

ADMINISTRATIVE REPORT

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| DATE: | October 18, 2022 |
| TOPIC: | 5.8 - Student Teacher Placement Agreement |
| PRESENTER: | Abby Baker, Director of Human Resources |
| REFERENCE TO POLICY/STATUTE: | School Board Policy 903.1 – Student Teacher, Field Experience, Practicum, and Internship Placements |

PURPOSE OF REPORT

The School Board recognizes its responsibility to improve the quality of teacher training and the contributions students in educational programs can make to South Washington County Schools. The importance of the teacher training function to the future of education and the need to assure high quality performance in our schools requires student teachers, field experience students, practicum students, and interns to be placed with experienced teachers of demonstrated competence.

Saint Mary's University is requesting to renew their five-year agreement to place Student Teachers with South Washington County Schools.

RECOMMENDATION

Administration recommends approval of this agreement.





CLINICAL EXPERIENCE AGREEMENT

South Washington County Schools

South Washing County, Minnesota

It is hereby agreed between **South Washington County Schools** (“the school”) and Saint Mary’s University of Minnesota (“the university”) that these two institutions will collaborate in a program of teacher education involving varying levels of pre-service field experiences for teacher candidates enrolled in professional education studies at the university. This agreement shall be reviewed and renewed every two years to determine needed modifications necessary for operation during the next two academic years.

GENERAL POLICIES AND UNDERSTANDINGS

1. The underlying purpose and intent of this agreement is the advancement of the profession of teaching.
2. This agreement reflects Minnesota State statutes as interpreted by the Professional Educator Licensing and Standards Board (PELSB) in its standards connected to field partnerships (see Appendix A).
3. The school supports the teacher education program of the university and undertakes to cooperate fully in its development and application as outlined in the *Responsibility of the Schools* section of this agreement.
4. The university accepts the rules and processes of the school and undertakes to cooperate fully in its development and application as outlined in the *Responsibility of the University* section of this agreement.
5. The selection of Cooperating Teachers to supervise teacher candidates in field experiences shall be the joint responsibility of the designated administrators of both institutions.
6. Assignment of teacher candidates shall be the joint responsibility of the university and the designated field site personnel of the school.
7. Teacher candidates assigned to the school for field experiences, student teaching, or practicum will be expected to conform to all regulations of the university that apply to student activities on the university’s campus and to adhere to all standards of professional conduct the school has established for its staff.
8. Any questions involving conflict of interests are to be resolved by the designated administrators of the two institutions in harmony with the policies stated above.
9. The university shall evaluate its School of Education programs each year for the purpose of continuing improvement.

RESPONSIBILITIES OF THE UNIVERSITY

The university will:

1. Only seek placements for candidates who are eligible for such placement under state and university rules and school board regulations.
2. Collaborate with the administrative staff of the school to select Cooperating Teachers for student teaching and practicum who meet all requirements set forth in Minnesota rules. Cooperating teachers must:

- a. Have at least three years of teaching experience in the licensure area of the student teaching candidate,
 - b. Hold a professional license,
 - c. Have completed coaching strategies for adult learners (to be provided by the university as needed),
 - d. Model effective instruction based on the state K-12 academic standards and including culturally responsive teaching (see Appendices A and B incorporated herein by reference).
3. Collaborate with administrative staff of the school to identify Cooperating Teachers for field experience supervision who have at least two years of teaching experience, hold a Tier 2 license or professional license aligned to the assignments, and meet all other requirements set forth in state statute (see Appendices A and B).
 4. Consult with the building principal and the Cooperating Teacher in making changes in the original placement of a field experience student (see Appendix C incorporated herein by reference).
 5. Remove or reassign any teacher candidate whose work is judged by the Cooperating Teacher or the university to jeopardize student learning in the classroom (See Appendix C and the university *Student Teaching Handbook*).
 6. Define expectations in its *Student Teacher Handbook* for the student teaching candidates during a clinical experience and provide written communication of expectations to students for field experiences.
 7. Assist Cooperating Teachers appropriate to the task of fulfilling their responsibilities for guiding the growth and evaluation of student teacher candidates through supervised observations and triad meetings as required in state statute. Said Cooperating Teachers shall also provide evaluation and guidance for growth through informal communication (see Appendix D incorporated herein by reference).
 8. Ensure that each Cooperating Teacher receives training that addresses the Cooperating Teacher's role, program expectations, candidate assessments, procedures, and timelines. This training will occur through written materials provided to the Cooperating Teacher for field experiences, the university *Student Teaching Handbook* for student teaching and practicum experiences, and the initial triad meeting that includes the Cooperating Teacher, teacher candidate, and university supervisor for student teaching and practicum.
 9. Observe the calendar of the school during the field experience.
 10. Provide training for initial licensure candidates prior to the field placement in the areas of (1) risks and prevention of the transmission of bloodborne pathogens and (2) sexual harassment prevention and reporting.
 11. Compensate Cooperating Teachers.
 12. Indemnify, defend, and hold harmless the school, its district, its governing board, officers, faculty, agents, and employees from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses arising, either directly or indirectly, from any act or failure to act by the university or any of its employees that may occur during the course of or which arise out of the performance of this Agreement.

