Santa Clara County Office of Education

Xavier De La Torre, Ed.D
County Superintendent of Schools

MEMORANDUM OF UNDERSTANDING (MOU) AND RESPONSIBILITY AGREEMENT

***A Look at Learning* Collaborative**

Effective July 1, 2013 through June 30, 2014

between the Santa Clara County Office of Education

and San Leandro Unified School District

in Alameda County

This Memorandum of Understanding establishes agreements and responsibilities between **Santa Clara County Office of Education**, hereinafter called "**SCCOE**," as the provider and owner of the *A Look at Learning (A.L.L.)* system and **San Leandro** Unified School District, hereinafter called "**District**".

Scope: It is expected that after **SCCOE** delivers the Training of Trainers (ToT) to district personnel for the 2013-2014 academic school year, there will be an improvement of professional practices in schools that are served by the cadre of district experts trained in *A Look at Learning* and who are committed to increasing academic achievement of English learners.

***A.L.L.'s* Core Beliefs state that:**

- *A.L.L.* implementers must use equitable practices, collaborative norms, and culturally and linguistically responsive approaches.
- *A.L.L.* is independent of personnel evaluation. It requires substantial time and support to reach full, expert-level implementation.

As a multi-year system, *A.L.L.* is designed to improve student achievement by guiding teachers, coaches, and administrators to improve and refine practices in the four focus areas: 1) learning environment, 2) planning, 3) applying best teaching and learning strategies, and 4) using assessment for differentiation.

SCCOE is responsible for developing and refining the *A.L.L.* Training of Trainers (ToT) professional development curriculum and materials, and in providing support to district participants implementing the *A.L.L.* system. Based on its implementation stage, the **District** is responsible for fulfilling the requirements as described in *A.L.L.'s* Core Components and the district implementation plan. In collaboration, the **DISTRICT** and **SCCOE** have identified the **Pilot** stage as the district focus for the 2013-2014 academic year. (Appendix A, p 7)

Definition of roles:

Implementation Team: The team that plans and designs the implementation plan for the district, supports, and evaluates its outcomes. The implementation team includes district leaders, district lead, principals, coordinators, and facilitators

District Lead: The person who is responsible for leading the project in the district, such as the Assistant Superintendent, Director of Curriculum & Instruction, EL Coordinator/Facilitator, etc.

Facilitator: The person who is responsible for coordinating the project and providing professional development opportunities or leading collaboration meetings for coaches and/or teachers(i.e. EL Coordinator, EL Director, Coach or Teacher Leader)

Coach(es) The person who provides professional development opportunities and observes teachers to provide non-evaluative feedback and who provides professional development opportunities or facilitates meetings.

Teachers: The participants who receive professional development, implement *A.L.L.* strategies, and/or receive peer/coach support feedback, and who participate in collaborative sessions or coaching meetings.

Assurances

A. The **District** Agrees to:

1. Send
   a. New *A.L.L*. participants (team of facilitator, coach or EL leader) to the required 3-day Training of Trainers (ToT) and 4 follow-up sessions in order to provide professional development to its teachers.
   b. The district lead attends at least the final day of the ToT.
   c. Continuing implementers to the two-day refresher trainings and the four follow-up sessions.
2. Review *A.L.L.'s* Core Components chart, and during the ToT, design an implementation plan according to the district's implementation stage (Appendix A).
3. Identify district participants:
   d. Names of the District's Implementation Team members, as shown on page 5 of the MoU.
   e. Facilitators/Coaches who will submit an application, see Appendix B.
   f. Number of teacher participants, as indicated on page 6 of MoU.
4. Schedule and provide professional development opportunities according to the district implementation plan and its choice of the collaboration or coaching model.
5. Have the implementation team complete an annual leadership and district reflection based on their implementation and student achievement data.

