

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Contra Costa County Office of Education (CCCOE) Teacher Induction Program (TIP)
and

Albany Unified School District

July 1, 2025 – June 30, 2026

This Memorandum of Understanding (MOU) establishes a partnership between the Contra Costa County Office of Education (CCCOE), through its Teacher Induction Program (“TIP”), and the Albany Unified School District. This partnership aims to implement a comprehensive Induction program that aligns with the guidelines set forth by SB 2042 and the California Induction Standards.

Program Overview:

The goal of this partnership is to increase student achievement through the implementation of a quality teacher induction program while nurturing the growth and development of participating General Education and Education Specialist teachers. Upon successful completion of the program, teachers earn a formal recommendation for a California Clear Credential.

Purpose of the MOU

The MOU aims to:

- Establish a formal working relationship between CCCOE and the District/Partner Agency.
- Define the conditions governing this partnership.
- Create an agreement for services to assist Candidates in fulfilling California Clear credentialing requirements.
- Collaborate on the implementation of a state-approved Teacher Induction Program.
- Provide a comprehensive, high-quality induction program tailored to meet the unique contexts and needs of Candidates.

For the purposes of this document, new teachers across all credential areas will be referred to as "Candidates," and veteran teachers will be referred to as "Mentors".

MOU Timeline

The agreement will commence on **July 1, 2025**, and will terminate on **June 30, 2026**.

Background and Program Description

The CCCOE Teacher Induction Program is a state-accredited, locally designed initiative that provides a comprehensive two-year system of mentoring, support, and professional learning. Rooted in individualized growth, the program seeks to:

- Accelerate the improvement of teaching practice, as measured by the California Standards for the Teaching Profession (CSTP)
- Support teachers in engaging in intentional and authentic self-assessment, goal-setting, inquiry, analysis of student learning, and reflective practices, all in service of improving student achievement and outcomes.

Candidates and Mentors engage in research-based professional development tailored to their local contexts, individual needs, and program requirements. The program aims to foster a collaborative learning community dedicated to educator growth and the retention of teachers, emphasizing equity-centered professional habits and practices.

Goals of Partnership

The goals of this partnership are to:

- 1. Increase Student Achievement:**
 - Strengthen instructional practices to positively impact student learning and outcomes.
- 2. Accelerate the Effectiveness of New Teacher Practices:**
 - Support new teachers in rapidly developing their skills, confidence, and competence.
 - Guide teachers in refining instructional practices aligned with the California Standards for the Teaching Profession (CSTP).
- 3. Deliver Individualized Mentoring & Job-Embedded Learning:**
 - Offer one-on-one mentoring tailored to meet the unique needs of each teacher, within their specific context.
- 4. Provide Leadership and Professional Growth Opportunities for Experienced Educators:**
 - Engage veteran educators as Mentors to guide and support new teachers, fostering their professional growth.
 - Develop Mentors' leadership capacities through training and collaboration, empowering them to contribute meaningfully to the district/agency goals.
- 5. Cultivate Excellence and Equity in Education:**
 - Equip educators with strategies to address diverse student needs and reduce opportunity gaps.
 - Cultivate self-reflection and cultural competence to create inclusive classroom environments.
- 6. Foster a Collaborative Learning Community:**
 - Build a supportive and collaborative environment for both new and experienced teachers.
 - Encourage the sharing of promising practices and collective problem-solving.
- 7. Support Educator Retention and Engagement:**
 - Support a community of practice that encourages educators to stay in the profession.
 - Enhance job satisfaction and career longevity through structured, ongoing mentoring and support.

Anticipated Outcomes of the Agreement:

- **Collaboration in Program Implementation**

CCCOE and the District/Partner Agency will collaborate to implement an induction program that supports eligible teachers holding a valid California Preliminary Credential, as outlined in this MOU.
- **Development of Mentor Cadre**

The District/Partner Agency will, when possible, establish a cadre of experienced Mentors who exemplify the characteristics of an effective mentor. These Mentors will serve as instructional leaders and provide essential support to new teachers.
- **Program Design and Support**

The District/Partner Agency will fully implement the program design, providing all necessary support and resources to ensure that Candidates successfully complete the induction program and receive their California Clear Credential, while also ensuring that mentors receive ongoing support.