RESPONSIBILITIES OF THE SCHOOL

The School will:

1. Collaborate with the university to select Cooperating Teachers for student teaching and practicum who have the requirements outlined in Section 2 of Responsibilities of the University.
2. Collaborate with the university to identify Cooperating Teachers for field experience supervision who have the requirements outlined in Section 3 of Responsibilities of the University.

3. Notify the university if there is a change in licensure status of any licensed Cooperating Teacher providing supervision to any teacher candidate assigned hereunder.
4. Make all classes and extra-class activities under the direction of a designated Cooperating Teacher(s) available to teacher candidates.
5. Provide appropriate supervision of the teacher candidate pursuant to rules promulgated by its board. Such rules may not conflict with any minimum requirements established by the State of Minnesota or the university with regards to the field experiences. Schools will ensure that at no time will student teacher candidates assume responsibility for classes or other school activities without the supervision of the Cooperating Teacher(s), designated licensed teacher, or licensed substitute teacher unless there is prior agreement with the university.
6. Make all instructional materials and facilities normally provided for assigned classes available to teacher candidates.
7. Provide time, place, and facilities for conferences of Cooperating Teachers, teacher candidates, and university supervisors for planning, evaluating, and otherwise directing the work of teacher candidates.
8. Deny a student teaching opportunity to an applicant or may terminate a student teaching assignment for cause. The School will notify the university immediately if it wishes to remove or reassign any teacher candidate whose work is judged by the Cooperating Teacher to jeopardize student learning in the classroom or for other just cause (see Appendix C).
9. Consider all records and data regarding a teacher candidate, whether such records or data are received from the university or are generated by the school, as records and data subject to the provisions of Minnesota Status Section 13.01 et seq., Minnesota Rules part 1205.0100 et. seq. 20 U.S.C..1232 g and 34 C.F.R. Section 99.1 et. seq. The school shall comply with the provisions of these state and federal statutes and regulations as applied to records and data regarding any candidate placed at the school pursuant to this Agreement unless said state and federal statutes and regulations are not applicable to the school.
10. Indemnify, defend, and hold harmless the university, its governing board, officers, faculty, agents, and employees from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses arising, either directly or indirectly, from any act or failure to act by the district or any of its employees, which may occur during the course or which may arise out of the performance of this agreement.

EFFECTIVE DATE and TERM

This Agreement is effective as of **October 15, 2022**. This agreement shall remain in force for **five years** from the date of this contract or until such time as either party to the contract shall terminate it by two months' notice in writing to the other party.

FIELD PLACEMENTS

The university and school agree to permit students from the university to devote a reasonable amount of time in observation, participation, and student teaching in the school. Student teaching, practicum, and allied activities shall be under the direction of the Superintendent/Principal, in accordance with the policy, procedures, and regulations determined by the parties, and as governed by the licensure rules of the State of Minnesota.

HONORARIA

In consideration of the above, the university will pay an honorarium for each student assigned as a student teacher. The amount and mode of distribution of these funds will be determined by the current policies, procedures, and regulations of the school and the university.

INSURANCE

The university requires students to carry general liability insurance of \$1,000,000.

