

**District Memorandum of Understanding
Teach Lake County
Lake County Office of Education
And
Point Arena School District**

The Lake County Office of Education (LCOE) is the Local Education Agency for Teach Lake County, a California Commission on Teacher Credentialing (CCTC) approved two-year Teacher Intern Credentialing Program.

This Memorandum of Understanding (MOU) is between the Lake County Office of Education (LCOE), for the Teach Lake County (TLC) Intern Program and the TLC District Intern Mentor Program (collectively "Program"), and the employing agency ("District") signing below.

LCOE and the District form a partnership to provide and coordinate services in support of TLC Intern teacher candidates. The purpose of the MOU is to establish a formal working relationship between the parties. The Program will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Teach Lake County (TLC) Intern Program and the District Intern Mentor Program. Throughout this document, Intern teachers are referred to as "Candidates" and experienced teachers are referred to as "Mentors."

I. Parties

This Memorandum of Understanding (MOU) is between the Lake County Office of Education (LCOE) and the employing agency ("District").

II. Term

The effective dates of this MOU are July 1, 2024 - June 30, 2025. Either party may terminate this agreement by submitting written notice to the other party no later than 60 days prior to the start of a school year.

III. Responsibilities of the Parties

A. Both parties agree to the following responsibilities:

- a. **Professional Development Plan:** Jointly counsel the intern teacher and develop a Professional Development Plan to complete the requirements to earn a preliminary teaching credential; both parties and the intern teacher shall concur on the plan.
 - i. The employing district has developed and implemented a Professional Development Plan for interns in consultation with TLC. The plan shall include all of the following:
 1. Provisions for an annual evaluation of the intern by the District.
 2. Provide a description of the courses to be completed by the intern, if any, and a plan for the completion of Pre-Service or other clinical training, if any, including student teaching.
 3. Additional instruction during the first semester of service in child development and teaching methods.
- b. **District Mentors:** The combination of employer-provided support/mentoring through the TLC District Intern Mentor Program and TLC Fieldwork Supervision should include support to facilitate candidates' meeting of the Teaching Performance Expectations.
 - i. Engage in a collaborative process between the Program and the District for matching candidates and mentors.
 - ii. A minimum of 144 hours of general support/mentoring and supervision will be provided each year during the two-year Intern Program.
 - iii. A minimum of two hours of support/mentoring and supervision will be provided to an intern every five instructional days.
 - iv. An additional 45 hours of yearly support/mentoring and supervision specific to meeting the needs of English learners (EL) shall be provided to intern teachers.
 - v. For candidates who assume daily teaching responsibilities after the beginning of the school year, the parties will provide:
 1. General mentoring/support equal to sixteen hours times the number of months remaining in the school year.

2. EL support equal to five hours times the number of months remaining in the school year.
- c. Jointly make credentialing recommendations to CTC, recognizing that employment decisions (such as continuing employment and tenure decisions) are separate from credentialing decisions.
- d. Notify the other party as soon as possible if a candidate's placement may be terminated or modified.
- e. Ensure that Interns do not displace certificated employees and are evaluated on an annual basis.

B. LCOE agrees to the following responsibilities:

- a. Employ a Program Director whose primary duty is to administer the Program and employ support staff whose primary duty is to support the administration of the Program.
- b. Provide sufficient and appropriate workspace, meeting spaces, and office support services for all Program staff and Program activities.
- c. Develop and establish procedures for Program evaluation through the California Commission on Teacher Credentialing (CCTC) Accreditation Cycle. Submit Preconditions, Common Standards, Program Review state reports, and required fees in a timely manner.
- d. Assume overall fiscal responsibility for the administration of the program budget, including submission of any other documentation required by CCTC in relation to the Program.
- e. Ensure candidates have met the 120-hour Pre Service training requirement prior to the teacher intern obtaining an intern teaching credential and entering the classroom as the teacher-of-record with the District.
- f. Establish effective and on-going communication with the District and TLC Intern Personnel as appropriate to ensure a successful teaching experience for the candidate.
- g. Communicate with CCTC including:
 - i. Notify CCTC if an intern teacher's placement is terminated or changed with the District
 - ii. Complete all requirements and reporting to CCTC for the Intern and Preliminary Credentials.
- h. Ensure that candidates receive required fieldwork supervision as part of the 144 General Ed/45 EL hours of yearly support by:
 - i. Identifying a fieldwork supervisor with a clear or life teaching credential and at least three years of teaching experience to provide:
 1. Direct support/mentoring and coaching to candidates, including monthly coaching for a minimum of six coaching observations in the candidate's classroom per semester, with additional ongoing support, mentoring, and consultation outside of the candidate's classroom.
 - i. Should an intern teacher not fulfill the requirements of the TLC Intern Program, the program may drop the candidate. TLC will remain in close contact with the District regarding candidate status and progress.

