

2015 – 2016
Memorandum of Understanding between
San Gabriel Unified School District,
Local Education Agency (LEA) for the
San Gabriel Valley Consortium BTSA Induction Program,
and
La Cañada Unified School District

This is a Memorandum of Understanding (MOU) between San Gabriel Unified School District (hereinafter referred to as “Lead LEA”) and La Cañada Unified School District (hereinafter referred to as “Partnering District”), a member in the San Gabriel Valley Consortium (SGVC) Beginning Teacher Support & Assessment (BTSA) Induction Program.

The purpose of the MOU is to establish a formal working relationship between the parties 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 eligible induction participating teachers (PT) and their support providers (SP) as established in the California Common and Program Standards.

The SGVC have established the following guidelines:

1. Leadership

- 1.1 Each Partnering District will provide an administrative representative to serve as a member of the SGVC Leadership Team.
- 1.2 The Lead LEA will provide appropriate staff to operate and administer the program.
- 1.3 The SGVC Leadership Team agrees to meet a minimum of four (4) times per year with the LEA to review the program and provide input.
- 1.4 The Lead LEA Induction Program Director has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development.
- 1.5 The Lead LEA will conduct annual Site Administrator training to provide induction and credentialing updates, and to share the importance of professional development and formative assessment in the PT’s teaching experience.
- 1.6 Each Partnering District will provide and empower a district Liaison to facilitate communication between stakeholders, monitor implementation and facilitate revisions to the program as needed. Each Liaison will engage in a Consultant Agreement with the Lead LEA.

2. Resources

- 2.1 The Lead LEA and the SGVC Leadership Team will ensure that all PTs complete the State Consent Form.
- 2.2 The Lead LEA will assume overall fiscal responsibility for the administration of SGVC BTSA Induction Program Funding. The Lead LEA will also assume overall responsibility for any documentation sought by the California Department of Education (CDE) and/or the Commission on Teacher Credentialing (CTC) pertaining to the SGVC BTSA Induction Program.
- 2.3 The Lead LEA will develop, maintain, and expend SGVC BTSA Induction Program funds in amounts sufficient to meet the costs of implementing program responsibilities.
- 2.4 The Partnering District will provide \$3,000 of funds per PT per year to the Lead LEA for the first two years to support the professional development and completion of the program.
- 2.5 The Partnering District will contribute \$1,000 of funds to the Lead LEA as an SGVC membership fee to support accreditation activities.
- 2.6 The Partnering District will assume fiscal responsibility for the SP working with their PTs.
- 2.7 The Partnering District who has a PT that did not complete the BTSA Induction program within the two year funding period will work with the Lead LEA to determine the amount to be charged to that PT for program completion.
- 2.8 Each Liaison will invoice the Lead LEA for services enumerated in the Consultant Agreement at the specified rate.

3. Program Evaluation

- 3.1 SGVC Leadership Team will participate in SGVC local and state program reviews.
- 3.2 SGVC Lead LEA staff and the Leadership Team will monitor all PT and SP to ensure complete implementation of induction and formative assessment requirements and to ensure that formal feedback is given in a timely manner.
- 3.3 SGVC Site Administrators, SPs, and PTs will participate in SGVC local and state surveys and program reviews.
- 3.4 The Lead LEA will provide opportunities to the SPs and PTs to evaluate induction workshops.
- 3.5 SGVC Lead LEA staff and the Leadership Team will evaluate the feedback from all stakeholders and respond accordingly.
- 3.6 Liaisons will participate in assessing program effectiveness as related to the Induction Common and Program Standards including: state program review, accreditation and local evaluations.


4. Support Providers and Professional Development Providers


- 4.1 The Partnering District Leadership Team Member will select, prepare and assign a SP to provide instructional and classroom support to their PT within thirty (30) days of initial teacher participation in the induction program.

- 4.2 SGVC SPs will be assigned to a PT based on their credentials, mentoring abilities, subject matter knowledge, relevant experience, current assignments, and geographic proximity.
- 4.3 The Lead LEA and SGVC Liaison Team will ensure that the SP provides intensive individualized support and assistance to their PT and will provide formative feedback to the SP on their work.
- 4.4 Professional Development Providers (PDP) will be selected by the Lead LEA based on their knowledge of subject matter, understanding of school context, adult learning, and modeling of best professional practices.
- 4.5 PDPs will meet with the LEA to review, evaluate, and plan professional development to meet the needs of the PTs based on their induction goals.
- 4.6 All PDP will participate in BTSA Induction formative assessment training provided by the Lead LEA.

5. Formative Assessment/Field Experience

- 5.1 The Lead LEA will provide formative assessment material and training to PTs and SPs.
- 5.2 The number of PT from each District will be finalized by December 1, 2015.
- 5.3 The Lead LEA and SGVC Liaison Team will utilize formative assessment to support and guide the PT in their professional growth through the design and implementation of the Individual Induction Plan (IIP) and to improve their teaching practice as measured by the *California Standards for the Teaching Profession* (CSTP).
- 5.4 The Lead LEA, the SGVC Leadership Team, the Liaison Team and site administrators will support the work of the SP and PT through the BTSA Induction program, by providing opportunities for:
 - Professional growth
 - Collecting evidence using multiple assessment tools
 - Analyzing student work
 - Observation of colleagues
 - Planning, reflecting, and collaborating with the SP
 - Developing pedagogy
 - Establishing universal access and equity for all students
- 5.5 The Partnering District will provide each PT and SP with two (2) release days to support the implementation of the PT's IIP.

By: 
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By: 
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La Cañada Unified School District

Date: 9-22-15

Date: 8-8-15