



# College of Education and Public Affairs

## Memorandum of Understanding

**Between Cleveland State University's College of Education and Public Affairs,  
Cleveland State University's College of Health,  
and the Clearview Local Schools  
Partnership to Support Licensure Preparation in Grades P-12**

**Effective Date: August 2022**

**Term: August 2022 - August 2026**

The College of Education and Public Affairs and the College of Health at Cleveland State University (hereinafter referred to as the University) recognize that collaborations between schools and the University are both necessary and desirable for the success of its licensure candidates. Such collaborations allow for the timely matching of candidates with qualified mentors/field facilitators/supervisors. These collaborations provide avenues through which school and university personnel can share their expertise to serve P-12 students, licensure candidates, in-service practitioners, and university faculty.

The University desires to assign teacher licensure, school counseling licensure, school psychology licensure, speech and audiology licensure, and any other University licensure candidates that may benefit from a classroom experience (hereafter referred to as Clinical candidates), in the classrooms of the above named school to participate in clinical experiences as required by, but not necessarily limited to, the Council for the Accreditation of Educator Preparation and/or the Council for Accreditation of Counseling and Related Educational Programs as promulgated by the Ohio State Board of Education.

### **Under this agreement, the University agrees to:**

1. Work collaboratively with Clearview Local Schools (hereinafter referred to as the District) to facilitate clinical placements of candidates who have demonstrated the potential to become effective professionals.
2. Ensure that all clinical preparation programs within the university meet the Chancellor's requirements for program approval and the State Board of Education's and/or the Ohio State Board of Psychology's minimum standards for all programs leading to licensure;
3. Promote the University's Model for Teaching: "The Cleveland State University Model for Teacher Education is conceptualized as 'The Teacher as a Reflective, Responsive Professional - A Partner in Learning.' Cleveland State University teacher education graduates are known for distinctive abilities that reflect the four knowledge bases that compose this model: Inquiry, Partnership, Contextualism, Professionalism."

4. Follow the Matching Procedures for teacher licensure candidates, as outlined below, to match students with appropriate clinical experiences;
5. Inform the District, schools, and mentors/field facilitators/supervisors of details about the clinical experience that the clinical candidates are participating in, including requirements for specific clinical programs at the University;
6. Ensure that all candidates entering a school shall have submitted to a complete background check (BCI and FBI) no more than a year prior to the end of any field experience. The background report will indicate no felony convictions or unremediated misdemeanor convictions that would interfere with the candidate's ability to be licensed per Ohio Administrative Code. If any background check reveals questionable criminal activity, the University will convey this information to the District to allow the District to determine whether to accept the candidate for placement;
7. Verify that candidates entering a school have received immunizations as identified on Appendix B;
8. Provide and encourage candidates to wear University student identification at the school site throughout the clinical experience and district identification when required;
9. Provide support throughout the duration of the clinical experience;
10. Provide support and guidance for clinical candidates by monitoring their progress and providing appropriate intervention as needed;
11. Provide a university field supervisor who will observe candidates in-person and virtually, maintain regular communication with mentors/field facilitators/supervisors, and meet with mentors/supervisors and candidates at various points throughout the clinical experience.
12. Ensure candidates review and acknowledge the Teacher Education Field Experience Guidelines and Boundaries and Consequences document each semester.

**The District agrees to:**

1. Work collaboratively with the University to facilitate clinical placements and prepare licensure candidates;
2. Permit the University to work directly with the District Building Coordinator, as identified below, to identify and place candidates with qualified and effective mentors/supervisors;
3. Communicate with the University regarding changes in the District policies that may affect clinical placements and the experience of the candidates;
4. Support clinical candidates' successful completion of University and state requirements for licensure;
5. Agree to allow videotaping and collection of student work by clinical candidates for the purpose of completing education course work, including the Teacher Performance Assessment (edTPA) requirement for licensure;
6. Ensure that all mentors/supervisors meet the University qualifications as identified below;
7. Promote a safe, collaborative, and professional environment for clinical candidates by allowing them to attend school and district events including, but not limited to, professional development opportunities, athletic events, and academic events to broaden clinical candidates' interests in becoming well-rounded professionals;

8. Allow opportunities for clinical candidates to develop a genuinely self-informed pursuit of teaching, including opportunities to practice research-based instructional strategies and inquiry-based instruction.
9. The District shall inform the University immediately when a candidate is not performing satisfactorily or is demonstrating behavior that is disruptive or detrimental. If the District, at its sole discretion, determines that the continued presence of any candidate poses a threat to the welfare of anyone, or is detrimental or disruptive to the performance of the District's activities, said candidate's privileges of participating in this program at the District shall be immediately terminated.

**District and University agree to:**

1. The parties agree to cooperatively establish the learning objectives for the educational experiences, devise methods for their implementation, and evaluate the effectiveness of the educational experiences.
2. No party shall use discriminatory practices in assignment, acceptance and evaluation of candidates. Candidates shall have equal opportunity with respect to race, color, creed, religion, national origin, gender, sexual orientation, gender identity, age, disability, marital status or any other class of persons protected by law or University policy.
3. The parties shall maintain the confidentiality of candidates records and performance and all patient/client/student information.
4. This Agreement and any written modifications hereto contain the entire agreement between parties and supersedes all prior agreements whether written or oral as it relates to the subject of this Agreement.
5. The laws of the State of Ohio, without giving effect to its conflict-of-laws principles, shall govern all matters arising out of or relating to this Agreement and any claims or actions regarding or arising out of this Agreement must be brought exclusively in the Ohio Court of Claims.
6. The failure of any party to insist in any one or more instances upon strict performance of any provisions of this Agreement or take advantage of any rights hereunder shall not be construed as waiver of any such provisions or the relinquishment of any rights, but the same shall continue and remain in full force and effect.

**Matching Process for Teacher Licensure Candidates**

The University reserves the right to revoke any placement prior to the candidate's entry into the District's premises; or to withdraw the candidate from the assigned educational experience, when in the University's judgment, the educational experience no longer meets the needs of the candidate.

**Early Field Experiences (Methods)**

The University, in conjunction with the Program Faculty, will work with the District Building Coordinator to identify mentors to host a class of method clinical candidates. The matching process will be completed collaboratively based on district/site staffing and the P-12 students

needs for support. Clinical candidates will be placed individually, paired or in small groups as determined by the district/site.

### **Final Year Experiences (Internship/Apprenticeships)**

The University will identify a university faculty or staff member to serve as a liaison to the District as the primary point of contact. The District will identify a District Building Coordinator who will facilitate the matching of mentors and clinical candidates and serve as the primary contact for the University. The District's Coordinator may authorize individuals to work with the University liaison to facilitate high-quality placements.

The University agrees to adhere to the following procedure when submitting a request to the school for a teaching licensure candidate placement:

- Match request will be sent to the District/Site Coordinator.
- Match requests will be sent as far in advance as possible before the beginning of the experience and will include the following information:
  - Student's name
  - Student's licensure area, specific subject and grade level match being requested
  - Name of requested school and mentors, if specified
  - Description of field work
  - Dates and duration of placement
  - Student responses to online application questions
- The District/Site Coordinator will reply to the University liaison in a timely fashion, typically within two weeks, indicating either a confirmed match with accompanying information OR indicating that a match cannot be made.

Note: The matching process for Counseling Candidates is initiated by the student and not the department.

### **Requirements for Working with a Licensure Candidate**

#### **Mentors (Teacher Licensure)**

Mentor teachers who agree to work with teacher licensure candidates must possess the appropriate certificate or license and have a minimum of three years of classroom teaching experience including one full year in the teaching field for which the experience is being provided. The District will not use teacher licensure candidates as a tool to remediate poorly performing teachers.

#### **School Counseling Supervisors (School Counseling Licensure)**

Supervisors who agree to work with school counseling licensure candidates must be licensed as a School Counselor by ODE for at least two years.

#### **Field-Based Mentors (Speech Language Pathology)**

Field-based mentors who agree to work with speech language pathology licensure candidates must have at least three years of experience working in schools, hold a Professional Pupil Services license from the ODE, hold an Ohio speech language pathology license, and have

an active Certificate of Clinical Competence (CCC's) from the American Speech Language and Hearing Association (ASHA).

### **Paid Experiences**

Teaching licensure candidates, who are on a substitute teaching license, alternative license, or paraprofessional license, may stay in the classroom in which they work or be placed in a classroom determined by the University and the District. Under this arrangement, the University and the District agree to the following:

1. The the District recognizes that the employee will be completing the district and university requirements during working hours and will be compensated by the district as a day-to-day or long-term substitute teacher.
2. The the District will supply a teacher who can periodically observe and provide feedback, just as a mentor teacher would.
3. The University will provide one or more employees to offer field supervision for the candidate. Field Supervisors will conduct additional observations to support teaching licensure candidates beyond 5 days.

### **Consent for Video recording and Student Work Samples**


the District will incorporate into its regular consent procedures permissions by parents/guardians and students for Cleveland State University candidates to gather records of classroom practice as part of their required field-based work. Records of practice may include: video recordings (lessons, interactions between candidates and students, interactions between candidates and mentors/field facilitators/supervisors); audio recordings of interactions between candidates and students; scanned or photographed student work samples or classroom images. P-12 students may appear in video or audio recordings, but materials will be treated with confidence. Any materials submitted for assessment will not identify school, district, or children's last names. These materials may be uploaded to secure platforms approved by the University. Records of practice may also be used internally by the University for program evaluation and the development of professional development materials for supervisors and part-time faculty. Clinical candidates may share records of practice with course instructors, university supervisors, or prospective employers. No records of practice will be uploaded to any publicly accessible web site. The University will require candidates to locate, review and acknowledge the District policies for all technology platforms.

