

Attachment A

Responsibility of The Evergreen State College:

Role of the Teacher Candidate

Role of the Teacher Candidate as a Student

1. Participate in a MiT program orientation and planning meeting for Teacher Candidates prior to the beginning of Fall Quarter student teaching in mid-August.
2. Take responsibility for meeting all expectations described in the Student Teaching Handbook, Section 1, and become familiar with the assessment rubrics included in Section 2 of the Handbook.
3. Become acquainted with the school principal and school program (see "Orienting the Teacher Candidate to the Assigned School").
4. Arrange a meeting with the Cooperating Teacher and Faculty Supervisor before or during the first week of the student teaching assignment.
5. Attend afternoon/evening seminars as scheduled by the College Faculty.
6. Turn in teaching schedules to the College Faculty as often as needed to keep him/her informed.
7. Write lesson plans for all lessons taught using appropriate criteria and formats, evaluate each lesson, and provide the College Faculty with evaluated plans on a weekly basis after use or on the schedule identified by the faculty (see "Lesson Plan Components").
8. Submit written lesson plans to the mentor teacher NO LATER than the Friday before the plans will be implemented. Include the mentors' feedback to the revised plans.
9. Create and maintain a Student Teaching Portfolio of all teaching plans (see "Lesson Plan Components" and "The Student Teaching Portfolio").
10. Assist in planning frequent (daily if possible) conferences with the Cooperating Teacher-Mentor and assist in scheduling meetings with the College Faculty at the student teaching site.
11. Produce a videotape of your own teaching by mid-quarter with an accompanying critique of the lesson following the guidelines specified by the College Faculty.
12. Complete the Positive Impact on Student Learning Project, a project that specifically documents your positive impact on student learning (see "The Positive Impact on Student Learning Project").

Role of Teacher Candidate as a Teacher

1. Participate in the school activities that are expected of a teacher. This includes being on site for at least the full teacher contract day (usually 30 minutes before and after school start/finish times), as well as attending staff meetings, committee meetings, and special school events.

2. Notify the school, the cooperating teacher, and the college supervisor the night before an absence.
3. Become familiar with the school's program, resources, and materials including uses of technology (see "Orienting the Teacher Candidate to the Assigned School").
4. Assist the Cooperating Teacher-Mentor in fulfilling routine duties.
5. Determine the family, community, linguistic, and cultural contexts of your students. Use the information to involve families and students in planning and implementing culturally and linguistically appropriate learning experiences.
6. Plan, enact, and assess developmentally appropriate activities for children consistent with the course of study provided by the school district, EALRs, GLE's, and Performance Expectations.
7. Meet with the Cooperating Teacher-Mentor to establish a plan for the gradual assumption of teaching responsibilities and for the return of classes to the teacher toward the close of the assigned placement (see "A Developmental Approach to Becoming a Teacher").
8. Collaborate and consult with the Cooperating Teacher-Mentor to obtain clearance for proposed lessons and activities.
9. For any assigned teaching, provide the Cooperating Teacher-Mentor with lesson plans prior to teaching so that a substitute teacher or the Cooperating Teacher-Mentor could, if necessary, enact the lesson plans. Use the mentor's feedback to revise the plans before implementing.
10. Invite the Cooperating Teacher-Mentor to observe specific lessons on a regular basis for critical evaluation and feedback.
11. Invite the Principal to observe during the quarter.
12. Critically evaluate classroom activities with the Cooperating Teacher-Mentor on a daily basis and with the College Faculty after his/her classroom observations.
13. Hold in strict confidence information about children and youth and their families recorded in cumulative records or obtained from other sources.
14. Use materials belonging to the school or the Cooperating Teacher-Mentor with care, making sure that all such materials are returned promptly.
15. Maintain ethical and professional relationships with pupils, staff, and parents.
16. Maintain appropriate standards of dress and grooming.

Role of the College Faculty

1. Become acquainted with the background of the Teacher Candidate he or she is supervising.
2. Become acquainted with the school principal and school program of the Teacher Candidate he or she is supervising. Make sure to request an appointment with the principal to discuss expectations for the teacher candidate.
3. Participate in a faculty-designed orientation and planning meeting for Teacher Candidates prior to the beginning of Fall Quarter student teaching.
4. Visit the student teaching site to
 - (a) convene a meeting with the Cooperating Teacher by the end of the first week of the student teaching assignment in order to:
 - (1) provide an overview of the student teaching assessment rubrics, and The Positive Impact on Student Learning Project.
 - (2) determine how the Teacher Candidate's time will tentatively be allocated.
 - (3) respond to any concerns that may arise.

