



Pre-Credential Teacher Support

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Pre-Credential Roles and Responsibilities Memorandum of Understanding

I understand and agree that to receive the full benefits provided by the Madera Pre-Credential Teacher Support Program, my participation carries with it certain personal and professional responsibilities and expectations. These responsibilities/expectations include:

- Work collaboratively 1-2 hours per week with my assigned Mentor Teacher
- Write a comprehensive Individualized Pathway Plan (IPP) within the first six weeks of starting the program.
- Complete and turn in monthly journals of activities.
- Receive and use release time for 4 observations to implement and complete growth goals as set forth in the IPP. I also understand release time will be granted for credentialing activities including testing, testing prep, and meeting with my university advisors.
- Effectively use the California Standards for the Teaching Profession (CSTP) as a guide for self-assessment, and become a reflective practitioner in order to improve student achievement
- Attend any scheduled meetings
- Participate in evaluation activities of the Induction Program and its operation (i.e. surveys and questionnaires)

Furthermore, I understand that my participation in the Pre-Credential Teacher Support Program will have no bearing on, and play no part in, the formal evaluation process of my employment status in my school district.

Furthermore, I understand that I will control and direct the use of any support and assessment activities and materials, as well as any communication conducted between myself, my Mentor Teacher, and my administrator. I will contact the Director immediately if issues arise, which interfere with my ability to complete program requirements, including my work with my Mentor Teacher.

Name _____

Date _____

School _____

Grade /Subject _____

District _____

Signed _____

Eligibility: Contracted teachers teaching under a PIP, STSP, or Intern Credential.