

2.1 Memorandum of Understanding (MOU) Agreements for Clinical Experiences
Tag: CAEP 2.1

Blocks 2 and 3: Elementary Education MOUs

Mass Insight Education (2014) states that key MOU conditional areas for partnership turnaround, "People, Success, Program Enhancement, Time and Money," our MOU's offer each partnership a contract element to serve as a model for enhancement and modifications. MOU's can bring forth partnership success, program enhancement, and new exploratory possibilities by offering each partnership a contract to serve as a model for enhancement and modifications.

This chart identifies current (as of fall 2017) PDS Agreements the EPP has with partner schools to place elementary education teacher education candidates for their Blocks 2 and 3 clinical experiences. The name of the partner for which the agreement was established and the semester the agreement was initiated is provided. The agreement continues unless written notice is given by the partner school or university to end the agreement. A copy of the template used for the Professional Development School (MOU) is included below.

ESU PDS Location	MOU Partner	Semester MOU Initiated
BEST	BEST	
	Butler Community College	Spring 2016
	Wichita - USD 259	Fall 2015
	EL Dorado – USD 490	Spring 2015
	Circle – USD 375	Spring 2015
	Augusta – USD 402	Spring 2015
KCK	KCK - USD 500	Fall 2014
Topeka	USD 501	2007
Osage City	USD 420	Fall 2014
Gardner	USD 231	Spring 2016
Derby	USD 260	Fall 2016
Emporia	USD 253	2003
Olathe	USD 233	1993
Dodge City	USD 443	Spring 2018
INDIVIDUAL SCHOOL Agreements		
Circle Greenwich Elem	USD 375	Spring 2015
Towanda Elementary	USD 375	Spring 2015
Robinson Elementary	USD 402	Spring 2015
Seltzer Elementary	USD 259	Spring 2015
Martin Ortiz Elem	USD 259	Spring 2015
Garfield Elementary	USD 402	Spring 2015
Skelly Elementary	USD 490	Spring 2015
Jefferson Elementary	USD 490	Spring 2015
Lincoln Elementary	USD 490	Spring 2015
Grandview Elementary	USD 490	Spring 2015

OUT OF STATE, INTERNATIONAL, AND PRIVATE Agreements		
BINUS University	Jakarta, Indonesia	Spring 2014
American School	Asuncion, Paraguay	Fall 2015
National Teachers Hall of Fame	Throughout the United States	Fall 2015
Collier County, Florida	District School Board of Collier County	Spring 2016
Christ the King Elementary School	Topeka, KS	Spring 2017
Sacred Heart of Jesus Catholic School	Kansas City, KS	Spring 2017
Kortepohja Elementary School	Jyväskylä, Finland	Fall 2017

PROFESSIONAL DEVELOPMENT SCHOOL MEMORANDUM OF UNDERSTANDING

The purpose of this agreement is to outline relevant policies and procedures for elementary Professional Development Schools which provide clinical teaching experiences for Emporia State University teacher education students in _____ Unified School District _____. All policies and agreements contained in the student teaching contract previously approved between the District and the University remain in effect.

Intern Responsibilities

Each intern who is assigned to a Professional Development School site will have met all requirements for admission to Teacher Education. Principals and staff members from P.D.S. school sites will be invited to participate in the interview process for intern candidates and the principal and mentor teacher have the right to approve all assignments of interns. The intern will provide the assigned school with a valid student teaching certificate issued by Emporia State University in compliance with the Kansas Department of Education, a valid health certificate completed in compliance with the Kansas Department of Health and Environment, and background check documentation in compliance with Kansas Department of Education.

All interns are subject to university, Teachers College, and Department policies including the Policy on Student Ethics and Professionalism and Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment. Copies of these policies and other relevant information concerning interns can be found in the Professional Development Schools Procedures Book which is provided to interns, mentor teachers, and principals at each P.D.S. site.

Interns are expected to exhibit professional dispositions and behaviors, actively participate in school district and university professional development opportunities as appropriate, and

demonstrate commitment to professional goals as stated in the university's Conceptual Framework.

