2.1.2 Partnership Agreements by Programs

The Office of Professional Experiences and Community Engagement (PECE) formerly the Office of School and Community Partnerships (OSCP) is committed to supporting students throughout their fieldwork and clinical experiences. The College of Education and Health Sciences seeks school placements that will better position them to secure employment. The goal of the College is to keep in mind the needs of our students and to offer an experience that facilitates their transition from student to professional.

School sites are considered based on their commitment to provide rich fieldwork and student teaching experiences through the collaborative work between mentor teachers and university field supervisors. Sites are also selected to match certification area(s) sought and the school environment that can support university expectations and NYSED standards. Sites include public, private, center-based schools.

As per NYSED, the field experiences must equal or exceed the minimum hours currently required by the certificate(s) sought and the single teaching placement must exceed a minimum of 40 days of student teaching or practica. The state requires a minimum of 100 hours of field experience prior to student teaching. Additional or second certification requires a minimum of 50 hours of field experiences.

Early field experiences in programs in the Ruth S. Ammon School of Education programs and Art and Music Education in the College of Arts and Sciences occur in conjunction with the method courses. The Health and Physical Education programs in the Department of Health and Sport Sciences offer fieldwork as a stand-alone course separate from the method course but they have to take it together. The combined field experience hours and student teaching must provide candidates with the full range of the grades and developmental levels required by the certificate. The state mandate was last revised in July 2014 and is currently being reviewed for additional consideration.

There are various student teaching models that provide students with an opportunity to consider their academic, financial, and personal commitments:

Table 1. Types of Student Teaching Experiences

<table>
<thead>
<tr>
<th></th>
<th>First Semester (Fall)</th>
<th>Second Semester (Spring)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>1 semester completing 480 hours (16 weeks). Either fall or spring semester.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Model</td>
<td>Completes approximately 100 hours (16-week semester) for the fall semester. 1 day a week.</td>
<td>Completes 480+ hours (16 week* semester). 5 days a week.</td>
<td>-</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Internship</td>
<td>1 semester completing 480 hours (16-week semester) for the fall semester. 5 days a week.</td>
<td>Students are hired by the District to serve in various capacities with student as academic support. 5 days a week.</td>
<td>-</td>
</tr>
<tr>
<td>Residency</td>
<td>Approximately 350 hours (16 week semester). 4 days a week.</td>
<td>Completes 480+ hours (16 week* semester). 5 days a week.</td>
<td>-</td>
</tr>
<tr>
<td>Practicum</td>
<td>Ranges from 100-240 hours (16 weeks). May be completed during fall, spring, or summer semesters depending on program. For in-service teacher may already be employed and complete their experience at their school (advanced programs).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Traditional**

Student choosing a traditional student teaching experience consists of completing the 480 hours over a 16-week semester in either the fall or spring semester. The student is required to be at their placement site for 5 days a week. It is referred to as the *traditional model* because it is the basic required clinical experience that was supported prior to the development of the additional models. This model supports students for a semester and they are placed in Nassau and Suffolk Counties and NYC. Although the traditional model requires a minimum number of weeks, it is still double the minimum requirement of NYSED certification regulations.

**Global Student Teaching**

Adelphi students spend their 8 weeks of student teaching to a school through the Study Abroad office and then return to complete their remaining eight weeks. The partial experience abroad is to ensure that the teacher candidate has ample time and support to complete the edTPA (NYSED) certification requirements. Students are placed with licensed teachers and are supervised by qualified Global Student Teaching faculty supervisors.
**Model**
Student choosing the Model Program for their student teaching experience consists of completing approximately 100 hours (16 week semester) for the fall semester. There is a commitment of a minimum of 1 day a week at their school site. The second semester requirement begins ahead of the regular start date for the Spring semester and consists of completing more than 480 hours (16+ week semester). The student is required to be at their placement site for 5 days a week.