Assessment and Evaluation

The partnership will conduct bi-annual assessments based on agreed-upon outcomes to measure progress. Continued measurable progress and sustained funding are prerequisites for maintaining the partnership.

THE CCCOE TEACHER INDUCTION PROGRAM AGREES TO:

1. Provide and supervise the Commission-approved induction program which grants a recommendation of a California Clear Credential upon successful completion of all CCCOE Teacher Induction Program activities and requirements.
2. Submit required reports or information related to program accreditation and compliance with program requirements to the California Commission on Teacher Credentialing (CTC).
3. Consult with the District/Partner Agency to assess school needs and resources related to new teacher induction.
4. Collaborate with the District/Partner Agency to develop and/or refine program design and interface with the CTC to support Candidates in receiving a Professional Clear Credential.
5. Assist the District/Partner Agency in recruiting and selecting new teacher Mentors according to California Induction Program standards, verifying Mentor qualifications, and ensuring final approval for all Candidate-Mentor partnerships based on CTC guidelines.
6. Collaborate with the District/Partner Agency to ensure that systems of support are coordinated and aligned with other school improvement initiatives.
7. Provide training, ongoing professional development, and support for Mentors and Candidates.
8. Consult with the District/Partner Agency in the design of teacher recruitment and professional development programs related to teacher induction.
9. Offer and advise Candidates on the Early Completion Option (ECO) for "experienced and exceptional" candidates who meet the program criteria.
10. Participate in Induction Program Leadership networks to support and enhance the effectiveness of the teacher induction program.
11. Solicit feedback from partners to guide the development and continuous improvement of program processes and systems.
12. Fulfill state requirements for an Induction Program.
13. Verify that Candidates have met all program requirements and submit verification/recommendation to the CTC on behalf of Candidates seeking a California Clear Credential.

DISTRICT/PARTNER AGENCY AGREES TO:

1. Designate a coordinator (holding an administrative position) to serve as one of the primary contacts. The coordinator and/or liaison will represent the District/Partner Agency on the TIP Leadership Team and support the implementation of all program requirements.
2. Appoint an Induction Liaison (Lead Mentor). The liaison (lead mentor) may represent the District/Partner Agency on the TIP Leadership Team and will actively participate in the implementation, submission, and completion of all program requirements. It is preferable that the liaison is currently mentoring within the program or has done so within the past two years.
 - *Note: One individual may hold both roles, provided they are not evaluating participants in the Induction program.*
3. Assign Qualified Mentors

(See Exhibit D: Candidate/Mentor Ratio Guidelines)

