

*PLEASE NOTE: THIS IS A BLANK AGREEMENT. IF YOU WISH TO VIEW THE SIGNED AGREEMENT BETWEEN YOUR SCHOOL SYSTEM AND RHODE ISLAND COLLEGE, PLEASE CONTACT YOUR SUPERINTENDENT'S OFFICE*

RHODE ISLAND COLLEGE'S FEINSTEIN SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT AND THE \_\_\_\_\_ SCHOOL  
DEPARTMENT PARTNERSHIP

Three-Year Date Here  
Agreement

The administration, faculty, and staff of the Feinstein School of Education and Human Development and the administration, faculty and staff of the \_\_\_\_\_ School Department are committed to excellence in teacher preparation. We recognize the critical role that field experiences play in the development of teachers, and share a mutual interest and commitment to assure that the field experiences that take place in \_\_\_\_\_ are of the highest possible quality. The administration, faculty, and staff of the Feinstein School of Education and Human Development recognize that \_\_\_\_\_ schools and teachers provide a valuable service to Feinstein School of Education and Human Development students, and to that end, the Feinstein School is committed to assisting the \_\_\_\_\_ School Department by providing, when possible and as resources allow, requested services and assistance to the district as a whole as well as to individual schools and classrooms.

Selection of Clinical Sites, Clinical Instructors, and Cooperating Teachers:

Toward that end we agree: 1. Rhode Island College carefully screens all students placed in field experiences in \_\_\_\_\_ and stands ready to intervene if the performance of any of those students falls below the expectations of the \_\_\_\_\_ School Department. 2. Individuals selected as clinical instructors and/or cooperating teachers for Rhode Island College pre-service teacher preparation students must demonstrate behaviors reflective of the Feinstein School's Conceptual Framework and the Rhode Island Beginning Teacher Standards. 3. Schools selected as placement sites for Feinstein School pre-service and advanced students must be of high quality, and staffed with professionals who model effective educational practice, assume responsibility for educating prospective colleagues and are committed to ongoing professional development.

Cooperating Teacher Selection:

Rhode Island College and the \_\_\_\_\_ School Department agree that

- A process, based on professional standards applied by professionals, will be implemented for the selection of individuals who serve as cooperating teachers and clinical instructors. \_\_\_\_\_ School Department will provide Rhode Island College with a copy of the

procedure used for identifying and selecting clinical instructors and cooperating teachers.

- Each cooperating teacher, selected to work with a teacher candidate, agrees to enroll in and complete a professional development course offered by Rhode Island College. The course will be offered free of charge to each cooperating teacher. Each cooperating teacher will receive three graduate credits. A cooperating teacher enrolls in the Rhode Island College course during the semester that he/she serves as a cooperating teacher. A cooperating teacher must renew this course every four years in order to continue as a cooperating teacher.
- Cooperating teachers selected to work with Rhode Island College student teachers during the term of this agreement will accept no more than one full semester or two half-semester student teachers per academic year.
- Clinical instructors and cooperating teachers are identified as adjunct faculty in the Office of School Partnerships and Field Placements, and are so listed in the Rhode Island College Catalog. As adjunct faculty, cooperating teachers and clinical instructors must make a commitment to develop their teaching in line with the Feinstein School's Conceptual Framework and the Rhode Island Beginning Teacher Standards.

#### Cooperating Teacher Criteria:

At a minimum, cooperating teachers and clinical instructors will

- Possess a continuing contract
- Possess a professional teaching certificate for the grade level or special subject in which the student teacher is assigned
- Have taught a minimum of three full years as a certified teacher
- Have taught at least one full year at current assignment
- Meet the criteria as an effective teacher

#### School Site Selection:

Clinical Schools must demonstrate the following attributes:

- A school principal who is committed to quality teacher education and exercises overall administrative supervision and support for the field experiences in the school.

- Faculty, staff, and administration who indicate a willingness and desire to work with Rhode Island College faculty in developing their classrooms into pre-service training sites consistent with the Feinstein School's Conceptual Framework, the Rhode Island Beginning Teacher Standards, and Rhode Island College policies.
- Faculty, staff, and administration who work with Rhode Island College faculty in a collegial manner to provide an environment reflecting the Feinstein School's Conceptual Framework, the Rhode Island Beginning Teacher Standards, and Rhode Island College policy.

Services Provided:

As part of its commitment to a relationship with \_\_\_\_\_, Rhode Island College will make every effort to provide resources and services to the \_\_\_\_\_ Schools including but not limited to the following:

- As resources allow, representatives of the Feinstein School of Education and Human Development will be assigned to school sites to serve in liaison roles for purposes of maintaining communication and identifying areas of activities of mutual benefit.
- Where possible cooperating teachers, clinical instructors and administrators will be invited to Rhode Island College as guest speakers, course instructors, and to serve in advisory roles in the teacher education programs.
- When requested, and if possible, Feinstein School faculty will serve on curriculum committees, school improvement teams, and other such school-based committees and activities.
- Other perquisites provided by Rhode Island College will be identified and made available to cooperating teachers, clinical instructors, and administrators. Examples of possible services include documentation of service for highly qualified teacher points and HOUSSE plans, and involvement in teacher research.

Signatures:

\_\_\_\_\_  
Superintendent  
\_\_\_\_\_ School Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, Feinstein School  
Rhode Island College

\_\_\_\_\_  
Date