

## Memorandum of Understanding

### Teacher Workforce

### Partnership Agreement

This memorandum of understanding is entered between the Governors State University (GSU) College of Education, \_\_\_\_\_ [District], and \_\_\_\_\_ [Candidate] pursuant to the GSU-District Collaboration Agreement dated \_\_\_\_\_ for the duration of the Governors State University teacher preparation program for a maximum of \_\_\_\_\_ [1-6] years to achieve a Professional Educator License (“PEL”) in \_\_\_\_\_ [Early Childhood/ Elementary/ Secondary Education/ Special Education].

#### **Overview:**

Illinois faces a dramatic teacher shortage, and the lack of diverse teachers is just as severe and important as the overall teacher shortage. The Pipeline to Teaching Consortium (“Consortium”) aims to build the Candidate into a strong, well-prepared teacher through a transformational, grow-your-own process addressing the teacher shortage and student learning by providing high-quality, accessible pathways to become a teacher.

#### **Vision of GSU-District Partnership:**

The vision is to create an innovative, dynamic, and sustained partnership that will promote opportunities and equity with mutual benefits to partners. To achieve this vision, partners will engage in collaborative planning, recruitment, and support to retain effective teachers.

#### **Mission of Partnership:**

The mission of the Pipeline to Teaching Consortium is to improve student learning by continuously supplying well-prepared teachers with Professional Educator Licensure.

#### **Goals:**

The goal of this initiative is to create a continuous grow-your-own pipeline to teaching through collaboration between GSU and partner Local Education Agencies (LEAs) / school districts in the Chicago Southland region.

**The Collaboration between a Local/Regional Public School District (District) and Governors State University (GSU) will design a teacher licensure pathway designed to:**

- Meet the teacher demands (shortage) of local rural and south suburban districts (Title I schools);
- Provide low-cost education to Candidates;
- Support Candidates and new teachers through quality mentorship
- Increase teacher diversity
- Schedule courses to accommodate Candidates' schedules at their school sites
- Include job-embedded field experiences and student teaching

**Governors State University (GSU) agrees to:**

- Explain the program requirements to the Candidate
- Provide support and coaching to the Candidate through the admissions process
- Make the Candidate aware of financial support through the GSU Office of Financial Aid and other available resources
- Provide academic advising support
- Provide access to academic supports, including the GSU Academic Resource Center
- Deliver instruction accommodating the Candidate's schedule (evenings, weekends, hybrid)
- Entitle Candidate for the Professional Educator Licensure upon successful completion of all program requirements
- Evaluate and share Candidate's performance with the District

**District agrees to:**

- Provide access to financial support for the Candidate
- Provide a qualified mentor teacher\* for each of the Candidate's field experiences including student teaching
- Provide opportunities for job-embedded field experiences and observations
- Provide access for the Candidate to observe and teach during clinical experiences as described in the course syllabi
- Provide access to materials for Candidates to use in planning and delivering instruction
- Provide and support Candidate's use of required instructional time as described in as described in the course syllabus, specifically, assuming lead teacher role in one content area/period beginning by week 3, gradually increasing in planning and teaching responsibility to all subjects/ periods in weeks 9-15
- Provide access for University Supervisor to observe the Candidate
- Prioritize the Candidate for teaching position within the District upon eligibility for a PEL

**Early Childhood Placements ONLY:**

It is important that early childhood teacher candidates participate in field experiences representing the licensure range of developmental areas: (1) Infant/Toddler, (2) Preschool/Kindergarten, and (3) First/Second grade.

With that, candidates need experience in developmental areas outside of their current job placement. Candidates will need release time to complete field hours in placements that may

not be available in their current school or center as outlined below:

- Field Experience 1: Infant/Toddler classroom minimum 35 total contact hours
  - 2 lesson plans and teaching experiences
- Field Experience 2: Preschool/Kindergarten classrooms: minimum 35 total hours
  - 2 lesson plans and teaching experiences
- Field Experiences 3/4: 1st or 2nd grade classroom: minimum 75 total hours
  - 5 lesson plans and teaching experiences

### **The Candidate agrees to:**

- Meet with assigned Advisor/Program Coordinator each semester
- Pursue all means of financial support available (per guidance given by GSU)
- Access academic support systems available, as needed
- Seek counseling and health services available, as needed
- Dedicate extensive personal time for the completion of studies and course requirements
- Work with advisor to create and follow a plan for work/life balance goals and a framework for personal and professional success
- Maintain benchmark goals (GPA, dispositions, content test, professional portfolio, applications)
- Meet all course expectations
- Participate in student teaching seminars and conferences
- Implement feedback provided during conferences with Mentor Teacher(s) and University Supervisor
- Commit to remain in the District for specified number of years (optional)
- Allow GSU to track and share Candidate status and data\* with District administration
- Allow District to share employment status with GSU
- Permit GSU and District to share aggregated, anonymized data\* with external agencies for purposes to include but not limited to seeking grant funding, program improvement, and replicating programs

### **Terms of Agreement and Termination:**

Any party may terminate this Agreement at any time, with or without cause, upon ninety (90) days' prior written notice to the other parties. In the event that this Agreement is terminated by either Governors State University or the District, if the Candidate is participating in the practical learning and clinical educational experiences at the time of termination, then the Candidate shall be allowed to complete such assignment under the terms and conditions herein set forth. The Candidate is automatically terminated if the Candidate separates from the partnering school district.

**Approval Signatures:**

**GSU Candidate**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**School Principal**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**District Administrator**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**GSU Program Coordinator**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**GSU Director of Educator Preparation, Accreditation, and Assessment**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**GSU Chair of the Division of Education**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

**\*Definitions**

**Candidates** - GSU accepted students enrolled in an educator preparation program.

**Consortium** - An association of GSU and local school districts organizations or governments with the objective of participating in a common activity or pooling their resources for achieving a common goal to recruit new teachers and increase teacher diversity.

**Data** - this may include but not limited to enrollment, status, performance, progress.

**Data Share Agreement** - A data-sharing agreement is a formal contract that clearly documents what data are being shared and how the data can be used. The Data Share Agreement prevents miscommunication on the part of the provider of the data and the agency receiving the data by making certain that any questions about data use are discussed.

**Mentor Teacher** - is the employee of the local education agency / partnering school district and serves as the teaching model who supports and monitors candidates as they begin an intensive and sustained period of learning to teach in a context of practice. A full list of University Mentor responsibilities can be located in the GSU Student Teaching Handbook.

**University Supervisor** - is the employee of GSU and serves as the liaison between the student teacher, the mentor/cooperating teacher, and the university. A full list of the University Supervisor responsibilities can be found in the GSU Student Teaching Handbook.

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