

A Memorandum of Understanding

Between

Elida Local Schools

and

The College of Education and Human Development

Bowling Green State University

2021-2024

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and
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Purpose

This agreement shall exist between Elida Local Schools District in Elida, Ohio hereafter referred to as the "District" and the College of Education and Human Development of Bowling Green State University, Bowling Green, Ohio, hereafter referred to as the "College." The terms of this agreement will become effective on August 1, 2021 and will end on August 1, 2024.

The College desires to place a teacher preparation program candidate in the classrooms of said District for the purpose of participating in field-based experiences, including teacher internship/student teaching.

The District desires to cooperate with the College in facilitating field-based experiences, including teacher internship/student teaching and approves the utilization of its schools for such purposes by the College. The placement of such teacher preparation program candidates in the classroom of said District shall be under the direction and control of the Superintendent.

This agreement is contingent upon authorized signatures on behalf of the Board of Education and the Office of the Dean of the College of Education and Human Development of Bowling Green State University.

Definition of Terms

- A. Teacher Preparation Program Candidate - A teacher candidate enrolled in a teacher preparation program who is to complete identified tasks in the District's classroom(s) to meet requirements of field-based experiences other than student teaching/teaching internship.
- B. Teacher Intern/Student Teacher - A teacher preparation program candidate acquiring practical teaching experience for the number of weeks required for licensure under the guidance of a classroom mentor teacher and a university mentor. The teacher candidate is eligible for this experience after having completed at least 90 semester hours of college credit (including methods courses and prerequisites in education) and having earned the required accumulative grade point average.
- C. Field-Based Experiences - Planned in-school experiences for teacher preparation program candidates or teacher interns/student teachers; these experiences have specific learning objectives and are evaluated and supervised. The purpose of these experiences is to enable the teacher preparation program candidates or teacher interns/student teachers to integrate theory with supervised practice in the field.

- D. Classroom Mentor Teacher - A practicing teacher in the District who is assigned a teacher intern/student teacher. A classroom mentor teacher must have the appropriate standard license and a minimum of three years of classroom teaching experience, including one year in the field for which service is being provided.
- E. Office of Educator Preparation and Partnerships - An administrative unit of the College responsible for teacher preparation program candidate placements. The Assistant Dean for Educator Preparation and Partnerships and/or the Field Partnership Coordinators present all College requests for field experiences and teacher internship/student teaching to the schools and acts as a liaison between the District and the College.
- F. University Mentor - A faculty employee of the College who possesses a master's degree or higher, has a minimum of three years of teaching experience and/or administrative experience. The University Mentor is responsible for observation, and evaluation of field experience activities in designated school buildings.
- G. Building Principal or District Designee - School administrator who has responsibility for confirming all placements and overseeing the implementation of field experiences in a particular school or district.
- H. Graduate Assistant - Full-time graduate student receiving financial support through the University. Graduate assistants may be assigned specific duties in field-based programs.
- I. The Professional Year - The culminating experience for all EDHD teacher preparation program candidates involving two semesters in the schools: one semester of methods, one semester of teacher internship/student teaching.
- J. Professional Development Site (PDS) - Schools working in more intense partnerships, including professional development and research, with the College of Education and Human Development.

Responsibilities

This agreement will be cooperatively administered through the Office of the Dean for the College of Education and Human Development and the Office of the Superintendent for the Schools. Operational and policy matters may be directed to the Assistant Dean for Educator Preparation and Partnerships, 101 Education Building, 419-372-7389. It is hoped that the benefits of the written agreement will include the improvement and maintenance of good communications between the respective institutions.

Individual Roles and Responsibilities

- A. The BGSU College of Education and Human Development will:
 - 1. provide teacher preparation program candidates who are eligible for the specific field experience or teacher internship/student teaching.
 - 2. define the objectives of each field-based experience and the expected level of performance for the teacher preparation program candidate and/or teacher intern/student teacher.
 - 3. provide for coordination of field activities through the Assistant Dean for Educator Preparation and Partnerships
 - 4. provide orientation for participating school personnel, including an explanation of the objectives of each field experience and the responsibilities of University personnel, teacher preparation program candidates, teacher interns/student teachers, and participating school personnel.

5. facilitate arrangements for any agreed upon cooperative teaching, curricular, administrative, or other professional development activities between the faculties of the College and the schools.

