

Arkansas Department of Education Division of Elementary and Secondary Education

Memorandum of Understanding

This Memorandum of Understanding (MOU) is designed to foster an ongoing collaboration between the Arkansas Department of Education Division of Elementary and Secondary Education (DESE) and

in the (“Partner School”) through mutual cooperation on professional learning and implementation of effective mathematics teaching practices.

1. Purpose of the MOU

- a. To establish activities and commitments to maximize the effectiveness of the AR Math QuEST professional learning experience.
- b. To confirm knowledge of expectations by both parties.
- c. To set parameters for termination of formal collaboration and participation in AR Math QuEST.

2. Activities/Commitments

a. DESE will:

- i. Establish a two-year professional learning program for math educators.
- ii. Provide face-to-face or virtual AR Math QuEST training to mathematics instructional facilitators (math IFs) or other district support personnel that includes:
 1. Introduction to Ambitious Teaching (2 days).
 2. Coaching Ambitious Teaching Days 1, 2, and 3.
 3. Going Deeper with Ambitious Teaching (2 days).
- iii. Provide *Taking Action: Implementing the Effective Teaching Practices* and *Everything You Need for Mathematics Coaching* books to math IFs who attend the above trainings (pertains to books provided during 2022-2023 school year with no guarantee of future book availability).
- iv. To ensure training of district teachers, one of the following:
 1. Provide face-to-face or virtual AR Math QuEST Training-of-Trainers (TOT) to math IF or other district support personnel who plan to facilitate sessions in their district and have plans for qualified (as defined in section 2.b.v) district personnel to provide job-embedded support.
 2. Provide face-to-face or virtual AR Math QuEST professional development (PD) directly to teachers in districts with plans for qualified (as defined in section 2.b.v) district personnel to provide job-embedded support.
- v. Share digital PD materials including presentations, posters, card sorts, handouts, and research.
- vi. Support district implementation of AR Math QuEST via email, virtual collaboration, and site visits as needed and possible.

b. Partner School will ensure/maintain:

- i. Commitment to a two-year partnership.
- ii. Participation by selected district team of math IF or other district support personnel in the face-to-face or virtual AR Math QuEST training that includes Introduction to Ambitious Teaching (2 days) and Coaching Ambitious Teaching (3 days).
- iii. Participation in required face-to face or virtual TOT for math IF or other district support personnel who plan to facilitate PD sessions in their district.
- iv. Implementation of PD materials with fidelity and confidentiality, not to be modified or shared outside of the district.
- v. Selection of qualified district personnel to provide job-embedded support that meet the following criteria:
 - 1. Minimum of three years as a classroom math teacher.
 - 2. Currently serving in a math IF capacity (could include district-level support personnel).
 - 3. Certified to teach math at or above the level providing support.
 - 4. Does not teach more than 50% of the day.
 - 5. Does not serve as an administrator to or evaluator of teachers being supported.
 - 6. Does not have other campus/district roles that would hinder adequate time commitment to provide meaningful AR Math QuEST support to teachers.
- vi. Provide *Taking Action: Implementing the Effective Teaching Practices* book for teachers.
- vii. Facilitation of *Taking Action: Implementing the Effective Teaching Practices* Book Study by math IF or other district support personnel.
- viii. Teacher participation in AR Math QuEST professional learning to include:
 - 1. Teacher participation in AR Math QuEST face-to-face or virtual PD sessions either facilitated by math IF or other district support personnel who completed required TOT or by DESE-funded mathematics specialist. Upon approval from DESE, PD may be delivered virtually when required by extenuating circumstances.
 - 2. Job-embedded support/coaching from qualified (as defined in section 2.b.v) district personnel.
 - 3. Book Study *Taking Action: Implementing the Effective Teaching Practice*.
 - 4. Structure of two-year learning:
 - Year 1*
 - 2-day Face-to-face PD (prior to or beginning of school year)
 - 2 days of job-embedded support (fall semester)
 - 1-day Face-to-face PD (following fall coaching cycle)
 - 2 days of job-embedded support (spring semester)
 - Book Study *Taking Action: Implementing the Effective Teaching Practices* Chpts 1-4
 - Year 2*
 - 2-day Face-to-face PD (prior to or beginning of school year)
 - 2 days of job-embedded support (fall semester)

1-day Face-to-face PD (following fall coaching cycle)
2 days of job-embedded support (spring semester)
Book Study *Taking Action: Implementing the Effective Teaching Practices* Chpts 5-10

5. Building level administrator participation in AR Math QuEST Administrator PD (1-2 hour overview, half-day, and full-day session options).
6. Data collection for progress monitoring and evaluation of AR Math QuEST including artifacts such as surveys (student, teacher, and instructional facilitator) and student achievement data.

3. Term of Agreement and Termination

- a. This agreement is in effect from time of signing until completion of the two-year professional learning. Early termination of the agreement may be initiated by either party through written notice provided at least 30 days in advance.
- b. In the event of fire, flood, earthquake, other acts of God, war, government regulations, terrorism, civil disorder, pandemic, curtailment of transportation services, or other reasons which make it no longer feasible for either party to perform its obligations under this contract, the contract shall be completely canceled and declared null and void and neither party shall have any further obligation to the other hereunder.

Partner School

Partner School Principal: _____

Signature: _____ Date: _____

District Superintendent or Designee: _____

Signature: _____ Date: _____

Arkansas Department of Education Division of Elementary and Secondary Education

Assistant Commissioner of Learning Services: Dr. Kiffany Pride

Signature: _____ Date: _____

Math Program Manager: Kisa Morman

Signature: _____ Date: _____