**Internship**
The Internship Program is a partnership between the RSASOE and Bellmore-Merrick Central High School District. Student choosing the Internship Program for their student teaching experience consists of a requirement aligned with the traditional experience, completing approximately 480 hours (16-week semester) for the fall semester. There is a commitment of a minimum of 5 days a week at their school site. Students are hired by the District to serve in various capacities with student as academic support. They work with teachers from their content area providing extended instruction to designated students, small groups, and classes during the fall semester. Teacher candidates remain for the spring semester as paid interns. There is a pre-screening process facilitated by PECE and faculty before before being interviewed by the District. It is a competitive program in that are our teacher candidates are competing with other teacher candidates from local EPPs.

**Residency**
The residency program was developed in 2014 to provide teacher candidates with an opportunity to student teach for an academic year (2 semesters). The fall semester consists of a 4-day week experience and 5-day week for the spring semester. The opportunity was to better position teacher candidates to fulfill their student teaching experience with schools that provide rich and real-life experiences with faculty, students, and the community. The residency program was restructured for the 2018-2019 to reflect a sustainable funding model for to include financial support for teacher candidates throughout their clinical experience. School partners that have committed to working with our teacher candidates consider the residents are part of their hiring pool for substitute and permanent teacher.

**Practicum**
A practicum course is provided to previously certified teachers who are completing a program which leads to an advance teaching certificate. Practica are designed to be adaptive such that they complement the teacher’s in-service work with supervision from clinical faculty. Alternatively, practicum experiences can be provided to in-service teachers in classrooms outside of their own. Practicum take be completed during the fall, spring and summer (with approval) semesters. A range of 100-240 hours are completed during practicum experience.
Partnerships are formalized through either the following:

The Fieldwork Coordinator requests placements for students that are registered for courses requiring fieldwork hours prior to student teaching. Students may earn from 100-150 hours throughout their program. Adhering to NYSED and CEHS requirements, the coordinator may request placements from districts/schools that are have been identified by faculty to support coursework. Sites are also selected to ensure that pre-service candidates have participated in diverse and high-need settings. Upon receiving an acknowledgement that a placement has been confirmed, a letter of placement/agreement is forwarded to the district/school (See Attachment 1 and Table 2). For those in an advanced program, when an in-service teacher is already employed a letter is sent to the school stating the requirement. This is done upon request of the school. It is not always necessary.

For Student teaching the partnership agreement is contingent on the model. Similar to the process of the Fieldwork Coordinator, the Assistant Director will send a letter of placement/agreement to the district/school which support our traditional and Model programs. See Attachment 2, for samples of letters for single and dual certification placements. For those students approved for summer student teaching, Attachment 3 sample identifies a different timeline to meet requirements.

Table 2. Forms of Partnership Agreement for Clinical Experiences by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Fieldwork</th>
<th>Traditional</th>
<th>Model</th>
<th>Residency</th>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/MOU</td>
<td>MOU</td>
<td>-</td>
<td>MOU</td>
</tr>
<tr>
<td>Adolescent Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/MOU</td>
<td>MOU</td>
<td>-</td>
<td>MOU</td>
</tr>
<tr>
<td>Art</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>-</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bilingual Childhood Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>-</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Program</td>
<td>Fieldwork</td>
<td>Traditional</td>
<td>Model</td>
<td>Residency</td>
<td>Practicum</td>
<td>Internship</td>
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</tr>
<tr>
<td>Childhood Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/MOU</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Childhood Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Early Childhood Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ed Theatre</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Music Ed</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TESOL</td>
<td>Letter of Placement/Agreement</td>
<td>Letter of Placement/Agreement</td>
<td>MOU</td>
<td>-</td>
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</tbody>
</table>

ADVANCED PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Fieldwork</th>
<th>Traditional</th>
<th>Model</th>
<th>Residency</th>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent Special Ed</td>
<td>Letter of Placement/Agreement</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Letter of Placement/Agreement</td>
<td>-</td>
</tr>
<tr>
<td>Program</td>
<td>Letter of Placement/Agreement</td>
<td>Model</td>
<td>Residency</td>
<td>Internship</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood Special Ed</td>
<td></td>
<td>Francis Lewis High School, Queens High School of Teaching, Sewanhaka CSD</td>
<td>Mineola High School, Oceanside Middle and High School</td>
<td>Bellmore-Merrick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Ed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Ed</td>
<td></td>
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<td></td>
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<tr>
<td>Literacy</td>
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<td></td>
</tr>
<tr>
<td>TESOL</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Table 3 Programs with Model, Residency and Internships** (where deeper and richer partnership activities happen)
The following agreements are attached for reference:

Attachment 1: Sample Letter of Fieldwork Placement/Agreement

Attachment 2: Sample of Letter of Student Teaching Placement/Agreement (single and dual certification tracks)

Attachment 3: Sample of Letter of Student Teaching Placement/Agreement (summer placement)

Attachment 4: Sample Memorandum of Agreement
Greetings Mr. X and Ms. Y:

I thank you and your faculty for considering the placement of an Adelphi University teacher candidate for the purpose of observing in your school for the Fall 2018 semester. (August 27 to December 11)

Student Name is enrolled in the following course,
-Instruction and Assessment in English Education, requiring 20 hours of fieldwork as a participant-observer in a 7-12 English classroom.

-The Adolescent Experience, requiring 25 hours of fieldwork as a participant-observer in a 7-12th grade classroom.

-Teaching Math in the Secondary Inclusive Classroom, requiring 25 hours of fieldwork as a participant-observer in a 7-12 Math ICT or Special Education classroom.

-Teaching Science in the Secondary Inclusive Classroom, requiring 25 hours of fieldwork as a participant-observer in a 7-12 Science ICT or Special Education classroom.

-Teaching Social Studies in the Secondary Inclusive Classroom, requiring 25 hours of fieldwork as a participant-observer in a 7-12 Social Studies ICT or Special Education classroom.

5 Student Name
  • xxx.xxxx
  • xxxxxxxxx@mail.adelphi.edu

5 Student Name
  • xxx.xxxx
  • xxxxxxxxx@mail.adelphi.edu

If you permit, I am requesting that they be admitted to your school to complete fieldwork requirements and be paired with effective teachers who may mentor them during this assignment.

If you request, they will be notified that placement is contingent upon an interview with the appropriate school personnel. If accepted in your school, you may contact me directly or send a facsimile to my office at 516.877.4073. A “Student Placement Form” has been included for your convenience.

Adelphi University offers each host teacher one tuition credit voucher for every 100 hours of observation. These hours can be accrued over several semesters. Host teachers should retain copies of student participation logs for verification.

If there is anything I may do to assist or if you have further questions, please do not hesitate to contact me:
(p): 516.877.4042 (e): cmarco@adelphi.edu

Sincerely,
Clare Marco, Fieldwork Coordinator
Greetings School Administrator:

I thank you for taking the time to consider the placement of Adelphi University teacher candidates in your district.

Student Name and Student Name are pursuing a M.A. in Childhood Education as well as the attending NYSED certifications.

§ Fall 2018 Semester: Student Name and Student Name will be registered as student teachers requiring two 8-week placements; of the two placements, one must be with grade 1-3 students and one must with grade 4-6 students.

§ Dates of First Experience: September 4 – October 26, 2018
§ Dates of Second Experience: October 29 – December 18, 2018

§ Student teachers are expected to attend school five days a week following the same schedule as their cooperating teachers.

§ Cooperating teachers are expected to have at least three years of experience in their area of certification and student teachers cannot be placed in a classroom that already has a student teacher assigned.

§ NYSED has implemented a portfolio-based Teacher Performance Assessment (edTPA) for all initial certifications including the analysis of video-taped lessons. Accepted student teachers will need to be videotaped in the classroom in order to complete this assessment.

A tuition certificate is issued to the school on behalf of the teacher mentor for the professional development of the school’s educators. The certificate of entitlement is in recognition of service rendered to Adelphi University’s Student Teaching program and may be used as a partial waiver of tuition costs for graduate courses taken by the teacher mentor, his or her dependent, or by District personnel from within the district to which it is issued. The vouchers are eligible at the RSA School of Education, the Derner Institute, the College of Arts and Sciences, or the School of Social Work.

Enclosed, for your review, are the student’s personal data forms. If you request, they will be notified that their placement is contingent upon an interview with the appropriate school or district personnel. If they are accepted in your classrooms for the Fall 2018 semester, you may contact me directly or send a facsimile to my office at (516) 877-4073 a “Student Placement Form” has been included for your convenience.

