

## **AFFILIATION AGREEMENT**

THIS AFFILIATION AGREEMENT (“**Agreement**”) is made and entered into effective as of August 21, 2024, (“**Effective Date**”) by and between the following parties (“**Parties**”): CLAREMONT GRADUATE UNIVERSITY, a California non-profit corporation (“**University**”), and **REDLANDS UNIFIED SCHOOL DISTRICT**, a public Local Education Agency of the State of California (“**LEA**”).

### **RECITALS**

WHEREAS, under the California Education Code, the governing board of any LEA is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher-education institution, to provide educational fieldwork experiences and service learning opportunities to students enrolled in various curricula of such institution; and

WHEREAS, any such agreement may provide for the payment in money or services for certain of the services rendered by the LEA under such agreement in an amount not to exceed the actual cost to the LEA of the services rendered; and

WHEREAS, University operates fully-accredited educational programs for its students; and

WHEREAS, it is to the mutual benefit of University and LEA to make a program of educational fieldwork experiences and service learning opportunities (collectively, the "**Program**") available to University's students at the LEA's facilities.

### **OPERATIVE PROVISIONS**

NOW, THEREFORE, in consideration of the above facts and of the covenants and agreements contained herein, the Parties agree as follows:

#### **I. TERM**

The TERM of this Agreement is from August 1, 2024 to July 31, 2027, unless earlier terminated by either Party upon thirty (30) days written notice to the other Party as provided herein.

#### **II. THE PROGRAM**

LEA shall provide “**Program**” experiences in schools, classes, departments and programs of LEA appropriate to the particular University Program definitions set forth in Exhibit "A" and in accordance with the provisions hereunder.

A. LEA's coordinator for the Program shall be Designated Official,  
\_\_\_\_\_ or his/her successor or designee.

University's coordinator for the Program shall be CGUs Clinical Practice Coordinator or his/her successor or designee.

- A. University shall submit a **"Placement Request"** attached hereto as Exhibit "D" for each of its students to be assigned to Program experiences at LEA to LEA's coordinator at least 2 weeks prior to the proposed start date of said experience. Such request shall include without implied limitation, details such as basic student demographic information, type of assignment, duration of assignment, LEA site, and preferred LEA employed supervisor. LEA shall not be obliged to accept requests of assignment of students beyond the ability of LEA, within its established training programs, to provide meaningful Program experiences pursuant to this Agreement.
- B. University shall be responsible for providing a University supervisor or person designated and employed by University to direct, supervise, and evaluate the performance of students of University engaged in Program experiences at LEA facilities. This person will work cooperatively with those LEA individuals responsible for placement and direct supervision of University students.
- C. The number of semester units of credit, if any, to be provided for each student of the University assigned to Program experiences under this Agreement shall be determined by University.
- D. An assignment of a student of University to Program experiences in the LEA shall be deemed effective for purposes of this Agreement as of the date the student presents to the proper authorities of the LEA the approved Placement Request document given to the student by University for such assignment or through other procedures established and communicated by LEA, but not earlier than the date of such assignment as shown on such papers or other document(s).
- E. Notwithstanding anything in this Agreement to the contrary, either party may independently suspend the right of any student of University participating in the Program at LEA under the terms of this Agreement from access to LEA's facilities and the Program at the LEA if, in their respective, sole, absolute, and subjective judgment and discretion, the University student's behavior, including, without implied limitation, the conduct or attitude of the student, threatens the health, safety, or welfare of any students, invitees, or employees of LEA or the confidentiality of any information relating to such individuals, singly or collectively. Parties shall agree to consult with each other in an attempt to resolve the suspension; provided that, both parties acknowledge that University student's continued participation can be terminated by either party in their sole, absolute and subjective judgment and discretion.
- F. The Program Site staff will provide, upon request by any participating University student, such reasonable accommodations at the Program Site as required by law in order to allow qualified disabled students to participate in the Program.

- G. LEA shall contact emergency personnel as necessary in the event of illness of or injury to any University student for incidents occurring at LEA facilities ("**Emergency Care**"). Except as specifically provided in this paragraph, LEA shall have no obligation to furnish any medical care to any University student. The University student is liable for any and all costs of any Emergency Care and University acknowledges that LEA shall not be responsible for any cost associated with any Emergency Care and any provisions of medical services.
- H. LEA will provide all participating University students with a copy of the Program Site's rules, regulations, policies, and procedures with which the University students are expected to comply and notify University of any change in its personnel, operation, or policies which may affect the Program experience.
- I. University students assigned to the Program at the LEA are considered learners participating in the Program in furtherance of their University studies and are not employees or agents of University. University is not responsible for maintaining workers' compensation insurance coverage for such University students.
- J. University students hired by LEA to perform duties as a Substitute Teacher as described in Exhibit "A" will be considered Employees of LEA while performing those duties. LEA will be responsible for maintaining workers' compensation insurance coverage for such University students while performing duties as a Substitute Teacher.
- K. Both Parties acknowledge that they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the Parties and neither Party shall so hold itself out.
- L. The University represents that all students assigned to LEA for field experiences are validly enrolled in a University credential program approved by the Commission on Teacher Credentialing. The University makes no other representation, express or implied, about, or assumes any responsibility for, the student's fitness or qualification to participate in the field experience except where required by law. Nothing in this Agreement shall be construed as a delegation by LEA to University of any of LEA's duties and responsibilities for operation or supervision of the schools or classes of the District.
- M. The University shall provide verification of University student's Certificate of Clearance from the California Commission on Teacher Credentialing upon request.
- N. LEA shall approve the use of video capture in University Student classrooms, including virtual settings, for the purposes of University Student reflection and completion of Program requirements (Teaching Performance Assessment). Video