B. To accomplish the above, the **District** agrees to:

1. The licensing fee agreement, as stated on page 5 of the MoU, made between the Santa Clara County Office of Education and the district.
2. Pay the license fee for participants to attend the training of trainers and mandatory four follow-up meetings, understanding that additional trainers may attend at an additional cost per trainer/participant. Participants will serve as liaisons with SCCOE (Appendix B Facilitator Application).
3. Continue sending participants to the two-day annual refresher training in subsequent years (2014-2015, etc.) of MoU renewal in order to maintain *A.L.L*. trainer eligibility.
4. Pay annual licensing fees when using *A.L.L*. tools with schools, as described on the 2013-2014 Licensing Agreement (MoU page 5), within 30 days of receiving the invoice from Santa Clara County Office of Education.
5. Submit a district implementation plan, based on the district implementation stage, 20 days after the Training of Trainers or Refresher Training session ends.
6. Provide leadership support, training opportunities for sites, and structured collaboration time or coaching at *A.L.L.* school sites (as described in the Core Component Implementation Stage chart).
7. Participate in the April *A.L.L*. Showcase, where the district team presents its unique story board reflecting on progress and results of *A.L.L*. implementation.
8. Provide SCCOE student data and evidence of teacher collaboration when the district is at the Full Implementation stage or beyond.

C. To be in compliance with technology requirements, the **District** ensures that:

1. At the ToT and Refresher sessions, participants will provide their own laptop computers in order to develop facility for use and access of on-line materials which are accessible through a password protected page and whose password is granted only to Agency Leads.

2. *A.L.L*. training sites meet the technology requirements. (See explanation in App. D)
3. Non-renewal of the *A.L.L*. MoU for 2014-15 requires deletion of all electronic files including Observation Guide, System Guide and Videos. A District that continues *A.L.L.* implementation without an MoU will have access to hard copies of *A.L.L.* documents for the last year during which it held an MoU.
4. Additionally, if not continuing with *A.L.L*., districts are required to sign an electronic affirmation by July 15, 2014 that they have complied with the requirements set forth in item C.3. This includes removal of all electronic materials and tools from circulation.
5. All teachers who participate in the *A.L.L*. training will complete a Year-End Survey online.

Assurances

SCCOE agrees to:

1. Provide a 3 day Training of Trainers (ToT) and 4 follow-up sessions to new *A.L.L.* participants or a 2 day refresher with 4 follow-up sessions to continuing *A.L.L.* participants.
2. Provide ToT participants with password protected materials access using desktop, laptop and mobile devices for *A.L.L.* tools which are owned exclusively by SCCOE. **Districts** have the right to use materials for one year. One year is defined as the academic year from July 1, 2013 through June 30, 2014.

Copyright Notice for *A.L.L.* Tools, as listed in Appendix C

No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Santa Clara County Office of Education (SCCOE). Photocopy permission is granted only to school districts or agencies that have a valid Memorandum of Understanding (MoU) with the SCCOE as part of their membership in the *A Look at Learning* collaborative. For more information about the collaborative, visit www.alookatlearning.org.

1. Protect the privacy of teachers and students when sharing *A.L.L*. data. The publication of *A.L.L's.* project evaluation will exclude names of teachers and students.
2. Generate an invoice to collect license fees from the district within one month from the day the training ended. Districts will be invoiced for the license fee 30 days after the execution of the contract. **Districts** should make payment within 30 days of invoice receipt.
3. Provide *A.L.L.* districts an opportunity to view other districts' implementation models and progress annually, thereby increasing awareness of implementation options by networking with *A.L.L.* collaborators.
4. Conduct a meeting with district leaders in February/March to analyze the district's implementation progress and determine possible next steps.
5. Provide capacity building training to leaders in the district, in efforts to further site level implementation. (See MoU pages 5 and 6 to request customized training options to support District Assurances A4 and B5.)

Insurance

The SCCOE and District shall each obtain and maintain throughout the term the following insurance coverage: (a) Commercial (Comprehensive General) Liability with minimum limits of 1,000,000.00 for bodily injury and property damage per occurrence and $1,000,000.00 for bodily injury and property damage in the aggregate and (b) Workers' Compensation with minimum limits as required by the Labor Code of the State of California. Each entity agrees to provide insurance upon request of the other.

