

WALDEN UNIVERSITY

Walden University
Richard W. Riley College of Education and Leadership
Letter of Agreement for Licensure Programs

Directions: Complete this letter agreement electronically, using the Tab key to move to the next field. Email the form with your fields completed to fieldexperience@mail.waldenu.edu.

This agreement is entered into for the Richard W. Riley College of Education and Leadership's Licensure Programs at Walden University, LLC hereinafter referred to as the "UNIVERSITY" and Township of Union Public Schools, hereinafter referred to as the "SCHOOL."

The purpose of this agreement is to guide and direct a working relationship between the UNIVERSITY and the SCHOOL in providing clinical practice experiences ("field experience") as required by the Minnesota Board of Teaching, Minnesota Board of School Administrators, or the Ohio Board of Regents and Ohio State Board of Education, and in accordance with UNIVERSITY's state-approved licensure programs.

As outlined in each program handbook, the UNIVERSITY requires Candidates to complete student teaching or field experiences. These experiences are described in each program handbook, and are bound by the terms of this letter of agreement.

ACTIVITIES AND SERVICES

The UNIVERSITY requests qualified mentors to provide activities and services for the Candidates, to act as "Cooperating Teachers" for Candidates in the Teacher Preparation programs, "Host Teachers" for Candidates in the Endorsement programs, or "Principal Mentors" for Candidates in the Educational Leadership and Administration programs. The qualifications for "cooperating teachers" are listed in EXHIBIT A, the qualifications for "host teachers" are listed in EXHIBIT B, and the qualifications for "principal mentors" are listed in EXHIBIT C.

ROLES AND RESPONSIBILITIES

The Candidate shall be responsible for the following:

1. Honoring the time schedule established between the SCHOOL, UNIVERSITY, and Candidate.
2. Following the existing SCHOOL curriculum and policies, and all SCHOOL and classroom rules and procedures, including FERPA guidelines for confidentiality of student information.
3. Fulfilling the expectations and policy of both the SCHOOL personnel and the UNIVERSITY, as described in each program handbook (including completing a Teacher Performance Assessment for Teacher Preparation program candidates).
4. Conducting him/herself in a professional manner.
5. Accepting constructive feedback and engaging in regular self-appraisal.
6. Adhering to the Code of Ethics for Minnesota Teachers (rule 8700.7500, subpart 2), for candidates in the Teacher Preparation and Endorsement programs. The Code of Ethics for Minnesota Teachers is listed in EXHIBIT D.
7. Adhering to the Minnesota Code of Ethics for School Administrators (rule 3512.5200, subpart 2), for candidates in the Minnesota-approved Educational Leadership and Administration programs. The Minnesota Code of Ethics for School Administrators is listed in EXHIBIT E.

8. Adhering to the Licensure Code of Professional Conduct for Ohio Educators, for candidates in the Ohio-approved Educational Leadership and Administration programs. The Licensure Code of Professional Conduct for Ohio Educators is listed in EXHIBIT F.
9. Providing all required documentation to SCHOOL, including criminal background checks, drug testing clearances, immunization reports or other health information, if applicable.

SCHOOL personnel shall be responsible for the following:

1. Reading the appropriate program handbook.
2. Identify and select qualified clinical educators (Cooperating Teachers, Host Teachers, or Principal Mentors) who are mutually agreeable to the UNIVERSITY and who demonstrate a positive impact on candidates' development and P-12 student learning and development.
3. Signing off on a time record of Candidate attendance, including a running record of total time across the field experience, if applicable.
4. Allowing Teacher Preparation program candidates to complete the Teacher Performance Assessment (edTPA) during Demonstration Teaching, including videotaping the candidate's instruction.
5. Completing and submitting a survey to verify; 1) the number of hours or weeks the Candidate spent in the field, and 2) the diversity of the classroom and school.
6. Completing and submitting an evaluation on the Candidate's performance and dispositions, pertaining to the Candidate(s) assigned to them.
7. Allowing the UNIVERSITY supervisor into the classroom for a minimum of two (2) formal observations of a Candidate in the major experience of the Principal Preparation programs, and a minimum of three (3) observations of a Candidate during demonstration teaching in the Teacher Preparation programs.
8. Conferring with the UNIVERSITY supervisor regularly throughout the Candidate's field experience and communicating any concerns regarding the Candidate to the UNIVERSITY.
9. Requesting that all required documentation be provided to SCHOOL, including criminal background checks, drug testing clearances, immunization reports or other health information from candidate, if applicable.
10. Sharing responsibility for continuous improvement of Candidate preparation and sharing accountability for Candidate outcomes with UNIVERSITY.

