

Agreement for Cooperation for Professional Preparation of Teacher Candidates for the 2017-2020 Academic Year

THIS AGREEMENT ("Agreement") is entered into by and between San Jose Unified School District and the Board of Trustees of Leland Stanford Junior University ("Stanford"), and is effective as of 8/1/2017 _____ ("Effective Date").

The undersigned parties agree to the following:

SECTION 1. DEFINITIONS

Teacher Candidate: a matriculated student in the Stanford Teacher Education Program ("STEP") pursuing a California Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) and an MA in Education.

Cooperating Teacher: a credentialed, experienced faculty member at a high school, middle school, or elementary school who is legally responsible for the class(es) assigned to the Teacher Candidate.

University Supervisor: a veteran, credentialed teacher or doctoral candidate employed by Stanford to provide direct classroom support to Teacher Candidates and Cooperating Teachers.

STEP Administration: the Stanford faculty and staff responsible for the administration of STEP.

Site Administration: the administration at an individual school site within the District that enters into this agreement with STEP.

Graduated Responsibility: the gradual assumption of responsibility for classroom instruction by the Teacher Candidate under the direct and continuing supervision of the regularly assigned Cooperating Teacher and University Supervisor, as further defined in the Teacher Candidate Contract between the Teacher Candidate, the District and the Cooperating Teacher.

Independent Student Teaching: the portion of the student teaching placement where the Cooperating Teacher leaves the Teacher Candidate alone in the classroom while still consulting about planning on a regular basis. This may not begin until the completion of all state requirements has been verified by the STEP Administration and the Teacher Candidate is deemed ready by the Cooperating Teacher, University Supervisor and STEP Administration ("Independent Student Teaching Status").

SECTION 2. STEP ADMINISTRATION DUTIES

STEP Administration will:

- work collaboratively with the District Human Resources Department and staff in the assignment of Teacher Candidates.
- guarantee that Teacher Candidates have met California Commission for Teacher Credentialing (CCTC) subject matter competence prior to commencing Independent Student Teaching.
- undertake to have Teacher Candidates remain in their student teaching assignment/s until the end of the requisite public school year unless removed for good cause by the District or STEP.
- confer regularly with District and Site Administration and Cooperating Teachers through meetings, telephone calls, and/or e-mail.

- immediately notify appropriate District and Site Administration if STEP Administration has knowledge of or suspects any professional or ethical violations by a Teacher Candidate in the District.
- guarantee that Teacher Candidates and University Supervisors have appropriate TB and finger printing clearance.
- undertake to have Teacher Candidates establish and maintain adequate public liability and property damage insurance and inform them of their lack of coverage for Worker's Compensation Insurance.
- instruct Teacher Candidates in state laws regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 3. UNIVERSITY SUPERVISOR DUTIES

STEP Administration will undertake to ensure that University Supervisors will:

- conduct systematic and regular observations of Teacher Candidates' performances in the District's classrooms.
- confer regularly with Cooperating Teachers and with the Site Administration through meetings, telephone calls, and/or e-mail.

SECTION 4. TEACHER CANDIDATE DUTIES

STEP Administration will undertake to ensure that Teacher Candidates will:

- attend school placements for 20 hours a week based on the Cooperating Teacher's schedule unless given prior written approval by the STEP Director of Clinical Work.
- co-plan with Cooperating Teachers throughout the academic year.
- co-teach with Cooperating Teachers throughout the academic year based on individually developed induction plans which emphasize gradual assumption of responsibility.
- participate in department meetings and faculty meetings when possible.
- attend Back to School Nights and Open Houses.

enter into a Teacher Candidate Contract substantially in the form attached hereto as Exhibit A.

SECTION 5. DISTRICT DUTIES

The District will:

- provide supervised teaching and other clinical/professional experiences for Teacher Candidates through student teaching in schools and classes within the District's high schools and middle schools, in each case under the supervision of a Cooperating Teacher.
- provide each Teacher Candidate with a certified, experienced teacher as a Cooperating Teacher and provide documentation of appropriate credentialing as needed.
- immediately notify the Director or STEP Director of Clinical Work if the Administration has knowledge of or suspects any professional or ethical violations by a Teacher Candidate.
- request that a Teacher Candidate act as a substitute teacher only for that Teacher Candidate's supervising Cooperating Teacher and will not make Teacher Candidates part of the general substitute pool.
- instruct Teacher Candidates in District policies regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 6. TERM

This Agreement shall be effective for the 2017-2020 academic calendar in the District.

SECTION 7. UNDERTAKINGS BY STANFORD

Stanford's and the STEP Administration's sole responsibility for any term of this Agreement that states that the STEP Administration will "undertake" to cause a Teacher Candidate or University Supervisor to comply with a term of this Agreement will be to follow the STEP Administration's standard internal procedures to cause that Teacher Candidate or University Supervisor to comply with that term of this Agreement.

SECTION 8. STATUS OF TEACHER CANDIDATES

The Teacher Candidates are not employees, agents or independent contractors of Stanford, and Stanford will not be held liable for any act or failure to act by a Teacher Candidate.

SECTION 9. INDEMNIFICATION

To the fullest extent permitted by law, the District shall indemnify, defend, and hold harmless Stanford and its directors, officers, attorneys, officials, employees and agents ("Stanford Indemnities") from and against any and all claims, demands, judgments, losses, costs, damages, injuries, expenses and liabilities of every kind, nature and description (collectively, "Claims") that arise out of or relate to, directly or indirectly, in whole or in part, this Agreement or any error, omission or act of the District or any employee, consultant, agent, director or officer of the District or any employee or person otherwise working or volunteering at the District, including without limitation the performance or non-performance of the terms of this Agreement (except to the extent such Claim is solely the result of the gross negligence or willful misconduct of a Stanford Indemnity). This Section 9 shall survive the termination of this Agreement.