- Fall Enrollment:
 - The District/Partner Agency shall assign a mentor to each qualified CCCOE Teacher Induction Candidate within the first 30 days of their enrollment in the program.
 - Mid-Year Enrollment:
 - The District/Partner Agency shall assign an experienced mentor to each qualified CCCOE Teacher Induction mid-year candidate at the time of enrollment. Mid-year candidates shall not be matched with a New Mentor.
4. Provide Specialized Support for Education Specialist. Assign a mentor to each qualified CCCOE Teacher Induction California-trained Level I Education Specialist, ensuring the mentor holds the same credential as the Candidate.
5. Submit TIP Enrollment List (Projections)
- Fall Enrollment:
 - The District/Partner Agency shall submit a final list of Fall Enrollment Candidates and Mentors to CCCOE prior to **Oct. 1st** of the current school year.
 - Mid-Year Enrollment:
 - The District/Partner Agency shall submit a final list of Mid-Year Enrollment Candidates and Mentors to CCCOE prior to **Dec.1st** of the current school year.
6. Pay Service Fee for Teacher Induction Services (See Exhibit B for detailed Program Service Fees)
- \$2,250 per Candidate -If the District/Partner Agency provides the mentor.
 - \$2,500 per Early Completion Option Candidate
 - \$5,250 per Candidate - If the District/Partner Agency contracts with CCCOE for mentor services.
- Note: There is a non-refundable registration fee of \$175 for each Candidate added to the Teacher Induction projections list.*
- Mentor Services:
 - The service fee covers all mentor professional learning and participation in the Teacher Induction Program. However, it does not include the mentor stipend.
 - Each District/Partner Agency determines its own mentor stipend amount.
 - Request a CCCOE Mentor:
 - To request a CCCOE mentor, please email the CCCOE TIP Coordinators.
7. Payment Schedule
- For Fall Enrollment:
- Pay half or the full amount of the total by **December 12, 2025.**
 - Pay any remaining balance by **March 27, 2026.**
- For Mid-Year Enrollment
- Pay the full balance by **March 27, 2026.**
- General Payment Terms:
- Late fees of 1% per month will be applied to accounts 30 days past due.
 - Service fees are paid to CCCOE TIP by the District/Partner Agency, not the Candidates.
 - Credential recommendations will be made only after full payment is received.
8. Allocate sufficient resources to support candidates and mentors in meeting program requirements,
- Teacher of Record: Candidates must be employed as a teacher of record for a minimum of one course in the area(s) they are authorized to teach.

- Individualized Support: At least one hour per week of individualized mentoring, coordinated and/or planned by the mentor.
 - Mentoring Activities: Mentoring activities should be intentionally designed to provide teachers with opportunities to demonstrate growth in the California Standards for the Teaching Profession.
 - Individualized Learning Plan (ILP): The ILP, which is designed and implemented solely for the teacher's professional growth, shall include goal-setting and inquiry. It is not intended for evaluation or employment purposes (See Exhibit C for Confidentiality Policy).
 - ILP Goal Development: The candidate and mentor, in consultation with the site administrator, shall collaboratively develop the ILP goals within the first 60 days of enrollment.
 - Release Time for Mentors: Mentors shall be provided with release time to attend all required professional development and conduct required observations of the candidate.
 - Formative Assessment: Ongoing formative assessments of candidate development. Technology Support: Basic foundational technology support for mentors and candidates (e.g., Google Suite, Zoom, etc.) will be provided.
9. Ensure Program Participation and Cooperation
The District/Partner Agency shall ensure full cooperation and participation in program activities, including but not limited to:
- Mentor Attendance: Attendance of all mentors at required professional learning sessions throughout the year.
 - Individual Coaching: Provide individual coaching for mentors and other program-related personnel as needed.
 - Site Administrator Training and Meetings: Facilitate training and meetings for site administrators to support the program.
 - Candidate Professional Development: Provide professional development opportunities for candidates to enhance their teaching practice.
 - Online Communication and Coordination: Maintain effective online communication and coordination among all partners.
 - Program Reflection and Connection: Organize and coordinate the Mid-Point Reflection and Culminating Connection to assess and celebrate candidate growth and program success.
10. Ensure all candidates and leaders in the following roles sign the appropriate program commitment form: coordinator/liaison, site administrator, and mentor.
11. Participate in program accreditation interviews, evaluations, and research activities, including completing the program's Mid-Point and Culminating Surveys.
12. Provide professional resources required for program implementation beyond those provided by the induction program.
13. Take organizational action to ensure that the program of new teacher support is sustained.

Proprietary Materials

1. Ownership: All materials provided by each party ("Providing Party") to the other party ("Receiving Party") under this MOU, including but not limited to documents, data, software, methodologies, and any other proprietary information ("Materials"), shall remain the exclusive property of the Providing Party. Any induction materials or processes specific to the CCCOE program will only be used or referenced with written permission from CCCOE
2. Use and Confidentiality: The Receiving Party agrees to use the Materials solely for the purposes outlined in this MOU. The Receiving Party shall not disclose, reproduce, distribute, or allow access to the Materials to any third party without the prior written consent of the Providing Party, except as required by law.

