

LEADERSHIP, CURRICULUM and INSTRUCTION

New Teacher Support and Development

McClymonds Education Complex

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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Memo

To Board of Education

From Gary Yee, Ed.D., Acting Superintendent
Maria Santos, Deputy Superintendent—Instruction, Leadership & Equity-in-Action
By: Kyla Johnson-Trammell, Associate Superintendent

Board Meeting Date
(To be completed by
Procurement) _____

SUBJECT: Memorandum of Understanding with Saint Mary's College of California for Intern Partnership and Practica Programs for K-12 Teaching — *Multiple Subjects, Single Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations* — and *School Counselor, Educational Therapist, School Psychologist, and Administrative Services credentials, for the term July 1, 2013 through June 30, 2016.*

ACTION REQUESTED

Approval by the Board of Education of a Memorandum of Understanding between the Oakland Unified School District and Saint Mary's College of California (SMC, or College) for the Intern Partnership and Practica Programs for K-12 Teaching — *Multiple Subjects, Single Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations* — and for *Educational Therapist, School Counselor, School Psychologist, and Administrative Services credentials, for the term July 1, 2013 through June 30, 2016, in an amount not to exceed seven thousand five hundred dollars (\$7,500) annually, and under the three-year term of this Agreement cumulatively not to exceed twenty-two thousand five hundred dollars (\$22,500).*

SUMMARY

The District has maintained the practice of placing students enrolled in university and college credential programs for practica and employing students enrolled in university and college credential programs as Interns. University and college students are assigned to practica in schools, in District classrooms, or in

other relevant department placements under the supervision of "Master" practitioners, or District Supervisors (Master Teachers, et cetera) and university or college Supervisors. Interns employed by the District, as specified in the Memorandum of Understanding, maintain all the responsibilities of individuals fully credentialed for those positions, and are supported by College Supervisors and District Coaches. Interns are enrolled in Alternative Certification Internship Credential Programs under the guidelines established by the California Commission on Teacher Credentialing and the California Department of Education. This Memorandum of Understanding with the College renews a continuing relationship with the College regarding both Student Practica and the Intern Partnership Program.

BACKGROUND

In cooperation with institutions of higher education (IHEs), state-approved colleges and universities, the District has traditionally placed Student Teachers in classrooms in which they can fulfill their credential requirements. In the same vein, College students enrolled in other credential programs covered by this MOU may be placed in practica assignments. It is the prerogative of the universities to award honoraria or other compensation (e.g. continuing education units) to District employees selected as "Master" practitioners (District Supervisors) for their work with College students assigned to practica. If honoraria are awarded, District Supervisors receive payments directly from the IHEs.

The College expects to place several of its students for practica in the Oakland Unified School District in the years covered by this Agreement.

The District's affiliation with the College supports efforts to recruit qualified teachers in the areas of need in *Multiple Subjects, Single Subjects, and Education Specialist credentials, including Added Authorizations and credentials in the areas of Educational Therapy, Pupil Personnel, and Administrative Services.*

* * *

Internship programs are alternative certification programs leading to credentials in Multiple Subjects, Single Subjects, and Education Specialist (Special Education) categories, including Added or Supplementary Authorizations, and to credentials for Educational Therapist, School Counselor, School Psychologist, and Administrative Services. These programs are offered by university or college departments of teacher education in collaboration with the District, under the guidelines of the California Commission on Teacher Credentialing and the California Department of Education.

In cooperation with credential programs within the schools of education at state-approved colleges and universities, the District has maintained the practice of employing and placing College students with valid Intern Credentials as full-time classroom teachers, educational therapists, school counselors, school psychologists, and administrators while they pursue course work leading to Preliminary Credentials.

The mutual commitment between the District and the Intern Teacher, in particular, is initially for one year, and, if the intern credential is extended for a second year, for two years of employment and service, given satisfactory conditions and professional performance, according to District protocols for evaluation of certificated teachers. Upon completion of the term of internship, in most cases at the end of four quarters during which time the Intern completes credential course work and field work, including a supervised (Student Teaching Practica) component and issuance, to teachers, of the Preliminary

Credential, continuing employment is generally considered, again given satisfactory conditions and professional performance, according to District protocols for teacher evaluation and the needs of the District. After that time, as with other certificated employees, the District's protocols for evaluation of certificated employees continue to apply.

In addition to supervision under their university or college credential programs, each Intern Teacher may receive support according to guidelines developed by the District unit of New Teacher Support and Development (NTSD), or otherwise as provided for by District departments in conjunction with the Intern Partnership Program. During the first year of service, each Intern Teacher may be enrolled in an Intern Support Program. During the two subsequent years, following the issuance of a Preliminary Credential, each new teacher (former Intern) will be enrolled in the Oakland BTSA Induction Program (OBIP), as mandated by SB2042, in order to earn the Professional Clear Credential.

In addition to their university or college supervisors, Interns may be served by Support Advisors or Coaches (e.g. teachers serving as mentors) at their school sites, and by the Program field support staff, who make regular visits to schools and manage the support network.

The work of on-site advisors, teacher coaches, and field staff is strictly collegial, not in any administrative or evaluative capacity. The intent is to support Interns in their professional development, so that they thrive in the process of learning, work toward their potential, and provide models for other teachers in the future. Thereby the Program promotes the general model of whole faculties that are highly developed in their professional capacities and where collaboration is central to the work. This strengthens the ability of schools and the District overall to grow teachers from within, to nurture them, and to attract and retain the finest in the profession.

College students are expected to be employed and placed as Interns, in particular Intern Teachers, in the Oakland Unified School District. In previous Partnership years, the District has employed as Intern Teachers approximately two hundred to three hundred (200-300) teacher credential candidates (Multiple Subjects, Single Subjects, Education Specialist, and Bilingual Teachers) from university and college credential programs. This Memorandum of Understanding does not specify the number of College Interns in any of the covered categories, to be employed by OUSD, except for the provision that the number of Intern Teachers from the College shall not exceed thirty (30) Interns per academic year. Employment will be based upon the needs of the District and the qualifications of College students.

