



Santa Barbara County Education Office Teacher Induction Program and Partnering District/Charter School Memorandum of Understanding (MOU) 2021-2022

This is a memorandum of understanding between the partnering district/charter school and the Santa Barbara County Education Office (SBCEO) Teacher Induction Program (TIP).

The purpose of the MOU is to establish a formal working relationship between the parties of this agreement and to set forth the operative conditions that will govern this partnership. The goal of the partnership is to provide quality professional development and support to first and second year teacher candidates in pursuit of a Professional Clear Credential from the California Commission on Teacher Credentialing (CTC), and to provide training, coaching and support for their mentors.

This MOU is meant to define:

- 1.0 Project Governance
- 2.0 General Responsibilities and Shared Accountability
- 3.0 Fiscal Responsibility

1.0 Project Governance

- 1.1. The Santa Barbara County Education Office Credential Programs Advisory Board is composed of representatives from participating districts/charter schools, Institutes of Higher Education (IHE), coaches, mentors and other administrators.
- 1.2. This advisory board agrees to meet tri-annually to review the program and provide advice to the TIP administrators.
- 1.3. The Director and Coordinator of the Teacher Induction Program provide operational leadership.
- 1.4. Role of the Local Education Agency (LEA)
The Santa Barbara County Education Office will serve as:
 - Project fiscal agent.
 - The agency through which all institutional and program accreditation requirements and activities are maintained.
 - Manager of records, transcripts, and credential documentation requirements.
 - Liaison and contact between the CTC and the partnering district/charter school.

2.0 General Responsibilities and Shared Accountability

- 2.1 Santa Barbara County Education Office agrees to the following:
 - Maintain and abide by CTC accreditation requirements for Teacher Induction Programs.
 - Provide administration, management, and coordination, for the project activities as aligned with accredited induction requirements.
 - Provide workspace for program coordination, professional development, and administrative support.
 - Establish and maintain accurate records and reports; maintain a confidential system of collecting and storing participant information.
 - Convene the Santa Barbara County Education Office Credential Programs Advisory Board meetings.
 - Manage initial and end-of-program procedures and credential services.
- 2.2 The Teacher Induction Program agrees to do the following:
 - Design and provide program materials for each candidate and mentor.
 - Provide resources for administrators, as needed, to acquaint them with the *California Standards for the Teaching Profession (CSTP)* and the formative assessment system.
 - Coordinate with partnering district/charter school to offer a program that reflects and supports their goals and vision.
 - Communicate CTC accreditation changes and updates to partnering districts/charter schools regarding the Teacher Induction Programs Preconditions and Program Standards as adopted by the CTC in October 2016 (see Attachment A).
 - In the event of in-person meetings, coordinate use of facilities and provide refreshments for each meeting.
 - Set up and manage the online learning management system, which participants use to access program requirements and their related responsibilities; it also serves to communicate completion progress and is a repository for digital archives.
 - Host an induction program website.
 - Provide initial and ongoing support and communication (e.g., individual contact, regional meetings or virtual meetings as needed, and newsletters) to district personnel, as per the CTC and/or California State Board of Education (SBE).

- Provide training (including coaching training) and support for all mentors to ensure they understand their responsibilities as mentors and are committed to fulfilling the requirements of the Teacher Induction Program.
- Provide annual program assessment to meet the CTC requirements.
- Provide operations, communication, and monitoring for all candidates and program mentors, including a cycle of formative and summative feedback.
- Collect, utilize, and communicate multiple sources of feedback data to inform program practice and guide ongoing improvement efforts.
- Recruit, train, and oversee an Individualized Learning Plan Review Team (ILPRT) to provide feedback and completion data on candidate Individualized Learning Plans (ILP) and related formative assessment components.

2.3 The partnering district/charter school agrees to:

- Meet and support the Teacher Induction Programs Preconditions and Program Standards as adopted by the CTC in October 2016 (see Attachment A), including, but not limited to the following:
 - Induction must be designed to provide two years of individualized, job-embedded mentoring support and professional learning that begins in the teacher's first year of teaching
 - Mentors must be assigned within 30 days of candidate's program enrollment
 - Goals within the context of the ILP are developed within the first 60 days of program enrollment
 - The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes
- Ensure that district administration comply with the requirements outlined in Standard 4 of the Induction Program Standards, regarding qualifications, selection, and training of mentors – Mentors have:
 - (a) possession of a Clear Teaching Credential
 - (b) a minimum of three years of effective teaching experience
 - (c) knowledge of the context and content area of the candidate's teaching assignment
 - (d) demonstrated commitment to professional learning and collaboration
 - (e) ability, willingness, and flexibility to meet candidate needs for support
- Select mentors according to CTC criteria for eligibility not to exceed a ratio of 1 mentor to 2 candidates (exceptions granted only by the TIP Director, upon consultation).
- Ensure that all mentors understand their responsibilities and the requirements of the Teacher Induction Program, including confidentiality policies.
- Support participation of candidates and mentors in the professional development provided by the program.
- Participate in on-going informal and formal program evaluation.
- Establish and maintain accurate records and reports.
- Submit required reports and documents to SBCEO.
- Communicate changes and updates in employment status as they pertain to participating candidates and/or mentors.