B. The District Superintendent will:

1. provide the school setting commensurate with agreed upon objectives for the specific field-based experience and/or teaching internship/student teaching assignment.
2. provide qualified classroom mentor teachers.
3. be responsible for dissemination of the conditions of the agreement as they pertain to teachers and other educational personnel or interested parties.
4. pursuant to the Ohio Ethics Commission Statement (June 17, 2011), complete required BGSU vendor form in order for lump sum payment for all student teachers to be sent to the school district.
5. determine distribution of said payment within their school district and communication of this to the classroom mentor teachers assigned teacher interns/student teachers.

C. The Building Principal and/or District Designee will:

1. advise the Superintendent and the College liaison on the selection of participating classroom mentor teachers and in the assignment of teacher preparation program candidates and/or teacher interns/student teachers.
2. orient teacher preparation program candidates and/or teacher interns/student teachers to the school, its facilities, personnel and policies, as well as to the school community.
3. safeguard teacher preparation program candidates and/or teacher interns/student teachers from accepting the role of substitute teacher. Teacher interns/student teachers cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex. playground, cafeteria, recess). The classroom mentor teacher or other specifically designated teacher must be available for help and guidance at all times.

D. The Classroom Mentor Teacher will:

1. attend any orientation session provided by BGSU for the identified on-site experience.
2. facilitate the specific field experience as defined by the specific objectives and activities for that experience.
3. provide appropriate professional direction and supervision of teacher preparation program candidates and/or teacher interns/student teachers as they assume the roles and responsibilities associated with the specified field experience.
4. confer regularly with the BGSU university mentor.
5. confer regularly with the teacher preparation program candidate or teacher intern/student teacher to discuss responsibilities, performance and evaluation, and to plan appropriate activities.

6. participate in assessment of the activities and services and the teacher preparation program candidate's performance as specified for the particular field experience.

E. The BGSU University Mentor will:

1. ensure that the classroom mentor teacher is informed regarding the objectives and activities for the specified field experience.
2. confer regularly with the classroom mentor teacher to assess and facilitate the progress of the teacher preparation program candidate or teacher intern/student teacher.
3. provide regular feedback to the teacher preparation program candidate or teacher intern/student teacher regarding her/his performance and progress in the specific field experience.
4. observe and confer with each teacher intern/student teacher with sufficient frequency so as to make an informed appraisal of the teacher preparation program candidate's competence as a prospective teacher.
5. evaluate the overall performance of the teacher preparation program candidate or teacher intern/student teacher using criteria developed for the specific field experience.
6. provide neither instructional nor administrative services for the District in the event of any work stoppage or strike within the system.

F. The Teacher Intern/Student Teacher or Teacher Preparation Program Candidate will:

1. meet the specific goals, objectives, and complete the required activities of the field or teacher internship/student teaching experience.
2. abide by the rules and regulations governing the professional conduct of teachers in the District.
3. be available to confer regularly with the classroom mentor teacher and/or university mentor concerning progress in the experience.
4. be in attendance in the assigned school at the designated time period unless ill or otherwise excused and with appropriate notice to the classroom mentor teacher, university mentor, and school office.
5. In the event of work stoppage or strike within the District, report such a situation to the Office of Educator Preparation and Partnerships immediately and follow directions provided by the College. Services to the District are not to be provided by teacher interns/student teachers or other teacher preparation program candidates during any work stoppage or strike.

More detailed guidelines and suggestions concerning specific roles, responsibilities, activities and evaluation are described in the Professional Year Handbook which can be found at this web site: <http://edhd.bgsu.edu/STHandbook.pdf>

Professional Development Responsibilities

The Bowling Green State University and the College of Education and Human Development will coordinate professional development activities as needed or requested by classroom mentor teachers and university mentors. Professional development may involve: orientation programs, in-service activities, and other forms of professional development to help cooperating school personnel and University faculty maintain competency levels, address areas of mutual concern, and refine instructional and supervisory skills.

Compensation

- A. The District will allow competent, licensed teachers who voluntarily agree to provide activities and services for College students as classroom mentor teachers to participate in the training of teacher preparation program candidates who are assigned to them.
- B. The School District who provides classroom mentor teachers who supervise teacher interns/student teachers will receive a cash stipend of \$8.75 per week of field experience per teacher intern/student teacher per semester. This will be paid directly to the school district in a lump sum at the end of each semester using the specified rate according to the number of weeks of supervision.

Revisions

This agreement is meant to reflect an evolving professional relationship between the BGSU College of Education and Human Development and the Elida Local Schools. Therefore, it is assumed there will be continuous assessment of the activities and services described herein and review of the terms of the agreement every three years or sooner upon request by either party to determine any needed revisions, which will be set forth in an amendment or other revision signed by both parties.

Entered into this _____ day of _____.

Superintendent

Development



Dean

College of Education and Human