

## *Partnership Agreement*

### LEAs and Greensboro College

#### I. Selection of Cooperating Teachers

The following criteria were jointly approved by the Greensboro College (IHE) and Local Education Agencies (LEAs) to be used in the selection of teachers who will provide supervision for clinical experiences.

1. Persons wishing to serve as a cooperating classroom teacher in the supervision of student teachers will provide the designated officer of the LEAs, upon request, with information pertaining to employment history, current licensure and endorsement areas, and other pertinent data as determined by the local education agency. A standard application to reflect the minimum agreements as specified in this document will be used. Additions and/or modifications may be instituted by the IHE-LEA partnerships as the need arises.
2. To serve as a cooperating teacher, the teacher would have completed a minimum of three years of successful teaching within five years immediately preceding selection. In addition, the teacher should have taught at least one semester and preferably one year at the current school site.
3. Selection as a cooperating teacher requires a recommendation from the teacher's current principal.
4. Cooperating teachers should display North Carolina Department of Public Instruction Cooperating Teacher Competencies (see Appendix A attached).
5. Previous observations/records and performance appraisal instruments will be reviewed by the LEA to provide additional evidence that the cooperating teacher candidate possesses the desired core competencies.
6. A cooperating teacher must be licensed currently and teaching in the field for which he/she is being asked to supervise a student teacher.
7. Cooperating teacher selection will be made by the LEA in consultation with Greensboro College and the specified school.

#### II. Placement of Student Teachers

Procedures to be followed in the placement of student teachers are as follows:

1. The IHE and LEA will process requests through a specific office and a designated central contact person. Prior to submitting the application request for student teaching placement, the program coordinator, the coordinator of clinical experience, and the director of teacher education will work with the specific P-12 school personnel and the preservice teacher to identify a recommended setting.

2. A standard student teacher application form will be used by Greensboro College and LEAs.
3. Requests for student teacher placement sites will be submitted by Greensboro College to the LEA at a date designated by the LEA. The designated date shall be prior to the close of the semester immediately preceding the student teaching semester. It shall be early enough in the semester to allow completion of placements by the end of the semester preceding the student teaching semester.
4. Greensboro College may withdraw a placement request by direct communication with the central office contact person of the LEA. Reasons which may necessitate the withdrawal of a placement request may include a student's withdrawal or dismissal from the teacher education program, transportation difficulties, unprofessional conduct, or an assignment which does not match the desired licensure area. The notice of withdrawal should be submitted directly to the LEA contact person. If the cooperating teacher has been notified of the placement assignment, a courtesy letter explaining the placement withdrawal shall be sent by the director of teacher education to the cooperating teacher and school principal with a copy to the LEA contact person.
5. The assignment of student teachers and the selection of participating schools will be processed in a manner which is free of racial and institutional biases.
6. A cooperating teacher may supervise only one student per school year unless such assignments are related to a unique Greensboro College program need endorsed by the LEA.
7. With the approval of the school principal and after consultation with the appropriate Greensboro College supervisor, a cooperating teacher may initiate termination of a placement assignment. After consultation with the LEA contact person, a Greensboro College contact person may initiate termination of a placement assignment. Termination of a placement assignment does not automatically result in failure of the student. The Greensboro College supervisor will explain any termination of a placement to the student teacher.
8. If a change in the cooperating teacher assignment at the school is necessitated due to a change in circumstances at the school, such change requires approval by the LEA and IHE and must be initiated through and authorized by the agency's central contact person.
9. The LEA will develop emergency late placement procedures. The procedures will define "late placement" and designate the LEA contact person through whom late placements are to be processed.

### III. Supervision

Greensboro College and LEAs agree to the following guidelines for the appropriate and effective supervision of student teachers.

1. A student teaching handbook and course syllabus will be provided by Greensboro College to the cooperating teacher at to the beginning of the student teacher experience. These will define both the cooperating teacher's and the college supervisor's responsibilities relative to instruction, observation, evaluation, grading, and licensure endorsements. The syllabus will outline and identify the assignments and expectations for the student teacher.

