



North Coast Beginning Teacher Program

**Memorandum of Understanding
Between
Sonoma County Superintendent of Schools as the Local Educational Agency
for the North Coast Beginning Teacher Program,
Participating County Offices of Education,
and
Participating School Districts and Employing Agencies**

A. General

This Memorandum of Understanding (MOU) is between the Sonoma County Superintendent of Schools, serving as the Local Education Agency (LEA) for the North Coast Beginning Teacher Program (“Program”), and the County Offices of Education, districts, schools, employing agencies and independent charter schools (collectively “District”) signing below. The term of this MOU commences on **July 1, 2009**, and terminates on **June 30, 2010**.

B. Purpose

The purpose of the MOU is to establish a formal working relationship between the parties. The Program will provide and coordinate services to help Beginning Teachers meet California credential requirements through the state-approved BTSA Induction Credential Program, the Education Specialists Clear Credential Program and the Career Technical Education Credential Program. Each party has been provided a copy of the District Roles and Responsibilities.

C. Eligibility

Teachers holding California preliminary Multiple, Single or Education Specialist Credentials, Out of State trained teachers, and Designated Subjects (Career Technical Education and Adult Education) teachers are eligible to participate in the Program. Teachers needing to obtain their Clear Credential who are beyond the first two years of teaching and teachers in Private Schools are eligible to obtain a credential on a fee-for-service basis.

D. LEA Responsibilities

1. Employ a Regional Director whose primary duty is to administer the Program. Supervise and evaluate the Regional Director’s performance and meet with the Director at least annually.
2. Employ support staff whose primary duty is to support the administration of the Program.
3. Provide sufficient and appropriate workspace for the Regional Director, Program support staff, County Coordinator, Professional Development Consultant, and Evaluation Coordinator.
4. Provide office support services for Region One, including, but not limited to, mail service, phone, fax, internet services, technology support and meeting space for Program activities.
5. Provide business and legal services required for Program implementation for the region.
6. Supply to the Commission on Teacher Credentialing (CTC) and California State Department of Education (CDE) reports and other information as requested on all matters related to Program requirements and activities.
7. Develop and establish procedures for Program evaluation and participate in informal Program evaluation and CTC’s Accreditation Cycle.
8. Provide a process for equitable distribution of support and formative assessment services to Beginning Teachers and Support Providers in all participating Districts and COEs.
9. Establish and maintain accurate records and reports. Maintain a confidential file on each beginning teacher, which includes, but is not limited to, State Consent Form, Enrollment data,



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participation and completion records, credential information, and Formative Assessment documents.

10. Convene Program Regional Advisory Board meetings a minimum of two times per year, District Coordinators' meetings two times per year, and Leadership Team meetings a minimum of five times per year. Develop and provide Professional Development Seminars for Beginning Teachers and their Support Providers to be held in multiple locations within the geographical region served by the parties.
11. Assume overall fiscal responsibility for the administration of the grant funds, including submission of year-end expenditure reports and any other documentation required by CTC and/or CDE in relation to the Program.
12. Establish a Budget Agreement and reporting requirements for the transfer of funds to Districts. The amount of the funds distributed shall be based on the ACTUAL number of Beginning Teachers who file state consent forms by the December due date of each calendar year.

E. County Offices of Education/University Partners/Lead Districts

1. Appoint a liaison to serve on the Program Regional Advisory Board. The liaison should be a designee authorized by the County Superintendent of Schools, the Dean of Education, and/or the District Superintendent to fulfill the roles and responsibilities assigned to him or her. The liaison supports the Program by providing ongoing updates, communication and information to county office personnel, university staff, and district superintendents.
2. Assign one or more credential analysts to work directly with Program staff to assist in identifying Beginning Teachers who are eligible for Program services as described by state guidelines and to assist school district staff in identifying eligible Beginning Teachers.
3. Provide meeting and conference rooms at no charge to the Program.
4. Provide the County Coordinator with office and/or storage space, computer and fax access, telephone services and limited mailing, photocopying and office supplies.
5. Participate in Program evaluation including end-of-year surveys and CTC Accreditation.

F. District Responsibilities

1. Appoint a District Coordinator whose assignment includes dedicated time to fulfill the Coordinator roles and responsibilities.
2. Identify all Beginning Teachers who are eligible for Program services as described by state guidelines and communicate to all site administrators the Program requirements.
3. Provide Beginning Teachers released time for observations and one-to-one consultations with the Support Provider as described in the District Roles and Responsibilities.
4. Assign a highly qualified Support Provider to each eligible beginning teacher within 30 days of enrollment in the Program. Pair Beginning Teachers with Support Providers who most closely match their teaching assignment, including grade level and subject matter, and their credential.
5. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Support Providers for Beginning Teachers. Support Providers must demonstrate effective coaching, interpersonal and communication skills and:
 - Are committed to attend coaching trainings and meetings and to meet weekly with Beginning Teachers;
 - Display willingness to work collaboratively with colleagues and NCBTP staff;
 - Embrace a positive attitude towards students and teaching;
 - Develop a sustaining and thoughtful collegial relationship with new teachers;
 - Demonstrate leadership skills, curriculum expertise and knowledge of district resources;
 - Serve as a role model for the teaching profession.



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6. Provide Support Providers compensated time to participate in the Program Support Provider training and in observations and one-to-one consultations with Beginning Teacher(s) as described in the District Roles and Responsibilities.
7. Facilitate the distribution of Program Grant Funds to Support Providers and District Coordinators for compensation.
8. Pay the \$25 per participant registration fee as described in the District Roles and Responsibilities.
9. Assign a designee to review and sign Completion Logs authorizing Program Director to submit to CCTC credential candidate's application for a Clear Credential.
10. Participate in the Program evaluation.
11. Funding to Districts: In general, payments will be made to participating Districts annually upon submittal of an invoice and/or a Grant Funds Expenditure Report. *It has been determined, that, for the 2009/2010 school year, each district will receive funds to offset compensation for Support Providers at the rate of \$1,200 per eligible BTSA Induction, Education Specialist or Designated Subjects beginning teacher enrolled in the Program. Funds will also be provided to offset compensation for District Coordinators, pro-rated depending on the total number of Beginning Teachers.*

G. Other Terms and Conditions

All products and materials developed by the Program are the exclusive property of the LEA. District and COE employees, staff, and subcontractors shall not have the right to disseminate, market or otherwise use the products or materials without the expressed written permission of the LEA designee.

Amendments and Extensions to this MOU may be made only by written agreement signed by all parties.

Authorized Signatures:

North Coast Beginning Teacher Program:

Signature

Corinne Muelrath/Regional Director
Printed Name/Title

July 1, 2009
Date

Sonoma County Superintendent of Schools as LEA:

Signature

Dr. Carl Wong/Superintendent
Printed Name/Title

July 1, 2009
Date

Participating Agency:

Name of District or County Office of Education: _____

Signature

Printed Name/Title

Date