Overall, it should be noted that the District's partnerships with colleges and universities support District efforts to recruit qualified teachers. The existence of CCTC-approved internship programs provides viable alternatives for qualified graduate students requiring full-time employment — those either already enrolled in credential programs, seeking enrollment in credential programs, or considering teaching or pupil personnel services as a profession.

STRATEGIC ALIGNMENT

This strategy of placing university and college credential-program students in Practica and employing Interns aligns with major District goals and State and Federal legislation aimed at increasing the percentage of qualified, credentialed teachers and other employees in pupil personnel services in OUSD schools and departments, thereby decreasing the number of teachers and other educators in pupil

personnel services working under Emergency Credentials or other Short-Term Staffing Permits. For teachers, the existence of Intern Partnership Programs provides a vehicle by which new teachers-of-record in any of the qualified categories regarding intern status may continue their professional development within the Learning to Teach Continuum, guided by the California Standards for the Teaching Profession, under New Teacher Support and Development.

DISCUSSION

Approval by the Board of Education of a memorandum of understanding between the Oakland Unified School District and the College for the latter to provide credential programs for *Multiple Subjects, Single Subjects, and Education Specialist teaching credentials, including Added or Supplementary Authorizations, and for Educational Therapist, School Counselor, School Psychologist, and Administrative Services credentials*, for Student Practica and the Intern Partnership Program, from which College credential-program students may be placed in the District and Interns may be employed by the District, according to guidelines of the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) for the term specified in this Agreement —with provisions for Fiscal Agency and the reallocation of funds regarding resources generated under the funding guidelines of the CDE or the CCTC, for the Teacher Internship Program only, as described in the Memorandum of Understanding and noted in this memo under “Fiscal Impact.”

The purpose of this MOU is to cooperate with institutions of higher education that provide OUSD with fully credentialed teachers and other educators in pupil personnel categories covered under this Agreement.

FISCAL IMPACT

Under the guidelines of the California Commission on Teacher Credentialing, formerly regarding the Alternative Certification Teacher Intern Partnership Program Grant, the District receives annual Tier III or Flex funds, with the District serving as fiscal agent. While the District may be required to indicate matching funds for teacher intern programs, in practice it applies funds from other grants related to professional development to constitute in-kind support. New Teacher Support and Development (NTSD) is supported in part by these funds. Grant funds may also be expended to support the college or university credential programs associated with the Partnership Program. Depending upon the available Tier III or Flex funding in a given year, and in consideration of the annual budget submitted by the college or university partner and approved by the District (NTSD) under the provisions of this Intern Partnership MOU, the IHE may receive a per-intern reallocation of funds — not to exceed two hundred fifty dollars (\$250) per teacher intern, per year — and thereby material support for its administrative functions (e.g. College supervisors, course offerings, materials) *from within the CCTC Intern grant, Tier III or Flex funds, received by the District*. Intern Teachers also may receive material support from their IHEs (e.g. stipends for books, release time for professional development). Teacher Coaches (experienced OUSD teachers designated for this role) may receive stipends for their work with intern teachers in the schools.

Under this Agreement, the reallocation of funds from the District’s CCTC Intern Grant, or from allowable Tier III or Flex funds, to the College for the *Multiple Subjects, Single Subjects, and Education Specialist* Intern Credential Programs shall not exceed seven thousand five hundred dollars (\$7,500) annually — given, for example, the calculation of approximately two hundred fifty dollars (\$250) per

Teacher Intern and not exceeding a combined total of thirty (30) *Multiple Subjects, Single Subjects, Education Specialist* Interns from the College employed by the District annually. Commensurate with this calculation, reallocation of District funds (CCTC Intern Grant, Tier III or Flex) to the College under the three-year term of this Agreement cumulatively shall not exceed twenty-two thousand five hundred dollars (\$22,500).

LCI/NTSD projects that in the school year 2013-14, and each year continuing through the term of this Agreement, the District will employ approximately 200 Teacher Interns under all its Partnership Programs with state-approved colleges and universities.

RECOMMENDATIONS

Approval by the Board of Education of a Memorandum of Understanding between the Oakland Unified School District and Saint Mary's College of California (SMC, or College) for the Intern Partnership and Practica Programs for K-12 Teaching — *Multiple Subjects, Single Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations* — and for *Educational Therapist, School Counselor, School Psychologist, and Administrative Services credentials*, for the term July 1, 2013 through June 30, 2016, in an amount not to exceed seven thousand five hundred dollars (\$7,500) annually, and under the three-year term of this Agreement cumulatively not to exceed twenty-two thousand five hundred dollars (\$22,500).

ATTACHMENTS

Memorandum of Understanding
College Insurance Certificate
District Routing Form

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

MEMORANDUM of UNDERSTANDING

**Oakland Unified School District
and
Saint Mary's College of California**

This Memorandum of Understanding (MOU) and Agreement (Agreement) for an Intern Partnership Program, Student Teaching Practica, and School Counselor, Clinical Educational Therapist, Clinical School Psychologist and Administrative Internships and Practica is entered into by and between the OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and SAINT MARY'S COLLEGE OF CALIFORNIA (College or SMC), a California nonprofit public benefit corporation.

Teacher Education, K-12, Credentials

**Multiple Subjects — Single Subjects — Education Specialist
Alternative Certification Intern Partnership Program
and Teaching Practica**

Pupil Personnel and Administrative Services, Credentials and Certificates

**School Counselor, Educational Therapist, Psychologist, and
Administrative Services Internships and Practica**

Article 1: Recitals

- A. The California Education Code authorizes a public school district, in cooperation with an approved college or university, to establish agreements covering Intern Partnership Programs and Programs for Practica applying to Teaching and Service Credentials, with respect to the following: K-12 Education, Education Specialist, and Bilingual Education Teaching Credentials, including Additional Authorizations; Educational Therapist, School Counselor (Pupil Personnel Services, PPS), School Psychologist, and Administrative Services Credentials.
- B. District (OUSD) is a public school district, and the Saint Mary's College of California (SMC) is an institution of higher education approved by the California Department of Education and the Commission on Teacher Credentialing for the approved university- and college-based programs, consistent with the purposes for which school districts are established and within the meaning of the Education Code.
- C. The College is accredited by the Western Association of Schools and Colleges, and its education credentialing programs have been approved by the California Commission on Teacher Credentialing (CCTC).