3. Return or Destruction: Upon termination or expiration of this MOU, or upon written request by the Providing Party, the Receiving Party shall promptly return all Materials, including any copies or extracts thereof, or certify in writing the destruction of such Materials.
4. Exceptions: This provision shall not apply to Materials that:
 - Are or become publicly available through no fault of the Receiving Party.
 - Are independently developed by the Receiving Party without reference to or use of the Materials provided by the Providing Party.
 - Are rightfully received from a third party without breach of any obligation of confidentiality.
5. Survival: The obligations of confidentiality and restriction on use shall survive the termination or expiration of this MOU for a period of five years.

This clause ensures that each party's proprietary materials are protected and outlines the terms under which such materials may be used and disclosed during the term of the MOU and afterward. Adjustments should be made based on specific legal advice and the nature of the materials involved.

➤ **Mutual Indemnity:**

a) The *County Superintendent* shall defend, indemnify and hold *District/Partner Agency*, its officers, employees, and agents harmless from and against any and all liability, loss, expense, including reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement (collectively, "Claims") but only in proportion to and to the extent such Claims are caused by or result from the negligent or intentional acts or omissions, or violations of FERPA with respect to student records, by *County Superintendent*, its officers, agents, or employees.

b) The *District/Partner Agency* shall defend, indemnify, and hold the *County Superintendent* its officers, employees, and agents harmless from and against any and all liability, loss, expense, including reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement (collectively, "Claims") but only in proportion to and to the extent such Claims are caused by or result from the negligent or intentional acts or omissions or violations of FERPA with respect to student records, by *District/Partner Agency*, its officers, agents, or employees.

➤ **Termination:**

- In the event that either party does not fulfill the terms of this agreement in a timely manner, the other party may terminate this agreement with a 30-day written notice to the breaching party.
- In the event that either party determines this agreement is no longer to be bound by the terms, Termination may be made with a 30-day prior notice to the date of termination.

Exhibit A

District/Partner Agency Roles and Responsibilities
<ul style="list-style-type: none"> A. CCCOE Teacher Induction Program Coordinator B. District/Partner Agency Coordinator C. District/Partner Agency Liaison <ul style="list-style-type: none"> a. Coordinator and Liaison Venn D. Site Administrator

Exhibit B

Program Service	Service Fee
Teacher Induction Candidate	<ul style="list-style-type: none"> ● Traditional two-year pathway: \$2,250 per year ● Early Completion Option (ECO) pathway: \$2,500 <p>The non-refundable registration fee of \$175 per Candidate added to the Teacher Induction projections list is included in the service fee and is not an additional charge.</p> <p><u>Fall Enrollment:</u> For Fall Enrollment, the service fee is prorated for withdrawals prior to November 1st as follows:</p> <ul style="list-style-type: none"> ● September: \$425 (registration included) ● October: \$675 (registration included) ● Full-service fee applies after November 1st. <p><u>Mid-Year Enrollment:</u> For Mid-Year Enrollment, the service fee is prorated for withdrawals prior to March 1st as follows:</p> <ul style="list-style-type: none"> ● January: \$425 (registration included) ● February: \$675 (registration included) ● Full-service fee applies after March 1st.
CCCOE Provided Mentor	<ul style="list-style-type: none"> ● \$3,000 (Including stipend + benefits) ● The service fee is prorated for early withdrawals at a rate of \$334 per month <p><u>Pre-Induction Mentor Request</u> The District/Partner Agency may request a pre-induction trained mentor to support teachers who are not yet eligible for formal Teacher Induction but would benefit from targeted mentorship and professional guidance.</p>
CCCOE Provided Level 1 Competency Requirement Only <i>(California Trained Education Specialists Only)</i>	<ul style="list-style-type: none"> ● \$1,125 per Candidate
CCCOE Provided Coordinator/Liaison for District/Partner Agencies	<ul style="list-style-type: none"> ● \$3,500 <ul style="list-style-type: none"> ○ For enrollment of six to twelve program participants (total includes Candidates and Mentors). <p>If the total number of program participants (Candidates and Mentors) exceeds twelve, an additional service fee of \$300 per candidate will apply for each participant beyond the initial twelve.</p> <p>This fee will be reflected in the CCCOE invoice for program services.</p>