capture will adhere to applicable LEA policies and procedures regarding the use of recording devices and student privacy.

- O. LEA shall allow candidates to complete university assignments and projects that are required as a part of the Program. University assignments and projects will adhere to applicable LEA policies and procedures regarding student privacy.
- P. Pursuant to its obligations under the Family Education Rights and Privacy Act, LEA and University acknowledge that in the course of providing on-going evaluation services for the purposes of understanding program impact, LEA and University may exchange, student and teacher identifiable data, pursuant to Exhibit E. The University will use and securely maintain data as provided in Exhibit D.
- Q. LEA shall offer a 2-years of Induction support to any Residents trained under the Claremont Fellows Social Justice Residency Project and hired by LEA as a teacher of record at no charge to the teacher.
- R. University and LEA recognize the Program described in Exhibit "A" is one of several types of educational fieldwork experiences and service-learning opportunities available at LEA for University Students.

### III. UNIVERSITY'S RESPONSIBILITIES

- A. University shall, upon request, be responsible for supplying information about University students assigned to the Program at LEA sites as may be lawfully required by LEA prior to the beginning dates of the students' Program assignments. This information includes, without implied limitation, name, biographical data, verification of tuberculosis clearance and information about the health care coverage or insurance of each University student sent to LEA. Any additional information regarding a student's health status including information about specific communicable diseases shall be sent to LEA only as required by Law and in accordance with HIPPA Regulations.
- B. University and University's students assigned to the Program at the LEA under this Agreement shall comply with all provisions of Education Code Section 45125.1, and all of LEA's procedures related to fingerprinting and criminal background checks prior to having any substantial contact with LEA pupils, including, without implied limitation, prior to coming onto LEA school grounds or having any contact with LEA's pupils in locations other than LEA school grounds. University shall conduct criminal background checks of all its students assigned to LEA, and shall certify that none of the University students who are required by Section 45125.1 of the Education Code to submit or have their fingerprints submitted to the Department of Justice and who may have contact with LEA pupils pursuant to this Agreement has been convicted of a serious or violent felony as defined in Section 45122.1 of the Education Code.

- C. University shall provide LEA with a list of all students assigned to the Program at the LEA pursuant to this Agreement and designate to which school or LEA sites they will be assigned. Failure to comply with this requirement may result in, at LEA's sole discretion, termination of this Agreement.
- D. University shall ensure that each University student that is assigned to LEA to engage in unpaid fieldwork experiences signs a Student's Statement of Responsibilities and Agreement to Hold Harmless, in the form set forth in Exhibit "B" attached hereto, prior to participating in the Program at the LEA.
- E. University shall be solely responsible for any payroll taxes, withholdings, workers' compensation insurance, and any other insurance or benefits of any kind for **University's employees** who provide services to LEA under this Agreement.
- F. University shall maintain neutrality in LEA labor disputes and shall be solely responsible to ensure that all Program experiences, including practice teaching, will be educationally valid, and to avoid placing its students in situations in which there is a risk of physical injury. University shall comply with the provisions set forth in Exhibit "C" attached hereto.

#### IV. PROVISIONS FOR TEACHING INTERN EMPLOYMENT

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. An Internship Credential requires the Teaching Intern to be enrolled in the University Program and remain in good standing and authorizes the Teaching Intern to teach only the subject(s) specified on the Internship Credential. Teaching assignments outside of the credential area(s) authorized on the Internship Credential fall outside the scope of the Program and are not supported by the University; in such cases it is the sole responsibility of the teacher and/or LEA to ensure the teacher possesses the proper permit(s) that grant the teacher the authority to teach subjects not authorized on the Internship Credential.

Teaching Interns are employees of the LEA and subject to all the rights and obligations associated to such employment. For employment purposes, the LEA shall be the sole evaluator of the Teaching Intern including, without implied limitation, evaluation process, instrument and content. The Internship Credential is valid in only one LEA or consortium under the preconditions established by State Law.

