

**MEMORANDUM OF UNDERSTANDING
2011-2012**

Forest Lake Area Schools

and



**Teacher Education Redesign Initiative (TERI) Partner Network Planning and
Implementation for Professional Development School(s)**

Rationale

The Teacher Education Redesign Initiative (TERI) Partner Network represents a significant re-envisioning of how the University of Minnesota's College of Education and Human Development (CEHD) teacher education programs collaborate with school partners to better prepare teachers for the challenges in the classroom. The TERI Partner Network will have a long-lasting, positive impact on students in Minnesota, educators, partner schools, and programs of the University of Minnesota's College of Education and Human Development (CEHD).

Through University partnerships with Professional Development Schools (PDS), teacher candidates will gain access to high quality school-based experiences and to the expertise of master teachers. At the same time, the school district PDS sites will gain opportunities to develop the leadership and instructional capacity of their faculty. The focus of Professional Development Schools is research-based teaching and learning that will benefit P-12 students.

The purpose of this agreement is for both parties to commit to the mission, vision, and planning of TERI for the coming year. At the end of that year, a new agreement will be written that will identify further commitments.

What is proposed here is that Forest Lake Area Schools continue to engage with the University of Minnesota's College of Education and Human Development's TERI planning and implementation processes, developing a Professional Development School site at Lino Lakes Elementary School for 2011-2012 for candidates in a number of licensed P-12 professions as determined to be appropriate by both parties (i.e. Elementary Education, School Counseling, and Early Childhood Special Education, etc.). Additionally, a team of school-based faculty, administrators, and university program representatives are invited to continue exploring the possibilities for developing Forest Lake Senior High School as a PDS site beginning in 2012-2013.

Two fundamental values of the partnership are that all persons engaged in work in the TERI Partner Network and at PDS sites must be committed to ensuring that each and every child learns and develops to her/his potential. Also, all school staff at PDS sites in the TERI Partner Network should be committed to providing quality clinical experiences for teaching candidates.

Three paramount goals of this partnership are at the heart of our work to:

1. Create a seamless transition from teacher preparation to teaching;
2. Provide teaching candidates with a variety of quality clinical experiences in a school and its community; and
3. Work toward effective teaching of pre-service and in-service teachers.

Four key areas of TERI help shape our vision for preparing future teachers:

1. **Partnerships:** Professional Development Schools in partnering districts will show improved student performance through research-based teaching.
2. **Adaptive Expertise:** Teacher candidates will have both expert subject knowledge and the flexibility and inventiveness to adapt to the diverse learning needs of their students.
3. **Performance driven curriculum:** Partners will share a focus on what we teach and who we teach. This includes work around data-driven instruction.
4. **Research agenda:** Both partners will engage in continuing inquiry into the effectiveness of our program in preparing teachers who make a difference for students.

Five Belief Statements

1. The preparation of future teachers is the responsibility of the entire profession, both school based personnel and those in higher education.
2. The school is the unit of change rather than a few individuals within the school.
3. A team who approaches working with educator candidates is more effective than the one-to-one approach now employed.
4. In a true partnership, responsibilities and resources must be shared.

5. It is necessary for the teaching mentors and the University-based faculty to share and understand the goals both of the school and of the teacher preparation program.

We anticipate that the planning for a PDS will provide a variety of benefits and expectations for both partners. An initial list of these benefits and expectations is presented here:

Benefits

PDSs benefit from:

- Increased professional development opportunities for the school via University faculty.
- Opportunities for teacher participation and leadership in the Teacher Education Redesign Initiative.
- The increased resource capacity of having teaching candidates in the school and classroom.
- Participation in a visionary project that prepares teachers who can meet the diverse needs of students.

The University benefits from:

- Developing teachers who are better prepared for their careers due to more grounded and extended experience in P-12 classrooms.
- Increased opportunities for research and cooperative projects within schools.
- Preparation program improvement through extended work in schools, with P-12 teachers, and with P-12 students.

Expectations

PDSs can expect the University to:

- Engage school staff in the clinical preparation of teacher candidates.
- Respond to professional development interests of the PDS.
- Meaningfully integrate theory, research, and practice and apply this knowledge to the P-12 setting via the PDS.

The University can expect PDSs to:

- Collaborate with the University and teaching candidates.
- Support teacher mentor participation in professional development.
- Provide space for coursework for teaching candidates.
- Provide a variety of relevant experiences to teaching candidates within the school, district, and its community.
- Be committed to professional development as an entire school.

During the planning and implementation year there are a number of topics we must address together:

University of Minnesota, CEHD Support

- 1. TERI agrees to provide Forest Lake Area Schools with \$20,000 for the 2011-2012 academic year, of which \$12,000 is designated for partnership development expenses at Lino Lakes Elementary School. The \$12,000 allocated for Lino Lakes elementary will be used for related expenses 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 June 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 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. District strategic plans and initiatives specific to the partnership will be integrated into the professional development with the input of the school site teams.*
- 3. 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.*

4. *Forest Lake Area Schools will provide needed meeting times described in the responsibilities section above.*

The additional \$8,000 will be designated for expenditures related to TERI Partner Network events and/or Forest Lake Senior High PDS site development meetings, reimbursement for time, workshop registration fees, and related travel expenses.

Memorandum from Superintendent- June 2011, see below:

This memo (letter) is to inform you of an addendum to the 2010-11 Memo of Understanding (MOU) that Forest Lake Area Schools established with the University of Minnesota concerning the Teacher Education Redesign Initiative in June of 2010. This memo (letter) will allow the University to release \$20,000 to Forest Lake Area Schools to be used to retroactively pay for FLAS staff participation in TERI events and planning that occurred this year. Any unused portion of this funding can be rolled into the district budget for TERI during the 2011-12 school year or beyond. Forest Lake will receive an additional \$20,000 for the 2011-12 school year, as identified in the Scope of Work Agreement approved in May of 2011.

Signatures of Agreement

School/District Professional Development Site(s) and the College of Education and Human Development (CEHD) at the University of Minnesota (UMN)

Superintendent Date

School Board Representative Date

Union Representative Date

Principal/Site Representative Date

Dean, CEHD, UMN Date

Executive Director of Educator Development and Research Center, UMN Date

Faculty Director of Teacher Education Redesign Initiative, UMN Date

Coordinator of School-based Partnerships, UMN Date