- D. The District is authorized to enter into an agreement with a state university, the University of California or any other university or college accredited by the State Board of Education as a teacher education institution, to provide teaching, educational therapy, school counseling, school psychology, and school administration experience through the employment of Interns and through school-based Practica to students enrolled in teacher training and other education credentialing curricula of such institutions.
- E. The District and the College wish to establish an Agreement for an Intern Partnership Program and Practica Program — applying to credentials for **K-12 Teaching in Multiple Subjects, Single Subjects, and Education Specialist categories, including Added Authorizations; and School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services Internship and Practica** (credentials specified hereinafter referred to as *Covered Programs, Program Categories, or Covered Categories*) — as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CCTC, whereby Interns in categories covered by this Agreement — students enrolled in the College's preparation programs — may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs in District schools; and College students enrolled in the College's preparation programs, but not employed by the District as Interns, may be placed in Practica positions in District schools. The College agrees to provide the preparation programs, and the District agrees to provide supervised on-site experience, under terms and conditions specified in this Agreement.

With respect to Intern Teachers, the following agreements and verifications apply:

College agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs, as described under *Article 4: Eligibility* of this Agreement.
- ii. Each Intern Teacher shall have verified a minimum of hours of experience with students in an educational setting, as required for admission to the College Program, and as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher must have completed the minimum number of preservice hours of College Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iv. Each Intern Teacher shall apply for the Internship Credential through the Credentials Services Office at the College within the first term of course work, if application for the Internship Credential had not already been filed with the CCTC at the time employment processes were completed with the District.

District agrees and verifies that:

- i. The purpose of the Teacher Internship Program is to contribute to the group of qualified teachers the District seeks to maintain.
- ii. Each Intern Teacher's services shall meet the instructional needs of the District.
- iii. Each Intern Teacher shall be assigned under a teacher contract with an appointment of at least .60 FTE of his or her work day in a teaching position that allows for substantial experience in the instruction of District students.
- iv. No Intern Teacher shall displace any teacher who holds qualifying credentials for his or her assigned position in the District.

- F. Under this Agreement, the College may provide for the payment in funds or services or other valuable consideration for operations of the District in fulfillment of the terms of this Agreement, of an amount not to exceed the actual cost to the District of the services rendered.
- G. The College may determine, at its prerogative, to compensate, in any of the covered categories, appropriately credentialed Supervisors employed by the District, for all services required under this agreement pursuant to the supervision of practica, by payment of honoraria, or by issuing continuing education units or credit hours, to the District employees who supervise College students. Such compensation, if determined, will be based on semester units of practica provided by the District employees pursuant to this agreement. Continuing education units or credits may be awarded according to College guidelines and processes.
- H. Any honoraria of payment provided herein will be transmitted by the College directly to Supervisors, no later than June 1 of each academic year, as compensation for and recognition of supervisory services performed.
- I. If the College exercises its prerogative to issue certificates of continuing education credit to District teachers who have supervised College students for the purpose of providing practica, the College will provide copies of those certificates to the District as evidence of compensation for services rendered by those Supervisors.

Article 2: Definitions

- A. "Intern" or "College Intern" (or as specified for any of the covered categories of Internship) in this Agreement shall refer to a candidate enrolled in a covered program at the College, which leads to a Preliminary or Level I (Education Specialist) teaching credential, or a Service Credential in any respective covered category. Interns are employees of the District, holding positions-of-record regarding the credentials or authorizations for which they are candidates in their respective covered categories.
- B. "College Supervisor," "College Academic Supervisor," "Clinical Academic Supervisor" or "Supervisor" in this context shall refer to a representative of the College meeting the criteria established by the College for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the College. Criteria for Supervisor, respective to the credential program under consideration, are: Master's degree in the covered category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates shall make application to the College according to its requirements and through its processes.
- C. "Coach," "District Coach," "Mentor," or "Support Provider" (or as specified for any of the covered categories of Internship), shall refer to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. A Coach meets the criteria established by the College and the District for this position and holds currently valid California credentials, preferably in the grade levels and/or subjects, or other category of service for which support is being provided. The Coach may not also serve as the College Academic Supervisor.
- D. "Intern Service" or "Internship" (or as specified for any of the covered categories of Internship) shall refer to the active participation by an Intern in the duties and functions of a practitioner-of-

record, respective to the covered program, under the direct supervision and instruction of a site or department Administrator, and with the support of a Coach for purposes of formative assessment. During the period of the Internship, the Intern will be enrolled in and actively participate in the respective covered education credentialing program of the College under the direction of College faculty.

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

General Provisions and Guidelines:

- i. College students shall be allowed to observe and participate in prospective District schools, classrooms, clinical sites, or departments prior to the assumption of practica.
- ii. College students shall be allowed ample opportunity and time to participate in site activities from the beginning to the end of the year.

- iii. College students shall be allowed ample opportunity and time to participate in multiple placements per elementary school, middle school, high school, or other relevant sites or departments.
- iv. College students shall be allowed ample opportunity to work in schools, classrooms, or clinical sites with significant populations of English Language Learners in ethnically diverse schools or other sites, as appropriate.
- v. College students shall be allowed at least 20-25 hours per week for elementary and secondary education candidates for work in specified site(s). College students should be allowed to complete their required Performance Assessment for California Teachers (PACT).
- vi. College students in elementary and secondary school placements shall be allowed to experience at least four (4) full weeks, full days, of practica.
- vii. For Adult Education Schools, College students should be allowed approximately thirty (30) minutes of practica daily, three (3) days per week during regular sessions.
- viii. College students shall participate in activities in schools, other appropriate sites, or departments for the number of weeks specified by the College program, per semester of practica.