- A. LEA shall hire as Teaching Interns only individuals who meet the standards for eligibility for an Intern Credential.
- B. Teaching Interns shall not displace certificated or classified employees of LEA.
- C. LEA shall provide Teaching Interns with a full range of teaching responsibilities appropriate for a beginning teacher. Extra duties and assignments should be kept to a minimum and should not take place outside of regular school hours in order to

allow the Teaching Intern sufficient time to complete university coursework and university program requirements.

- D. LEA shall provide a fully qualified site administrator who will be responsible for supervising and evaluating Teaching Interns. LEA's fully qualified site administrator shall be the school site principal or appointed designee.
- E. LEA shall assign a mentor ("Site Support Provider") to Teaching Interns prior to the Teaching Interns assuming daily teaching responsibilities. LEA shall select and evaluate such mentor in accordance with LEA policy and practices and based on clearly defined description of qualifications to include, without implied limitation, a valid corresponding Clear or Life Credential, three years successful teaching experience, and English Learner Authorization (ELA). Mentors ("Site Support Providers") will observe Teaching Interns at the classroom level in collaboration with the University's supervisors.
- F. LEA shall identify an individual who is immediately available to assist Teaching Interns through in-classroom modeling and coaching as needed with: planning lessons that are appropriately designed and differentiated for English Learners (ELs); assessing language needs and progress of ELs; and supporting language accessible instruction. The identified individual may be the same mentor assigned pursuant to section E.
- G. LEA shall not reduce a Teaching Intern's salary by more than 1/8 of his/her total to pay for supervision, and the salary of the Teaching Intern shall not be less than the minimum base salary paid to a regularly certificated person. If a Teaching Intern's salary is reduced, no more than eight interns may be advised by one district support person. *Reference: Education Code Section 44462.*
- H. University and LEA shall orient LEA mentor to his/her roles and responsibilities and provide professional development opportunities in clinical support and supervision.
- I. University shall provide supervisors for all Teaching Interns. University shall have clearly defined qualifications for University supervisors to include, without implied limitation, current knowledge in the content they teach; understanding of the context of schooling; ability to model best professional practices, in teaching and learning, scholarship, and service; knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity; and thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- J. LEA/University shall cooperate and collaborate to develop and implement a Professional Development Plan (PDP) for Teaching Interns. LEA input is required before the Teaching Intern begins their teaching assignment.

V. PROVISIONS FOR SUPPORT AND SUPERVISION OF TEACHING INTERNS

- A. LEA and University shall provide a minimum of 144 hours of combined LEA/University mentoring and supervision for Teaching Interns who have earned an English Learner Authorization (ELA). Of the 144 hours, University supervisor will provide a minimum of 90 hours of support per academic year through the combination of site visits and seminars required as part of University's Internship Program. The LEA will provide a minimum of 54 hours of support.
- B. LEA and University shall provide 45 hours of additional mentoring and supervision to Teaching Interns who enter the program without either a valid English Learner Authorization (ELA) listed on a previously issued multiple subject, single subject, or education specialist teaching credential; a valid English Learner, Cross-cultural, Language, and Academic Development (CLAD) authorization; or a valid Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) authorization.
- C. Teaching Interns who assume daily teaching responsibilities after the beginning of a school year shall be provided the following minimum hours of combined University/LEA mentoring and supervision: four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of mentoring and supervision shall be provided to an Intern Teacher every five instructional days.
- D. LEA shall provide sufficient resources including the identification of protected time for the LEA Mentor to work with the intern during the school day to include clearly defined expectations for type and frequency of mentoring.
- E. LEA shall provide in-service appropriate to any beginning teacher and access to resources to allow each intern to perform successfully in his or her position.
- F. University shall be responsible for monitoring and documenting the implementation of Teaching Intern's Professional Development Plan (PDP) to ensure compliance with Commission on Teacher Credentialing requirements. Teaching Intern's PDP documentation will be archived in Teaching Intern's University file.
- G. LEA agrees to cooperate with University managed documentation and monitoring process to ensure that Teaching Interns receive the required 144 hours of mentoring and supervision as well as the 45 hours of mentoring and supervision to Teaching Interns who have not yet earned the English Learner Authorization.
- H. LEA and University shall cooperate and collaborate in developing and maintaining a process of and procedures for access, communication, and collaboration between the Teaching Intern, LEA supervisor, LEA mentor and University supervisor. LEA shall allow university supervisors access to Teaching Interns' classrooms to provide adequate supervision and support, as needed.

- I. LEA and University supervisors will meet together regularly with Teaching Intern to ensure Teaching Intern is following the California Teaching Performance Expectations (TPEs) or other such standards as may be applicable to the specific regular standard credential each Teaching Intern is seeking to obtain.