Professional Development School Coordinators

An Emporia State University staff member will be assigned as coordinator for each Professional Development School site. Coordinators will:

1. Clearly communicate program goals and objectives for the PDS to mentor teachers, building administrators, and district administrators
2. Clearly communicate PDS goals, objectives, and policies to interns
3. Clearly communicate time lines for required observations, presentations, etc. to interns
4. Effectively coordinate the ESU Teacher Education program outcomes
5. Effectively coordinate university faculty presentation schedules for interns
6. Effectively coordinate additional learning opportunities for interns
7. Observe and supervise interns during the first semester of their PDS experience
8. Observe and supervise interns during the student teaching semester, providing student teaching assessment and documentation
9. Conduct conferences with interns and mentors on a regular basis
10. Work effectively one-on-one to answer questions about individual interns and PDS goals and objectives

Principal Responsibilities

The principal of each Professional Development School site agrees to:

1. Assist in the selection of mentor teachers
2. Assist the coordinator by helping to clarify expectations for the Professional Development School with mentor teachers, staff, parents, and interns
3. Interpret school culture and expectations for the coordinator and interns
4. Observe interns as requested and provide feedback
5. Teach interns in areas of the principal's expertise

6. Serve as a liaison with central office staff
7. Assist in presentations about the PDS program as requested to a variety of audiences
- 8. Conduct screening interview with interns**

Mentor Teachers

Mentor teachers are recommended by the principal. Criteria include: at least three years of effective teaching experience, evidence of ability to work with interns, and willingness to serve as a mentor teacher. A Master's Degree is preferred.

Mentor teachers will receive reimbursement for each intern who is placed in their class for at least 16 weeks of the school year. The rate of payment is \$250 per intern at the time of this agreement. Payment will be made to the mentor teacher by the University after appropriate documentation as required by the State of Kansas is provided by the mentor teacher.

Training sessions will be available to assist the mentor teacher. Reimbursement for attending training sessions at the time of this agreement is \$50 for a half-day session outside of the school contract time. Each mentor teacher is required to attend the mentor/intern meeting at the beginning of the intern's first semester assignment at the P.D.S. site.

Responsibilities of Mentor Teachers

1. Assist (**if possible**) in the interviews of potential interns
2. Help to develop initial training for interns, participate (as volunteers) in the delivery of awareness sessions and other training for interns
3. Become familiar with the outcomes expected of students and suggest how these outcomes can best be met in Professional Development Schools
4. **Facilitate** learning activities to assist interns in meeting expected outcomes
5. Participate in training sessions for mentor teachers
6. Model effective teaching for interns
7. Explain **rationale** for teaching decisions to interns
8. Engage interns in critical thinking to determine alternative strategies for accomplishing desired outcomes with elementary students

9. Provide opportunities of increasing responsibility for working with individuals, small groups, and the whole class
10. Assist interns in becoming self-assessing professionals who are ready to assume responsibility for their own classrooms
11. Assist the coordinator in assessing the effectiveness of the Professional Development School and of the interns assigned to the mentor teacher
12. Hold weekly conferences with the intern assigned to provide specific feedback on the intern's performance, reinforcement of areas of strength, and suggestions for improvement
13. Demonstrate enthusiasm about teaching and learning

Reviewed and approved on May __, 2018.

Reviewed and approved on _____, 2018.

C. Matt Seimears Ph.D.

Chair of EE/ECU/Sped

University Representative

School District Representative

Phase I: Secondary Teacher Expanded Practice (STEP) MOUs

This chart identifies current (as of fall 2017) STEP Agreements the EPP has with partner schools to place middle/secondary/PK-12 student teachers for the clinical experience occurring in Phase I. The name of the partner for which the agreement was established and the semester the agreement was initiated is provided. The agreement continues unless written notice is given by the partner school or university to end the agreement. A copy of the template used for the STEP Agreement (MOU) is included below.

MOU Partner	Semester MOU Initiated (most recent)
USD 253-Emporia School District	Fall 2016
USD 252-Southern Lyon County School District*	Fall 2016

- For STEP, candidates are typically placed within USD 253 unless there is a need to place students outside of this district; for example, if USD 253 does not have enough placements in a content area, other partner districts in the surrounding area, such as USD 252, have agreed to help place students for the STEP clinical experience.

Information for USD 253 Mentor Teachers

Overview: The goal for the Phase I Internship is to have ESU students participate in one or two block periods M-F for three, 3-week rotations, under the supervision of mentor teachers, in order to experience an expanded range of instructional opportunities/settings. Therefore, interns should not merely observe (although that may be an initial experience as they learn the operations of the classroom). Their experience should come as close as possible to experiencing the “real thing”—including several instances of teaching—without actually taking over for multiple consecutive days or weeks, like student teaching (Phase II).