BACKGROUND CHECK

The university requires students to complete a background check.

IN WITNESS WHEREOF, the University and School have executed this Agreement as of the month and year first above written.

School

District Signature:

Position of Person Signing:

Date:

Saint Mary's University of Minnesota

Signature

A handwritten signature in cursive script that reads "Michael Low".

Position of Person Signing: Dean of Education

Date: 10.03.2022

Definition of Terms

Defined in Minnesota RD4576 <https://mn.gov/pelsb/board/rulemaking/program-unit-rules/>

Clinical experience means field experiences, student teaching, and practica.

Field experience means a school-based opportunity in which candidates may observe teachers and students, assist, tutor, instruct, or conduct research.

Practicum means when a candidate is enrolled in a teacher preparation program, is seeking an additional license or an endorsement, and assumes teacher responsibilities to practice and demonstrate the knowledge, skills, and dispositions necessary to teach the content aligned to the additional license or endorsement.

Cooperating Teacher means a teacher who has agreed to work with a candidate during the candidate's clinical experiences. A Cooperating Teacher's responsibilities include modeling effective instruction to the candidate, observing the candidate engaging with students throughout clinical experiences, and providing feedback to the candidate based on these observations.

University Supervisor means an individual under the direction of the unit and responsible for supporting and evaluating the candidate during clinical experiences.

Appendix A

Standards related to partnering for clinical experiences

Professional Educator Licensing and Standards Board, 2021 RD4576

Standard 9 (1) – (2). The unit and each school partner must maintain an agreement that addresses:

- (1) the expectations for the candidate during a clinical experience;
- (2) the responsibilities held by the school partner during a clinical experience.

Standard 9 (3). The unit and each school partner must maintain an agreement that addresses: the grounds for removing a candidate from a clinical experience and the process for removal.

Standard 9 (4). The unit and each school partner must maintain an agreement that addresses the process for identifying Cooperating Teachers who model:

- (a) effective instruction, including the use of state academic standards or, if unavailable, national discipline-specific standards; and
- (b) culturally responsive teaching.

Standard 10 (1). The unit must collaborate with each school partner to ensure that each Cooperating Teacher paired with a candidate during student teaching and practicum:

- (a) has at least three years of teaching experience as a teacher of record in the licensure area;
- (b) holds a professional license aligned to the assignment;
- (c) has completed professional development in coaching strategies for adult learners; and
- (d) meets all other requirements set forth in state statute.

Standard 10 (2). The unit must collaborate with each school partner to ensure that each Cooperating Teacher paired with a candidate during field experiences:

- (a) has at least two years of teaching experience;

- (b) holds a Tier 2 license or professional license aligned to the assignment; and
- (c) meets all other requirements set forth in state statute.

Standard 10 (3). The unit must collaborate with each school partner to ensure that each Cooperating Teacher receives training that addresses the Cooperating Teacher's role, program expectations, candidate assessments, procedures, and timelines.

Appendix B

Identification of Cooperating Teachers

Saint Mary's University of Minnesota relies on school principals and other district administrators to recommend Cooperating Teachers who model effective instruction and culturally-responsive teaching based on the information in this Appendix and the principal's evaluation of teachers. In some situations, the Saint Mary's University Field Placement Coordinator or faculty are familiar with individual teachers who model the characteristics the School of Education is seeking. In this situation, the Field Placement Coordinator will contact the building principal to inquire as to the availability of such teachers to host a student teaching candidate.

Modeling Effective Instruction (based on Minnesota's Standards of Effective Practice)

- Is knowledgeable in subject matter and creating effective learning opportunities for students based on Minnesota Academic Standards (Standard 1)
- Understands how students learn and support a student's intellectual, social, and personal development (Standard 2)
- Understands that students differ in approaches to learning and creates opportunities adapted to students' diverse backgrounds and exceptionalities (Standard 3)
- Uses a variety of research-based instructional strategies to engage learners and promote critical thinking, problem solving, and performance skills (Standard 4)
- Creates a safe learning environment for students that encourages positive social interaction, active engagement, and self-motivation (Standard 5)
- Communicates effectively in written and oral formats and fosters active inquiry and communication in students (Standard 6)
- Effectively plans and manages short-term and long-term instruction that is differentiated to meet the needs of all students and is based on knowledge of subject matter, students, community, and district goals (Standard 7)
- Uses formal and informal assessment to ensure continuous intellectual, social, and physical development of students (Standard 8)
- Is a reflective practitioner who constantly evaluates choices and actions and seeks out opportunities for professional growth (Standard 9)
- Communicates effectively with families, colleagues, and the community to support student learning and well-being (Standard 10)