## VI. PAYMENT

- A. University may pay LEA for the performance by LEA of certain of its services under this Agreement in an amount not to exceed the actual cost of services rendered.
- B. University may hire personnel from LEA to serve in various capacities, including but not limited to adjunct instructor or master teacher. In these instances, the employer/employee relationship is between University and the individual, not the LEA. All amounts shall be paid directly to the individual.
- C. As relevant, LEA will invoice University for Mentor Teachers according to the updated rate sheet provided by University at the beginning of each fiscal year. University will remit payment to LEA who will then pay Mentor Teacher stipends to the individuals in the amount included on the rate sheet. Mentor Teacher payments vary according to the type and duration of student teaching placement as summarized below:

Type of Placement	Duration	Payment Amount
Residency (see Exhibit "A")	Full School	up to \$3,000
	Year	(\$1,500/Semester)
Pre-Teaching (see Exhibit "E")	10-12 weeks	up to \$750

- D. As relevant, LEA will invoice University for Site Support Providers according to the updated rate sheet provided by University at the beginning of each fiscal year. University will remit payment to LEA who will then pay Site Support Providers' stipends to the individuals in the amount included on the rate sheet.
- E. In the event that a placement is terminated mid-semester, LEA will be reimbursed the pro-rated amount (monthly) for services rendered.
- F. District will disburse Mentor Teacher Payments and Site Support Provider Payments in accordance with the District policies, procedures and all applicable laws at the end of each semester.

## VII. CONFIDENTIALITY OF EDUCATIONAL RECORDS



- A. University Student Records. LEA understands that the educational records of the University students assigned to LEA are protected by the Family Educational Rights and Privacy Act ("FERPA"), at 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. As a result of this Agreement, LEA is considered to be a school official of University. LEA agrees to protect the privacy of educational records concerning any University student assigned to LEA under this Agreement, and will not transmit, share or disclose any such records without the student's written consent, except to other school officials of University who have a legitimate educational interest in the records.
- B. LEA Pupil Records. University shall advise its students assigned to the Program at the LEA that such students shall be subject to LEA's policies respecting confidentiality of LEA pupil information. No University employee, University student, representative or agent shall have access to or have the right to review any LEA pupil record, including, without implied limitation, medical records, except where necessary in the regular course of the Program. The discussion, transmission or narration in any form by University students, University employees, representatives or agents of any LEA pupil information of a personal nature, medical or otherwise, obtained in the regular course of the Program is forbidden, except as a necessary part of the Program and not prohibited by law. LEA shall not grant University students assigned to the Program at LEA sites access to individually identifiable pupil information unless the pupil's parent or guardian has first given written consent using a form approved by LEA that complies with applicable state and federal laws, including FERPA and the Health Insurance Portability and Accountability Act ("HIPAA") and HIPAA implementing regulations at 45 C.F.R. § 160.103 ("HIPAA Regulations"). For purposes of this Agreement, University students assigned to the Program at the LEA are trainees and shall be considered members of LEA's "workforce" as that term is defined by HIPAA and HIPAA Regulations.

#### VIII. NON-DISCRIMINATION

The parties acknowledge that all University students assigned to the Program at the LEA shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status, or any other basis prohibited by law.

#### IX. INDEMNIFICATION

University and LEA both agree to indemnify, defend, and hold harmless each other and their elected and appointed governing board members, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorneys' fees, arising out of or resulting from the negligent acts or omissions or willful misconduct of each other's students, officers, employees, agents and/or representatives arising out of or in connection with the performance of this

Agreement, or in proportion to the comparative fault of each other's students, officers, employees, agents and/or representatives.

X. INSURANCE

Each Party shall maintain throughout the Term of this Agreement general liability insurance as is necessary to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of this Agreement by such Party. All such insurance shall be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by the insured Party of the indemnity provisions set forth in this Agreement, and shall include endorsements naming the other Party as additional insured. Each Party shall upon request provide the other Party a certificate of insurance satisfactory to the requesting Party, which shall include originals of the endorsements that name the other Party as an additional insured. Each Party, at its sole option, may satisfy all or any portion of the general liability insurance requirement through a program of self-insurance, commercial insurance, or any combination thereof.

XI. GENERAL PROVISIONS

- A. This Agreement may be amended at any time by mutual agreement of the Parties without additional consideration; provided that, before any amendment shall take effect, it shall be reduced to writing and signed by both Parties.
- B. Neither Party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- C. In the event that any action is brought by either Party to enforce or interpret the terms of this Agreement, the prevailing Party shall be entitled to recover its costs and reasonable attorneys' fees, in addition to such other relief as the court may deem appropriate.
- D. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- E. This Agreement constitutes the entire agreement between the Parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- F. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California. Should either Party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Los Angeles County, California.