Provisions and Guidelines Specific to this Agreement:

- i. The number of semester units of practica to be provided for each student of the College assigned to practica under this agreement shall be determined by the College.
- ii. An assignment of a student of the College to practica in schools, classes, or other sites or departments of the District shall be at the discretion of the College. Assignments may range from approximately four (4) to nine (9) weeks, or for approximately eighteen (18) weeks, given a full semester, or for a period of time otherwise determined at the prerogative of the College and specified under the College program. A student may be given more than one practicum assignment by the College for practica in such schools, classes, or other sites or departments.
- iii. The assignment of a student of the College for practica in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given her/him by the College effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.
- iv. In the event the assignment of a student of the College to practica is terminated by the College for any reason, the District or District employees providing services, according to the prerogatives provided in this Agreement, shall receive compensation as payment, honoraria, or continuing education credit hours in an amount representing time actually devoted to supervision of the College student practica under consideration, except that if such assignment is terminated within one week of the last week of the term of the assignment, compensation shall be made for an assignment of nine (9) weeks or eighteen (18) weeks, or whatever time frame applies according to the College program. Practicum Supervisors must work directly with the College, according to College policies, in order to receive compensation.
- v. Absences of students from assigned practica shall not be counted as absences in computing the semester units of practica provided to College students by the District or Practica Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation to the Practica Supervisors will be based on semester units and not on actual hours of College student (e.g. Student Teacher)

attendance at the assigned practica sites. Assignment of actual credit for attendance earned by College practica students in the District, as semester units, is the prerogative of the College.

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

Article 3: Terms of Agreement

1. **Term of Agreement — Amendment, Renewal, Termination:** The term of this Agreement shall be three (3) years, from July 1, 2013 through June 30, 2016, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

In the case of termination of this Agreement, all College Interns (e.g. District teachers, school counselors, educational therapists, school psychologists, or administrators) employed with the District as of the date of termination or expiration of this Agreement shall be permitted to complete their Internships with the District; and the District may elect to continue employment of any Intern, beyond the term of this Agreement, subject to the evaluation and employment protocols of the District.

In the case of termination of this Agreement, all College Students already enrolled in and participating in Practica placements in District schools, clinical sites, or departments, as of the date of termination or expiration of this Agreement, shall be permitted a period of time not to exceed six (6) months from the date of the notice of termination during which to complete their Practica placements with the District.

Article 4: Intern and Student Practica Eligibility

2. **Program Requirements:** Each College student (credential candidate) accepted for an Internship and/or Practica in the District must have met the following qualifying criteria:
 - a. Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE).
 - b. For Teacher Interns and Student Teachers, passage of the CBEST exam and verification of subject matter competence by completion of an approved program, or by a course waiver from an accredited university or college under the guidelines of the CCTC, or passage of: (1) the CSET, and (2) other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing.
 - c. If applicable, BCLAD Teacher Interns must have passed a written and oral exam and have completed academic coursework in their identified non-English language area.
 - d. Screening by College staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - e. Interview with a College Academic Supervisor and a lead faculty member for the applicable credential program (“Program”).

- f. For Interns in all Covered Categories, admission to the College's applicable College of Education Internship Credential Program. Recommendation for an internship by a College designee.
- g. For College Students to be assigned to Practica, admission to the College's applicable College of Education Credential Program. Recommendation for student practica by a College designee.
- h. Interview and screening by College or District staff, as determined by District protocols, including a background check — paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation — and approval by District Human Resources personnel and school-site administration.
- i. Evidence of negative tuberculosis test performed within six months of the Intern's or Practica Student's start date.

Article 5: Placement of Interns and Duration of Internship

- 3. Placement of Interns: College students, certified as qualified and competent by the College, according to the standards set by the Commission on Teacher Credentialing, to provide Intern services to the District in any of the covered categories, may, at the District's discretion, be accepted and assigned to its schools, classes, clinical educational sites, or departments for services as Interns. The College and the District may coordinate the process of selection and placement of Interns. The College reserves the right to make the final determination on any Intern's acceptance into the College Internship Credential Program. The District reserves the right to make the final determination on the employment and placement of any Intern. Neither the College nor the District shall discriminate in the selection of, or acceptance or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
- 4. Duration of Internship: Once a student has been employed as an Intern by the District, and if the Intern remains in good standing as a student in the Program at the College and within the District's policies and performance standards, the Intern shall be allowed to finish his or her Internship with the District. However, an Intern who performs below acceptable District or College standards, after appropriate support and advice efforts have been attempted, may be removed from the paid Internship position by the District and/or be removed from the Program by the College. In the case of an Intern's removal from the District assignment or the Program by either the District or the College, respectively, either party shall provide immediate written notification to the other. All services provided by the College and the District pursuant to this Agreement shall terminate upon an Intern's removal from the District or termination of participation in the Program with respect to the Intern removed.

Article 6: Intern Employment Status and Responsibility

- 5. Intern Employment Status: The Intern shall be considered a District employee for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, medical leave, personal leave, retirement benefits, or any other payments or benefits for or on behalf of Interns.
- 6. Intern Salary and Benefits: The intern receives salary and benefits based on the District's current policies. The Intern's salary shall not be reduced to cover the cost of supervision by the College or support by the District under the terms of this Agreement.

7. Intern Responsibility and Performance of Duties: The Intern is expected to fulfill responsibilities and perform duties under the collective bargaining contract for the unit representing the covered category of employee for which the Intern is a practitioner-of-record. The Intern assumes full performance and legal responsibility for his or her classroom, other student constituency, school, or other District position or site assignment, as applicable, from the first day of the assignment as a paid employee of the District, for at least one academic year, given satisfactory performance according to relevant District certificated employee evaluation guidelines and employment protocols that apply to all certificated employees in the assignment category. In consideration of Internship status, the Intern should not be assigned extraordinary duties or committee responsibilities, but may be assigned to extracurricular activities and be expected to participate in department, faculty, or other relevant site meetings proportionate to the assignment load of a regular contracted employee in the covered category. For example: (1) the Intern will arrange and attend parent and/or teacher conferences as appropriate to any teaching, counseling, or administrative responsibility; (2) the Intern will participate in regular faculty, circuit, or department meetings; (3) the Intern should not sponsor or coach extra-curricular activities; (4) the Intern may request not to attend District, school, other site, or department meetings that conflict periodically with Internship Program responsibilities at the College, with the understanding that certain College classes or meetings require the Intern's participation at the College.