Hold Harmless

DISTRICT agrees to hold harmless, indemnify and defend the SCCOE, its officers, employees, agents and assigns from and against all claims, damages, losses, expenses, costs, attorneys' fees and liability arising out of or resulting from either (a) DISTRICT's breach of its obligations under this

contract or (b) the negligence or willful misconduct of the DISTRICT or its officers, employees or agents for this amendment agreement.

Dispute Resolution

Should any dispute arise out of this agreement, the parties agree to meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, shall be shared equally by the SCCOE and the District. If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of this settlement. Neither party shall be permitted to file legal action without first meeting in mediation and maintaining a good faith attempt to reach a mediated resolution.

2013-2014 _____ Licensing Agreement

The **Local Educational Agency's Implementation Team** commits to participate in *A Look at Learning* by developing an implementation plan and actively implementing its actions steps with regular reflection about implementation progress.

Implementation Team Members		Team Roles (person responsible for)
1.	Andrew Gordon	District Lead
2.	Cher Situm	Principal, Site Lead: McKinley
3.	Elena Ball	EL Specialist, Site Lead: Wilson
4.	Grozelia Ward	Teacher, Site Lead: Garfield
5.	Jonathan Ferrer	Principal, Bancroft Middle School
6.		

Check appropriate implementation stage below:

☐ Exploration ☐ Initial Implementation

✠✠ Installation ☐ Full Implementation

License Fees:

Item	Cost	Total Cost
Annual license fee	$3,000	
ToT Participants	$1,800 X number of trainers**	$9000
Annual refresher Participation (for returning participants ONLY)	$1,200 X number of participants	$6000
Optional:		
Full day customized training by SCCOE *A.L.L.* Project Coordinator or trainer	$1,200 per day for each trainer**	$1200
Half day customized training by SCCOE *A.L.L.* Project Coordinator or trainer	$600 per day for each trainer**	$600
	Total Amount:	$19,800

*** *Note: Attach separate purchase orders for: License Fee, Additional trainers attending ToT, and customized training (if needed)**

- **2014-15 LEA's license fees will increase due to additional SCCOE support for greater implementation depth in schools/districts and continuous refinement of *A.L.L.* tools and resources**.

Number of Meetings and Participants:

Item	Number	Notes
1. Anticipated number of meetings between the District's Implementation Team and the SCCOE *A.L.L.* project lead or project specialist	2-3	Preferred dates: October, 2013; January, 2014; March, 2014
2. Schools participating in *A.L.L.*	4	Garfield, McKinley, Wilson and Bancroft
3. Teachers participating in *A.L.L.*	**24**	Names: TBD
4. Students participating in *A.L.L.*	**450**	
5. Anticipated number of visits preferred by *A.L.L*. project lead	**2-3**	Preferred date windows:
6. Training hours that will be offered by district to administrators	**10**	
7. Training hours that will be offered by district to participating teachers	**30**	
8. Number of observation/collaborative cycles committed to	**3**	
9. District and/or school implementation plan developed and submitted to the SCCOE *A.L.L*. project lead: ✠✠ yes ☐ no		

Debbie Wong — Ass't Sup't. Ed. Services
Name (printed) — Title (printed)

District Representative Signature — Date

Signature — Date
Chief Academic Officer, Santa Clara County Office of Education

A.L.L. Core Components with Implementation Stages

A Look at Learning (A.L.L.) **is a multi-year comprehensive system designed to build instructional leadership and teacher efficacy to apply research-based practices in classrooms that lead to increased language proficiency and academic achievement for English learners.**

Core Beliefs

- ***A.L.L.*** **implementers hold high expectations for students through the use of equitable practices, collaborative norms, and culturally and linguistically responsive approaches.**
- ***A.L.L.*** **is independent of personnel evaluation. It requires substantial time and support to reach full, expert-level implementation.**

Operating Principles

- **Local Educational Agencies work to fulfill *A.L.L.*'s 17 components within five categories as they progress through four implementation stages.**
- ***A.L.L.*** **operates on program independence, purposeful use of materials, flexibility, and research-based content that is aligned with the California Standards for the Teaching Profession.**

