

Professional Development School Scope of Work Agreement 2011-2012

Lino Lakes Elementary, Forest Lake Public School District

and



The purpose of this document is to capture the rationale, benefits, expectations, and resources co-determined as essential for the collaboration at the professional development school site, Lino Lakes Elementary. The professional development school, a joint venture between the University of Minnesota and Forest Lake Public School District, will 1) serve P-12 student learners, 2) provide ongoing quality clinical placements for teacher candidates in University of Minnesota's College of Education and Human Development (CEHD), and 3) engage school and university-based faculty in ongoing professional development.

The Professional Development School model looks at the school as the critical unit of change. Lino Lakes Elementary School is a Professional Development School for University of Minnesota- Twin Cities elementary licensure program teacher candidates and other K-12 school-based pre-licensure professionals (e.g., school counselors, special education, music, art, psychologists, ESL). Both parties agree that the school environment and P-12 learners are better served when both institutions work collaboratively to create quality placements and co-teaching experiences to improve the profession through partnership.

As part of CEHD's 2020 vision, we imagine:

- The achievement gap will be eliminated in Minnesota.
- P-12 students in Minnesota will be academically, socially, and emotionally supported by their teachers and other education professionals working collaboratively in schools.
- University of Minnesota graduates in the CEHD will enter their first year of working in schools fully prepared and able to support student learning from their first day on the job.
- All teachers in Minnesota will have access to a high-quality induction system.
- University of Minnesota graduates in the CEHD will see themselves as stewards of the teaching profession and take on responsibilities for the preparation and support of beginning teachers.
- Schools will be places of learning for all those who cross their thresholds.
- The state of Minnesota will have a coherent set of policies related to the preparation, induction, and ongoing professional development of teachers.

Belief Statements

- The preparation of future teachers is the responsibility of the entire profession, both school-based and university-based faculty.
- The school is the unit of change rather than a few individuals within the school.
- A team approach to working with teacher candidates is more effective than the one to one, traditional student-teaching approach.
- In order for the partnership arrangement to be a true partnership, responsibilities and resources must be shared.

- It is important for the school-based faculty to understand the goals of the teacher preparation programs and it is important for the university-based faculty to understand the goals of the school.

Benefits

- Lino Lakes Elementary **students** will benefit from the presence of additional teacher candidates who can provide ongoing attention to individual needs in the classroom and school.
- Lino Lakes **school-based professionals** will benefit from leadership opportunities offered through the partnership work (eg. school liaison, mentor, co-teacher, professional developer, consultant, and/or university instructor).
- Lino Lakes **school** will benefit from university resources (faculty expertise, research, grant involvement, professional development) that may be available within the partnership.
- **CEHD** benefits from the collaboration at a Professional Development School (PDS) site that is staffed by school-based faculty who are: knowledgeable about CEHD programs, engaged as adaptive experts mentoring new teachers, and working with university faculty/staff to support P-12 learners and teacher candidates.
- **The profession** benefits from new educators who have been prepared and nurtured in an environment where professional practice, commitment to the teacher education redesign essentials, and focus on adaptive expertise were associated with the entire range of their field experiences.

PDS Faculty Scope of Work Agreement (SOWA)

Preparation for all University of Minnesota teacher candidates placed at Lino Lakes Elementary will be the responsibility of all school and university-based faculty. The following represents expectations co-constructed in multiple meetings between university and school representatives.

Lino Lakes school-based faculty responsibilities: Whole school

All school and university-based faculty at the PDS site have the responsibility to engage with each other as colleagues in the following ways:

- Provide day-to-day informal/formal observing, counseling, and problem solving.
- Include teacher candidates as colleagues in professional learning community (eg., during teacher workshop days, building/classroom preparation, shared duties, curriculum team meetings, etc.).
- Address teacher candidates as colleagues in the classroom, involving them in interactions with P-12 students as often as possible and providing resources/space/work area to them that is respectful to their needs as new professionals.
- Welcome teacher candidates to participate/observe in classrooms at anytime, as part of the whole school professional development model in a PDS.
- Lino Lakes school-based faculty, with university colleagues, will seek to incorporate/explore content area methods and integrate teacher candidates' practices that support P-12 learning.
- Several school and university-based faculty, selected by their colleagues, may serve on the PDS site team for ongoing planning and assessment. The site team will meet a minimum of three times during the academic year to review progress and establish new goals and agreements.