Article 7: District Curricula, Performance Standards, and Certificated Employee Evaluation

8. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, school counselors, school psychologists, educational therapists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
9. District Performance Standards: The District establishes performance standards for all certificated employees, including Interns, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel will be evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

All teachers, following their completion of requirements for the Preliminary Credential within the College credential program, will be evaluated by professional staff within the District's Induction Program for purposes of formative assessment and recommendation for the Professional Clear Credential (Education Specialist, Level II).

Article 8: Intern Program Support

10. Intern Program Support in Covered Categories:
 - a. The District and the College will each provide for qualified support for Interns. The College will provide for a qualified Academic Supervisor, and the District will provide for a qualified on-site Coach or Mentor (Support Provider), to assist each Intern in the Program in developing competencies with regard to design and delivery of curriculum and classroom management

practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.

- b. The District and the College will determine independently the qualifications of their respective Supervisors and Coaches. The College will be responsible for designating its own Academic Supervisors for its students employed as Interns by the District. The District will be responsible for designating its own Coaches for its Interns. The District Coach may be recommended by the professional field support staff of the District, including the department of Leadership, Curriculum and Instruction (LCI), and the unit of New Teacher Support and Development (NTSD), according to NTSD's recruitment, professional development, and service guidelines for the Coaches in its support programs.

The College will provide trained and qualified College Academic Supervisors, who are familiar with and understand Public Schools, to support, observe and assess Interns in their assignments on a regular schedule appropriate to the needs of the Intern and the school. The College shall provide training for all College Academic Supervisors. College Academic Supervisors may consult regularly with on-site District Coaches and administrators, and will inform District personnel of any changes in the Intern's program, preparation schedule, or status within the College.

The supervision plan for Interns will be the College supervision plan for its Internship credential program students, respective to the credential program under consideration, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.

11. Intern Teacher Program Support:

- a. The District will provide highly trained and qualified Teacher Coaches, preferably on-site, who are recognized for successful classroom teaching experience, who have approval of site administrators, and who are recommended under the guidelines of the District unit of New Teacher Support (NTSD), according to the department's recruitment, professional development, and service guidelines for Teacher Coaches. The College may provide training for all District Teacher Coaches working with the College's Interns. Teacher Coaches will receive stipends according to NTSD guidelines, depending upon funding, as covered under this Agreement (see *Article 13, Funding and Fiscal Oversight*).
- b. The on-site support plan for Intern Teachers will be implemented according to the guidelines developed by NTSD, or otherwise as provided for by District departments in conjunction with the Intern Partnership Program, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.
- c. Under the District's plan for support of Interns, each Intern/Teacher Coach pair may be allowed up to four (4) release days with substitute teacher coverage; this release time will be for the purpose of observing master teachers or for participating in other professional development activities approved by the District. Allowable release time will depend upon funding, as covered under this Agreement (see *Article 13, Funding and Fiscal Oversight*)
- d. The District site Teacher Coach and the College Academic Supervisor assigned to an Intern Teacher may meet periodically with the Intern to discuss the Intern's classroom practices and

professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in Senate Bill 2042, including, but not limited to, Teaching Performance Expectations (TPE) in the Intern's classroom.

- e. The District site Teacher Coach and the College Academic Supervisor may meet periodically without the Intern Teacher to discuss the Intern's progress, as needed. In no case, however, may the District Teacher Coach function in an evaluative capacity. Teacher evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other personnel in the District division of Human Resources and Support Services (HRSS).
- f. The District will designate a coordinator to ensure supervisory and support assistance to District Intern Teachers.

Article 9: Individual Teacher Provisional Internship Permit

- 12. College and District Requirements and Services: Individual Provisional Teacher Internship Permit (PIP) candidates are subject to all fees, requirements and services provided by the College in its credential programs. Additional support will be provided under the auspices of the College, as prescribed under CCTC guidelines. Each candidate must discuss any additional services with the District Coordinator of Internship Programs or other supervisory personnel within the District division of Human Resources and Support Services (HRSS).
- 13. Supervision of Interns under the PIP: College field Supervisors, in consultation with the District Coordinator of Internship Programs, shall be responsible for developing the Individual Development Plan (IDP) for each intern authorized by a PIP. As required by law, authorized personnel of the College and the District must approve each IDP.
- 14. Transition to College Internship Credential: College students authorized by Provisional Internship Permits for employment by the District, due to time constraints, specific cohort or program components, or other restrictions within the College's purview, shall apply through the College for a College Internship Credential at the earliest possible date, given the College's admission policies. This provision shall not apply to Interns who will complete requirements for the Preliminary Credential before the beginning of the College's next admission cycle.

Article 10: Teacher Intern Orientation and Professional Development

- 15. Program Orientation: Prior to the beginning of the Intern's teaching experience at the District, the College will hold Program orientation meetings for Intern teachers.

The College also may offer training seminars that may be attended by District Teacher Coaches, NTSD staff, or other District field support staff. College representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to site Teacher Coaches. In addition, the contents of any College *Program Handbook*—the parameters of Intern teaching, roles and responsibilities, special assistance procedures, and pertinent College policies and procedures—may also be reviewed with Interns and District site Teacher Coaches.

NTSD staff or other District field support staff may also attend College orientation meetings for the purpose of informing Interns about the role of the department primarily in on-site support processes once an Intern is employed by the District.

16. District Professional Development Programs: The District will include Intern Teachers in appropriate District support programs and provide training in regularly scheduled staff development activities. Interns may elect to participate in any professional development opportunities within the District, including those programs managed by the department of Leadership, Curriculum and Instruction, or by another District department responsible for instructional services, and those programs managed specifically by the unit of New Teacher Support and Development or other relevant District departments.