2. All cooperating teachers and the Greensboro College supervisors are invited to participate in an orientation program.
3. During the full semester student teaching experience a minimum of five on-site observations will be completed by the college supervisor. Each visit should include a conference with the student teacher to discuss his/her development. Included in the observations are three scheduled formal conferences--an evaluation one-third of the way through the experience, another two-thirds of the way through, and a final evaluation.
4. Student teachers will be supervised by the classroom cooperating teacher and the faculty supervisor.

#### IV. Evaluation

Joint evaluation shall adhere to the following guidelines:

1. The Greensboro College Clinical Evaluation Instrument (GCCEI) will be used by the cooperating teacher and faculty supervisor to assess student teaching performance. The GCCEI was developed jointly by the Greensboro College teacher education committee in collaboration with the Teacher Education Advisory Board. This instrument reflects the core competencies for student teachers based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the National Board for Professional Teaching Standards, The North Carolina Core Standards for Teachers, and the Teacher Performance Appraisal System for Beginning Teachers (TPAI). Following each evaluation session, the student will write a reflection for professional growth in areas judged to need improvement.
2. The faculty supervisor, the student teacher, and the cooperating teacher will independently complete the final evaluation GCCEI form. They will also prepare a narrative statement concerning the work of the student teacher. Copies of these evaluations are placed in the student's folder in the Teacher Education Office and in the student's placement folder (upon request by the student).
3. The IHE final grade for the student teacher's clinical experience will be determined by the evaluation of the LEA cooperating teacher and the IHE supervisor(s); however, the final grade assignment will be the responsibility of the IHE. The granting of IHE credit for student teaching is a prerequisite for initial licensure.
4. Recommendation for initial licensure requires endorsements by the IHE and LEA. If the IHE and the LEA disagree concerning the recommendation for initial licensure, then the student teacher may be allowed the opportunity by the IHE to complete another student teaching experience with another cooperating teacher.

#### V. Fieldwork Components

1. Placements. A minimum of four and a maximum of eight field experience components are required of all Greensboro College preservice teachers. Arrangements for this type of experience are completed directly by the Greensboro College Coordinator of Clinical Experiences.

2. **Supervision.** A Fieldwork Experiences Handbook and course syllabus will be provided by Greensboro College to the cooperating teacher at the beginning of the fieldwork placement. The handbook will define both the cooperating teacher's and the college supervisor's responsibilities relative to instruction, observation, evaluation, grading, and licensure endorsements. The syllabus will outline and identify the assignments and expectations for the fieldwork student.
3. **Evaluation.** The college supervisor determines the grade for fieldwork components. The supervisor consults with the Coordinator of Clinical Experiences and the cooperating teacher.

## VI. Renumeration

1. Classroom teachers who supervise Greensboro College **student teachers** receive a stipend.
2. Classroom teachers who supervise Greensboro College **student teachers** will receive a tuition voucher which is subject to the following guidelines:
  - (1) The voucher may be used by the cooperating teacher for full tuition for one course,
  - (2) The voucher may be used during any semester or summer school session,
  - (3) The cooperating teacher will be given only one voucher one time.

The voucher should be presented by the recipient to the Cashier's Office at Greensboro College. The appropriate registration fee will be due at that time. Cooperating teachers must be admitted to Greensboro College through the Adult Education Office in order to enroll in a course.

3. Cooperating teachers and building administrators of Greensboro College student teachers and fieldworkers may use their identification badges to receive free admission into cultural engagements, musical performances, theater presentations (except Saturday evening scholarship fund raising performances) and all home athletic events (except tournaments and NCAA events.) Family members of cooperating teachers and administrators and Greensboro College Teacher Education Advisory Board members may also be extended free admission into these events.

