



FIELD PLACEMENT MEMORANDUM OF UNDERSTANDING

THE TERM of this **AGREEMENT**, entered into by and between Drexel University, hereinafter referenced as the **UNIVERSITY**, and **Warwick School District**, hereinafter referenced as the **DISTRICT**, shall commence on **October 1, 2026**, and shall continue unless written notice is given by the **DISTRICT** to the contrary.

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Pennsylvania Department of Education to provide student teaching experience and to provide supervised field experience as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the school district under this agreement do not exceed the actual cost to the school district of the services rendered;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

I.

The District shall provide teaching experience through observations and student teaching in schools and classes of the District for teacher candidates/student interns of the University who possess a valid certificate of clearance and are assigned by the University to schools or classes of the District. Such observations and student teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for observations and student teaching any teacher candidate/student intern of the University assigned to a placement in the District, and upon request of the District, made for good cause, the University shall terminate the assignment of any teacher candidate/student intern of the University to observation or student teaching in the District.

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching or administrative leadership functions under the direct supervision and instruction of employees of the District holding valid state-issued educator credentials, other than emergency or intern credentials, authorizing them to serve as classroom teachers or principal/superintendent interns in the schools or classes in which the student teaching is provided.

“Teacher candidate” and “student intern” as used herein and elsewhere in this agreement refers to a currently enrolled Drexel University student who is participating in field experiences, including pre-student teaching and student teaching, or a Principal or Superintendent internship.

II.



During their field experiences, teacher candidates will be participating in a directly linked corresponding course which provides continuous study and discussion. Three evaluators observe the student during these placements:

1. The **mentor teacher** works with the teacher candidate in the classroom and conducts a formative and final evaluation with the PDE 430 form; as required by the Pennsylvania Dept of Education.
2. The **site director** (as identified and hired by Drexel University) visits the placement location and completes a minimum of two formal observations depending on the type of assignment. The site director will complete the Drexel University Student Teaching Evaluation Form for each lesson observed. The site director will submit a formative and summative evaluation (PDE 430).
3. The Drexel University **course instructor** (*Drexel faculty*) will view two video recordings of the teacher candidate's teaching (stage IV only) and provide constructive feedback. Please note that teacher candidates will adhere to all district policies with regard to video recording.

III.

There are four stages of field experience of which Stages III and IV include student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system.

Additionally, Drexel University offers three different internships designed for already-certified teachers who are looking to become administrative leaders: the Principal Internship, Superintendent Letter of Eligibility Internship, and the Special Education Leadership Internship.

An assignment of a teacher candidate or student intern of the University to schools or classes of the District shall be at the discretion of the University as described below. The start and end dates can be adjusted in order to align with the District's academic year calendar.

Drexel University also offers internships to graduate students enrolled in the first or second year of coursework in the School of Psychology EdS program as described in "**Exhibit A**" attached to this Field Placement Memorandum of Understanding.

The University will award the District for performance by the District of all services required at a rate mutually agreed upon per University quarter term.

STAGE ONE: OBSERVATION

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about K-12 learners and K-12 education philosophy.

STAGE TWO: EXPLORATION

This stage may be called the “assistant” phase of field experience where the candidate works under a certified teacher’s direction with a small group of students. Activities could include tutoring, helping with assignments, and so forth.

STAGE THREE: PRE-STUDENT TEACHING

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program but will not be in full control of a class.

STAGE FOUR: STUDENT TEACHING

There is a minimum of 12 weeks of full-time student teaching required including all auxiliary duties normally performed by a teacher. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement) who is trained by the preparation program faculty. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of six weeks in two different grade bands.

INTERNSHIPS: PRINCIPAL, SUPERINTENDENT LETTER OF ELIGIBILITY, SPECIAL EDUCATION SUPERVISOR

These internships occur across four different quarter terms where each intern will complete 75-150 hours per term for a total of 300-600 hours over the course of a year.

The hours are embedded partly in current job functions such as leadership activities, school district planned activities, activities generated from courses and log reflections, and meeting with a mentoring administrator. Student interns will keep a log of weekly leadership activities that are implemented by the student intern and the mentoring administrator.

Each student intern is responsible for securing a mentoring administrator with a minimum of three years administrative experience on a state-issued administrative certificate and a minimum of one year in the district or school where the student intern currently works.

Furthermore, the mentor must have an administrative assignment as a school principal, assistant principal, superintendent, or other office administrative position, as appropriate. Additionally, each student intern has a Drexel University instructor who monitors the student intern’s progress during the four-quarter internship experience.

IV.

TEACHER CANDIDATE/STUDENT INTERN QUALIFICATIONS

Each Drexel University teacher candidate or student intern must currently possess a clear federal background check which was conducted by local law enforcement authorities and complete at least three hours of Child Abuse Recognition and Reporting Training, under Pennsylvania Act 126. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance. Any student intern participating in one of the three Internships must also provide proof of an applicable valid state-issued certificate in their area of study.

MENTOR TEACHER/ADMINISTRATOR QUALIFICATIONS

Mentor teachers/administrators must have appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement). In addition, they should be open to engaging in mentoring professional development provided by Drexel University.

V.

MENTOR TEACHER/ADMINISTRATOR RESPONSIBILITIES

Stages I/II: Observation/Exploration

1. Communicate with teacher candidate and Field Placement Office to share their expertise as appropriate.
2. Allow the teacher candidate to actively observe classroom instruction and collaborates in completing all attendant requirements prior to hosting.
3. Co-plan and co-teach lessons with the teacher candidate as necessary.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours reported.
5. Provide ongoing actionable feedback verbally throughout the experience.
6. Complete final, informal evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.

Stage III: Pre-Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
3. Allow the teacher candidate to actively observe classroom instruction and teach 4-8 small group and/or whole class lessons during the placement.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours recorded.
5. Provide ongoing actionable feedback both verbally and in writing throughout the experience.
6. Complete a final evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor as needed throughout the duration of the placement.

Stage IV: Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Review the full-time student teaching or residency student teaching handbook.
3. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
4. Be willing to allow the teacher candidate to gradually assume the majority of the responsibilities of the classroom.
5. Complete two formal evaluations according to the four domains of the Danielson's Framework, identifying overall strengths and providing suggestions for the future.
6. Provide daily actionable feedback to the candidate both verbally and in writing throughout the experience.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor throughout the duration of the placement.

Principal/Superintendent/Special Education Supervisor Internship

1. Complete the Mentoring Administrator Application each term.
2. Assist the student intern with the Intern Goal Form.
3. Review each of the applicable documents: Internship Handbook, Evaluation/Feedback Form and Internship Schedule.
4. Suggest internship activities.



5. Meet with the student intern weekly, or as needed, for mentoring, feedback, and reflection.
6. If possible, participate in a Live Classroom with other mentoring administrators each term; an invitation will be sent from the Drexel University instructor with information on the time/day and how to participate.
7. Evaluate and provide feedback to the student intern on the Evaluation/Feedback Form at the end of each term.
8. Provide feedback to the Drexel University course instructor during and after each term.

VI.

SITE DIRECTOR QUALIFICATIONS

Site directors must be previously certified teachers with at least three years of teaching experience preferably in an area closely related to the certification area sought by the teacher candidate. In addition, the site director should have expertise and experience in staff development, mentoring, and supervising other teachers.

SITE DIRECTOR RESPONSIBILITIES

1. Clearly communicate program goals and objectives to mentor teachers, building administrators, and district administrators.
2. Clearly communicate goals, objectives, and policies to teacher candidates.
3. Clearly communicate timelines for required observations, presentations, and the like to teacher candidates and mentor teachers.
4. Effectively coordinate additional learning opportunities for teacher candidates.
5. Observe and supervise teacher candidates during their experience, providing student teaching assessment and documentation (PDE 430).
6. Conduct conferences with teacher candidates and mentor teachers on a regular basis.
7. Work effectively one-on-one to answer questions about individual teacher candidates and Drexel goals and objectives.