Article 11: Responsibility for Academic Program and Assessment of Interns

17. Academic Responsibility: The College shall have exclusive control over all academic issues involving its credential and certificate programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of District Interns as College students; evaluation of the education and prior experience of Interns; evaluation of the academic progress of Interns; scheduling of courses; awarding of academic credit; and conferring of academic degrees.
18. Assessment: Academic assessment is a function of the College program designed for the specific classroom teaching, pupil personnel services, education therapy services, or administrative services credential categories covered in this Agreement, and of any Field Experience course (Practica), or any other program component designed by the College. Students engaged in Field Experience will pre-assess their teaching, pupil personnel, educational therapy, or administrative skills, develop a plan for growth, and assess their growth at the close of the course with the College Academic Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District site Coach, who works with the Intern on a collegial basis for the purpose of formative assessment only.
19. Summative Performance Evaluation: At the end of each semester, or otherwise according to the College's Program, the College Academic Supervisor will complete a summative performance evaluation of the Intern and make a recommendation concerning the Intern's readiness for independent teaching, pupil personnel services, educational therapy services, or administrative services, which will be given to the College's Department of Credentials. This performance evaluation will determine the Intern's competence relative to the program standards of the California Commission on Teacher Credentialing or other relevant standards of the California Department of Education for the specific credential or certificate the Intern is seeking to obtain. The signed evaluation forms will belong to College as part of the Intern's student records and may be kept on file in the office of either the Department or of the Credential Analyst at the College.

It is expected that the supervising site or department administrator of the District will complete a summative evaluation of the Intern's performance according to District evaluation protocols for certificated employees in the applicable credential category, for purposes of continuing employment and assignment to a position in the District. The District evaluation forms will belong to the District as part of the Intern's personnel records. However, the supervising site or department administrator will make available to the College Academic Supervisor any relevant information from this evaluation for assessment by the College of the student, concerning the recommendation of the Intern for the Preliminary Credential and the appropriateness of the Intern's continuing placement at the District.

Article 12: Teacher Intern Partnership Program Steering Committee

20. Oakland Intern Partnership Program Steering Committee: The College may designate a representative or representatives from its professional staff to participate in the District's Teacher Intern Partnership Program Steering Committee (IPPSC), which includes NTSD staff, other OUSD Human Resources staff, and representatives of the colleges and universities with which the District maintains Teacher Intern Partnership Programs. The IPPSC meets periodically to collaborate on matters concerning the education and support of Teacher Interns, and to develop functions of the Oakland Intern Partnership Program (OIPP).

Article 13: Funding and Fiscal Oversight —Teacher Intern Partnership Program

21. Teacher Intern Partnership Program Sponsorship and Fiscal Oversight: The District will serve as Lead Sponsor and Fiscal Agent for the Partnership, with the College as Co-Sponsor. Management of these functions will be the responsibility of the District unit of New Teacher Support and Development (NTSD) or other District department as may be designated by the District Administration or Board.

A budget will be jointly developed, and reviewed annually, by the College and the District to utilize resources generated under the Agreement in accordance with partnership program funding guidelines of the California Department of Education or the California Commission on Teacher Credentialing. This budget will focus on adequate support of Teacher Interns for increased supervision and coaching, coursework, or other professional development activities and resources. This budget may provide for support of the College Teacher Internship Credential Program, concerning costs of on-site supervision or other professional resources, and for direct and indirect administrative costs of the District with regard to services provided to Teacher Interns by NTSD or other District departments in conjunction with the Intern Partnership Program. The District will provide the College with information regarding the funding of its program under budget guidelines.

The reallocation of funds from the District's CDE or CCTC Intern Grant or other relevant State grants, categories (e.g. Tier III funding), or District accounts, to the College for the Multiple Subjects, Single Subjects, or Education Specialist Intern Credential Programs shall not exceed seven thousand five hundred dollars (\$7,500) annually — given, for example, a calculation not to exceed \$250 per Intern and not to exceed a total of thirty (30) Multiple Subjects, Single Subjects, and/or Education Specialist Interns from the College employed by the District annually. Reallocation of the District's State funds to the College under the three-year term of this Agreement cumulatively shall not exceed twenty-two thousand five hundred dollars (\$22,500). In any case, reallocation of such funds to the College shall depend entirely upon funds available for this purpose, in the judgment of the Fiscal Agent, from allowable State and District resources. Following notice of the annual calculation, in consideration of the annual State funding available to the District for this purpose, and under the provisions of this Agreement, under CDE or CCTC guidelines, for reallocation of funds within the OIPP, the College will submit an invoice to the District through NTSD or other designated District department according to information and instructions given to the College by the Fiscal Agent. Invoices will be payable within each fiscal year. Funds allocated to the College under the terms of this Agreement become the College's funds, and may be spent by the College according to its own processes for budgets and expenditures, not limited to the current fiscal year, as long as such expenditures are consistent with the terms of this Agreement.

Article 14: Placement of College Students for Practica

22. **Placement of College Students for Practica:** College students, certified as qualified and competent by the College to serve as Practice Students in any of the Covered Categories, may, at the District's discretion, be accepted and assigned to its schools for purposes of Practica. The College and the District may coordinate the process of selection and placement of Practica Students. The College reserves the right to make the final determination on any Candidate's acceptance into the relevant Credential Program ("Program") at the College. The District reserves the right to accept or reject the placement of any Practica Student in a District school, clinical site, or department. Neither the College nor the District shall discriminate in the selection of, or acceptance or participation by, any Candidate pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

The District may, for good cause, refuse to accept for practica experiences, in any of the Covered Categories, any student of the College assigned by the College to applicable practica duties in classrooms, schools, departments, or clinical sites of the District. The College may, for good cause, terminate the assignment of any student of the College to respective practica assignments or functions in the District.

23. **Assignment of College Students to Practica:** Assignment of a student of the College to practica in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the notice of assignment card or other document given by the College putting such assignment into effect, but not earlier than the date of such assignment as shown.