**\*\*That in accordance with PC 11105.3, pre-service teachers and fieldwork candidates will not be placed in fieldwork experiences in the District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is complete and received by the District. Subsequent arrest records received by the District will be cause for a District review of continued student suitability. The District will be the sole determiner if it is deemed that the student will be removed from the fieldwork assignment.**

All notices permitted or required under this Agreement shall be given to the respective parties at the following address, or at such other address as the respective parties may provide in writing for this purpose:

UNIVERSITY:

LEA:

Claremont Graduate University

Redlands Unified School District

Attn: Lisa Bruich

Director, Teacher Education Program

Official Title: Director III, Human Resources

925 N. Dartmouth Avenue

20 W Lugonia Ave.

Claremont, CA 91711

Redlands, CA 92373

Such notice shall be deemed made when personally delivered or, when mailed, forty-eight (48) hours after deposit in the U. S. Mail, first class postage prepaid addressed to the party as shown above. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

- G. If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative, or administrative authority of competent jurisdiction, then the Parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.
- H. No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both Parties.
- I. This Agreement shall be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either Party (including the Party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof.

- J. No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.
- K. All exhibits attached and referred to in this Agreement are incorporated herein as though fully set forth in this Agreement. In the event that the provisions of any exhibit conflict with the terms of this Agreement, the terms of this Agreement shall control.
- L. Each of the Parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.
- M. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- N. Each Party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and bind each respective Party.
- O. In accordance with Education Code Section 17604, this Agreement is not valid or an enforceable obligation against LEA until approved or ratified by motion of the Governing Board of LEA duly passed and adopted.
- P. Approved Signature. In addition, this agreement is not valid or enforceable obligation against LEA until signed by the LEA official authorized to enter such agreement.
- Q. It is the express intention of the Parties that this Agreement shall supersede, as of the effective date, any and all other agreements otherwise in force between the parties pertaining to University's Students participation in educational fieldwork or service learning experiences at LEA facilities, including any clinical internship agreement. This paragraph shall not apply to any agreement for services that may currently be in force between the Parties, under which University is providing consulting services to LEA.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the August 1, 2024.

CLAREMONT GRADUATE UNIVERSITY      REDLANDS UNIFIED SCHOOL DISTRICT

A California non-profit corporation

A California public local education agency

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Michelle Bligh, Ph.D.

Executive Vice President/Provost

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LEA Official: LEA Official:



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Lisa Bruich

Title: Director III, Human Resources

ate: \_\_\_\_\_

Date:

August 21, 2024



EXHIBIT "A"

## **Teacher Residency with Claremont Graduate University**



## Table of Contents

### [1. Overview](#)

### [2. Vision and goals](#)

### [3. Description of the model](#)

[Reallocating substitute teaching dollars](#)

[Gradual release and substitute teaching](#)

[Professional development for Resident Teachers](#)

### [4. Residency roles](#)

[Resident Teacher](#)

[Mentor Teacher](#)

[Clinical Support Coordinator](#)

[Clinical Faculty Advisor](#)

[Principal](#)

[Roles and responsibilities as outlined by CGU](#)

[CTC guidance on clinical practice and supervision](#)

## EXHIBIT “A”

### 1. Overview

The residency opportunity is an immersive experience for aspiring teachers that is a culmination of university coursework and a residency placement under a mentor teacher in a school.

**Teaching Residencies** provides exceptional teacher preparation. Through a process of gradual release, mentors support Residents to hone their teaching skills. **This creates a strong and more diverse teacher pipeline and ultimately improves student learning** by expanding the reach of excellent teachers through mentorship.

**The following are key characteristics of CGUs Teaching Residency vs Traditional Student Teaching:**

- Teaching Residents are placed at School Site for an entire school year.
- Teaching Residents are placed with an experienced and effective Mentor Teacher who is recommended by school-site and receives coaching support from CGU to support Residents.
- Teaching Residents typically receive funds in the form of wages and/or living stipends from the LEA, University or both
- Teaching Residencies are highly structured, collaborative and help LEAs meet their need for highly qualified, diverse and equity-minded teachers in high need schools.

### 2. Description of the models

#### Gradual release

**The Resident’s experience will hinge upon a gradual release model** in which the Resident’s role in the classroom shifts as the school year progresses. **Residents and their mentors should be equal partners in the eyes of students and households**, and mentors should introduce the Resident as their co-teacher to establish the legitimacy of the Resident’s role in the classroom. Please find CGU’s sample guidance on gradual release in the sample pacing guide [here](#), and a general summary below.

**Residents should be integrated into the fabric of the classroom from day one. In August and September, Residents should take on more of an active observation role.** For example, Residents should gather contextual information about their students, take notes on their Mentor Teacher’s moves, ask their mentor questions, co-create and maintain classroom norms, build relationships, introduce themselves to caregivers, lead a portion of Mentor-planned instruction and engage in reflection conversations with their mentor.

In late September-December, Residents should add the following items into their practice: lead a portion of Mentor-planned instruction, teach a Mentor Teacher-planned lesson, co-plan and teach a lesson, solo plan and teach a lesson, grade assessments, and provide feedback to students.