## APPENDIX A

### Competencies and Suggested Indicators for Cooperating Teachers Who Supervise Student Teachers or Interns (NCDPI)

- 1.0 The cooperating teacher demonstrates evidence of continuous professional development by:
  - 1.1 Participating in professional growth activities
  - 1.2 Sharing and seeking professional materials and ideas
  - 1.3 Having active membership in appropriate professional organizations
  - 1.4 Reading professional literature extensively
  
- 2.0 The cooperating teacher demonstrates respect for the dignity and worth of all individuals by:
  - 2.1 Conducting classes so that no partiality is shown to any special group
  - 2.2 Treating each person as a unique individual
  - 2.3 Considering the needs of others
  - 2.4 Using positive techniques of discipline
  
- 3.0 The cooperating teacher demonstrates effective human relations skills dealing with students, parents, and other professionals by:
  - 3.1 Showing sensitivity to the needs and feelings of students, parents, and other professionals
  - 3.2 Exhibiting patience, empathy, and understanding
  - 3.3 Maintaining appropriate classroom behavior
  - 3.4 Working cooperatively with colleagues, administrators, and community members
  
- 4.0 The cooperating teacher demonstrates the ability to plan effectively for instruction by:
  - 4.1 Maintaining continuity in lesson across units of study and periods of time
  - 4.2 Using a variety of materials, techniques, and equipment in the instructional process
  - 4.3 Developing units of study that allow for the individual differences of students
  - 4.4 Maintaining lesson plans that are used daily to guide instruction
  
- 5.0 The cooperating teacher demonstrates the ability to construct effective instruments and techniques for instruction by:
  - 5.1 Planning learning activities in a logical sequence
  - 5.2 Planning lessons for individuals and for small and large groups
  - 5.3 Planning lessons for students with exceptional needs
  - 5.4 Developing teaching methods appropriate for objectives, learners, and environments
  
- 6.0 The cooperating teacher demonstrates the ability to utilize effective instruments and techniques for instruction by:
  - 6.1 Implementing learning activities in a logical sequence
  - 6.2 Conducting lessons using a variety of teaching methods
  - 6.3 Using teaching methods appropriate for objectives, learners, and environments
  - 6.4 Working appropriately with individuals and with small and large groups
  - 6.5 Working appropriately with students with exceptional needs
  
- 7.0 The cooperating teacher demonstrates the ability to communicate clearly in speaking by:
  - 7.1 Giving oral directions that are understood by the learner
  - 7.2 Clearly explaining lesson content
  - 7.3 Clarifying lessons that may be misunderstood by the learner
  - 7.4 Effectively using oral communication with parents, students, and other professionals
  - 7.5 Using listening skills as an effective means of communication with parents, students, and other professionals