UNIVERSITY personnel shall be responsible for the following:

1. Providing oversight and direction to the field experience.
2. Identify and select qualified clinical educators (Cooperating Teachers, Host Teachers, or Principal Mentors) who are mutually agreeable to the SCHOOL and who demonstrate a positive impact on candidates' development and P-12 student learning and development.
3. Confirming the Candidate's placement with the SCHOOL two (2) weeks before the placement begins.
4. Orienting SCHOOL personnel and Candidate to expectations and responsibilities.
5. Ensuring the field experience is conducted in such a manner as to enhance the education of the students in the SCHOOL.
6. Partnering with SCHOOL to co-select, prepare, evaluate, support, and retain high-quality educators who demonstrate a positive impact on Candidate and P-12 student development.
7. Informing Candidate that the UNIVERSITY or SCHOOL has the right to remove, reassign or discontinue a placement if it is determined the field experience is jeopardizing the educational advancement of the class

HONORARIA OR STIPENDS

SCHOOL warrants that payments or other things of value provided by UNIVERSITY under this Agreement will be used for the benefit of SCHOOL employees who are providing services under the Agreement, and not for the personal benefit of any individual who might influence the awarding of field experience positions for UNIVERSITY students. A Cooperating Teacher who mentors a Candidate for a 12 week Demonstration Teaching experience in a Teacher Preparation Program will receive a \$160 stipend after submitting a W9 form and completing a midterm evaluation, and another \$160 stipend after completing a final evaluation on the Candidate. A Principal Mentor who mentors a Candidate for a 40-hour placement in the Educational Leadership and Administration Programs will receive a \$200 stipend after submitting a W9 form and completing an evaluation and survey, and a professional dispositions assessment on the Candidate. A Principal Mentor who mentors a Candidate for a 160-hour placement in the Educational Leadership and Administration Programs will receive a \$400 stipend after submitting a W9 form and completing an evaluation and survey, and a professional dispositions assessment on the Candidate. A Principal Mentor who mentors a Candidate for a 240-hour placement in the Educational Leadership and Administration Programs will receive a \$600 stipend after submitting a W9 form and completing an evaluation and survey, and a professional dispositions assessment on the Candidate. UNIVERSITY holds the right to pro-rate stipends for the SCHOOL employee if the employee does not mentor the Candidate for the required number of hours, and/or the required number of hours do not extend through the agreed upon calendar dates. UNIVERSITY also holds the right to withhold the stipend if the SCHOOL employee does not submit the required documents or complete the required assessments and evaluations within the agreed upon calendar dates.

MUTUAL AGREEMENT

The following is understood and agreed:

1. The terms of this agreement shall be in force until either party terminates this agreement upon thirty (30) days' prior written notice to the other.
2. This agreement may be modified by mutual consent, provided any and all modifications will be in writing and signed by an official of the UNIVERSITY and of the SCHOOL.
3. The parties shall maintain liability insurance with limits sufficient to cover the activities contemplated in this agreement.
4. The parties agree to indemnify and hold harmless the other from all loss or liability resulting from the negligent acts or omissions of the respective party and/or its employees or agents arising out of the performance or the terms and conditions of this Agreement.
5. In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the parties acknowledge and agree that the SCHOOL is an educational institution with a legitimate educational interest in the educational records of the Candidate participating in the field experience program and to the extent that access to Candidate's records are required by the SCHOOL in order to carry out the field experience program.
6. The parties agree that Candidate will have equal access to their respective programs and facilities without regard for race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation or other legally protected status.
7. SCHOOL represents that it has policies in place that are consistent with applicable laws to prevent and report instances of sexual harassment, sexual discrimination, and sexual misconduct and it will comply with these policies during its participation in the field experience program. In the event that SCHOOL does not have such policies in place, it shall abide by UNIVERSITY'S Code of Conduct located at <https://www.waldenu.edu/-/media/Walden/files/legal/title-ix-policyfor-codeof-conduct-waldenfinal10915.pdf?la=en> with regard to Candidates.

SIGNATURES

Please print this agreement, provide a wet signature, scan the document, and email it back to fieldexperience@mail.waldenu.edu. The fully executed agreement will be emailed back to you.