## EXHIBIT “A”

**By early spring, Residents should be able to teach full days independently. The key difference between a residency and a student teaching model is that Residents will take on responsibility earlier in the school year, with support and coaching from their mentor.** It’s important to note that some Residents may be ready for a faster release than others. Some may require more scaffolding and direct support from their mentor. Mentors should work with the school administrator and the university partner to ensure the Resident is moving at a pace that will prepare them to be ready to take on a full classroom by the end of the residency.

The residency program is an opportunity for teacher candidates to get field-experience and strengthen their practice before starting as a full-time teacher, so it is vital that their instruction hours are protected and that they are spending time practicing their skills under the supervision of a mentor teacher for the majority of the year.

### Professional development for Resident Teachers

In addition to practicing instructional skills, Residents should also have opportunities from the start of their residency to support other teacher duties such as engaging in parent-teacher conferences, grading, lesson planning and attending staff meetings.

**To ensure Residents are able to grow in their practice, mentors should provide timely feedback to Residents and have dedicated time in their schedules to coach Residents.** Residents will be working on specific skills in their university classrooms, and mentors should be attuned to where Residents are in their academic coursework to ensure alignment with the skills the mentor is coaching on.

In addition to feedback and coaching, Residents are expected to have access to and attend LEA/School sponsored professional learning opportunities:

### Professional learning and support for Mentor Teachers

As indicated in [CGU’s Mentor Teacher Job Description](#), mentor teachers will collaborate closely with designated staff from the Claremont Graduate University (CGU) program and Corona-Norco, including participating in scheduled meetings, collaboration & professional development. These include:

- Mentor Teacher Orientation (2 hours)
- Mentor Teacher Residency Kick-off (4 hours)
- Monthly Mentor Teacher/Resident Practicums (2 hours each, 4 per semester)

## 3. Residency roles

A strong Residency model hinges upon four roles: **The Resident Teacher, the Mentor Teacher, the Clinical Support Coordinator, the Clinical Faculty advisor** and the **Principal**.

### Resident Teacher

The Resident teacher is a teacher candidate at Claremont Graduate University who will engage in the planning and delivery of lessons through a gradual release model, under the supervision of a mentor teacher. The Resident will receive coaching support and feedback from their mentor teacher as they

## EXHIBIT “A”

engage in a co-teaching model. After one month, the Resident will have an opportunity to act as a substitute teacher, one to two days a week, at their school site. In addition, the Resident will have opportunities to engage in the fabric of the school by supporting areas such as small-group instruction, parent-teacher conferences, etc.

### Mentor Teacher

The mentor teacher is an effective LEA teacher who uses their skills to coach and support the Resident teacher while also focusing on their own professional growth. Mentors are responsible for modeling their practice, observing the Resident teacher and providing feedback on the Resident teacher’s practice.

CGU developed [the following description](#) of the role and responsibilities of the Mentor Teacher. The mentor teacher selection and matching should take place as follows:

- Principals at participating school sites will review the mentor teacher job description criteria, and identify potential mentor teachers
- CGU will hold an information session with Mentor Teachers who are interested in serving as Residency Mentor Teachers
- Mentor Teachers who are matched with a Resident will be invited to a kickoff and orientation

### Clinical Support Coordinator

The Clinical Support Coordinator is a University employed liaison between LEA and CGU and is responsible for maintaining regular contact with district partners to ensure Residents are receiving the necessary support to succeed in the clinical setting. For a full description of the role, see CGU’s job description, [here](#).

### Clinical Faculty Advisor

The Clinical Faculty Advisor, an adjunct faculty member at CGU, is responsible for providing individual support to Residents during their residency year. In addition to formally observing and evaluating Residents, the Clinical Faculty Advisor is also responsible for coaching, advising and mentoring Residents. For a full description of the role, see CGU’s job description, [here](#).

### Principal

The principal, in collaboration with the CGU Leadership, ensures that mentors across the school provide excellent instructional development for Residents, while achieving high-growth student learning. This begins with ensuring that curricula are high-standard, differentiation-ready and researched based and that there are opportunities for professional development at the school site for both Residents and mentors.

### Roles and responsibilities as outlined by CGU

**Claremont Graduate University also provides guidance related to the Resident, mentor and administrator roles**, which can be found [here](#). The guidance lays out the eligibility requirements for mentors and additional roles and responsibilities for Residents, mentors and administrators.

## EXHIBIT “A”

### CTC guidance on clinical practice and supervision

**The CTC offers guidance on clinical practice and supervision** in which it states, “clinical practice must consist of a minimum of 600 hours of clinical practice across the arc of the program.<sup>1</sup>” Activities that fall under the 600 clinical practice hours include:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching;
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver;
- Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students; and
- Time working with professional learning communities, grade level and department meetings<sup>2</sup>.

