



School of Education and Counseling

Memorandum of Agreement

School—University Partnerships

Definitions and Rationale

University-based initial education preparation has long relied on placing teacher candidates in schools for apprenticeship into professional practice prior to licensure. As we continue to learn and improve the preparation of future educators to meet the demands of schools, we have increased our reliance on professional practice as an integral, continuous and embedded component in our preparation programs. In order for prospective educators to demonstrate proficiency in professional standards (InTASC Model Core Teaching Standards and Learning Progressions), universities need to partner with school-based educators in a collaborative manner to provide the learning opportunities and experiences that candidates need.

In an effort to provide these high-quality experiences for candidates, the School of Education and Counseling (SoEC) pursues multi-year partnerships with individual schools or clusters of schools located within the same geographical region and often the same district that provide classroom opportunities and experiences that cross traditional boundaries (e.g., special education placements and general education placements). Unlike the placement of individual candidates with individual teachers, SoEC preparation programs seek to place groups of candidates in partnership schools to work with a variety of teachers and other staff. While in the school, candidates complete a range of planned learning activities that build the capacity of the candidate and the capacity of the school to improve learning for children and youth.

All partnership agreements are further supported by a formal district contract, which details the conditions under which SoEC candidates can be placed in district schools including compensation provided to districts. District contracts are executed with any district where a PNW candidate is placed for practicum or field experiences. *Partnership agreements*, while less formal contracts, describe agreements between specific schools and specific SoEC programs to work collaboratively toward an exchange of services that hold professional and practical benefit for both the schools and the SoEC programs.

Partnership agreements and activities with specific schools are designed for a two- to three-year period and rotated to other school sites for a similar period. In this way university programs secure a stable and self-renewing system for professional preparation and development. At the same time, all schools have an opportunity to participate and benefit.

Partnership Agreement

This partnership agreement is between _____ and the SoEC program: Teacher Candidate Preparation.

The period of understanding is June 1, 2019 to May 31, 2020.
Date Date

Part I. Partnership Commitments

A. University Program Partnership Commitments

The Teacher Candidate Preparation program, seeking a partnership with the above listed school district agrees to:

1. Select and assign candidates who are eligible for placement into a school based upon having met the applicable academic requirements for such placement; candidate resumes are available upon request.
2. Provide complete descriptions of candidate learning requirements, candidate assessment needs, and other information needed by cooperating professionals to effectively support candidates' learning experiences (found in the course Field Guide).
3. Provide a list of professional standards (InTASC) that candidates must accomplish and tools for measuring and documenting these accomplishments (found in the course Field Guide).
4. Provide training relative to course assessments (e.g., the Professional Dispositions Assessment (PDA) and the Student Teacher Observation Tool (STOT)).
5. Assign supervisors qualified to provide instruction, feedback, and mentoring to program candidates.
6. Observe all applicable statutes, rules and regulations, policies and standards with respect to the training experiences of educator candidates.
7. Provide meeting and survey opportunities for school personnel to provide input and feedback to the SoEC program in an effort to improve the partnership.
8. Schedule an orientation meeting for candidates, cooperating teachers, and supervisors to review course Field Guides and school policies and procedures.
9. Educator candidates shall observe all rules, regulations and policies that relate to the conduct of educational personnel, including completion of a comprehensive background check and the signing of a confidentiality agreement. The failure to do so may be grounds for termination of placement.
10. Provide liability insurance for all candidates.
11. Provide PGPs that follow the IDOE licensing guidelines for all cooperating teachers.
12. Provide a point of contact in the Office of Partnerships and Outreach to serve as a liaison between the school and the SoEC.

B. School District Commitments

The school district listed above as seeking a partnership with the designated SoEC educator preparation programs agree to:

1. Observe all applicable statutes, rules and regulations, policies and standards with respect to the training experiences of the educator candidates.

2. Select the specific placement of an educator candidate with a cooperating teacher who has been teaching for at least three years and has consistently received teacher effectiveness evaluation scores in the effective or highly effective range.
3. Exercise rights of refusal or termination of placement of an educator candidate based upon a determination that the presence of the candidate in a classroom or school setting would have a significant adverse impact upon students or be disruptive to the administration of the school system.
4. Attend an orientation meeting for candidates, cooperating teachers, and supervisors to review course Field Guides and school policies and procedures.
5. Participate in training for course assessments (e.g., the Professional Dispositions Assessment (PDA) and the Student Teacher Observation Tool (STOT)).
6. Provide student assessment data to candidates including formative and summative classroom assessments, standardized assessments (e.g. ILEARN), and benchmark assessment data.

C. Signatures

Either party may terminate this agreement upon 60-day notice

_____ and Purdue University Northwest agree to these terms:

School District

Representative of School District (Signature)

Printed Name and Title

Purdue University Northwest

Vice Chancellor for Academic Affairs & Provost (Signature)

Dean of College of Humanities, Education and
Social Sciences (Signature)

Director of School of Education and Counseling (Signature)

Date _____

Date _____

Date _____

Date _____

Copies of this agreement will be placed on file in the PNW Office of Partnerships and Outreach.