3.0 Fiscal Responsibility

3.1 The partnering district/charter school understands and agrees to:

- Remit payment to SBCEO when invoiced for program fees (\$2200 per candidate, per year).
- Compensate mentors annually commensurate with the following agreement:

- \$1600 annual mentor stipend for support of a single candidate
- \$1500 for an additional candidate assigned to the same mentor
- Distribute stipends to mentors in two equal installments, to be included in their December/January and June pay warrants
- Assume responsibility for compensation of all mentors not currently on district payroll (e.g., retired teachers) and distribute payment in December/January and June accounts payable warrants
- District/charter school has the option (selected on the signature page) to remit their full mentor stipend payments commensurate with the above agreement to SBCEO when invoiced at the beginning of the school year and then later receive and process mentor stipend funds from SBCEO in two equal installments in November/December and May, to be used for the December/January and June payments.
- Provide release time to each participant for planning, observation, and completion of induction program requirements.
 - Candidates are eligible for up to two days of release time
 - Mentors of candidates are eligible for up to one day of release time, per candidate

3.2 The Santa Barbara County Education Office, as the LEA of the Santa Barbara County Teacher Induction Program, will:

- Assume overall fiscal responsibility for the administration of all program activities and funds, to include submission of year-end expenditure reports, and any other documentation sought by the California Department of Education and/or CTC.
- Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities as described in section 2.0 above.
- Provide an invoice, as described below, in October upon receipt of this signed MOU.
 - The invoice will include program costs, calculated at \$2200 per candidate, per year for each participating candidate
 - If opted, mentor stipend fees will also be included in the invoice. The mentor stipend is calculated based on total number of mentors commensurate with the agreement mentioned above in 3.1
- Waitlist and enroll late hires (candidates starting after the first day of October and before the last day of January) in TIP for the second half of the school year. The district/charter school will be invoiced separately for half a program year, possibly resulting in an altered mentor stipend disbursement schedule.
- In the event that a candidate does not return for the second semester, reimburse the partnering district/charter school, as identified on the MOU signature page, half of the annual program fee (\$1100.00) and half the mentor fees, if paid to SBCEO (commensurate with the agreement mentioned above in 3.1). The mentor will not receive a stipend for the second semester.



MEMORANDUM OF UNDERSTANDING SIGNATURE PAGE



Partnering District/Charter School Representative:

Name of District/Charter School: _____

*District elects to remit SBCEO program fees **ONLY** (\$2200 per candidate, per program year). District will allocate and disburse mentor stipends as per 3.1 above internally through their district payroll office. This is the preferred option.

OR

*District elects to remit **BOTH** program fees (\$2200 per candidate, per program year) **AND** mentor stipends to SBCEO, as per 3.1 above, at time of invoice. This option facilitates a process whereby mentor stipends are sent to the district's payroll office in order to be included in mentors' pay warrants two times per year. If the district/charter school elects this option, please initial the preferred method for receiving mentor stipend payments:

_____ Warrant

_____ Journal Voucher Acct. No.: _____

*In either option above,

- when using a retired district employee as mentor, the district will allocate stipend amounts directly to the mentor, not to be invoiced by SBCEO.
- when a district selects a candidate's mentor from a district other than their own, SBCEO will invoice the candidate's district for mentor stipend costs and distribute stipend amounts to the mentor's employing district.

Please initial:

_____ As a partnering district/charter school with the Santa Barbara County Education Office Teacher Induction Program, I have read and agree to the current CTC Induction Programs Preconditions and Program Standards, adopted in October 2016 (see Attachment A).

SIGNATURES-

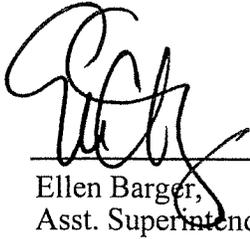
District Superintendent/Charter School Administrator

Printed Name

Date

Name and email of fiscal department contact for TIP questions and processing:

Santa Barbara County Education Office Representatives:



Ellen Barger,
Asst. Superintendent, Curriculum and Instruction



John Merritt,
Director, Teacher Induction Program

Date: 8-16-21

Date: 8/16/21

Return one copy of the signed, original signature page to the Teacher Induction Program office by September 30, 2021:

Email: induction@sbceo.org

US Mail: Santa Barbara County Education Office
ATTN: Teacher Induction Program
PO Box 6307
Santa Barbara, CA 93160-6307



Teacher Induction Programs Preconditions and Program Standards

Commission on Teacher Credentialing

Standards Adopted
October 2016

SBCEO Teacher Induction Program MOU: Attachment A

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
(888) 921-2682 (toll free)

Preconditions for Teacher Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

SBCEO Teacher Induction Program MOU: Attachment A

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- a. Knowledge of the context and the content area of the candidate's teaching assignment
- b. Demonstrated commitment to professional learning and collaboration
- c. Possession of a Clear Teaching Credential
- d. Ability, willingness, and flexibility to meet candidate needs for support
- e. Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- f. Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- g. Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- h. Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- i. Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- j. Coaching and mentoring
- k. Goal setting
- l. Use of appropriate mentoring instruments
- m. Best practices in adult learning
- n. Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- o. Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the California *Standards for the Teaching Profession* to support the recommendation for the clear credential.

SBCEO Teacher Induction Program MOU: Attachment A

The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.