER Intern Program



Pursuant to California Education Code 44321, supervision, mentoring and support of Intern Teachers is the responsibility of both the Commission-approved teacher preparation program and the employing agency. Per CCTC, employers are responsible for ensuring that the Intern Teacher they have hired is supported. Prior to an Intern Teacher assuming daily teaching responsibilities, the employer must identify a Support Provider. The Support Provider may not be the Intern Teacher’s supervisor/evaluator.

- A. The combination of employer-provided support and mentoring, and program support and supervision (provided by YSCTC) to the intern **must include the following:**
1. A minimum of 144 hours of annual support/mentoring and supervision:
 - Support and guidance may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, co-teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and teach effectively.
 - A minimum of five hours per week of support/mentoring and guidance must be provided to an Intern Teacher by the employing agency, as per CCTC Intern Program Standards.
- B. Assigned Support Providers must meet the following minimum qualifications:
1. Hold a valid corresponding Clear or Life credential in the content area they are supporting
 2. Possess EL authorization if responsible for providing EL support
 3. Have at least 3 years of successful teaching experience

As a Support Provider with the Yolo-Solano Center for Teacher Credentialing Intern Program, I agree to assist Intern Teachers as assigned. I agree to meet the following expectations:

1. Understand and maintain confidentiality and discretion about Intern Teacher Candidates. Establishing trust is a primary requirement.
2. Provide a minimum of 5 hours per week of support and guidance to the Intern Teacher(s) I am supporting
 - Support and guidance may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, co-teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and teach effectively, as well as email and phone conversations between the site support provider and intern teacher candidate.
 - Collaborate and communicate with Program Administrators, District Coordinators, other Support Providers, Site Administrators, Field Supervisors, and Instructors as requested.
3. Be a positive role model by demonstrating a commitment to ongoing professional growth and a positive professional attitude.
4. Participate in program evaluation and complete any required record keeping in a timely manner.
5. Agree to complete 10 hours of Support Provider training, as provided by the program.

6. I understand that my assignment as a Support Provider is for the current year only and no promise of continued service is given or implied. Based on program need, should my services not be needed for the full length of the current year my district-provided stipend, may be prorated for the time served.
7. I understand I may be compensated for units earned in the program in the manner normally provided to all educational agency teachers as outlined by my district.
8. I understand the Yolo-Solano Center for Teacher Credentialing may use my name, photograph, brief biographical information and testimonial in connection with publicizing and promoting the Intern Program. I authorize and grant the Yolo-Solano Center for Teacher Credentialing, its representatives and employees the right to use my name, photograph, brief biographical information and the testimonial in various marketing initiatives. I understand that this information may be used in various mediums for such purposes as publicity, illustration, advertising and Web content. I authorize the Yolo-Solano Center for Teacher Credentialing to copyright, use and publish these materials in both print and electronic formats for purposes of publicizing. In addition, I waive any right to inspect or approve the finished product wherein my likeness or my testimony appears. I agree that I will make no monetary or other claim against for the use of my name, photograph, brief biographical information and testimonial. **Please circle one: (I opt in / I opt out)**

The YSCTC Intern Program, in conjunction with each District, agrees to provide:

1. A stipend for each Intern Teacher Candidate served will be provided by each district. The stipend amount is determined by each district. Adjustments may be made based on Support Provider completion of this MOU. Districts may deduct the employer/employee STRS contribution and regular mandated deductions.
2. One release day per Intern Teacher Candidate for observations (substitute cost provided by each district)
3. Support Provider mentor training.
4. Assistance from Program Director, District Coordinators, and other Support Providers.

I have read, understand and agree to the above.

Support Provider Name: _____ **District:** _____
 (Please Print)

Support Provider Signature: _____ **Date:** / /

Support Provider district email: _____ **Phone:** _____