

**Memorandum of Understanding  
Between Albuquerque Public Schools and  
University of Southern California**

This memorandum of understanding (MOU) is written in the spirit of cooperation between Albuquerque Public Schools (hereinafter “the District”) and the educational institution named above (hereinafter “the Institution”) for the purpose of completing student teaching experience required by the State of New Mexico and the Public Education Department for the certification of teachers.

**The District agrees to:**

1. Provide an appropriate student teacher placement that allows the student teacher to meet all certification requirements.
2. Provide a highly qualified cooperating teacher with appropriate certification and at least Level 2 licensure who is a professional role model.
3. Provide the Institution with the regulations and processes relevant to placement.
4. Provide opportunities for student teachers to attend campus/ district orientations and trainings.
5. Provide access to appropriate district resources including but not limited to curriculum documents, online resources, libraries, and forms.
6. Provide information regarding placement opportunities at schools with strong bilingual/TESOL programs.
7. Provide a set of common regulations and procedures for the student teaching programs.

**The Institution agrees to:**

1. Recommend for placement in the student teacher program only those students who have a satisfactory record and have met the requirements established by the Institution.
2. Inform all student teachers that they must complete an online student teacher application and all appropriate paperwork and background clearance for placement with the District and meet all deadlines set by the District.
3. Provide the District the right to refuse placement to any student based on information obtained during the application process that does not meet district standards.
4. Cooperate with the District in any case where the student teacher might not meet district, state and/or federal requirements and regulations consistent with the Institution’s obligation to comply with FERPA.
5. Provide the District, student teacher, cooperating teacher and the supervisor access to the Institution’s curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules or any other documents or materials which are necessary to effectively facilitate and support the student teacher during this experience.
6. Assign a single point of contact to work with the District regarding any and all student teacher placements.

**The Institution and the District jointly agree to:**

1. Determine the number of student teachers assigned to the District based on availability of cooperating teachers, staff and campuses.

- a. The district reserves the right to prioritize student teacher placements based on need in 'hard to fill' positions and bilingual positions.
  - b. 'Hard to fill' positions shall be defined in an addendum during the annual review of this MOU.
2. Establish ongoing, open communication between Institution and District staff.
3. Comply with all state/federal laws and regulations and District policies, procedural directives and regulations.
4. Strongly encourage all student teachers to qualify for TESOL and/or Bilingual endorsements at the time of licensure.
5. Determine where and which students will be placed.
6. Provide student teachers, with assistance of the District, professional development opportunities, training on their responsibilities regarding participation in the student teaching experience, including professional conduct, District Board Policies, rules set by the Institution, rules and procedures set by the District as set out in the Employee Handbook, and state and federal laws relating to education with specific attention to FERPA, PED Code of Ethics, and Child Abuse and Neglect Detection/Reporting.
7. Commit to increasing the number of student teachers in the Special Education teacher prep program in order to meet the needs of the special education population in the District's schools.
8. Communicate and conduct needs assessments to develop programs that prepare adequate numbers of teachers to match the District's employment opportunities.

**Term of agreement, modification, termination:**

This agreement shall be effective when executed by both parties and shall remain in effect for a period of three (3) years from date of inception. The Addendum to the MOU will be reviewed yearly. This agreement may be terminated without cause upon written notice by either party.

This agreement may be modified in writing upon approval of both parties.

**Agreed:**



Michael Quick, Executive Vice Provost  
University of Southern California



Andrea Trybus, Assistant Superintendent  
Human Resources, Albuquerque Public Schools

## **Albuquerque Public Schools/University of Southern California MOU Addendum 1: Standards, Roles and Regulations**

It is the intent that this addendum to the MOU, as agreed in Section A-6 regarding student teachers, is to outline standards, roles and regulations employed by the District and its Institution partners in student teaching so that a rich and fulfilling experience is provided to the student teacher and the students of the District. With this intent, the following guidelines are agreed to by all parties with regard to student teaching within Albuquerque Public Schools:

### **District:**

1. Designate a District Coordinator for Field Experiences who will work with the Institution's program faculty and staff to facilitate student placements at the school level, not necessarily at the teacher level.
2. Reserves the right to set limits to the number of student teachers in their final phase of full time student teaching that may practice in schools.
  - o This applies to core courses only.
  - o PE, art, music, athletic training programs are not counted in the 'cap'.
  - o Limit may be raised for Special Education placements at the District's discretion upon request.
3. Notify district school administrators when student teachers may begin after receiving clearance from the district Background Department.
4. Provide a Student Teacher Orientation to first year student teachers including but not limited to NMPED and the District's regulations, procedures and curriculum standards.
5. Shall not act as the employer of the student teacher.

### **School Administration:**

1. Collaborate and cooperate with the District Coordinator for Field Experiences, the Institution's program faculty and staff to facilitate student placements and accept the terms of the MOU.
2. Include Student teachers in orientations and trainings at the school level.
3. Support facilitated and supervised teaching experiences with the responsibility of monitoring these in classrooms with student teachers.
4. Inform parents of the school of facilitated and supervised teaching experiences and advantages of these for students and teachers.

### **Cooperating Teachers:**

1. Collaborate and cooperate with the District Coordinator for Field Experiences, the Institution's program faculty and staff and accept the terms of the MOU.
2. Be flexible with the requirements of the Institution's program guidelines.
3. Sign a District agreement defining their role and expectations from the District's prospective (i.e. time in the classroom, classroom management, teaching experiences.)
4. Act as a mentor/role model for student teachers
5. Agree to attend cooperating teacher meetings as required by the District and the Institution.
6. Inform parents of the students working with student teachers of facilitated and supervised teaching experiences and advantages of these for students and teachers.
7. May receive honorarium payment provided by the relevant Institution.

**Institution Program Supervisors/Staff:**

1. Communicate with district personnel regarding placement.
2. Perform as a professional member of the District/Institution team.
3. Communicate with school administrators to facilitate collaborative partnerships and placements.
4. Provide the District with rationale for reassigning a student teacher.
5. Prepare student teachers with appropriate technology skills to be successful in a 21<sup>st</sup> Century classroom.
6. Assist with preparation of cooperating teachers to participate in a mentorship role and to supervise student teachers.
7. Ensure that student teachers are not authorized or permitted to begin their field placements until the required background check is completed and liability insurance is obtained.
8. Maintain and log regularly scheduled visits for oversight and supervision. These visits may involve informal and formal observations mid and final evaluations.
9. Facilitate honorarium payment for cooperating teachers if the Institution decides to provide compensation.

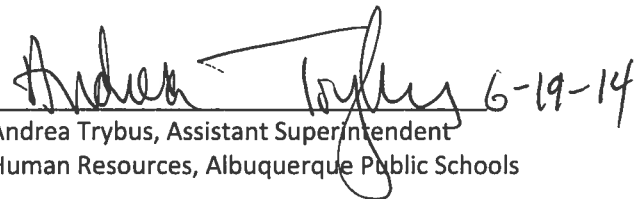
**Student Teachers:**

1. Complete an online application for student teaching on the District website.
2. Successfully complete a fingerprint background check.
3. Comply with all school, district and institution requirements, policies and procedures.
4. Maintain and sustain professional relationships with the college and school community.
5. Prepare for and carry out all assignments in a timely manner.
6. Communicate with cooperating teachers and institution supervisors on a regular basis regarding all pertinent issues that relate to their role, responsibilities and plans.
7. May, upon approval of the school's principal and the Institution's field supervisor, be hired as a long term substitute in assigned classroom if the cooperating teacher becomes incapacitated. The process will be the same as applying for a substitute position as outlined on the APS website.

Agreed:



Michael Quick, Executive Vice Provost  
University of Southern California



Andrea Trybus, Assistant Superintendent  
Human Resources, Albuquerque Public Schools