It is important to note that if a candidate completes hours of instruction in which a district employed supervisor or mentor teacher is not present, the hours can still count toward their 600-hour requirement, if “these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection.”<sup>3</sup>

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<sup>1</sup> CTC

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

EXHIBIT "B"

**STUDENT'S STATEMENT OF RESPONSIBILITIES**  
**AND**  
**AGREEMENT TO HOLD HARMLESS**

In connection with my participation in the educational fieldwork program ("**Program**") of Claremont Graduate University ("**University**"), at the facilities of the Redlands Unified School District ("**LEA**"), pursuant to an Agreement between University and LEA, dated August 1, 2024 ("**Agreement**"), I ACKNOWLEDGE AND AGREE THAT I am solely responsible for the following:

- Providing services to or observing LEA's students only under the direct supervision of LEA's professional staff;
- Conformance to all applicable LEA policies, procedures, rules and regulations, and all requirements and restrictions specified jointly by representatives of University and LEA;
- Arranging for my own transportation to and from the LEA if not provided by University;
- Reporting to LEA on time;
- Arranging for my own health insurance when not provided by the University;
- Procuring and maintaining automobile insurance on my personal vehicle, with coverage limits as required under California law, prior to entering LEA grounds in my personal vehicle or, if entering LEA grounds in a vehicle owned by another, ensuring that the owner of such vehicle has in force an automobile insurance policy with coverage limits required by law;
- Assuming responsibility for personal illness and, prior to entering LEA grounds, providing to University and LEA proof of necessary immunizations, such as measles and rubella immunizations within the past four (4) years; negative tuberculin test; chest x-ray; and annual health examination;
- Adhering to all LEA guidelines related to COVID-19 safety and health regulations.
- Paying the full costs of any and all emergency medical care or medical services rendered to me while I am on LEA grounds in connection with the Program;
- Maintaining the confidentiality of LEA pupil information, in which connection I understand and will abide by the following:
  - a. No University student may have access to or have the right to review any LEA pupil record, including, without implied limitation, medical records, except where necessary in the regular course of the Program. The discussion, transmission or narration in any form by University students of any LEA pupil information of a

## EXHIBIT "B"

personal nature, medical or otherwise, obtained in the regular course of the Program is forbidden, except as a necessary part of the practical experience.

- b. University students are subject to LEA's policies respecting confidentiality of LEA pupil information. No University student may have access to individually identifiable LEA pupil information unless the pupil's parent or guardian has first given written consent using a form approved by LEA that complies with applicable state and federal laws, including the Health Insurance Portability and Accountability Act ("**HIPAA**") and HIPAA Regulations regarding the confidentiality of health information, if applicable. In the absence of consent, University students may use only unidentified information in any discussions about the service learning experience with University, its employees, representatives, or agents.
  - c. University student shall strictly limit the use of video capture for the purposes of University assignments and completion of Program requirements (Teaching Performance Assessment). University student will adhere to applicable LEA policies and procedures regarding the use of recording devices and student privacy.
- Complying with LEA's dress code and wearing a name badge identifying myself as a student from the University;
  - Attending an orientation to be provided by University personnel; and
  - Notifying LEA immediately should I become aware of any violation of state or federal laws by any University student.

I FURTHER AGREE to defend, indemnify and hold harmless LEA and University, their governing board members or trustees, officers, agents, employees, and volunteers from any and all loss, cost, and expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and/or damage to property sustained or claimed to have been sustained arising out of my activities in the Program whether such activities are authorized under the Agreement or not; and I shall pay for any and all damage to the property of LEA, or loss or theft of such property, done or caused by me. I understand that LEA assumes no responsibility whatsoever for any property placed on LEA premises by me or University. I further agree to waive all rights of subrogation against LEA and/or University. The provisions of this Hold Harmless Agreement do not apply to any damage or losses caused solely by the negligence of LEA and/or University or any of their agents or employees.

Signed:

Print Name:

Date:

## EXHIBIT "C"

### **University's Obligations with Respect to District Labor Disputes**

In the event of District labor disputes, University shall ensure the following:

- A. In the event of a labor dispute in the District, University will direct its students involved in the Program at the District to report to the University until the University supervisor and Program coordinator have assessed the situation.
- B. During a labor dispute at a District Program site, University faculty members who supervise students will visit the District's school site on a regular basis to observe and to meet with District personnel, and such University faculty members shall determine on behalf of the University whether the situation remains educationally valid and physically safe for Program activity.
- C. During District labor disputes, if the aforementioned University personnel determine, in their sole and absolute discretion, that the situation is educationally valid and physically safe and that the District teacher or supervisor is present in his/her regular position, the University supervisor will allow the student the option of continuing Program activities at that site or of terminating the assignment.
- D. University shall be solely responsible for evaluating the safety of its students in the event of a District labor dispute and for making the determination as to whether its students may safely continue their Program experiences at District sites.