SCHOOL:

Signature:

A Boakye

Name (please print):

Akua Boakye

Title:

Personnel Manager

Date:

2/13/19

UNIVERSITY:

Signature:

KM Steffens

Name (please print):

Kate Steffens

Title:

Dean, College of Education

Date:

2/13/19

EXHIBIT A

The Cooperating Teacher (Teacher Preparation Programs)

The Cooperating Teacher serves as a mentor teacher during demonstration teaching in the Teacher Preparation programs. The Cooperating Teacher collaborates with the university supervisor to establish mutually agreeable expectations for candidate preparation and exit, and shares responsibility with the university for the continuous improvement of the candidate. In addition, the Cooperating Teacher evaluates, supports, and demonstrates a positive impact on candidate development and P-12 student learning and development.

Cooperating Teacher qualifications:

- A valid NJ teaching license, or the equivalent, in the field of specialization
- At least three (3) years of teaching experience in the field of specialization
- At least one (1) year of teaching experience at the current grade/age level
- At least one (1) year of teaching experience in the school or center
- Recommendation by the site principal or director

School and University will co-select qualified clinical educators.

EXHIBIT B

The Host Teacher (Endorsement Programs)

The host teacher is a licensed teacher who is responsible for supervising the Candidate during clinical experiences. The host teacher provides opportunities for the candidate to observe his/her classroom and fulfill the clinical experience course assignments, and also provides on the job development that is essential in maintaining coherence across the clinical and academic components of preparation.

Host Teacher qualifications:

- A valid NJ teaching license, or the equivalent
- Recommendation by the site principal or director

School and University will co-select qualified clinical educators.

EXHIBIT C

The Principal Mentor (Educational Leadership and Administration Principal Preparation Programs)

The principal mentor is a licensed principal-practitioner who serves as a role model, counselor, and teacher, providing guidance and opportunities for professional development, growth, and support. In collaboration with the university supervisor, the principal mentor establishes mutually agreeable expectations for candidate performance, and ensures theory and practice are linked. The relationship between the principal mentor and the candidate is key to the candidate's successful development as an effective leader. Candidates will have three principal mentors—one in each field experience setting.

Principal Mentor qualifications:

- A master's degree is required, advanced degree in educational administration is preferred.
- Licensure or eligibility for licensure as a school administrator.
- At least three (3) years of principal experience, of which at least one year is at the age/grade level of the assignment.
- Recommendation of the school system.

School and University will co-select qualified clinical educators.

EXHIBIT D

Code of Ethics for Minnesota Teachers

All Walden University Candidates are expected to abide by the following Code of Ethics for Minnesota Teachers (rule 8700.7500, subpart 2) while at their placement sites. The standards of professional conduct include the following:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

EXHIBIT E

Minnesota Code of Ethics for School Administrators

All Walden University Principal Candidates enrolled in the Minnesota-approved principal preparation program are expected to abide by the following Minnesota Code of Ethics for School Administrators (rule 3512.5200, subpart 2) while at their placement sites. The standards of professional conduct include the following:

- A. A school administrator shall provide professional educational services in a nondiscriminatory manner.
- B. A school administrator shall take reasonable action to protect students and staff from conditions harmful to health and safety.
- C. A school administrator shall take reasonable action to provide an atmosphere conducive to learning.
- D. A school administrator shall not misuse professional relationships with students, parents and caregivers, staff, or colleagues to private advantage.
- E. A school administrator shall disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws, and school district policies.
- F. A school administrator shall not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications, or to the qualifications of other staff or personnel.
- G. A school administrator shall not knowingly make false or malicious statements about students, students' families, staff, or colleagues.
- H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.
- I. A school administrator shall only accept a contract for a position when licensed for the position or when a school district is granted a variance or letter of approval by the board.
- J. A school administrator, in filling positions requiring licensure, shall employ, recommend for employment, and assign only appropriately licensed personnel, or persons for whom the school district has been granted a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned and the position must be filled to meet a legitimate emergency educational need.
- K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.

EXHIBIT F

Licensure Code of Professional Conduct for Ohio Educators

All Walden University Principal Candidates enrolled in the Ohio-approved principal preparation programs are expected to abide by the following Licensure Code of Professional Conduct for Ohio Educators while at their placement sites. The principles of professional conduct include the following:

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and outside the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency, or state or federal law.
4. Educators adhere to federal, state, and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess, or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure that school property, public funds, or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all of the terms and obligations in their employment contract.