- (b) supervise the Teacher Candidate for at least one entire instructional period at each of 4 observations.
- (c) provide the Teacher Candidate with concrete pedagogical recommendations through conferences following each observation.
- (d) collaborate with the Cooperating Teacher-Mentor, using the MiT Assessment Rubric as a foundation, to formatively and summatively evaluate the Teacher Candidate, including conducting the following meetings with the Teacher Candidate present:
 - (1) a non-binding, mid-assignment evaluation of the Teacher Candidate and
 - (2) a final assessment of the Teacher Candidate's performance.

Each of these should be signed by all parties.

5. Visit the student teaching site during the quarter for:
 - a) an introductory meeting during week one (see items 2 & 4a above)
 - b) a minimum of 4 full lesson observations followed by post conference debriefing with the Teacher Candidate and, as necessary, with the Cooperating Teacher-Mentor (see items 4b & 4c above)
 - c) two evaluation meetings: mid-term & final (see item 4d above)
6. Conduct weekly field seminars with assigned Teacher Candidates.
7. Meet with all College Faculty supervisors in regular faculty seminars.
8. Forward to the MiT Director each Teacher Candidate's Positive Impact on Student Learning Project evaluation rubrics for MiT Program archives which include scores for each section of the rubric and a holistic score for the entire project.
9. Provide to the designated Teacher Education Program Coordinator at the conclusion of the Student Teaching assignment an official narrative evaluation for each student teacher.
10. Complete a "State of Washington Performance-Based Pedagogy Assessment" rubric for each teacher candidate (this must be done a minimum of two times by the completion of both student teaching experiences).
11. Submit an "End of the Quarter Rubric Rating Form" (based on the MiT Student Teaching Rubric) and the "Student Teaching Evaluation Form" (with signatures documenting completion of student teaching) for each student teacher to the Education Field Experience Officer.
12. Ensure that each candidate has completed the Standard V Survey at the end of fall and spring quarters and the End of Program Survey at the end of spring quarter before submitting the evaluation.

Responsibility of the School District:

Role of the Cooperating Teacher-Mentor

1. Become acquainted with the background of the Teacher Candidate.
2. Establish a welcoming and supportive relationship, including providing the Teacher Candidate with a desk or other personal work space.
3. Promote student and parent recognition of the Teacher Candidate as a “teacher.”
4. Meet with the College Faculty during the first week of the assignment in order to:
 - address any questions regarding the use of the assessment rubrics and the Positive Impact on Student Learning Project
 - reach agreement on a tentative time-line for the Teacher Candidate’s transition to full-time solo student teaching for a minimum of three weeks or as lead teacher in co-teaching
 - share expectations and any concerns
 - set dates & times for the mid-term and final evaluation conferences.
5. Help orient the Teacher Candidate to the school.
6. Provide a gradual transition for the Teacher Candidate to increase teaching responsibility to the *minimum of three-weeks of solo full-time teaching or lead teacher in a co-teaching placement.*
7. Provide the Teacher Candidate opportunities to meet the expectations of the assessment rubrics and Positive Impact on Student Learning Project.
8. Give regular constructive feedback to the Teacher Candidate, including written and verbal comments keyed to the MiT Assessment Rubric (The Evergreen State College formative instrument) and the State Assessment Rubric (the State of Washington summative rubric).
9. Review and discuss the conceptual and developmental appropriateness of Teacher Candidate lesson plans prior to the Candidate teaching.
10. Use professional judgment — in collaboration with the College Faculty — to determine the appropriate balance between your time in/out of the classroom during the days the Teacher Candidate is responsible for planning and managing the learning activities in the classroom.
11. Collaborate with the College Faculty in the continuing evaluation of the Teacher Candidate.
12. Alert the College Faculty to circumstances that may be threatening the successful completion of the student teaching assignment *as soon as the concern arises.* If necessary, initiate the process for removing the candidate from the classroom .
13. Provide for a substitute teacher when absent so that the Teacher Candidate is always under the supervision of a certified teacher. During the second student teaching experience, if the Teacher Candidate has a valid Intern Substitute Certificate (which requires the prior approval of the Cooperating Teacher-Mentor and College Faculty), the Cooperating Teacher has the option of allowing the Teacher Candidate to serve as the substitute teacher.
14. Write a narrative evaluation of the candidate based on the MiT Student Teaching Rubric and give it to the College Faculty at the final three-way evaluation conference.