Category	Core Components	Implementation Stages			
		Exploration	Installation	Initial Implementation	Full Implementation
I. Framework	1. Participants understand Teacher Practices and Student Engagement behaviors as identified in the Four Focus Areas: Learning Environment, Planning, Applying Best Teaching and Learning Strategies, and Using Assessment for Differentiation.	•	•	•	•
	2. Participants understand the *A.L.L.* Cycle which includes plan, teach, analyze and reflect/act.	coaching or collaborative model choice	coaching or collaborative model choice	coaching or collaborative model choice	•
	3. Teacher practice and student engagement behaviors are applicable in both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).	•	•	•	•
	4. Classroom videos are used to illustrate research-based strategies in ELD and SDAIE settings.	•	•	•	•
II. Agency Commitment	5. A Memorandum of Understanding (MoU) is established yearly between the SCCOE and the agency intending to use *A.L.L.* materials.	•	•	•	•
	6. Each agency has a plan demonstrating the agency's commitment for sustainable implementation of *A.L.L.*	•	•	•	•
	7. The district, county and lead agency (Santa Clara County Office of Education) commit to providing support based on implementation stage and needs.	•	•	•	•
III. Professional Development	8. New facilitators attend a training of trainers session.	•	•	•	•
	9. *A.L.L.* facilitators attend an annual refresher.	•	•	•	•
	10. Participating LEAs provide ongoing district training for stakeholders as defined in the implementation plan including sessions for teachers, coaches/observers, district and site administrators and school board members.			•	•
IV. Implementation Methods	11. Procedural, collaborative, and technology norms and protocols are used for professional development, coaching and collaborative work.	•	•	•	•
	12. Teachers complete pre and post self-ratings, using either the ELD or SDAIE Summary Form in order to promote reflection.		•	•	•
	13. Through the *A.L.L.* Cycle teachers collaboratively plan, analyze student work and reflections, receive coaching observations from coaches or peers, and use results to improve their practice.		•	•	•
	14. Agency *A.L.L.* implementation team uses the *A.L.L.* Cycle to improve and ensure effective implementation at district and site levels.	1	2	3	3 or more
V. Monitoring and Accountability	15. Agency implementation team completes an annual leadership and district reflection using implementation and student achievement data.		Agency only	Agency and site	Agency and site
	16. SCCOE holds regular follow-up meetings to support agencies' implementation.			•	•
	17. SCCOE conducts a systematic analysis of the degree to which core components are being implemented.				•

Notes: The bullet (•) indicates the required core component implementation for that stage. The absence of a bullet (•) indicates implementation is optional for that stage.

CALIFORNIA COUNTY SUPERINTENDENTS
EDUCATIONAL SERVICES ASSOCIATION (ccsesa)

PROTOCOL FOR COUNTY-TO-COUNTY AND OUT-OF-COUNTY SERVICE PROVISION

Introduction:

County offices want to ensure that all school districts and other clients have available quality, timely, and resource-rich services that are responsive to the needs of the clients. County superintendents/county offices will proactively seek to deliver the services needed by their school districts and other clients through either a direct delivery model, a collaborative model with school districts or other entities within their county, or through brokering services developed on a regional or statewide or national basis, potentially including public, non-profit and for-profit entities.

In addition, there may be instances when county superintendents/ county offices are requested or find it feasible to deliver services in another county.

The following protocol is established to ease and clarify the county-to-county processes and communication necessary to ensure collaborative working relationships among county offices on a regional basis and throughout the state, such that school districts and other entities have available to them the best service possible.

County-to-County Protocol:

The first step to effectively deliver services throughout the state and enhance the role of the county office is to give the "home" county office the opportunity to meet the needs of the district or other county through one of three models:

- Direct service
- Collaborative model, or
- Brokering of service

Therefore, the potential “service county provider” will notify the “home” county superintendent prior to marketing in another county and prior to contracting with a district from the “home” county for services. This 'notification' should include a dialogue between the "home" county superintendent and the potential "service provider" to include the following:

(1) Consideration of the impact that the potential contract of services by the "service provider county" will have on the home county office of education and/or on the school districts in the county, including an awareness of timelines such as employee notifications.