C. District agrees to the following responsibilities:

- a. Select placement sites (schools) that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and California Teacher Performance Assessment (TPA) completion and the Literacy Performance Assessment (LPA). The District must have a recording policy in place to accommodate TPA video assessment.
- b. Employ the candidate in positions in which the candidate will:
 - i. Be employed as the "Teacher of Record" in a Multiple Subject classroom.
 - ii. Be employed a minimum of .5 FTE capacity in a typical face-to-face setting with the same group of students.
- c. Ensure that all site administrators and staff supporting candidates are informed of TLC Intern Program processes and stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs.

- d. Candidates hired within the District must be at sites that allow the candidate to provide effective literacy instruction for all students. Specifically, the intern teacher shall be placed at sites that allow for instructing students in the literacy areas of meaning making, language development, and effective expression.
- e. Candidates hired within the District must be at sites that ensure candidates can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques.
- f. Candidates hired within the District must be at sites that provide opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written language.
- g. Intern teachers hired within the Participating district must be in settings that allow interns to practice utilizing the California Dyslexia Guidelines, including screening students for dyslexia and providing support to those who are identified as needing additional reading support.
- h. Provide protected time for mentor(s)/intern to work within contract time and clearly define expectations for type/frequency of support.
- i. Provide TLC with any required documentation needed for reporting to CCTC or to fulfill Program requirements.
- j. Recognize the credits earned by the candidate in the Program to the same extent as credits earned in a college or university for the purpose of employment salary and/or other benefits.
- k. Notify TLC as soon as possible if the District elects to not continue employment at any point during the program.
- l. Recognize that an intern credential ceases to be valid if the Program excuses a candidate for not meeting requirements.
- m. Appoint a liaison to serve on the Program Advisory Board. The liaison should be a designee authorized by District leadership to fulfill the roles and responsibilities assigned to them. The liaison supports the Program by providing ongoing updates, communication, feedback for future planning and relays Program information to Districts, Candidates, and Mentors.
- n. Assign one or more credential analyst(s) to work directly with Program staff to assist in identifying candidates who are eligible for Program services as described by state guidelines and to assist school district staff in identifying eligible candidates.
- o. Provide meeting and conference rooms at no charge to the Program when needed.
- p. Communicate Program requirements to all site administrators.
- q. Provide Candidate release time for observations and one-to-one consultations with the District Mentor and Supervisor.
- r. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, teaching assignments at multiple sites and multiple adjunct duties.
- s. For Interns who have not yet completed the EL preparation, the district must assign the on-site Mentor or other designated individual, within the first 10 days of serving as a teacher of record on the Intern credential.
- t. Participate in Program evaluation and CCTC Accreditation Cycles.

VI. Teach Lake County District Intern Mentor Program

The TLC District Intern Mentor Program is a mentor training, support, and supervision program provided to all Districts who employ TLC candidates. This service ensures District Mentors remain current in the knowledge and skills for candidate mentorship and meet all CCTC requirements of district-employed mentors.

A. LCOE Responsibilities

- a. Provide Mentors a minimum of 10 hours of initial orientation to the program curriculum, including effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy, instructional practices, and effective literacy instruction aligned to Literacy Standards and TPEs. Program training will ensure Mentors remain current in the knowledge and skills for candidate supervision and program expectations.
- b. Provide a collaborative process between the Program and the District for matching candidates and Mentors.
- c. Convene District Intern Mentor meetings at least four times per academic year.
- d. Provide individualized Mentor and Candidate support as needed.

- e. Provide a Learning Management System to Candidates and Mentors that facilitates completion of Program-required activities.
- f. Provide access to software for virtual mentorship and observation as needed, including GoReact and Zoom.
- g. Develop and provide personalized, professional learning for Candidates and their Mentors.
- h. Establish reporting requirements for the approval of Mentor stipends and share the status of Mentor obligation fulfillment with the District.
- i. Work to establish a collaborative working relationship with the intern teacher, District mentor, and fieldwork supervisor.
- j. Provide a tracking system to track the total number of support/mentoring and supervision hours provided by both parties to the intern teacher.
- k. Provide the candidate with procedures to document and monitor the CCTC required hours of mentoring and support received from the District and TLC.
- l. Verify the number of support hours reported by the intern.

