



Kings County Office of Education
GROW Intern Program
for Participating Districts
Memorandum of Understanding
2025-2026

A. General

When hiring an intern, an MOU between a participating district and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place in order to comply with CCTC requirements.

The Kings County Office of Education GROW Intern Program is a CCTC approved, two-year Education Specialist Teacher Intern Program for Mild to Moderate Support Needs and Extensive Support Needs Credentials, and Multiple Subject Credentials.

This Memorandum of Understanding (MOU) is entered between the Point Arena School District School District (hereafter, "the Participating District") and the Kings County Office of Education (hereafter, "KCOE"). The Participating District is the employing agency of the Intern Teacher Candidate in the GROW Intern Program.

B. Term

The effective dates of this MOU are August 1, 2025 through June 30, 2026. Either party may terminate this agreement by submitting written notice to the other party no later than 60 days prior to the start of a school year.

C. Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions which will govern this partnership.

D. Responsibilities

KCOE GROW Intern Program and the Participating District agree to the following:

1. Pursuant to California Education Code 44321, the 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 Site/District Mentor. The Site/District Mentor may not be the Intern Teacher's supervisor/evaluator.
2. The combination of employer-provided support and mentoring, and program support and supervision (provided by KCOE) to the intern must include the following:
 - a. A minimum of 144 hours of annual support/mentoring and supervision:
 - i. Support may include, but is not limited to weekly course planning of curriculum and assessments, coaching within the classroom, problem-solving regarding student issues, and teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and to teach effectively.
 - ii. A minimum of five hours per week of support/mentoring and guidance must be provided to an Intern Teacher by the employing agency.

- iii. The program sponsor will provide opportunities to fulfill a portion of the 144 hours of general support needed each year.
 - iv. The program sponsor will provide the Intern Teacher with procedures to document and monitor the CCTC required hours of mentoring and support from the Participating District and KCOE Intern Program.
 - v. The Intern Teacher will be responsible for documenting hours of support received.
3. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English Language Learners shall be provided to an intern teacher unless the intern holds a CLAD, EL Authorization, or has passed all sections of the CTEL Examination.
 - a. The employing agency must identify an employee who will be immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English Language Learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed.
 - b. The identified Site/District Mentor may be the same Mentor that is providing general support and supervision if the individual possesses an English Language Learner authorization and will be immediately available to assist the intern teacher in working with English Language Learners.
 - c. The program sponsor will provide opportunities to fulfill a portion of the 45 hours of support/mentoring and supervision specific to meeting the needs of English Language Learners.
 - d. The program sponsor will provide the Intern Teacher with procedures to document and monitor CCTC required hours of English Language Learner mentoring and support from the employer and KCOE Intern Program.
4. 200 hours of early field experiences with focused support in the general education and Education Specialist setting (for Education Specialist Credential Candidates). (CTC SPED Program Standard 3A.12)
5. Jointly counsel the intern teacher and develop a plan to complete the requirements to earn a credential in the intern teacher's content or specialty area(s); both parties and the intern teacher shall concur on the plan.
6. The Intern Teacher may be employed in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services (Education Specialist Candidates only).
7. The district will evaluate the intern on an annual basis.

KCOE GROW Intern Program agrees to the following:

1. Employ an Intern Program Director(s) and other support staff to support all aspects of the Intern Program.
2. Provide office space, equipment, and meeting space for program activities.
3. Facilitate a process for equitable distribution of services to Intern Teachers and Site/District Mentors in all participating districts and schools.
4. Convene an Intern Teacher Program Advisory Committee, establish regular meetings, and provide data on program requirements and preliminary credentialing.
5. Provide Intern Program training and information for Advisory board, district superintendents or designees, site administrators, district coordinators, and human resource staff.
6. Establish and maintain accurate program records and reports.
7. Maintain CCTC approval and accreditation as an Intern Program and Credentialing Agency.
8. Advise Intern Teachers about their involvement in the Intern Program, provide each Intern Teacher with a program plan, which outlines the courses needed to complete the

- credential program, and provide formative feedback about their progress toward completion of the program.
9. Process appropriate documents with the CCTC for intern and preliminary credentials for eligible candidates, recognizing that employment decisions (such as continuing employment and tenure decisions) are separate from credentialing decisions.
 10. Provide candidates coursework that includes the California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPE), student content standards, and program standards.
 11. Provide 10 hours of mentoring skills and coaching training to Site/District Mentors and Field Supervisors.
 12. Provide Intern Teachers with a minimum of 120 of Pre-Service training prior to the Intern Teacher obtaining an intern teaching credential and entering the classroom as the teacher-of-record with the Participating District.
 13. Ensure that the Intern Teacher is receiving required support/mentoring and supervision as part of the 144 General Ed/45 EL hours of yearly support by reviewing and verifying the number of support/mentoring and supervision hours conducted as reported by the Intern Teacher.
 14. Identify a Field Supervisor with a clear or life teaching credential and at least three years of teaching experience to provide:
 - a. District support/mentoring and coaching to intern teacher, including coaching observations in the Intern Teacher's classroom, with additional ongoing support, mentoring and consultation outside of the Intern Teacher's classroom.
 15. Authorizes the candidates in the Intern Program to assume the functions that are authorized by the regular standard credential. Intern Program coursework and support will meet the instructional or service needs of the participating district(s) with the primary objective being to increase the effectiveness of the intern in the classroom.