Orienting the Teacher Candidate to the Assigned School

Each Teacher Candidate needs to be provided an orientation to the assigned student teaching site by the Cooperating Teacher-Mentor at the beginning of the student teaching experience to become more familiar with his/her resources and responsibilities.

The following check list (✓) is suggested for assisting the Cooperating Teacher-Mentor in the orientation of the Teacher Candidate:

- School calendar during period of student teaching assignment: dates of open house, parent conferences, state testing, etc.
- School & classroom daily schedule
- Cooperating Teacher-Mentor's daily/weekly teaching schedule
- School and classroom discipline, referral, attendance and tardy policies (view Student Handbook if available)
- School and classroom grading/assessment procedures
- List of student names
- Background information on students
- Parent permission for videotaping, field trips, etc.
- Emergency procedures (including how to summon office help quickly, fire, earthquake and lockdown procedures, blood spills)
- Review other faculty responsibilities (view Faculty Handbook if available)
- Student Teacher Candidate's workspace (desk, cabinet, secure area for personal items, etc.)
- Access to computer, printing and copying
- Access to grading and attendance software and backup policies
- Access to supplies and other teaching materials
- Accessibility of student records
- After hours school and classroom admittance (keys?)
- Student Teacher Candidate's relation with parents (e.g., introductory letter to parents, Teacher Candidate role during parent meetings)
- Tour of building
- Faculty lounge and restrooms, meal options
- Introduction to principal, faculty, and staff
- Introduction to library and learning resource center, guidance counseling area
- Faculty parking procedures
- Arrangements for regular sharing of Student Teacher's lesson planning with the Cooperating Teacher
- Arrangements for the event of an illness/absence by the Student Teacher or Cooperating Teacher.
- Arrangements for Cooperating Teacher to provide routine, ongoing feedback after Student Teacher's teaching of a lesson or lessons.

SEVERABILITY

If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable.

ALL WRITINGS CONTAINED HEREIN

This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

CONTRACT MANAGEMENT

The program manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.

The Program Manager for EVERGREEN is:

Loren E. Petty
Education Field Experience Officer
The Evergreen State College
2700 Evergreen Parkway NW, SEM 2 E3131
Olympia, WA 98505
360.867.6573
evergreen.edu

The Program Manager



IN WITNESS WHEREOF, I

Agreement.

SCHOOL DISTRICT

Evergreen State College

DATE

DATE

9/20/10
Date

9/29/2010
Date

Master In Teaching Program

[Handwritten signature]

[Signature]
Signature

Title

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INDEPENDENT CAPACITY

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

AGREEMENT ALTERATIONS AND AMENDMENTS

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

TERMINATION

Either party may terminate this Agreement upon 30 days' prior written notification to the other party. If this Agreement is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

TERMINATION FOR CAUSE

If for any cause, either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if either party violates any of these terms and conditions, the aggrieved party will give the other party written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 working days. If failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

DISPUTES

In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto. As an alternative to this process, either of the parties may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control.

GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable state and federal statutes and rules;
- b. Statement of work; and
- c. Any other provisions of the agreement, including materials incorporated by reference.

WAIVER

A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

Based on their previous experiences and coursework, participants in the M. Ed. Program or endorsement classes may need additional time in public school classrooms to develop their knowledge and skills. These field experiences will be individualized and faculty will provide requirements and guidelines to the classroom teachers. The same stipulations about finger-printing, background checks, and conflict of interest that applied to MiT teacher candidates also apply to M. Ed. and endorsement candidates. The same expectations for qualifications for cooperating mentor teachers for MiT candidates also apply to mentors for M.Ed. and endorsement candidates.

Student teachers and field experience participants will comply with all applicable laws and regulations and with District and building policies and procedures. Any reasonable accommodation needed by the student teacher or field experience participant with a disability will be provided and/or paid for by the college.