B. District Responsibilities

- a. Assign a qualified Mentor to each eligible Candidate within 30 days of enrollment in the Program who meets the Commission's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and holds an English learner authorization.
- b. Pair Candidates with Mentors who most closely match their teaching assignment, including grade level and subject matter, and credential type.
- c. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and:
 - i) Display best practices in providing "just in time" support and longer term analysis of teaching practice to help Candidates develop enduring professional skills.
 - ii) Are committed to attend required mentor trainings and to meet with Candidates for a minimum of one hour each week;
 - iii) Display willingness to work collaboratively with colleagues and Program staff;
 - iv) Embrace a positive attitude and disposition towards students and teaching;
 - v) Develop a sustained and thoughtful collegial relationship with Candidates;
 - vi) Demonstrate leadership skills, curriculum expertise, and knowledge of district resources;
 - vii) Serve as a role model for the teaching profession.
- d. Select Mentors who do not evaluate the Candidate's job performance at any time during the school year in order to honor the nature of an open and supportive candidate-mentor relationship.
- e. Facilitate the distribution of extra duty stipends to Mentors for compensation, as applicable. The mentor will not receive stipend authorization from the Program if any required mentor training is incomplete.
- f. The mentor will stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs. Mentors will attend TLC District Intern Mentor Orientation to learn about mentorship expectations and the performance assessment requirements for interns, including the Literacy Performance assessment which includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

C. Eligibility

Eligible "Candidates" are those hired and serving students within the TLC service region, defined as Lake County, and have obtained an Intern Credential from the Teach Lake County Intern Program. Intern Candidates who are outside the service region, defined as any California county other than Lake, will be eligible to participate in the Program with the Out-of-County Fee Schedule.

D. Districts Fiscal Responsibilities and Terms

- a. District Intern Mentor Program services are provided on a Fee-for-Service basis. In 2024/2025, the Fee structure will be as follows:
 - i) \$1,000 charge per candidate.

- ii) Lake County Superintendent contributes \$200 to each Lake County Intern participating in the Teach Lake County Intern Program.
- b. Districts will be invoiced for each individual request for District Intern Mentor Program services.

VII. Responsibilities - Fiscal

- A. LCOE, in its capacity as the Teacher Intern Program's LEA, agrees to the following:
 - a. Overall fiscal responsibility for the administration of the Teach Lake County Intern Program.
 - b. Develop and maintain a balanced budget that allocates amounts sufficient to meet the costs of implementing program responsibilities.
 - c. Expend income according to regularly established policies and procedures within the LCOE expenditure guidelines.
- B. District agrees to the following:
 - a. Contract with teacher intern for certificated placement on appropriate certificated salary schedule.
 - b. Provide Teacher Intern with all requirements as related to contract employment, including all benefits related to employment and insurance coverage.

VII. Ownership of Materials

- A. Any and all products developed by the Teach Lake County Intern Program are the exclusive property of LCOE. District, its employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of LCOE.

VIII. Indemnification:

- A. District agrees to defend, indemnify, and hold harmless LCOE (including its directors, agents, officers, volunteers, and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of District (its director, agents, officers, volunteers, or employees) in performing its duties and obligations described in this agreement or imposed by law.
- B. LCOE agrees to defend, indemnify, and hold harmless District (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of LCOE (its director, agents, officers, volunteers, or employees) in performing its duties and obligations described in this agreement or imposed by law.
- C. The principles of comparative fault shall govern this agreement. This provision shall survive the termination of this agreement.

IX. Confidentiality

Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

X. Independent Agents:

This MOU is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association. The employees and agents of each party shall not be entitled to the employment benefits of the other by virtue of this agreement. Each party shall remain responsible for worker's compensation and other employment laws for their respective employees.

XI. Nondiscrimination Clause:

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other legally protected class in accordance with all applicable Federal and State laws and regulations.

XII. Notice:

Any notices required to be given by the MOU or by law shall be in writing. They shall be served either personally, by mail, or email.

XIV. Entire Contract:

This contract contains the Parties’ entire written agreement. Any representations or promises not specifically detailed in this document will not be valid or binding on the Parties to this contract. Any modification to the terms of this contract must be made in writing and signed by all Parties to this contract.

XV. Execution of Agreement:

This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

XVI. Signatures:

By affixing its signature to this Contract, each Party warrants and represents that each has the authority to enter into this contract and to perform all obligations under the contract, and further that the signatory of this contract is authorized to legally bind the Party.

Signature: _____ Date: _____

Brock Falkenberg, Superintendent
Lake County Office of Education

Signature: _____ Date: 7/31/2024

Authorized Official (Print Name): Warren Galletti

Title: Superintendent

District: Point Arena Schools