SECTION 10. MISCELLANEOUS

The parties to this Agreement are independent contractors. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

This Agreement and the rights and obligations of the parties shall be governed and construed by the substantive laws of the State of California as applied to contracts that are executed and performed entirely in California.

This Agreement, including its Exhibit, supersede all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in writing executed by both parties.

If a court of competent jurisdiction holds any provision of this Agreement, or its application, invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Executed by the undersigned authorized individuals on behalf of the parties effective as of the date first written above.

SAN JOSE UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES OF LELAND
STANFORD JUNIOR UNIVERSITY

By 

By 

Print Name STEPHEN MINTON

Print Name Daniel Schwartz

Title DEPUTY SUPERINTENDENT

Title Dean, Stanford School of Education

SEPTEMBER 15, 2017

EXHIBIT A

FORM OF TEACHER CANDIDATE CONTRACT STANFORD TEACHER EDUCATION PROGRAM

Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the university supervisor as they work in the clinical setting. The three work together to support the candidate's growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate's classroom experience with STEP coursework. All three parties sign this agreement.

The teacher candidate co-teaches with the cooperating teacher in two different periods (primary and secondary). Initially, the cooperating teacher assumes primary responsibility for both classes and the teacher candidate remains in a supportive role. During independent student teaching, the teacher candidate takes responsibility for the primary course. The teacher candidate and cooperating teacher co-teach the secondary course until the end of the year, with the cooperating teacher taking primary responsibility.

The California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate's progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor.

Graduated Responsibility

The structure of the STEP student teaching experience relies on the concept of graduated responsibility. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate's development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways.

Graduated responsibility eventually culminates in a sustained period of independent student teaching, which begins in the winter. This timing allows for the candidate to complete sufficient time and experience as an independent teacher to provide evidence for recommendation for the teaching credential. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher. The following documents support graduated responsibility:

- Building Relationships Between Teacher Candidate and Cooperating Teacher
- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching in STEP

The Joint Work of the Cooperating Teacher and Teacher Candidate:

Together the cooperating teacher and the candidate move through all phases of the teaching cycle: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each phase:

Planning:

- Articulate the intended educational goals and expected outcomes for the course.
- Discuss rationale for the focus and sequencing of the course.
- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Explore strategies to diagnose and address specific student needs.

Instructing:

- Co-teach with teacher candidate according to the teacher candidate's readiness.
- Model a variety of teaching strategies for the teacher candidate.
- Provide opportunities for the teacher candidate to practice different teaching strategies to address students' interests and needs.
- Demonstrate how to manage everyday tasks such as taking role, giving directions, and dealing with paperwork.

Assessing:

- Discuss and model different assessment techniques (e.g., objective tests, performance assessments, peer review, self-assessment, journals, portfolio, etc).
- Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:

- Co-reflect about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
- Provide multiple opportunities to self-assess teaching
- Make thinking visible and share thoughts about the outcome of a lesson.
- Emphasize the teacher candidate's strengths and give constructive, specific feedback about areas for improvement.
- Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be comfortable at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate's move into the primary teaching role for the primary course. As the candidate takes on more responsibility in the class, the cooperating teacher plays a more supportive role. The two continue to plan and debrief on a regular basis. By winter, the teacher candidate should already have experienced significant responsibility for multiple components of the curriculum.

The cooperating teacher, the university supervisor, STEP's director of clinical work, and director determine the appropriate time for the candidate to begin independent student teaching in the primary course. Independent student teaching begins well before the final eight weeks of the school year. Although the candidate assumes responsibility for the classroom during independent student teaching and may be left in charge of the classroom, the cooperating teacher remains the "teacher of record" throughout the academic year. For more information, see "Independent Student Teaching in STEP."

Responsibilities of the Cooperating Teacher

- Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
- Review the STEP handbook
- Observe the candidate's teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
- Maintain proactive, ongoing communication with the supervisor about the candidate's progress. The supervisor and cooperating teacher together monitor the candidate's graduated responsibility trajectory. Should concerns arise, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
- Complete three quarterly assessments and upload them to Tk20 (<http://stanford.tk20.com>) by the following dates: Tuesday, November 28, 2017, Wednesday, March 14, 2018, and Friday, May 28, 2018. (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before he or she can graduate.)
- Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate

The teacher candidate maintains a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Maintain prompt and regular attendance and conscientious out-of-class preparation for teaching responsibilities
- Maintain up to date records of curricular plans; abide by District policies; meet administrative due dates;
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, director of clinical work, and director
- Request absences for special circumstances in writing from the cooperating teacher, director of clinical work, and director

Videotaping: As part of the teacher candidates' work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students' names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching: STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence

requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students' needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities: The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent-teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor

The university supervisor plays a vital role as a bridge between the university and clinical context, a mentor, and an evaluator of the candidate's progress. As they pertain to the field placement, the supervisor's responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate's progress and needs.
- Recommend candidate for credential (spring)
- Report any concerns to STEP's director of clinical work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please email Peter Williamson, Director of STEP Secondary at peterw@stanford.edu or Ruth Ann Costanzo, Director of Clinical Work at rcostanzo@stanford.edu.