The Participating District agrees to the following:

1. Pursuant to CCTC requirements, upon request the Participating District shall provide written certification to the KCOE Intern Program that each Intern placed with the Participating District has not displaced a certificated District employee, which shall enable the KCOE Intern Program to verify to CCTC that all statutory and CCTC requirements have been met.
2. Intern Teachers hired within the Participating District are employed as the teacher of record in an assignment that aligns with the credential being pursued (Ed Specialist Mild to Moderate Support Needs or Ed Specialist Extensive Support Needs, or Multiple Subject) and the Intern Teacher is teaching a minimum of .5 FTE in a face-to-face instructional setting with the same group of students on a daily or weekly basis.
3. Ensure that intern placements occur only at sites with a qualified administrator holding, at the minimum, a preliminary administrative credential.
4. Superintendent or designee coordinator/administrator maintains a position on the Intern Advisory Committee for program networking, implementation, compliance, evaluation, and to disseminate information to all participants and district stakeholders.
5. Select and assign Site/District Mentor to each Intern Teacher according to Intern Program Standards, which requires each Site/District Mentors to:
 - a. Hold a valid corresponding Clear or Life credential in the content area they are supporting
 - b. Possess EL authorization if responsible for providing EL support
 - c. Have at least 3 years of successful teaching experience
6. Intern Teachers hired within the Participating district should be at sites that allow the Intern Teacher to acquire hours toward the required 200 hours of early field experiences that include guided observations and initial teaching (e.g., co-planning, and co-teaching,

or guided teaching) in the general education and special education settings. (CTC SPED Program Standard 3A.12)

7. Intern Teachers hired within the Participating district should be at sites that allow the Intern Teacher to provide effective literacy instruction for all students. Specifically, the Intern Teacher shall be at a site that allows for instructing students in the literacy areas of meaning making, language development, and effective expression. (CTC Program Standard 7 & TPEs 7.6, 7.7, 7.8)
8. Intern Teachers hired within the Participating district must be at sites that ensure Intern Teachers can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques. (CTC Program Standard 7 and TPE 7.10 and 7.11)
9. Intern teachers hired within the Participating district must be in settings that allow interns to practice utilizing the California Dyslexia guidelines, including screening students for dyslexia and providing support to those who were flagged.
10. Ensure that all site administrators with Site/District Mentor(s) and/or Intern Teacher(s) on staff have been informed about the KCOE GROW Intern Program processes and materials, and stay current with changing program requirements, including program alignment to the literacy standards and TPEs.
11. Respond to requests for evaluation data as requested by the CCTC and the KCOE GROW Intern Program, including survey completion, demographic and/or retention data.
12. Intern teaching assignments must enable the Intern Teacher to attend KCOE classes on time and complete the requirements of the KCOE GROW Intern Program.
13. Provide release time necessary for the Site/District Mentor to conduct observations if needed.
14. Provide Intern Teacher two (2) days a year release time necessary for observation of colleagues, reflection, and professional development activities as part of the required support/mentoring.
15. Provide Site/District Mentor release time to attend 10 hours of mentor training as required by the GROW Intern Program (for the Site/District Mentor's first and second years) if necessary. The district will provide a substitute for the Site/District Mentor, if needed.
16. Recognize the credits earned by the Intern Teacher in the Program to the same extent as credits earned in a college or university for the purpose of employment salary and/or other benefits.
17. Recognize that an intern credential ceases to be valid when KCOE GROW Intern Program terminates an intern teacher for failing to fulfill the requirements of the KCOE GROW Intern Program, including timely payment of tuition. The participating district will take appropriate action with regard to the intern teacher's position as teacher of record.
18. Recognize that the Intern Teacher cannot be recommended by the KCOE GROW Intern program to the CTC for a Preliminary credential, until the Intern Teacher has met and passed all program requirements, including exams (or equivalent) for teacher licensure.
19. Notify the KCOE GROW Intern Program as soon as possible if an Intern Teacher placement may be terminated or modified, or if their employment status changes.

E. Other Conditions

Any and all products developed by the Kings County GROW Intern Program are the exclusive property of the Kings County Office of Education (KCOE). School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of KCOE.

F. Compliance with Applicable Laws

This Memorandum of Understanding shall comply with all federal, state and local laws, rules,

regulations and ordinance that are now or may in the future become applicable.

G. Program Participation

Point Arena School District will employ Interns from KCOE's Intern Program for the academic school year 2025-2026.

KINGS COUNTY SUPERINTENDENT OF SCHOOLS:

By: Joy Santos
Signature of Authorized Official

Name: Joy Santos

Title: Assistant Superintendent of Educational Services

Date: 4/10/2025

Point Arena School District SCHOOL DISTRICT:

By: Warren Galletti
Signature of Authorized District Official

Name: Warren Galletti

Title: Superintendent

Date: 8-12-2025