(2) Opportunity for the "home county" to address the request for services and issues identified by the district seeking the contract or service.

As a rule of thumb, the “home” county office of education should always be given the opportunity to broker the service to the district or other entity. To “Broker” the service means to allow the “home” county office to have their name on the service (such that it appears that the “home” county office is the provider), if the “home” county office desires in fact to be the broker. This would mean in most cases that an agreement would need to be reached between the “home” county and the provider county office.

There are two exceptions to this understanding of “brokering” as follows:

(1) Individual staff development activities, with individuals coming from another county

(2) State or federal funds that have been given to a particular county to provide services to a group of counties, regions, or statewide. In this instance, it would be assumed that the grant specified the services to be provided and the participants had been notified or they elected to participate.

Santa Clara County Office of Education

Appendix B
***A Look at Learning* Facilitator Application**
2013-2014 School Year

Thank you for your interest in joining the *A Look at Learning (A.L.L.)* implementation team. We look forward to your commitment in increasing the academic achievement of English learners, your contributions and expertise on cultural and linguistic pedagogy, and your experience with successful leadership of adult learning. The trainings provided by and delivered at the Santa Clara County Office of Education will provide the necessary tools to coach teachers and meet requirements as stated in the district's implementation plan. *A.L.L*. facilitators play key roles in delivering *A.L.L.* content, facilitating collaborative meetings, coaching teachers using the *A.L.L.* tools, and serving as liaisons between districts and teacher participants.

Personal and Contact Information

Name: Andrew Gordon Grade level if applicable: _____

Position: Coordinator, Ed. Services, Categorical and English Learner Programs _____

County: Alameda District: San Leandro USD _____

School Institution Name: _____

School Address: 14735 Juniper St. _____

City: San Leandro State: CA Zip: 94579

Work Phone: 510-667-3529 Work Fax: 510-895-4160 _____

Cellular Phone: 510-384-7486 Email: Agordon@sanleandro.k12.ca.us

Home Address: (Required) 5056 Congress Ave _____

City: Oakland State: CA Zip: 94601

Home Phone: (Required) 510-534-6460 _____

Reference who knows your facilitation and leadership qualifications:

Debbie Wong
Name

SLUSD	Ass't Sup't, Ed. Services	510-667-3538
Employer	Position	Phone number

I have a valid, clear California credential (copy attached)—expiration date: clear

- ☐ Multiple Subject
- ☐ Single Subject: Content area(s)
- ☐ CLAD
- ☐ BCLAD
- ☐ Administration

Signature: _____ Date: _____

Experience Summary

1. Please circle items below to better inform *A Look at Learning* leaders about your experience and preferences. I am comfortable working with teachers of the following grade spans:

   ✠✠ All ☐ Primary ☐ Intermediate ☐ Middle ☐ High School

2. I have experience teaching in the following setting(s) and please indicate # of years:

   ☐ ELD Elementary _____ ☐ SDAIE Elementary _____

   ☐ ELD Secondary _____ ✠✠ SDAIE Secondary 9_____

   ☐ Primary Language Elementary _____ ☐ Primary Language Secondary _____

   Other:

   _____

   _____

   _____

3. Describe your prior learning or professional development experience using *A.L.L*.

   District Lead in SLUSD for exploration phase of ALL implementation

   _____

   _____

4. Describe or list your professional development experiences in using ELD, ELA, or other content area curriculum (PDCTEL, SIOP, GLAD, Systematic ELD, etc.)

   SIOP and GLAD training; language objectives, PLP

   _____

   _____

4. Please provide a description of your leadership experience in one or more areas which provide you with a foundation to facilitate adult learning:

   - Leadership at school site level: (50 words or less)

   _____

   _____

   _____

   - Leadership at district or institutional/organizational levels: (50 words or less)

   Site principal at middle/high school and district coordinator of EL program _____

   _____

   _____

   _____

   - Leadership experience in other areas: (50 words or less)

   _____

   _____

   _____

Appendix C
A Look at Learning Tools
2013-2014 School Year

Nearly one hundred *A Look at Learning* tools are identified below, and these are accessible by an on-line password protected system explained at the Training of Trainers or Refresher sessions annually.