Culturally Responsive Teaching

Culturally Responsive Teaching is defined as follows in Minnesota 2021 RD4576:

Subp. 4d. Culturally responsive teaching. "Culturally responsive teaching" means understanding prior experiences, frames of reference, performance styles based on the lived experiences of students, and the effects of systemic and institutional racism, and applying this knowledge to make learning experiences more relevant and effective for students.

All Minnesota teachers must complete cultural competency training to be currently licensed. Since Saint Mary's candidates are only placed with licensed teachers, it is expected that Cooperating Teachers will model culturally responsive teaching as described by this definition.

Appendix C

Removal or Reassignment of a Field Experience Candidate

A teacher candidate may be removed from a clinical experience for unprofessional behavior, as defined in the university *Student Teaching Handbook* or school district expectations, for any behavior that inhibits the opportunity to learn for any student or for any just cause defined in writing by the school or university.

Field Experience

The process for removal or reassignment of a candidate in a field experience initiated by the university will include

1. Consultation by the Field Placement Coordinator with the Cooperating Teacher and building principal and
2. Communication from the Field Placement Coordinator to the candidate.

The process for removal or reassignment of a candidate in a field experience initiated by the district will include

1. Consultation by the Cooperating Teacher with the Field Placement Coordinator and building principal and
2. Communication from the Field Placement Coordinator to the candidate.

Student Teaching/Practicum

The process for removal or reassignment initiated by the university will include

1. Consultation by the University Supervisor with the Field Placement Coordinator,
2. Communication by the Field Placement Coordinator with the Cooperating Teacher and student teaching candidate, and
3. Communication by the Field Placement Coordinator with the building principal if removal or reassignment if determined to be the appropriate action.

The process for removal or reassignment initiated by the district will include

1. Consultation by the Cooperating Teacher with the University Supervisor,
2. Consultation by the University Supervisor with the Field Placement Coordinator,
3. Communication by the Cooperating Teacher to the building principal, who may communicate with the Field Placement Coordinator as needed, and
4. Communication by the Field Placement Coordinator and University Supervisor to the candidate.

Appendix D

Clinical Experience Duration and Observations Protocols

As required in Minnesota 2021 RD4576, the university must provide a minimum of 100 field hours prior to student teaching for a candidate seeking an initial teaching license. At least 60 hours of the 100 must align with the scope and content of the license sought (Standard 11--1a). For candidates seeking more than one professional license, the university must ensure that at least 30 hours of the 100 total hours are aligned to the scope and content of each license and endorsement sought (Standard 12--1a). Hours must include experience with students who differ in race, ethnicity, home language, socioeconomic status, and exceptionalities, including students on an individualized education plan (Standard 11-1b, c; Standard 12--1b, c)

The university must provide candidates seeking an initial license a minimum of 12 weeks of full-time student teaching that is aligned to the scope and content of the license being sought and is split in no more than two placements where each is with a continuous group of students and for continuous weeks (Standard 11--2, a, b). The student teaching experience must include a minimum of four observations conducted by the Cooperating Teacher and University Supervisor, three triad meetings with the Cooperating Teacher, the supervisor, and the candidate, and a final written evaluation by the supervisor (Standard 11--2c, d, e, f).

The university must provide candidates seeking more than one professional license a minimum of 14 weeks of full-time student teaching that is aligned to the scope and content of each license and endorsement sought and is split in no more than two placements where each is with a continuous group of students and for continuous weeks (Standard 12--2a, b). The student teaching experience must include a minimum of five observations conducted by the Cooperating Teacher and University Supervisor, with at least one observation per placement, four triad meetings with at least one per placement, and a final written evaluation by the supervisor (Standard 12--2c, d, e, f).