If there is anything I can do to assist, please do not hesitate to call me at (516) 877-4076 or you may email me at MBannick@Adelphi.edu.

Sincerely,

Mark Bannick, Assistant Director
District: NYC Geog. Dist. #26 UFSD
School: Childhood Education

Student Teacher: Student Name / Childhood Education
Placement Info: September 4 – October 26, 2018
Teacher: ______________________________________________
Grade: _____________________________________________

Placement Info: October 29 – December 18, 2018
Teacher: ______________________________________________
Grade: _____________________________________________

We agree, under Section 80-1.5 of the Regulations of the Commissioner of Education, to place a teacher candidate at our school site and to allow the videotaping of a classroom for the purpose of meeting the requirements of the teacher performance for certification (edTPA).

Administrator’s Signature: _______________________________ Date: _____________
Greetings School Administrator:,

I thank you for taking the time to consider the placement of an Adelphi University teacher candidate in your school. **Student Name** is pursuing a *M.S. in Childhood and Special Education* as well as the attending NYSED certifications.

**Program Requirements:**

§ **Spring 2018 Semester:** **Student Name** will be registered as a student teacher requiring two 8-week placements. Of which, the first may be in an ICT or general education classroom, and, the second may be in an ICT or self-contained special education classroom. Of the two placements, one must be with grade 1-3 students and one must with grade 4-6 students.

  o **Dates of Experience:**
    § **First Experience:** January 23 – March 16, 2018
    § **Second Experience:** March 19 – May 11, 2018

  o Students are expected to attend school five days a week following the same schedule as their cooperating teachers.

§ Cooperating teachers are expected to have at least three years of experience in their area of certification and student teachers cannot be placed in a classroom that already has a student teacher assigned.

§ NYSED has implemented a portfolio-based Teacher Performance Assessment (edTPA) for all initial certifications including the analysis of video-taped lessons. Accepted student teachers will need to be videotaped in the classroom in order to complete this assessment.

A tuition certificate is issued to the school on behalf of the teacher mentor for the professional development of the school’s educators. The certificate of entitlement is in recognition of service rendered to Adelphi University’s Student Teaching program and may be used as a partial waiver of tuition costs for graduate courses taken by the teacher mentor, his or her dependent, or by District personnel from within the district to which it is issued. The vouchers are eligible at the RSA School of Education, the Derner Institute, the College of Arts and Sciences, or the School of Social Work.

Enclosed, for your review, are **Student Name** personal data forms. If you request, she will be notified that her placement is contingent upon an interview with the appropriate school personnel. If she is accepted in your classrooms for the **2017-2018** school year, you may contact me directly or send a facsimile to my office at (516) 877-4073 a “Student Placement Form” has been included for your convenience.

If there is anything I can do to assist, please do not hesitate to call me at (516) 877-4076 or you may email me at MBannick@Adelphi.edu.

Sincerely,

Mark Bannick, Assistant Director
Spring 2018

“Student Placement Form”

District: NYC Geog. Dist. #29
School: xxx
Certification: Childhood – Special Education

Student Teacher: Student Name

Placement Info: January 23 – March 16, 2018 (General or ICT)
Teacher: __________________________________________________________
Grade: __________________________________________________________

Placement Info: March 19 – May 11, 2018 (ICT or self-contained special education)
Teacher: __________________________________________________________
Grade: __________________________________________________________

We agree, under Section 80-1.5 of the Regulations of the Commissioner of Education, to place a teacher candidate at our school site and to allow the videotaping of a classroom for the purpose of meeting the requirements of the teacher performance for certification (edTPA).

Administrator’s Signature: __________________________ Date: ___________
Greetings School Administrator,

I thank you for taking the time to consider the placement of an Adelphi University graduate student in your school.

Student Name is pursuing a M.S. in Childhood-Special Education (Inservice) as well as the attending NYSED certification.

Student Name has initial certification in Childhood Education, 1-6, and is currently serving at XXXX

Program Requirements:

§ Summer II 2018 Semester: Student Name will be registered as a student teacher requiring a practicum experience in an inclusive or self-contained SWD classroom, aged 5-11.

o Dates of Experience:

§ Tentatively (Dates to be Amended) July 9 – August 12, 2017

§ Student teachers are expected to attend school five days a week following the same schedule as their cooperating teachers.

§ Cooperating teachers are expected to have at least three years of experience in their area of certification.

A tuition certificate is issued to the school on behalf of the teacher mentor for the professional development of the school’s educators. The certificate of entitlement is in recognition of service rendered to Adelphi University’s Student Teaching program and may be used as a partial waiver of tuition costs for graduate courses taken by the teacher mentor, his or her dependent, or by District personnel from within the district to which it is issued. The vouchers are eligible at the RSA School of Education, the Derner Institute, the College of Arts and Sciences, or the School of Social Work.

Enclosed, for your review, are Student Name personal data forms. If you request, she will be notified that her placement is contingent upon an interview with the appropriate school or district personnel. If she is accepted in your classrooms for the Summer II 2018 semester, you may contact me directly or send a facsimile to my office at (516) 877-4073 a "Student Placement Form" has been included for your convenience.

If there is anything I can do to assist, please do not hesitate to call me at (516) 877-4076 or you may email me at MBannick@Adelphi.edu.

Sincerely,

Mark Bannick, Assistant Director
District: Private
Certification: Childhood SWD

Student Teacher: Student Name

Placement Info: (Tentative/Dates to be Amended) July 9 – August 12, 2018

Teacher/Grade: 

School: XXX School

Administrator's Signature: ______________________________
MOU

Parties. Adelphi University Ruth S. Ammon School of Education ("TPP") is entering into an agreement with Freeport School District ("District") to improve educator preparation, with an end goal of providing the opportunity for every learner to succeed.

Purpose. The purpose of this Memorandum of Understanding (MOU) is to articulate the goals and responsibilities for renewal and reform, and to specify each party’s responsibilities associated with developing a partnership to implement a Teacher Residency Program (the "Program"). This agreement is created in the event that the federal S.E.E.D. program application (B3 FR 0003) that was submitted by the TPP and District in May 2018 is not approved. The expected notification of our participation with this grant is October 2018.

A. COLLABORATIVE GOALS
Working in partnership, design and implement a rigorous, clinically intensive teacher education program that shall include a funded, year-long residency experience for teacher candidates and that reflects the following principles:

- Creates a shared space across the P-20 partners to bring the strengths and expertise of both the school district and teacher preparation program to the work of developing strong, effective novice teachers
- Builds structures to support equitable access to the high quality residency program, and focuses on diversity and inclusion
- Recruits and prepares teacher candidates in prioritized certification areas to meet district hiring needs
- Aligns program focus and resources with school improvement strategies, including by embedding university strengths and expertise inside P-12 schools
- Includes funding for candidate stipends, and a long-term plan for strategic resource reallocation to sustainably fund the year-long residency program
- Develops processes and data sharing agreements to support continuous improvement efforts and a long-term learning agenda

B. SHARED RESPONSIBILITIES
1) Form a governance committee to jointly develop, monitor, and revise the residency program model and structures as needed on an ongoing basis
   a. Comprised of key leaders and other stakeholders from both the District and TPP
   b. Meet regularly (at least monthly) on shared agenda items, including review of program data to inform learning and improvement decisions
c. Develop shared program processes and responsibilities including processes for selecting residency sites, mentor teachers, and residents

2) Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis. This may include formal and informal meetings with mentor teacher, field supervisors, and residents.

3) Create a long-term strategic plan to grow and sustain the residency program
   a. Commit to developing a sustainable funding model for year-long residency programs
   b. Align program structures and resources with existing school- and district-level instructional needs
   c. Draw on partner strengths to maximize impact and efficiencies
   d. Prioritize residency for high-need certification areas while planning for longer-term shift for residency partnership across program areas

4) Create a learning plan to inform ongoing program improvement efforts
   a. Identify shared input and outcome measures
   b. Execute data sharing agreements