<p>CCCOE Facilitated Professional Development is available for Districts/Partner Agency(<i>upon request</i>)</p>	<p>Offerings Include:</p> <ul style="list-style-type: none"> ● Art and Science of Mentoring ● Foundations of Coaching ● Coaching Cycles ● Analysis of Student Work ● Observation Cycles ● Coaching toward Equity ● Culturally Responsive Teaching ● Teacher Resilience <p>Sample pricing for professional development:</p> <ul style="list-style-type: none"> ● Individual session: \$750 ● Groups of 6-29 participants (paying together): \$650 per participant ● Groups of 30 or more: Contact us for custom pricing
<p>Consultancy Leadership Coaching</p>	<ul style="list-style-type: none"> ● Pricing is available upon request.

Exhibit C

<p>CCCOE TIP Confidentiality Policy</p>	
<p>One of the basic principles underlying the CCCOE Teacher Induction Program is confidentiality. While TIP Mentors participate in assessing growth, Mentors are not evaluators; rather the mentor is a colleague whose goal is to assist the Candidate in applying promising practices when creating their Individualized Learning Plan (ILP) and working toward receiving a Professional Clear Teaching Credential. <i>Communication between the mentor and candidate is strictly confidential.</i></p> <p>It should be noted, however, that mentors and candidates collaborate on the Individualized Learning Plan’s goals in consultation with the site administrator in order to better align the induction experience with district/partner agency priorities. A “triad of communication” between the candidate, mentor, and site administrator can serve to optimize support and coordinate professional growth plans.</p> <p>The ILP and other documents are the property of the Candidate to complete credential requirements, not for evaluation. A District/Partner Agency Liaison may provide feedback to support your learning while still honoring confidentiality. Candidates may choose but are not required, to share any elements of the ILP with the administrator(s).</p> <p>Participation, however, such as attendance at professional development seminars and meetings, and completion of Teacher Induction requirements are not confidential. They are documented within the CCCOE Teacher Induction Program database and can be made available for candidates, mentors, site administrators, district/partner agency coordinators, and district/partner agency liaisons.</p> <p>For more information. See Confidentiality Policy</p>	

Exhibit D

Candidate/Mentor Ratio Guidelines	
<p>The recommended ratio of candidates to mentors stated below is based on knowledge about learning to teach and knowledge of the level of support necessary to successfully assist candidates in maximizing successful teaching and meeting the induction standards.</p>	
Mentoring Role	Recommended Number of Candidates
Full-time classroom teacher	1-2 Recommended Stipend: \$2,000 - 3,000 per teacher
Partial-release classroom teacher	<ul style="list-style-type: none"> ● 20% release supports 3 teachers ● 40% release supports 6 teachers ● 60% release supports 9 teachers ● 80% release supports 12 teachers
Full-release mentors (assuming no other duties aside from induction mentoring)	13-15 Consider: required one hour a week of individualized support, release/prep time, observation/planning time, mentor experience, travel (multiple school locations)

District/Partner Agency Information	
Name of District/Partner Agency TIP Coordinator:	
Email:	
Name of District/Partner Agency TIP Liaison (Lead Mentor):	
Email:	

MOU Signatures of Agreement

By signing this document via Adobe Sign, the parties acknowledge and agree to the terms and conditions outlined in the MOU.

District/Partner Agency Authorized Signatory

Name:		
Title:		
Signature:		Date:

To Be Completed by CCCOE Only

MOU Authorization Has Been Approved By The Following:

Daniela Parasidis
Deputy Superintendent, CCCOE

Date:

Charise DeCoito
Nyere da Silva
Coordinator, CCCOE TIP

Date: