



COLLEGE OF EDUCATION,  
HEALTH, AND HUMAN SERVICES

**Field Experience & Student Teaching Agreement**

This agreement is entered into by the Board of ***Brecksville-Broadview Heights, Cuyahoga*** County Ohio, hereinafter referred to as the "Board" and the College of Education, Health, and Human Services at Kent State University, Kent, Portage County Ohio, hereinafter referred to as the "College."

The College desires to place teacher candidates in the classrooms of said Board for the purpose of participating in field-based teacher education experiences including student teaching as required by, but not necessarily limited to, the Standards for Colleges or Universities Preparing Teachers as promulgated by the State Board of Education.

**The College requires teacher candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results on the first day of the placement to Board designated official. The College does not view these results. The Board is responsible to determine if the teacher candidate meets the criteria established by the Board for placement.**

The Board desires to cooperate with the College/University in facilitating field-based experiences including student teaching for teacher education candidates and approves the utilization of its schools for such purposes by the College/University. Placement of such teacher candidates in the classrooms of said Board shall be under the direction and control of the Superintendent. The relationship between the College and the Board is outlined in the following pages and detailed in the enclosed copy (\*or email copy) of Collaboration in Teacher Education. ([www.kent.edu/chhs/voss/forms](http://www.kent.edu/chhs/voss/forms)).

We accept the conditions of this agreement and authorize the placement of teacher candidates for both field-based experiences and student teaching. It is understood that if the conditions change, the College will provide a revised agreement.

Entered into this 5<sup>th</sup> day of February 2016.

Brian Edward Wycuff  
Superintendent/Administrator/Director (Please Print)

Brian Edward Wycuff  
Superintendent/Administrator/Director Signature

Mark Kreto  
Dr. Mark Kreto, Interim Dean  
College of Education, Health, and Human Services  
Kent State University, Salem Campus

**Please sign and retain this contract (4 pages) for your records.**

Kent State University

## **Roles and Responsibilities: Relationship of the “Board” and the “College”**

### **Principal or School site Director**

As the educational leader in a school, the principal/director sets the overall tone and climate of the school. Specifically, it is recommended that the principal aid in identifying exemplary classroom teachers. The principal's leadership will determine the quality and support of the field experiences provided by the classroom teacher.

### **Classroom Teacher**

The complex role of the classroom teacher varies according to the field experience. Observational field experiences may require little extra preparation or interaction. Participatory field experiences will require more preparation and guidance. Working with a teacher candidate will require a commitment of time and energy. Teachers will take on a mentoring role and the responsibility of daily supervision of the teacher candidate. In all cases, classroom teachers can serve best by being a model and a guide. It is expected that the teacher be willing to accept the responsibilities required of the experience, and carry them out in a professional manner.

### **University Teacher Candidate**

Teacher candidates are both guests and interns in a school at the request of the College of Education, Health, and Human Services. The school has jurisdiction over the teacher education candidates in their roles as observers, practica participants or in the case of student teaching, as quasi staff members insofar as school policy and classroom instructional expectations are concerned. Failure of the teacher education candidates to comply will subject them to reprimand or removal from the experience.

### **University Supervisor**

The overriding responsibility of the university supervisor is to implement the College of Education, Health, and Human Services teacher education programs. Specific expectations should be carried out by the appropriate departments and program areas. The task of the university supervisor is threefold: (1) to provide clear goals and objectives to the classroom teacher, (2) to supervise the teacher candidates as these goals and objectives are implemented, and (3) to evaluate the experience with the candidate and when appropriate with the classroom teacher. The university supervisor will provide school personnel and teacher candidates with appropriate handouts, guidelines, calendars, and evaluation forms for the various field components.

## Student Teaching Experiences

### Undergraduate Programs

|                                                                    |                                                                                         |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Early Childhood                                                    |                                                                                         |
| Preschool                                                          | 15 week term                                                                            |
| Kindergarten or Primary (Grades K-3)                               | 15 week term                                                                            |
| Middle Childhood                                                   |                                                                                         |
| Grades 4-9 (two concentrations <u>only</u> )                       | 2- 8 week terms                                                                         |
| Adolescent/Young Adult                                             |                                                                                         |
| English/Communications, Math,<br>Science, Social Studies           | 100 hr. Fall Semester Practicum +<br>13 week student teaching<br>(Spring Semester only) |
| Multi-age K-12                                                     |                                                                                         |
| Art                                                                | 2 - 6 week terms                                                                        |
| Physical Education/Dance                                           | 2 - 8 week terms                                                                        |
| Modern and Classical Languages, Music,<br>Tech Ed, Health Ed, CTTE | 12 week term                                                                            |
| Special Education                                                  |                                                                                         |
| Mild/Moderate                                                      | 16 week term                                                                            |
| Moderate/Intensive                                                 | 16 week term                                                                            |
| Deaf Education                                                     | 16 week term                                                                            |
| ASL/English Interp                                                 | 16 week term                                                                            |

### Graduate Programs

|                                                                              |                                                                                         |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Master of Arts in Teaching Program (Secondary)<br>(Variety of Content Areas) | 100 hr. Fall Semester practicum +<br>12 week student teaching<br>(Spring Semester only) |
| Master of Arts (Early Childhood prek-3)                                      | 15 week term                                                                            |
| Speech Language Pathology                                                    | 6 week field practicum +<br>10 week full-time practicum                                 |

## Early Field Experiences

The type of field experience varies with each course and involves either directed observation or participation.

- \* Directed Observation: Involves a predetermined set of requirements including a set number of hours as established by the university instructor and/or program area.
- \* Participation: Involvement with P-12 students varying from individualized tutoring, to small group instruction, to team teaching, to whole class instruction/management, for a set amount of hours as established by the university instructor and/or program area.

## **Compensation**

For mentoring student teachers, the College/University will provide the district/school a stipend payment, based on the number of student teaching placements and weeks requested. The stipend amount will be determined on an annual basis. The board/district has the prerogative to determine the number of placements of student teacher candidates it will accept.

## **Provisions for Coordinating Ongoing Activities and Solving Problems**

The Vacca Office of Student Services is responsible for coordinating student teaching and field experiences. The director and staff of student teaching and field experiences contact and communicate regularly with identified district personnel for placement requests. The staff of the Vacca Office of Student Services works closely with faculty, students, and schools to provide the best possible placements.

The jurisdiction of the school and the university over teacher candidates ought to be complementary. Both institutions contribute to the resolution of any major problem through mutual agreement or compromise. Problems and concerns may be brought to the attention of the Director of Field/Clinical Experiences in the Vacca Office of Student Services. Office staff will assist in the resolution of problems that may arise among any of the participants (principal, teacher, supervisor, or university teacher candidate) in any field experience. A due process procedure is outlined in the handbook: Collaboration in Teacher Education. While it is more appropriate for student teaching, it may be applicable for sustained practicum experiences that occur before traditional student teaching. Accessible on our website [www.kent.edu/ebhs/voss/forms](http://www.kent.edu/ebhs/voss/forms).

## **Means for Revisions to Meet Changing Needs and Conditions**

The Vacca Office of Student Services is also responsible for coordinating revisions with the College of Education, Health, and Human Services departments/faculty that are necessary to meet changing needs and conditions. Office staff will work closely with program faculty to comply with state standards. School personnel, university supervisors, and teacher candidates are given the opportunity to make suggestions for needed revisions by contacting the Director of Clinical/Field Experiences in the Vacca Office of Student Services. Formal proposals will be taken to the appropriate College committees for action.