Cooperating Teachers' Timeline and Expectations: Co-teaching

Meetings with cooperating teachers and site team members (as appointed by the school/district liaison) at Lino Lakes will continue, as needed, during spring and summer 2011 in preparation for Fall 2011. Up to 10 teachers will be selected to participate in the professional development in preparation for the 2011-2012 elementary education redesigned program's pilot year. Not all selected teachers will receive a teacher candidate in 2011-2012, but all will be prepared for potential placements. The first teacher candidates assigned as co-teachers in the new program will be placed with pre-identified school-based faculty to begin their year-long practical experience during the Fall semester, 2011.

- Lino Lakes school-based faculty interested in becoming cooperating teachers for teacher candidates will agree to participate with university-based faculty in up to 16 hours of shared professional

development (eg. co-teaching, Teacher Performance Assessment (TPA), overview of CEHD's elementary education program, and related meetings that would prepare them to assume the responsibility of cooperating teacher for the candidate's experience. CEHD and district personnel will provide professional development dates and times after careful consideration of shared calendars and the needs of the educators involved.

- A 3.5-hour co-teaching workshop, required for all cooperating teachers (reimbursed at the daily rate of pay), university supervisors, and teacher candidates involved in the pilot of co-teaching at Lino Lakes elementary school, will be offered on August 25 and 26th, 2011. Participants need only attend on one half-day session. The co-teaching workshop *need to only be taken once* and will certify the cooperating teacher as prepared to accept a teacher candidate from the University of Minnesota-Twin Cities.
- Cooperating teachers (reimbursed at the daily rate of pay) accepting a teacher candidate in 2011-2012 will also be required to attend a 3-hour co-teaching "Pair's Workshop" with the UMN-TC teacher candidate within the first month of the placement. Every effort will be made to offer the workshop on site and during a time that is convenient for the pairs involved.
- Ongoing assessment will continue through an appointed Lino Lakes site-based team represented with feedback requested of cooperating teachers throughout the academic year.
- During the weeks UMN students are on site in the first half of the academic year (September to December), multiple teachers or instructional teams may involve one or more teacher candidates as co-teachers with student learning in their classrooms.
- Beginning with the UMN's second term (January to May 11th, 2012) each teacher candidate will work full-time as a co-teacher with her/his assigned homeroom teacher. All University of Minnesota Elementary Education program requirements will be met on May 11, 2012. However, Teacher Candidates will be encouraged to remain as co-teachers in the classroom until the end of Lino Lakes' school year (with the permission of the cooperating teacher and university supervisor), if able.
- The principal, with site team and teacher union/contractual support, will determine if an additional stipend may be paid out of the funds received from TERI (\$_275_ in 2011-2012) to the cooperating teachers during the 2011-2012 academic year. The stipend will be no more than \$_275_ and no less than \$_200_ and will be paid in addition to the stipend regularly paid by the CEHD to cooperating teachers as directed in the pre-existing placement agreement.