The college will defend, indemnify, and hold harmless the District, its directors, employees, and agents from any loss, claim, or damage arising out of the negligent acts or omissions of program students or faculty. The college agrees to provide professional liability coverage for assigned students and/or faculty.

PERIOD OF PERFORMANCE

Subject to its other provisions, the period of performance of this Agreement shall commence on **September 1, 2010**, or date of execution, whichever comes later, and be completed on **August 31, 2016**, unless terminated sooner as provided herein.

PAYMENT

The Evergreen State College agrees to compensate each Cooperating Mentor Teacher for MiT teacher candidates \$150.00 per student teacher (not field experience – Winter and Spring Practicum) and 10 continuing education clock hours. Payment for services shall be processed upon receipt of the final evaluation of the student teacher in accordance with Attachment "A" and a completed A-19 Invoice Voucher. Compensation for teachers working with M. Ed. and endorsement candidates may or may not include the award of clock hours and monetary compensation which will not exceed \$150.00.

RECORDS MAINTENANCE

The parties to this Agreement shall each maintain books, records, documents and other evidence that sufficiently and properly reflect all direct and indirect costs expended by either party in the performance of the service(s) described herein. These records shall be subject to inspection, review or audit by personnel of both parties, other personnel duly authorized by either party, the Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

RIGHTS IN DATA

Unless otherwise provided, data which originates from this Agreement shall be "works for hire" as defined by the U.S. Copyright Act of 1976 and shall be owned by The Evergreen State College. Data shall include, but not be limited to, reports, documents, pamphlets, advertisements, books magazines, surveys, studies, computer programs, films, tapes, and/or sound reproductions. Ownership includes the right to copyright, patent, register, and the ability to transfer these rights.

EVERGREENTHE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

IAA No. _____

**INTERAGENCY AGREEMENT
BETWEEN
THE EVERGREEN STATE COLLEGE
AND
Bethel School District #403**

THIS AGREEMENT is made and entered into by and between The Evergreen State College, a public institution of higher education of Washington State, hereinafter referred to as "EVERGREEN," and the Bethel School District #403 hereinafter referred to as the "DISTRICT".

IT IS THE PURPOSE OF THIS AGREEMENT to provide cooperative arrangements for student teaching and field experiences for teacher candidates enrolled in the Master in Teaching Program at The Evergreen State College, and for field experiences for candidates in the Master of Education Program or endorsement classes, and for the District to provide the facilities and staff to provide said educational services.

THEREFORE, IT IS MUTUALLY AGREED THAT:

STATEMENT OF WORK

The Teacher Education Programs at The Evergreen State College desire to enter into an Interagency Agreement with the School District. The programs include the Master in Teaching Program (MiT), the Master of Education Program (M. Ed.) and classes leading to endorsements. Specific to the MiT program's student teaching expectations, both parties will do all things necessary for or incidental to the performance of the work set forth in Attachment "A" attached hereto and incorporated herein. For MiT Field Placement experiences that are not Student Teaching, each faculty cohort will provide written expectations to the cooperating mentor teacher.

ASSIGNMENTS, EXPERIENCE AND TRAINING

Teacher Candidates from the Master in Teaching (MiT) program may be assigned to certificated employees employed by the District for the purpose of student teaching and field experiences. The District will accept for placement only teacher candidates who have successfully completed a Washington State Patrol and FBI criminal background check pursuant to RCW 28A.410.010.

Placement of the student teachers and field experience participants with District teachers ("cooperating mentor teachers") will be made jointly by the District designee, the appropriate school Principal, and the Evergreen Education Field Experience Officer. Teacher candidates will not be placed in settings that present conflict of interest or where relationships exist that could interfere with objective evaluation of the candidates.

The District agrees that school personnel working with teacher candidates for the required ten weeks student teaching must have three years experience in the role as a teacher, have been oriented to their responsibilities, and have been given training by the college and/or district in their role and responsibilities for mentoring adult learners. Cooperating Mentor Teachers will provide opportunities for the Teacher Candidates to meet State and Program requirements for the award of the Residency Certificate.

The College Site Supervisor will be Evergreen faculty teaching in the Teacher Education Programs or current or retired public school personnel.