In the event the assignment of a student of the College to practica is terminated by the College for any reason, the Supervising Teacher, Clinical Academic Supervisor, Administrative Supervisor, or other relevant District Supervisor, in consideration of the prerogatives and provisions specified in this Agreement, shall receive compensation for supervision on account of such student as if there had been no termination of the assignment; except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the Supervisor shall receive payment for an assignment of nine (9) weeks only. If a student is assigned by the College to another District Supervisor after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

24. **Duration of Practica Placement:** In the case of expiration or termination of this Agreement, all students of the College placed in the District for purposes of Practica as of the date of termination or expiration of this Agreement shall be permitted to complete their Practica placements with the District.

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

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

Article 15: Practica Student Status and Responsibility

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

Article 16: District Curricula, Performance Standards, and Practica Student Evaluation

27. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, educational therapists, school counselors, school psychologists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
28. District Performance Standards: The District establishes performance standards for all certificated employees, including teachers, counselors, and administrators, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel are evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

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

Article 17: Practica Supervision and Program Support

29. **Practica Supervision and Support:** The District and the College will each provide qualified support for Practica Students. The College will provide a qualified College Supervisor, and the District will provide a qualified District Supervisor (e.g. Master Teacher, Counselor, Administrator) to assist each Candidate in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.

The District and the College will determine independently the qualifications of their respective Supervisors. The College will be responsible for designating its own Supervisors for its Candidates. The District will be responsible for designating qualified District Supervisors with whom Practica Students may be placed.

The College will provide highly trained and qualified Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Practica Students in their assignments on a regular schedule appropriate to the needs of the Candidate and the school. The College shall provide training for all College Supervisors. College Supervisors may consult regularly with District Supervisors and site or department administrators, and will inform District personnel of any changes in the Candidate's program, preparation schedule, or status within the College.

The supervision plan for Candidates will be the College's supervision plan for its credential program students assigned to Practica, which will consider the needs and assets of the Candidate and of the individual school sites, clinical sites, or departments.

The District will provide highly trained and qualified District Supervisors, who are recognized for successful experience in the credential category under consideration, who have approval of site or department administrators, and who may be recommended by the professional field support staff of the District, including the department of Leadership, Curriculum and Instruction, and New Teacher Support and Development (NTSD), according to NTSD's recruitment, professional development, and service guidelines for the Supervisors or Coaches in its support programs.

Article 18: College Practica Student Orientation and Professional Development

30. **Program Orientation:** Prior to the beginning of College Students' Practica experiences in the District, the College will hold Program orientation meetings for its credential candidates.

The College also may offer training seminars that may be attended by District Supervisors, NTSD staff, or other District field support staff. College representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to District site Supervisors. In addition, the contents of any College *Program Handbook*—the parameters of practica, roles and responsibilities, special assistance procedures, and pertinent College policies and procedures — may also be reviewed with Practica Students and District site Supervisors.

NTSD staff or other District field support staff may also attend College orientation meetings for the purpose of informing Practica Students about the role of the department of Leadership, Curriculum and Instruction and NTSD primarily in on-site support processes once a candidate is placed in the District.

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

Article 19: Payment or Other Compensation for District Supervisors

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

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

Article 20: Responsibility for Academic Program and Assessment of Practica Students

33. Academic Responsibility: The College shall have exclusive control over all academic issues involving the Program, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Candidates as students; evaluation of a Candidate's prior experience and education; evaluation of a Candidate's academic progress; scheduling of courses; awarding of academic credit; and conferring of academic degrees.
34. Academic Evaluation of Practica Students: Academic assessment is a function of College courses designed for the specific credential categories covered in this Agreement and the Field Experience (Practica) course or any other program component designed by the College. Students engaged in practica will pre-assess their skills in the credential category under consideration, develop a plan for growth, and assess their growth at the close of the course with the College Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District Supervisor, who works with the Candidate for the purpose of practical instruction and formative assessment only.
35. Summative Performance Evaluation: At the end of each semester or at the completion of a practicum assignment, or otherwise according to the College's Program, the College Supervisor will complete a summative performance evaluation of the Candidate, addressing College Program guidelines, CCTC program standards, and District evaluation protocols in the Covered Categories, and make a recommendation concerning the Candidate's readiness for independent professional practice, which will be given to the College's Program managers. This performance evaluation will contribute to the

determination of the Candidate's standing and competence relative to the California Commission on Teacher Credentialing program standards for the specific credential the Candidate is seeking to obtain. Any assessment forms, letters of recommendation, or other narratives requested by the College and completed by the District Supervisor, in this vein, will be delivered to College Supervisor as part of the Candidate's records, will belong to the College as part of the Candidate's student records, and will be kept on file at the College.

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

Article 21: District and College Insurance

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

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

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

Article 22: Development of Resources

37. **Development of Resources and Joint Efforts:** The College and the District are committed to the joint development of future resources that benefit the Intern Partnership Program and College Credential programs generally, including any components regarding the assignment of College students to

internships or practica in District schools, considering the provisions of this Agreement. This may involve joint participation in grant writing, joint sponsorship of teacher education events, reciprocal permission for the use of facilities, consistent with standard policies and procedures governing the use of any such facilities and on the same terms and conditions as may apply generally to outside users, and active participation in professional advisory or steering committees, given any institutional restrictions or prerogatives of either party.

Article 23: Labor Disputes in the District

38. Obligation of Neutrality: The College is obligated to maintain neutrality in any labor disputes of the District, to ensure that all field experiences in such contexts will be educationally valid for students of the College, to avoid placing College students in situations in which there may be risk of personal injury, and to avoid interfering with students or employees of the District engaged in instructional or administrative programs of the District.
39. College Student Placements in the Event of a Labor Dispute: In the event of a labor dispute in the District, College students involved in education Field Practice programs shall report to the College until the College's Director of Field Practice has assessed the situation and made a determination regarding the students' placements under the circumstances.
40. College Supervision During a Labor Dispute: During a labor dispute at the District, College faculty members who supervise College students will visit relevant District sites on a regular basis to observe activities, to meet with District personnel, as permitted under District policies, and to determine whether, from the perspective of the College, the situation remains educationally valid and physically safe for students of the College engaged in Field Practice.
41. Continuation of Field Experience During a Labor Dispute: During a labor dispute at the District, if, in the determination of the College Director of Field Practice and from the perspective of the College, the situation is educationally valid and physically safe, and the District Field Supervisor is present in his or her regular position, the College Director of Field Practice will allow College students the option of continuing the field experience at the assigned site or of suspending or terminating the assignment.
42. College Students Employed as Interns: Provisions concerning placement and supervision of College students engaged in Field Practice, herein under Article 23, regarding labor disputes in the District, do not apply to College students who, during the period of a dispute, are employed as Interns by the District and thereby placed in District positions, even though Interns may be enrolled in practica courses aligned with their credential or certificate programs, insofar as Interns are governed by the terms of their District employment, including provisions for the collective bargaining unit that represents them.

