

SREB



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Memorandum of Understanding

SOUTHERN REGIONAL EDUCATION BOARD AND ST LAWRENCE-LEWIS BOCES Contract Effective Dates from August 1 2023 - June 30, 2024

The St. Lawrence-Lewis BOCES City will implement the Career and Technical (CTE) Teacher Preparation Project, a fast-track induction model that promotes successful transition to teaching in career and technical education and provides an accelerated path for building the capacity of teachers to impact student academic and technical achievement. The model was designed based on the unique challenges of CTE teachers to engage increasingly diverse student populations in learning the technical, academic, and 21st century knowledge and skills necessary for further learning and the workplace. It consists of both professional development and support elements, including mentoring from an educator in the teacher's school, coaching from the professional development instructor, the guidance of a school administrator, and the support of electronic communities of practice with colleagues.

SREB has committed to support the implementation of the induction model by the St. Lawrence -Lewis BOCES to increase the capacity of beginning CTE teachers to deliver actively engaging, intellectually challenging instruction, to build teachers' self-efficacy to make a difference in student learning, and to improve teachers' commitment to remain in the teaching field. SREB requires the St. Lawrence -Lewis BOCES to enter into this contract for technical assistance services to support the implementation of this induction model. The St. Lawrence-Lewis BOCES also agrees to certain commitments to implement the model with fidelity. This document constitutes the contract for technical assistance services.

Technical Assistance Services

SREB will provide consulting, training, and implementation assistance that will help guide and direct the preparation and customization of the induction model and deliver support for its implementation. This memorandum of understanding (MOU) represents the first in a series that will cover a three-year period. For the period of August 1, 2023 – June 30, 2026, the following technical assistance services will be provided:

- Use of the induction model materials, including professional development modules
- Training sessions for induction model instructors on the implementation of the model, particularly delivery of professional development instruction

The specific description of services for the St. Lawrence-Lewis BOCES 2023-24 appears in *Appendix A*.

Partnership Commitments

The purpose of this partnership is to implement the induction model with fidelity. In addition to the technical assistance provided by SREB, partners agree to support the following key conditions and recognize the importance of these key conditions in realizing the full potential of the model to impact teacher competence, self-efficacy, and commitment to the profession.

High Quality Professional Development

- The CTE Teacher Preparation Project includes professional development curriculum modules based on the researched needs of beginning CTE teachers. The content from all four professional

development modules must be integrated into the professional development sessions.

- The sequence and duration of the professional development sessions is important. An intensive summer experience prior to the first year of teaching, on-going sessions throughout the first year, and an intensive summer experience following the first year are essential.
- The instructional delivery must include the prescribed authentic teaching tasks, modeling of effective teaching practices, opportunities for reflection, interaction with peers, and practice and feedback.

High Quality School Support

- Local mentors and administrators must be trained in the induction model materials and supported in frequent, substantive interaction with the beginning teacher throughout the first year.
- Professional development instructors must visit the beginning teacher at least three times to observe instruction, provide feedback and meet with mentors and administrators to coordinate support.
- On-going electronic support must be provided to encourage a community of practice among the beginning teachers through the use of webinars, websites, and other electronic communication.

District and State Context

The following state and local policies support implementation of the model:

- Policies that provide criteria for the selection of beginning teachers, such as: a thorough knowledge of the content of the field; interpersonal and organizational skills that will support success in the complex and rigorous role of a teacher; and reading, writing, and mathematics skills that will support preparing students to be college and career ready.
- Policies that support the value of timely, focused, and sustained professional development for CTE teachers entering through alternative routes. Policies such as paid professional development days for the summer prior to teaching, post-secondary credit for professional development sessions, and/or timely selection of beginning teachers so that summer participation is possible.
- Policies that provide criteria for the selection of local mentors who have demonstrated success as a teacher, preferably in a similar field of study as the protégé teacher; been trained with the basic skills of mentoring; and are supported with sufficient time and resources to fulfill their mentoring role.
- Policies that support local administrators in their role with beginning teachers, such as training on classroom observation and feedback, as well as awareness of the specific needs of beginning CTE teachers.

Permission to Use Induction Model Materials

Permission is granted to the St. Lawrence-Lewis BOCES to use the induction model materials, including the professional development modules without alteration for a period of three years following the initial planning and instructor training sessions. SREB will renew these materials every three years and will expect implementing entities to enter into a new agreement to use the revised materials for a reasonable fee. SREB is committed to keeping the materials current through the addition of relevant content as well as exploring innovative ways to deliver the content, such as through distance learning.

During the period of this MOU, the materials may be distributed electronically to beginning

teachers enrolled in the induction program. All materials must be provided with original headers, footers, acknowledgements, and related citations. Permission is not granted to use modules for (1) profit entities; (2) entities representing the materials as their own; (3) entities using the modules without written notification of use to SREB; or (4) as part of a fee-based program that charges participants more than the cost to deliver the training.

Costs

Total Amount: \$63,900

Payment is due upon receipt of quarterly invoices for services rendered.

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB) as a not-for-profit educational compact, must comply with OMB Circular-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.

Agreement

The undersigned have reviewed this Memorandum of Understanding and accept it as the basis for working together to implement the CTE Teacher Preparation Project induction model with fidelity. SREB or the agreeing organization can dissolve the agreement by notifying the other party in writing.

Dale Winkler

Dale Winkler
Vice President, SREB

08-15-2023

Date

[Signature]

Representative Name
St Lawrence-Lewis BOCES

8/15/23
Date

District Superintendent
Title

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