# EXHIBIT "D"

## CLAREMONT GRADUATE UNIVERSITY TEACHER EDUCATION PROGRAM

### CLINICAL FIELD EXPERIENCE PLACEMENT REQUEST

#### 1 STUDENT NAME

Street Address

City

Zip

Home Telephone ( )

Work Telephone ( )

#### 2 SETTING

☐

Elementary

Grade(s)

☐

Middle School

Subject or Core

☐

High School

Subject(s)

#### 3 CLASSROOM

☐

English Only

☐

Structured English Immersion

☐

Bilingual

#### 4 DISTRICT/LEA

Telephone

#### 5 SCHOOL NAME

Street Address

City

Zip

Principal's Name

Telephone

Principal's Email

Student start date

Student end date

#### 6 TERMS

DAYS	M	T	W	Th	Fr
HOURS					

Type of Placement:

☐

Pre-Teaching

☐

Residency

☐

Student Teaching

☐

Other:

#### 7 MENTOR TEACHER INFORMATION or DISTRICT EMPLOYED SUPERVISOR

Name

Phone Number:

Email

Room#:

#### 8 SUBSTITUTE TEACHING

☐

Yes, Student may be hired as 30 day sub

☐

No, student may not be hired as 30 day sub

#### 9 LIVING STIPEND (Y/N) AMOUNT:

☐

LEA Funded

☐

University Funded

☐

Un-funded

#### 8 Approval

☐

Placement Approved

☐

Placement Denied

#### 9 District Representative:

Date:

*This school meets the ethnic, linguistic and economic diversity requirements of the CGU Teacher Education Program.*

or

District Coordinator

Co-Director approval required, if above boxed diversity requirements not met.

EXHIBIT “D”

Appendix 1: Data request

The following are the data needed to assess the impact of the CGU DOE Teacher Quality Partnership project and timeline for data collection:

		CGU participants (treatment group)	Alliance teachers (comparison group)	When to collect (grant year) and cohort														
				Year 1 (19- 20)	Year 2 (20-21)			Year 3 (21-22)			Year 4 (22-23)			Year 5 (23-24)				
Individual teacher data					1	2	3	1	2	3	1	2	3	1	2	3		
	Observation ratings of CSJ competencies	x			x			x	x		x	x	x	x	x	x		
	Earned teaching credential after 1 year	x			x			x	x		x	x	x	x	x	x		
	Passed teaching assessments after year 1	x			x			x	x		x	x	x	x	x	x		
	Secured job at Alliance after year 2	x						x				x				x		
	Completed induction	x						x				x				x		
	Cleared credential	x									x				x			



## EXHIBIT “D”

	One-year persistence in postsecondary year	x	x					x				x				x
	One-year employment in teaching	x	x					x				x				x
	Three-year employment in teaching	x	x											x		
	Gender	x	x		x				x				x			
	Age	x	x		x				x				x			
	Race/ethnicity	x	x		x				x				x			
	GPA	x	x		x				x				x			
	Subject taught	x	x		x				x				x			
Individual student scores in teachers' classrooms																
	California Smarter Balanced Assessment: ELA	x	x					x			x	x		x	x	x
	California Smarter Balanced Assessment: Mathematics	x	x					x			x	x		x	x	x

EXHIBIT “D”

	California Smarter Balanced Assessment: Science	x	x					x			x	x		x	x	x
Classroom student demographic information								x			x	x		x	x	x
	Classroom size	x	x					x			x	x		x	x	x
	Grade level	x	x					x			x	x		x	x	x
	Gender	x	x					x			x	x		x	x	x
	Ethnicity	x	x					x			x	x		x	x	x

## EXHIBIT “E”

### Terms Defined

**Residency**—Teacher residency programs typically are an alternative pathway to teaching for prospective educators who already have a bachelor’s degree. In the teacher residency model, teachers-to-be integrate master’s-level education content with a yearlong classroom apprenticeship in a public school. Unlike other alternative teaching certification models (i.e. Internship), residents do not serve as the teacher of record in the classroom but rather work under the tutelage of an experienced mentor teacher.

**Residency Stipend**—Financial support provided to Resident by LEA and/or University during the Residency. Residency Stipends can be:

- LEA-funded—monthly living stipend funded by LEA (typically wages but can be in-kind or grant)
- University-funded—monthly living stipend from University (typically grant funded)
- Joint-funded—Combination of LEA and University living stipends
- Unfunded—do not receive a wage or stipend from LEA or University during Residency

**Resident**—CGU Candidate who is placed at a Partner LEA and co-teaches under the tutelage of an experienced mentor Teacher for an entire academic school year.

**Student Teacher**—CGU Candidate who is placed in a classroom with a Mentor Teacher for a semester or less.

**Pre-Teaching**—10 to 12 weeks (typically in Spring or Summer) of Student Teaching that CGU Candidates must complete prior to being Internship Eligible.

**Internship Eligible**—Status attained by CGU Candidates after meeting all requirements set by the Commission on Teacher Credential to work under an Internship Credential.

**Intern**—CGU Candidate who is hired by LEA as a Teacher of Record and working under an Internship Credential.