School-based/District-based faculty liaison

Forest Lake School District will support/provide time for a school or district-based liaison who will engage with school and university-based liaisons Lino Lakes by:

- Remaining accessible as a consistent contact for the university liaisons and school-based faculty for the academic year.
- Communicating any policy oriented problems or cases that involve unusual difficulties to the school administration and university-based liaison.
- During the academic year, engaging as partner with university liaison to finalize placements processes, evaluation, and decisions regarding the next academic year.
- Seeking ways to integrate professional development opportunities for school and university-based faculty that support P-12 student learning.
- Serving on the PDS site team for ongoing planning and assessment. The site team will meet a minimum of three times during the academic year to review progress and establish new goals and agreements.
- Working closely with other school/district-based liaisons and the UMN-TC School-based Partnership Coordinator to:
 - Co-lead in the development and facilitation of a site team for PDS planning (TERI's focus for 2011-2012 PDS planning is placement, co-teaching, and the Teacher Performance Assessment (TPA)).

- Engage as school partner representative at UMN-TC Teacher Education Redesign Initiative (TERI) workdays.
- Co-develop the site specific Scope of Work Agreement (SOWA) with UMN-TC partners with input from site and district colleagues for the next academic year.
- Communicate school faculty and administration's feedback regarding recommended changes as the partnership evolves.
- Identify and supply information regarding potential co-teaching placements and work with UMN-TC program placement coordinators/faculty to build relationships/connect programs.
- Qualifications sought for the role are teacher leaders who are: 1) well-respected by their colleagues, 2) organized, 3) able to consider multiple perspectives (and remain positive when working within and across complex systems during change), 4) committed to improving the profession and clinical experiences for preservice and practicing educators, and 5) dependable.
- The district and school site will determine how resources from TERI and other sources may be used to support the individual(s) who have agreed to serve in the role of school/district liaison in the partnership for the academic year.

University-based faculty liaisons/supervisors

CEHD will provide a university faculty liaison/supervisor who will engage with school-based faculty at Lino Lakes by:

- Remaining accessible as a consistent contact for the school-based faculty for the academic year.
- Communicating any policy oriented problems or cases that involve unusual difficulties to the Coordinator of Clinical Placements in the EDRC and UMN-TC initial licensure program faculty.
- During the second half of the academic year, engaging as partner with assigned candidate's professional development through formative and summative assessments in collaboration with the cooperating teachers.
- Seeking to incorporate the school's curriculum and integrate teacher candidates' assignments and practices that support P-12 learning.
- Serving on the PDS site team for ongoing planning and assessment. The site team will meet a minimum of three times during the academic year to review progress and establish new goals and agreements.
- Working closely with other school/district-based liaisons and the UMN-TC School-based Partnership Coordinator to:
 - Co-lead in the development and facilitation of a site team for PDS planning (TERI's focus for 2011-2012 PDS planning is placement, co-teaching, and the Teacher Performance Assessment (TPA)).
 - Engage as university representative at UMN-TC Teacher Education Redesign Initiative (TERI) workdays.
 - Co-develop the site specific Scope of Work Agreement (SOWA) with district/school partners with input from university colleagues for the next academic year.
 - Communicate university faculty and administration's feedback regarding recommended changes as the partnership evolves.
 - Identify and supply information regarding potential co-teaching placements and work with district/school placement coordinators/faculty to build relationships/connect programs.
- Qualifications sought for the role are university leaders who are: 1) well-respected by their colleagues, 2) organized, 3) able to consider multiple perspectives (and remain positive when working within and across complex systems during change), 4) committed to improving the profession and clinical experiences for preservice and practicing educators, and 5) dependable.
- The Educator Development and Research Center (EDRC) and initial licensure programs will determine how resources from TERI and program budgets may be used to support the individual(s) who have agreed to serve in the role of university liaisons in the partnership for the academic year.

Site-specific Placement Agreement

For the 2011-2012 academic year:

1. Lino Lakes' school-based faculty agrees to accept a minimum of 3 and a maximum of 6 teacher candidates for a full-time co-teaching experience.
2. Lino Lakes has agreed to accept a minimum of 1 and a maximum of 2 additional teacher candidates (counselors, special educators, ELL instructors, psychologists, etc) if available for placement for a part or full-time co-teaching/mentoring experience.
3. CEHD would agree to provide Lino Lakes with the names of teacher candidates in these categories in a timely fashion in order for the appropriate planning to occur prior to the experience at Lino Lakes. CEHD teacher candidates in these categories would agree to meet with teachers at Lino Lakes during the semester (teacher candidates) or week (methods students) prior to the experience.