1. *A Look at Learning Guide to Observation* of *ELD and SDAIE Settings (version 2013)*
2. *A.L.L.* Core Components chart with Implementations Stages (version 2013)
3. Two Summary Guides to Observation of ELD and SDAIE Settings
4. 12 Observation Notes Guides for ELD
5. 12 Observation Notes Guides for SDAIE
6. System Guide (formerly the Facilitator's Guide)
7. ELD and SDAIE Observation Rubrics
8. Videos (grades 1 -12 displaying both English Language Development and content area classrooms, each one emphasizing one of four focus areas:
    - learning environment
    - planning
    - applying best teaching and learning strategies
    - using assessment for differentiation
9. Video supplements (accompanying each of the above videos)
10. ELD and SDAIE Planning Guides (one for each of 4 focus areas)
11. ELD and SDAIE Teacher Reflection Guides (one for of 4 focus areas)
12. Teacher Reflection forms A and B (to complete before and after examining student work)
13. Student Reflection form
14. Protocols for applying collaborative norms and stems during coaching and collaboration.
15. Professional Development Feedback form

Appendix D
A Look at Learning Technology Requirements
2013-2014 School Year

A.L.L. Training sites meet the technology requirements.

The video player is designed to deliver the highest quality experience for live and on demand video.

The player will provide you the highest stream possible based on your available bandwidth, CPU, Flash version, and device. If you are seeing less than ideal quality, please check your environment against these minimum requirements.

Note: These configurations undergo regular testing with each release. Other environments (e.g., Linux or Chrome beta channels) might work, but are not actively tested.

Windows

1. Processor: Intel Pentium 4 or equivalent with 1 GHz processor.
2. Operating System: Windows XP (Home, Media Center and Professional with Service Pack 3 and all Microsoft Updates), Windows Vista (Home Basic, Home Premium, Business, Ultimate or Enterprise editions with Vista Service Pack 2), Windows 7 with all available updates.
3. RAM: 512 MB minimum (1 GB recommended).
4. Video Card: 32 MB minimum (128 MB recommended).
5. Browser: Internet Explorer (version 7 or later), Mozilla Firefox (version 3.6 or later), Chrome (version 5 or later).
6. Flash:
   - For Real Time Messaging Protocol (RTMP) playback: 10.0 or higher (10.1 or later recommended)
   - For HTTP Dynamic Streaming (HDS) playback: 10.1.0 or higher
7. Screen Resolution: 800 x 600 minimum (1280 x 1024 recommended).
8. Internet Connection: Broadband/High Speed (DSL, Cable, T1, etc.). Dial-up connections are insufficient for video playback.

Mac OS X

1. Processor: Intel Core2 Duo 1.83GHz or faster processor.
2. Operating System: Mac OS X 10.5 or greater with Intel Processors of 1GHz or better; no PowerPC support.
3. RAM: 512 MB minimum (1 GB recommended).
4. Video Card: 32 MB minimum (128 MB recommended).
5. Browser: Safari (version 4.0 or higher), Mozilla Firefox (version 3.6 or higher), Chrome version 5.
6. Flash: 10.0 or higher (10.1 or later recommended).
7. Screen Resolution: 800 x 600 minimum (1280 x 1024 recommended).
8. Internet Connection: Broadband/High Speed (DSL, Cable, T1, etc.). Dial-up connections are insufficient for video playback.

Apple iOS

1. Operating System: iOS 4.0 or later (iPhone) or iOS4.2 or later (iPad).
2. Browser: Safari.
3. Internet Connection: WiFi or 3G.

Android

1. Operating System: Android 2.2 or later.
2. Browser: Pre-installed browser.
3. Flash: 10.2 or later.
4. Internet Connection: WiFi or 3G.