

MEMORANDUM OF UNDERSTANDING
between
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
FOLSOM CORDOVA EDUCATION ASSOCIATION

Special Education Intern Teacher Mentors

This Memorandum of Understanding shall be in effect upon signature. The Folsom Cordova Education Association (FCEA) and Folsom Cordova Unified School District (FCUSD) have worked collaboratively on an agreement that will allow for a two-and-a-half-year pilot program to provide mentor teachers to support special education intern teachers participating in the SCOE Intern Program.

The District needs up to twelve (12) certificated bargaining unit members to work as special education intern teacher mentors (Mentor).

I. DEFINITION:

- a. Prior to an intern teacher assuming daily teaching responsibilities, the Program, with the help from district leaders, or a district-appointed leader, will identify a district-employed site Mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential, and a minimum of three years of exemplary content-area K-12 teaching experience. The Mentor will be from the same site whenever possible and have a corresponding credential.
- b. If possible, the Mentor will possess an EL authorization and can act as the EL mentor to provide supervision and support in meeting the intern requirements to receive 45 hours of annual EL support
- c. The job of the Mentor is to mentor special education intern teachers during intern pre-service and during the intern credential program.
- d. This is a one-year position and must be reapplied for annually. (Positions hired in spring of 2022 will maintain the position for the 2022-23 school year). Interested bargaining unit members should apply through the in-house application process on Edjoin. The deadline to apply is April 8, 2022.

II. QUALIFICATIONS:

- a. Valid Mild Moderate or Moderate Severe California Teaching Credential CLAD or equivalent

III. TYPICAL DUTIES AND RESPONSIBILITIES:

- a. Follow and implement the intern support requirements and Mentor training outlined in the Intern Credential Program Memorandum of Understanding
- b. Support intern at the school site including:

- i. Schedule a minimum of 1 hour every week of regular contact for updates and ongoing mentoring.
 - ii. Establish ongoing contact to offer support and information regarding the site support role.
 - iii. Assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies.
- c. Provide consultation and advice regarding school culture, climate, stakeholders, established procedures and/or expectations, and especially essential practices that are specific to the school site.
- d. Complete the hours of support and mentoring required by the intern's program.
- e. Exchange information with your intern's coach and collaborate by email, in person, or phone each semester and meet with the intern and Intern Credential Program coach 1-2 times per year, if possible.
- f. Provide professional assistance/encouragement regarding classroom instructional best practices. Mentoring support may include, but is not limited to the following:
 - i. Suggest site/district resources that are available.
 - ii. Identify expert school site peers that the intern might connect with and/or observe.
 - iii. Provide guidance to the intern through the initial stages of "first-year" challenges.
 - iv. Reinforce any of the intern's accomplishments, effective classroom instruction.
 - v. Observe intern, when possible, and provide feedback.
 - vi. Model instruction, lesson planning, when possible.
- g. Provide support with all aspects of the role of special education teacher including:
 - i. Special Education Information System
 - ii. Case Management
 - iii. Standardized Assessment
 - iv. IEP Meeting Facilitation
 - v. Classroom and Curricular Accommodations/ Modifications/ Adaptions
- h. Possess current knowledge of the content, including knowledge of the current context of public schooling including the California, adopted P-12 content standards, frameworks, and accountability systems as well as knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation

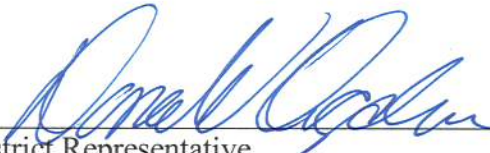
IV. Compensation

- a. Special Education Intern Teacher Mentors will receive additional coaching and mentoring and will be provided up to 4 (four) release days to receive and provide training.
- b. Special Education Intern Teacher Mentors will be paid an Appendix D-4 Tier 6 Annual Stipend for each year (2021-2022, 2022-2023, and 2023-2024) in the position. Mentors shall receive an additional \$1,750 for second participating Intern. Stipends will be prorated based on the percentage of the prorated year

served. This new position shall be made part of the Parties' Collective Bargaining Agreement, Appendix D-4, Tier 6.

All provisions of this Agreement are subject to the negotiated grievance procedure in the parties' CBA.

This is a one-time agreement and is not precedent setting. Absent mutual consent, this MOU shall sunset on June 30, 2024.



District Representative
For the FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

3/17/22

Date



Association Representative
For the FOLSOM CORDOVA
EDUCATION ASSOCIATION

3/17/22

Date