C. TEACHER PREPARATION PROGRAM'S RESPONSIBILITIES

1) Review and revise as needed the structure, scope and sequence of teacher preparation program course work and staffing for the Childhood, Bilingual, TESOL, Special Education (SPED), adolescent 7-12 programs to align with intensive clinical experiences during field and residency placements
   a. Ensure field experiences provide authentic learning opportunities for candidates and meet student learning needs inside schools
   b. Align residency placements with the District calendar
   c. Assign a full-time faculty member to the district whose duties may include: regular support and supervision of residents, delivering embedded coursework, supporting mentor teachers, supporting professional development
   d. Review curricular scope and sequence to ensure teacher candidates have requisite skills and knowledge prior to beginning their residency placement, and have aligned coursework supportive of their placements throughout the residency year, and revisit on a regular basis

2) Commit to redirecting and/or realigning existing resources to support candidates during their residency placements
   a. Explore tuition discount possibilities based on projected cohort/class sizes.
   b. Analyze current student aid & scholarship patterns to consider directing additional aid to students during their full-time residency placements
   c. Analyze potential cost savings to the institution by embedding coursework inside district schools

3) Commit to redirecting and/or realigning existing resources to support teacher development and school improvement needs within partner districts including by
   a. Reviewing field office structures and staff roles to assess the feasibility of reorganization/restructuring to provide more direct services inside districts and schools
b. Provide opportunities for classroom teachers to participate in resident coursework to support professional development goals

c. Align student and faculty research with school and district learning and improvement priorities

d. Consider possibilities of providing reduced tuition to mentors/cohorts or other district teachers to enroll in leadership development programs

e. Pilot Year 2018-2019, TPP will issue voucher credits to the District at a ratio of 3 graduate credits for every resident per semester. The District is responsible for awarding vouchers to their teachers. As per University policy, a maximum of 12 credit vouchers can be redeemed for each academic year per teacher.

4) Develop program agreements with residency sites and mentor teachers to clarify particular roles and responsibilities for all relevant program stakeholders

    a. As part of the teacher candidates responsibilities during the fall and spring semesters, 15 days will include substitute teaching without compensation (see D.1.a).

    b. Mentor teachers and University Supervisors will ensure that the teacher candidate is prepared to serve as a substitute teacher.

5) Strongly suggest and communicate with residents their commitment to remain with the District for a year upon completion of the residency experience. The District will consider residents for permanent substitute positions as well as permanent teacher positions, if the position(s) become available and the residents are in good standing (See D.1.d).

D. SCHOOL DISTRICT RESPONSIBILITIES

1) Review use of instructional dollars and budget patterns to identify resource reallocation possibilities in order to financially support teacher candidates during the residency year

    a. For the 2018-2019 academic year, District commits to supporting 4 residents at the elementary level (grades 1-6) by offering them a substitute teaching opportunity. Upon graduation, the resident can remain with the District until the end of the school year (June) as a substitute teacher at the rate of $120/day for a minimum of 30 days ($3,600 estimated) with an opportunity to work additional substitute teaching days.

    b. For Year 2 of our partnership, 2019-2020 academic year, District will explore opportunities to shift additional resources to support an increased number of residents in additional certification areas (Art, Physical Education, Music, Early Childhood, 7-12 subject-based areas)

    c. Residents may be offered the opportunity to facilitate after-school clubs (separate stipend) and provide support to teachers in summer programs.

    d. Residents will be considered for a permanent position upon completion of their clinical experience. A substitute position may be offered if a permanent position is not available.

2) Review, and revise as needed, district policies, including any applicable collective bargaining agreements, related to teacher leader positions and career ladder opportunities to ensure mentor teachers are a recognized and appropriately compensated opportunity for experienced, effective educators.

3) Position residents as full-time school staff, including by welcoming them to all professional development opportunities and other district initiatives.
4) Review the possibility of providing classroom space in which to hold onsite resident courses, and office space for embedded Clinical Faculty
5) With the TPP, explore existing district professional development and school improvement initiatives to identify areas where TPP resources and strengths can support district needs and priorities

FREEPOR T UNION FREE SCHOOL DISTRICT

By: [Signature] - Freeport School

Name: [Name]
Title: [Title]
Date: [Date]

ADELPHI UNIVERSITY
RUTH S. AMMON SCHOOL OF EDUCATION

By: [Signature] - Robert DeCarlo

Names: Robert L. DeCarlo
Chief Financial Officer
and Associate Vice President

Title:
Date: [Date]