### **Compensation for Licensure Partners (School Counseling, Speech Language Pathology and Teacher Licensures Only)**

In accordance with rulings of the Ohio Ethics Commission, no public personnel shall receive direct compensation from the University. However, at the end of each semester, the University will make a contribution to the District in recognition of the work completed by the District/Site Coordinator and teaching licensure candidate mentors. The contribution will be calculated according to the schedule in Appendix A. The University will provide the District with documentation indicating how the amount was calculated. the District will have full autonomy in determining how to use the contribution.

**Renewal**

This Memorandum of Understanding may be renewed by an exchange of letters between the appropriate district administrator and the Dean of the College of Education and Public Affairs at Cleveland State University. At the conclusion of the Term stated above or upon thirty days' written notice of either party to the other, this Memorandum of Understanding shall be terminated.

Agreed upon by	
Dr. Roland V. Anglin Dean, College of Education and Public Affairs Cleveland State University	Date
Dr. Stephanie Brooks Dean, College of Health Cleveland State University	Date
	1-12-2023
Superintendent Signature	Date
Print Name <u>Dr. JEROME M. DAVIS</u>	District <u>Clearview Local Schools</u>

## Appendix A: Partnership Compensation

Term: 2022-2026

Cleveland State University will compensate partnership participants at the following rates during the academic year:

<b>Mentor Teacher Stipend Schedule</b>	
<b>Role</b>	<b>Mentor Teacher Stipend</b>
District/Site Coordinator	Based on number of CSU methods students, practicum and student teaching interns matched - see table below
Mentor Teacher for Early Field Experiences	No compensation at this time
Mentor Teacher for Apprenticeship I internship or School Counseling Practicum	\$100: split (half-semester) or shared (2 mentors) experience \$200 for full semester experience
Mentor Teacher for Apprenticeship II internship	\$125 for split (half-semester) or shared (2 mentors) experience \$250 for full semester experience
Mentor Teacher for Practicum, Student Teaching, Internship I, Internship II, or School Counseling Internship	\$150 for split (half-semester) or shared (2 mentors) experience \$300 for full semester experience
Mentor Teacher for Speech Language Pathology or MUST Mentor	\$200 for split (half-semester) or shared (2 mentors) experience \$400 for full semester experience

<b>District / Site Coordinator Stipend Schedule</b>	
<b>Total # of placements made during the semester</b>	<b>Coordinator Stipend</b>
1-4	\$0
5-9	\$100
10-14	\$200
15-19	\$300
20-24	\$400
>24	\$600

Note: At the end of each semester, stipend payments are sent to the District.

For payment related questions, please contact: Aimee Furio, [a.furio15@csuohio.edu](mailto:a.furio15@csuohio.edu)

## Appendix B: Non-Academic Pre-requisites by Licensure Program

Licensure Program	Non-Academic Pre-requisites
ALL INTERNS	<ul style="list-style-type: none"> <li>• BCI and FBI background checks: Current within 1 year of completion date</li> <li>• Child abuse awareness training certification</li> <li>• Satisfactory Portfolio Checkpoint assessment (see <a href="http://www.csuohio.edu/cehs/deans-office/taskstream-information">http://www.csuohio.edu/cehs/deans-office/taskstream-information</a>)</li> <li>• PLUS pre-requisites listed below by licensure</li> </ul>
Early Childhood	<ul style="list-style-type: none"> <li>• Hepatitis B shots (first two shots in sequence must be completed prior to start of experience)</li> <li>• BCI and FBI background checks: Current within 1 year of end of internship</li> <li>• ODJFS Medical Statement for Child Care: Current within 1 year of end of internship</li> </ul>
Middle Childhood	<ul style="list-style-type: none"> <li>• No additional requirements</li> </ul>
Adolescent/Young Adult, World Language, Music, TESOL	<ul style="list-style-type: none"> <li>• No additional requirements</li> </ul>
Mild/Moderate, Moderate/Intensive, and Early Childhood Special Education	<ul style="list-style-type: none"> <li>• Hepatitis B shots (first two shots in sequence must be completed prior to start of experience)</li> </ul>
Speech and Audiology	<ul style="list-style-type: none"> <li>• TB test</li> </ul>
School Counseling	<ul style="list-style-type: none"> <li>• No additional requirements unless required by the District</li> </ul>

**Notes:**

1. Child abuse awareness trainings are provided free of charge as a part of fall and spring internship orientations
2. BCI/FBI processing can be completed in the Education Student Services Center
3. Health resources are available through the University's Health and Wellness
4. The University's candidates will adhere to all health and wellness requirements set by the District