VII.

Notwithstanding anything herein contained to the contrary, this agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

If you have any questions regarding any area of this letter, I would be happy to discuss how the School of Education can accommodate **Warwick School District** policies and procedures. I can be reached via phone: (215) 895-1865 or via email: spr37@drexel.edu.

If you find this contract agreeable, the following signatures hereby indicate the approval of this contract:

Drexel University

Sarah P. Ulrich, Ed.D.
Associate Dean, Academic Affairs
School of Education

Warwick School District

By: _____
Signature Date

Printed Name

Title



EXHIBIT A ADDITIONAL SERVICES

Definition of Roles and Qualifications:

Practicum Student – A Drexel University graduate student enrolled in the first or second year of coursework in the School Psychology EdS program.

School Psychology Intern – A Drexel University graduate student enrolled in the third year of in the School Psychology EdS program, which involves the completion of a 1200 hour internship experience within a school setting. Students are also enrolled in a 1 credit internship seminar course across each term of the academic year.

Both practicum students and interns must currently possess a clear federal background check which was conducted by local law enforcement authorities. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance.

Field Supervisor – A school psychologist employed by a school or educational agency who provides field supervision to the practicum student or intern. All field supervisors must be certified or licensed school psychologist in the state they are employed, or a licensed psychologist in the state they are employed. The field supervisor must have at least 1 year of professional experience as a school psychologist to supervise a practicum student. The field supervision must have 3 years of professional experience as a school psychology to supervise an intern.

University Supervisor – A faculty member in the Drexel School of Education who provides individual and/or group supervision to practicum students as part of their coursework. The university supervisor will hold either state or national certification as a school psychologist AND/OR licensure as a psychologist.

Levels of Practicum and Internship:

Year 1 Practicum: Students in this practicum are engaged in academic assessment and intervention activities, including administering Curriculum Based Measures (CBM) and selecting and implementing individualized academic interventions. They also participate in academic or behavioral consultation activities, including teacher interviews, observation/data collection, selecting and implementing interventions, and progress monitoring. All activities are conducted with parental consent. A university supervisor conducts on-site and/or remote supervision to all Year 1 Practicum students.

Year 2 Practicum: Students in this practicum work closely with a field supervisor to participate in a variety of activities demonstrating the roles and functions of a school psychologist. Students begin the academic year primarily shadowing and observing tasks, and they begin to practice direct assessment, intervention, and consultation across the academic year. Across the year, students are required to review records, conduct classroom observations, observe pre-referral/MTSS and IEP team meetings, conduct

academic achievement and cognitive functioning assessments, interview and consult with parents and teachers, and generate written reports. Students are expected to complete 6 hours per week at the practicum site. The schedule is to be determined by the student and field supervisor. Practicum students are required to log all hours, and they submit this log to the university supervisor each term. The field supervisor will verify all hours at the end of the practicum experience.

All activities are conducted under supervision of the field supervisor. The university supervisor also conducts weekly group supervision meetings. The Year 2 practicum student is rated by the field supervisor twice: once at the end of the Fall term and again in the Spring term, at the end of the school year.

Internship: Students on internship participate in the assessment, consultation, and intervention activities typical of a practicing school psychologist. This includes participating in pre-referral/MTSS and IEP team meetings, conducting psychoeducational assessments for a variety of referral concerns, interviewing and consulting with parents and teachers, and generating written reports. Students are expected to work on-site at the school or educational agency full-time, so that 1200 hours of experience are obtained by the end of the academic year. Students may complete a part-time 2-year internship with program and site approval. Internships may be paid or unpaid. Interns are required to log all hours, and they submit this log to the university supervisor each term. The field supervisor will verify all hours at the end of the internship experience.

All intern activities are conducted under supervision of the field supervisor. The field supervisor must provide 2 hours of direct supervision per week. The university supervisor also conducts monthly group seminars with all interns. The intern is rated by the field supervisor twice: once at the end of the Fall term and again in the Spring term, at the end of the school year.