1. The morning interns will be in your classroom for Blocks 1/2 while the afternoon interns will be at the high school for blocks 4/5 or at the middle school for blocks 5/6 on Mondays-Fridays for three week rotations, unless other arrangements are made.
2. Emporia State University sends payment to USD 253 to be included in your USD 253 paycheck. Payment for serving as a mentor teacher each semester is as follows:
 - a) \$52.50/intern for each 3 week regular classroom rotation
 - b) \$10/intern for 1 week specialty placements—AVID, JAG, ESL, SPED, TPA, FHLC, etc.
 - c) \$50/presentation for 1 day session (counselors, principals, instructional coaches, librarians, etc.)
 - d) \$15/intern for HS/MS placement coordinators
 - e) \$5/intern for specialty placement coordinators
3. Accepting payment at the conclusion of the semester means that **Mentor Teachers** will do all the following:
 - a) Preview Phase I handbook and evaluations before serving as a Phase I mentor.
 - b) Model effective teaching for interns.

- c) Explain reasons for planning, teaching, and management decision to interns.
- d) Make the intern think critically about teaching.
- e) Turn the intern into a classroom assistant to the point they do some teaching. Increase their responsibility gradually so they work with individuals, small groups, and the whole class for growing periods of time (eventually teaching a whole-class lessons for the duration of the period); *see next page*.
- f) Provide both verbal (informal) and written (lesson evaluation form) feedback to the intern on the quality of his/her work and offer constructive suggestions for improvement.
- g) Submit an electronic final evaluation of the intern at the end of their rotation in your classroom.
- h) Complete a dispositional assessment regarding the intern at the end of their time in your classroom.

Please sign below, acknowledging that you have read and agree to the duties of a Phase I mentor teacher.

Return a copy of (keep the original for yourself) this signed page by **September 11th (fall)** or **February 12th (spring)** to Amanda Lickteig in the department of School Leadership/Middle & Secondary Teacher Education at alicktei@emporia.edu or 620-341-5768 (fax) or Campus Box 4037, Visser Hall 204, Emporia, KS 66801.

Printed Name: _____ Building: _____

Signature: _____ Date: _____

4. Contact your building coordinators, Kathleen Gilliland (high school) or Kristin Oberle (middle school), with any concerns. ESU staff to contact with questions or concerns are Dr. Amanda Lickteig at 341-5096 (alicktei@emporia.edu); or Dr. Paul Bland at 341-5078, (pbland@emporia.edu).

Phase II: Student Teaching-Middle/Secondary/PK-12 MOUs

This chart identifies current (as of fall 2017) Student Teaching Agreements the EPP has with partner schools to place middle/secondary/PK-12 student teachers. The name of the partner for which the agreement was established and the semester the agreement was initiated is provided. The agreement continues unless written notice is given by the partner school or university to end the agreement. A copy of the template used for the Student Teaching Agreement (MOU) is included below.

MOU Partner	Semester MOU Initiated (most recent)
USD 211 Norton Community Schools	Fall 2012
USD 229 Blue Valley	Fall 2015
USD 230 Spring Hill	Fall 2015
USD 231 Gardner-Edgerton-Antioch	Fall 2013
USD 232 De Soto	Fall 2011
USD 233 Olathe	Fall 2015
USD 244 Burlington	Fall 2015
USD 245 Leroy-Gridley	Fall 2015
USD 251 North Lyon County	Fall 2015
USD 252 Southern Lyon County	Fall 2015
USD 253 Emporia	Fall 2015
USD 256 Marmaton Valley Schools	Fall 2013
USD 257 Iola	Fall 2015
USD 259 Wichita	Fall 2015
USD 263 Mulvane	Fall 2015
USD 266 Maize	Fall 2011
USD 273 Beloit	Fall 2015
USD 284 Chase County	Fall 2015
USD 289 Wellsville	Spring 2012
USD 290 Ottawa	Spring 2012
USD 305 Salina	Fall 2011
USD 308 Hutchinson Schools	Fall 2013
USD 315 Colby Public Schools	Fall 2011
USD 330 Wabaunsee East	Fall 2010
USD 335 North Jackson	Fall 2010
USD 345 Seaman	Spring 2012
USD 348 Baldwin	Fall 2011
USD 353 Wellington	Spring 2012
USD 358 Oxford	Fall 2015
USD 368 Paola	Fall 2012
USD 369 Burton	Fall 2015
USD 372 Silver Lake Schools	Fall 2013
USD 373 Newton	Fall 2012
USD 377 Atchison Co. Comm. Schools	Fall 2010
USD 383 Manhattan	Fall 2010
USD 386 Madison-Virgil	Fall 2015