The 2011-2012 site team would be responsible for determining the number of teacher candidates, methods students, and observers the school would be willing to work with during the 2012-2013 school year and communicate that number to CEHD by January 1, 2012. The CEHD will place only the number of students to the grade levels that Lino Lakes requests for the following year. The site team will also be responsible for proposing how resources will be used to support the development needs of the PDS. The site team will co-develop an assessment plan using, in part, the value-added data provided through the Teacher Education Redesign Initiative (TERI). The district's assessment representative and CEHD's assessment representative will be included in assessment discussions and plans.

Resource Sharing and Expectations

University of Minnesota, CEHD Support

1. TERI agrees to provide Forest Lake Public School District with \$20,000 with \$12,000 designated for partnership development expenses incurred at Lino Lakes Elementary School. The \$12,000 allocated for Lino Lakes elementary will be used for related expenses incurred during the partnership development, such as: additional stipends to cooperating teachers accepting year-long placements, co-teaching training for specialists, materials/resources for whole school professional development, travel and expenses related to PDS conferences, Teacher Performance Assessment scorer training, assignment of a school liaison for TERI at Lino Lakes, and reimbursement for extended work hours to attend TERI events. Money not utilized in one academic year may be carried over for expenditures related to the partnership in the next year. The school may spend this money to support the partnership with TERI. A record of expenditures will be kept by the site representative/team for reporting purposes at the end of each academic year (before July 1).
2. CEHD agrees to provide a university-based liaison/supervisor to the school-based faculty.
3. CEHD will provide professional development for the school-based faculty on co-teaching and the Teacher Performance Assessment (TPA). The experience will carry with it continuing credit hours at no expense to the school-based faculty member.
4. CEHD will work through TERI to examine and change policies/contracts and work toward developing new language to provide professional development leaves, reassignments, or new positions that might be shared between institutions. Those in roles as PDS university-based liaisons and/or specialists will be engaged in hourly/semester/year long responsibilities for partnership development, co-teaching, induction, TPA support, assessment, and/or site team strategic planning for next steps.

School and District Support

Lino Lakes elementary will work with CEHD to provide school-based faculty with the occasional release time that might be necessary to for school-based faculty to work with university-based faculty, preservice teachers, or methods students.

1. Lino Lakes will work with teachers to review policies/contracts and/or work toward developing new language to provide professional development leaves, reassignments, or new teacher-leader positions that might be shared between institutions. Those teachers in roles as PDS school-based liaisons and/or specialists may engage in hourly/semester/year long responsibilities for partnership development, co-teaching, induction, TPA support, assessment, and/or site team strategic planning for next steps.
2. Forest Lake Public School District will empower Lino Lakes elementary school to allocate the resources described above to be used within the school as the site team and principal as determined to support the professional development school partnership.
3. District strategic plans and initiatives specific to the partnership will be integrated into the professional development with the input of the school site teams.
4. The district will provide space and time for the school site team to meet a minimum of three times: at dates of interest during the beginning, middle, and end of the academic year.
5. Lino Lakes may employ flexible scheduling methods in order to accommodate the needed meeting times described in the responsibilities section above.

This agreement is considered a living document under constant review by all parties involved in the partnership. The SOWA is used to clarify expectations and document the development of the PDS site as the partnership deepens over time.

Signatures of Agreement	Date	Role
_____	_____	Teacher Representative
_____	_____	Superintendent, Forest Lake Public Schools
_____	_____	Union Representative
_____	_____	School Faculty Liaison/Principal
_____	_____	University Faculty Liaison
_____	_____	Coordinator, School-based Partnerships
_____	_____	Executive Director, Educator Development Research Center