- 8.0 The cooperating teacher demonstrates the ability to communicate clearly in writing by:
- 8.1 Providing written directions that are understood by the learner
  - 8.2 Providing lesson content in written form
  - 8.3 Constructing evaluative instruments
  - 8.4 Using effective written expression
  - 8.5 Using written communication with parents, students, and other professionals
- 9.0 The cooperating teacher demonstrates the ability to apply learning theory and research findings to classroom practice by:
- 9.1 Understanding and using lesson plans effectively
  - 9.2 Changing and adapting instructional materials and activities to fit the needs of each child
  - 9.3 Using a variety of techniques to achieve student success
  - 9.4 Using methods of instruction appropriate for individual student learning styles
  - 9.5 Providing a variety of instructional materials appropriate for a variety of learning styles
  - 9.6 Studying, evaluating, and utilizing research findings and resources in instructional activities
- 10.0 The cooperating teacher demonstrates the ability to utilize effectively the available school and community resources in the delivery of instructional services by:
- 10.1 Understanding the functions of resource personnel within the school
  - 10.2 Using school resource personnel in the instructional program
  - 10.3 Identifying, contacting, and using community resource personnel
  - 10.4 Conducting orientation programs for all volunteers
  - 10.5 Using instructional and media materials of the school and community agencies
  - 10.6 Sharing knowledge of available resources with other school personnel
  - 10.7 Using parents, retired persons, and other community volunteers
- 11.0 The cooperating teacher demonstrates knowledge of overall curricular goals and objectives in the area or grade level of specialization by:
- 11.1 Relating objectives of the subject to demands of contemporary society
  - 11.2 Demonstrating a broad knowledge of subject content in the appropriate academic disciplines
  - 11.3 Developing units of study and lesson plans that relate to the subject area
  - 11.4 Giving clear, concise instructions and explanations
  - 11.5 Organizing learning activities in a logical and sequential manner
  - 11.6 Providing experiences for students to apply understandings that they have acquired
  - 11.7 Choosing materials that are appropriate for each instructional level
  - 11.8 Identifying needs and using techniques that work best for the student
  - 11.9 Working closely with fellow teachers to continually revise and update the education plan used in the school
- 12.0 The cooperating teacher demonstrates the ability to construct appropriate instruments for the evaluation of student learning by:
- 12.1 Developing effective communication skills in order to empathize with the problems of the student teacher
  - 12.2 Constructing guidelines to observe student teacher effectiveness in the classroom
  - 12.3 Coordinating daily activities with the student teacher
  - 12.4 Developing a plan to systematically relinquish control of the classroom to the student teacher
- 13.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
- 13.1 Using effective communication skills in order to empathize with a student teacher who has problems
  - 13.2 Exhibiting the ability to utilize guidelines for the observation of the student teacher in the classroom
  - 13.3 Exhibiting the ability to plan jointly with the student teacher
- 14.0 The cooperating teacher demonstrates a knowledge of the theories and techniques of supervising student teachers by:
- 14.1 Adapting methods of supervision to fit the individual needs of the student teacher
  - 14.2 Utilizing supervisory techniques based on a consistent theoretical position
  - 14.3 Demonstrating an awareness of research related to the supervision of student teaching
  - 14.4 Exhibiting the capacity for effective and meaningful evaluations of student teachers

- 15.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
  - 15.1 Utilizing methods of supervision to fit the individual needs of the student teacher
  - 15.2 Utilizing supervisory techniques based on a consistent theoretical position
  - 15.3 Applying research related to the supervision of student teaching
  - 15.4 Giving effective and meaningful evaluation of the student teacher's performance
  
- 16.0 The cooperating teacher demonstrates a knowledge of the various roles of cooperating teachers by:
  - 16.1 Empathizing with the student teacher who has problems
  - 16.2 Exhibiting a willingness to provide the student teacher with a meaningful experience in the classroom
  - 16.3 Planning jointly with the student teacher
  - 16.4 Offering positive criticism
  
- 17.0 The cooperating teacher demonstrates a knowledge of the roles of the university/college supervisor by:
  - 17.1 Working in partnership with the university/college supervisor
  - 17.2 Successfully completing training which defines the roles of the university/college supervisor
  
- 18.0 The cooperating teacher demonstrates an understanding of the nature and purposes of the student teaching experience by:
  - 18.1 Successfully completing training which defines and elaborates upon the nature of the student teaching experience
  - 18.2 Successfully planning for the student teaching experience
  - 18.3 Demonstrating the ability to provide the student teacher with appropriate guidance and assistance for assuming classroom responsibility
  - 18.4 Providing various types of experiences during the student teaching process
  
- 19.0 The cooperating teacher demonstrates the ability to create a learning environment appropriate to the goals of instruction by:
  - 19.1 Providing a learning environment that is attractive and orderly
  - 19.2 Properly using instructional aids
  - 19.3 Using teaching methods which are appropriate for objectives
  - 19.4 Using instructional materials that provide learners with appropriate practice on objectives

## *Greensboro College Partnership Agreement*

This agreement is confirmed by \_\_\_\_\_ and Greensboro College.  
(School)

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Greensboro College Coordinator of Clinical Experiences

\_\_\_\_\_  
Date

\_\_\_\_\_  
Greensboro College Director of Teacher Education

\_\_\_\_\_  
Date

***Building Copy***

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