USD 394 Rose Hill	Fall 2015
USD 397 Centre	Fall 2010
USD 402 Augusta	Fall 2011
USD 413 Chanute	Fall 2015
USD 416 Louisburg	Fall 2011
USD 417 Morris County	Fall 2012
USD 418 McPherson	Fall 2015
USD 420 Osage City	Fall 2015
USD 421 Lyndon	Fall 2013
USD 423 Moundridge	Fall 2012
USD 434 Santa Fe Trail	Spring 2012
USD 437 Auburn Washburn	Fall 2011
USD 446 Independence	Fall 2014
USD 449 Easton	Fall 2013
USD 450 Shawnee Heights	Fall 2011
USD 457 Garden City	Fall 2010
USD 458 Basehor-Linwood	Spring 2012
USD 260 Derby	Fall 2010
USD 261 Haysville	Fall 2010
USD 464 Tonganoxie	Spring 2012
USD 470 Arkansas City	Fall 2015
USD 473 Chapman	Fall 2011
USD 490 El Dorado	Fall 2011
USD 491 Eudora	Fall 2011
USD 497 Lawrence	Fall 2015
USD 501 Topeka Public Schools	Fall 2015
USD 512 Shawnee Mission Public School	Fall 2015
OUT OF STATE, INTERNATIONAL, AND PRIVATE Agreements	
BINUS University, Jakarta, Indonesia	Spring 2014
American School, Asuncion, Paraguay	Fall 2015
National Teachers Hall of Fame, Throughout the United States	Fall 2015
District School Board, Collier County, Florida	Spring 2016
Christ the King Elementary School, Topeka, KS	Spring 2017
Sacred Heart of Jesus Catholic School, Kansas City, KS	Spring 2017
Kortepohja Elementary School, Jyväskylä, Finland	Fall 2017

STUDENT TEACHING AGREEMENT

**Between Emporia State University
and
Schools Cooperating in the Off-Campus Student Teaching Program**

To promote mutual understanding and cooperative effort in providing valuable professional experiences in off-campus student teaching, the following provisions are recognized by the university and the public school concerned as being essential:

- I. The University Agrees:
 - A. To provide the appointed representative of the cooperating school with information about the student teacher through written materials (and conference if necessary), and to indicate the time period requested for student assignments.
 - B. To provide adequate supervision of student teachers through scheduled classroom visitations and conferences with cooperating teachers, student teachers, and school administration personnel as required for the field experience. It is recommended that only one student teacher be assigned per cooperating teacher each semester, unless a special circumstance should arise, (such as observation/tutoring, library media practicum, etc.) in which case, mutual agreement will be required.
 - C. To work cooperatively with public school personnel and student teachers in constantly seeking to improve the student teaching program.
 - D. To maintain close communications with the appointed personnel of the school district with respect to cancellations or changes which may occur in any student teacher assignment or any problem arising concerning the student during the intern/field experiences.

- II. The Cooperating School Agrees:
 - A. To provide a field assignment as specified in placement request, which meets the expectations of the intern/field experience (all-day participation) and allows the student to complete the required number of hours for the intern/field experience.
 - B. To select effective and certified/licensed cooperating teachers willing to work with the student teacher, and who are recommended by the school district.
 - C. To work cooperatively with the university in the on-going supervision, evaluation and improvement of the off-campus student teaching program.
 - D. To provide the appropriate department faculty and/or the director of intern field placement with reports of the progress of the ESU student in the intern/student teaching.

- III. This agreement is to be valid for school year beginning in fall 2017 and shall continue unless written notice is given by the public school or university to the contrary.

Approved by School Superintendent or Designated Representative:

Superintendent Signature (or Designee) USD #	Print Name	DATE
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Dr. Kenneth A. Weaver, Dean THE TEACHERS COLLEGE EMPORIA STATE UNIVERSITY	DATE
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