Article 24: General Considerations

43. Relationship of Parties: Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the College and the District.
44. Publicity: Neither the College nor the District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In

addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

45. Records: It is understood and agreed that all employment records shall remain the property of the District; and all student Candidate records, including Candidate portfolio assessments, will remain the property of College. The District acknowledges that the education records of College students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any College student assigned to the District under this Agreement. With regard to this provision, the District may transmit, share or disclose specified education records, with the written consent of College students affected, to other school officials of the College who have a legitimate interest in those education records. Other disclosures regarding education records, as well, shall require the written consent of any affected College student and the College. Disclosures regarding the employment or employee-performance records of any College student in his or her capacity as a District employee shall require the written consent of the College student who is in service as a District employee.

Academic artifacts created by a Student Teacher during practica for purposes of College coursework remain the property of the Student Teacher and the College.

46. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the College, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless provided in writing and signed by authorized representatives of both parties, as described in Article 3, "Term of Agreement." If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.
47. Assignment: Neither the College nor the District shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
48. Notices: All notices, demands, or other communications given under this Agreement shall be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

COLLEGE

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49. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.
50. General Provisions: The Agreement: (a) shall be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together shall constitute one instrument; (c) shall be governed by applicable law of the State of California; and (d) has been executed as indicated below.

EXECUTION of AGREEMENT

**Oakland Unified School District
and
Saint Mary's College of California**

This Memorandum of Understanding (MOU) and Agreement (Agreement) for an Intern Partnership Program, Student Teaching Practica, and School Counselor, Clinical Educational Therapist, Clinical School Psychologist and Administrative Internships and Practica is entered into by and between the OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and SAINT MARY'S COLLEGE OF CALIFORNIA (College or SMC), a California nonprofit public benefit corporation.

Teacher Education, K-12, Credentials

**Multiple Subjects — Single Subjects — Education Specialist
Alternative Certification Intern Partnership Program
and Teaching Practica**

Pupil Personnel and Administrative Services, Credentials and Certificates

**School Counselor, Educational Therapist, Psychologist, and
Administrative Services Internship and Practica**

Term of Agreement—Amendment, Renewal, Termination: The term of this Agreement shall be three (3) years, from July 1, 2013 through June 30, 2016, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

Saint Mary's College of California

Peter A. Mitchell

Peter A. Mitchell
Vice President for Finance

1.23.2014

Date

Oakland Unified School District

David Kakishiba

David Kakishiba, President
Board of Education

6/12/14

Date

Edgar Rakestraw, Jr.

Edgar Rakestraw, Jr., Secretary
Board of Education

6/12/14

Date

Jacqueline Minor

Jacqueline Minor, General Counsel

2/21/14

Date

Policy Number: PHPK1053935
Insurance Co.: Philadelphia Indemnity Ins. Co
Named Insured: Saint Mary's College
Effective Date: 08/01/13

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED - DESIGNATED PERSON OR
ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART.

SCHEDULE

Name of Person or Organization:

Oakland Unified School District
Talent Development Office
McClymonds Education Complex
2607 Myrtle Street, Room 108
Oakland, CA 94607

Re: As Per Contract or Agreement on File with Insured.
ICTA and USTA

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

WHO IS AN INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule as insured but only with respect to liability arising out of your operations or premises owned by or rented to you.



MEMORANDUM OF UNDERSTANDING ROUTING FORM 2013-2014

Basic Directions

Services cannot be provided until the MOU is fully approved and a Purchase Order has been issued.

1. Contractor and OUSD Administrator reach agreement about scope of work and compensation.
2. Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
3. OUSD Administrator verifies contractor does not appear on the Excluded Parties List (<https://www.sam.gov/portal/public/SAM/>)
4. OUSD contract originator creates the requisition on IFAS.
5. Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

Agency Information

Agency Name	Saint Mary's College of California			Agency's Contact Person	Vincent S. Nicosia / Laurie Aguirre
Street Address	P.O. Box 4350			Title	Business Services
City	Moraga			Telephone	925-631-4135
State	CA	Zip Code	94575	Email	vnicosia@stmrys-ca.edu
OUSD Vendor Number	V057857				
Attachments	<input checked="" type="checkbox"/> Proof of general liability and workers' compensation insurance <input type="checkbox"/> Statement of qualifications <input type="checkbox"/> Program Planning Tool and Budget <input type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. (https://www.sam.gov/portal/public/SAM/)				

Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date	07/01/13	Date work will end	06/30/16	Total Contract Amount Grant: \$	22,500.00
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
0000	UR BTSA	909 1620 221	5825	\$ 22,500.00	
	Staff Development		5825	\$	
			5825	\$	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Lisa Spielman	Email	lisa.spielman@ousd.k12.ca.us	
Telephone	510-545-6752	Fax	510-452-2077	
Site/Dept. Name	909	Enrollment Grades	n/a	through

Approval and Routing (in order of approval steps)

Services cannot be provided before the MOU is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/portal/public/SAM/>)

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator			3/26/14
2. Oakland After School Programs Office			
3. Network or Executive Officer			
4. Cabinet (CAO, CCO, CFO, CSO, Asst Sup)			4/10/14
5. Board of Education or Superintendent			
Procurement			
Date Received			

Legal 2/21/14

THIS FORM IS NOT A CONTRACT