

EXCHANGE OF SERVICES AGREEMENT

THIS AGREEMENT is made and entered into by and between The Ohio State University (hereinafter "the University") on behalf of the Mansfield campus through its College of Education and Pioneer Career & Technology Center (hereinafter "the school district") located in Richland County, Ohio.

WHEREAS, The University desires to enter into an annual exchange of services agreement with state- chartered schools in various school districts, and

WHEREAS, The University desires satisfactory field laboratory sites to improve the educational opportunities available to its students in the field of education, and

WHEREAS, The University desires to serve teachers and administrators in various school systems in their educational efforts, and

WHEREAS, The school district desires to aid the University in its educational efforts, and

WHEREAS, The school district desires tuition authorization for school district professional staff who wish to enroll in University courses, and

WHEREAS, The school district desires to improve its instructional capabilities, and

WHEREAS, The school district and the University agree the quality of the entire educational system is enhanced by a system of exchanging services.

THEREFORE, the University and the school district resolve to enter into the following agreement for purposes of:

1. confirming the cooperative relationship between the University and the school district,
2. specifying activities and services, roles and responsibilities, services and compensation for service, and administration of an Exchange of Services Agreement, and
3. demonstrating compliance with the 2005 State of Ohio "Standards for Ohio Educators."

This agreement is duly signed by appropriate officials of both parties and is renewable as necessary. .

ACTIVITIES AND SERVICES

A. University - Authorized Field Laboratory Experiences

1. The University authorizes many of its students and faculty involved in teacher-training, education personnel preparation programs, and other instructional programs to work in the following variety of field laboratory experiences:
 - a. FEEP Experience - Undergraduate students who indicate an interest in teaching are placed in field settings for an exploratory experience which includes observation and assisting cooperating teachers.

- b. Teaching as Profession- This undergraduate experience (ESEPHY 4403) may be taken with T&L 5469 (Understanding Phonics), and ESSPED 5650 (Introduction to the Exceptional Child). Students in this second field placement are observing special needs, multi-age, and/or developmentally appropriate literacy programs. The students also do extensive work with the Ohio Standards for The Teaching Profession.
 - c. Spring Methods Block (B.S.Ed. - This experience is taken with either a Math/Science for Early Childhood Methods or Language Arts/Social Studies for Middle Childhood Methods course. The purpose of this experience is to introduce prospective Pre K-9 educators to math/science or language arts/social studies methodology and practices. Students observe, assist, and teach specific science/math or social studies/language arts lessons under the supervision of a cooperating teacher in pre-K to grade 3 classrooms or grades 4 - 9 classrooms.
 - d. Autumn Methods Block (B.S.Ed.) - This experience involves planning and teaching specific lessons in Language Arts/Social Studies for Early Childhood Methods or Science/Math for Middle Childhood Methods. Students work under the supervision of a cooperating teacher in Pre-K to grade 3 classrooms or grades 4 - 9 classrooms.
 - e. Internship (Student Teaching) - All teacher education students are required to complete at least one semester of full-time student teaching in a classroom which reflects the age and subject area for which the student is being licensed.
2. The duration and complexity of the laboratory experience and the amount of responsibility placed on cooperating school personnel varies with the assignment.

PROCESS AND COORDINATION

A. Defining Processes and Responsibilities

1. Defining processes and responsibilities related to field laboratory experiences shall be accomplished by an initial agreement entered into between the University and participating school district.
2. Official representatives of the above parties shall assist in resolving critical situations as they arise in the laboratory placement process.

B. Administration of Field Laboratory Placement Program

1. Appointment of Personnel
 - a. Both the University and the school system shall appoint personnel to administer the Exchange of Services Agreement.
 - b. Dean/Director of The Ohio State University at Mansfield shall designate a coordinator of field experiences who in turn shall administer the laboratory experience programs.
 - c. The superintendent of the school system, or the superintendent's designee, will be the district contact person with the University.
2. Provision of School Information and Selection of Cooperating Teachers
 - a. As needed or if significant changes occur prior to the beginning of each school year, the school contact person will forward to the coordinator of field experiences:

i) registration data and demographic data for each building in the district;

ii) a list of teachers eligible to serve as cooperating teachers; and

iii) upon request, class schedule.

b. The University shall select with care the appropriate laboratory experience sites for its students from the list of eligible cooperating teachers.

c. Both the University and the school district shall give each cooperating teacher all possible support and assistance in his/her work with the University student.

3. Placement of University Students with Cooperating Teacher

a. The University's coordinator of field experiences will make assignment recommendations to the school system contact person or the building principal.

b. In the case of general field experiences, the coordinator of field experiences will submit to the school contact person a roster of students for whom the University is requesting placement and a statement of the purposes and conditions of these field placements.

c. The principal and the professional staff in the building must be generally supportive of the assignments.

d. The cooperating teacher, in consultation with other school system personnel, has the option of accepting or rejecting the student.

e. The University or the school district may request the removal of a student from the field setting after discussing the situation with all parties.

ROLES AND RESPONSIBILITIES OF LABORATORY EXPERIENCE PLACEMENT AND SUPERVISORY PERSONNEL

A. Coordinator of Field Experiences

The coordinator's general responsibility is to administer the laboratory experience program. Specifically, the coordinator will:

1. Provide a packet of guidelines and materials, developed with assistance of school personnel, to all participants in the laboratory experiences;
2. Solicit evaluations from the participants as to the general conduct of the experience;
3. Coordinate related staff development activities for both the University supervisors and cooperating teachers;
4. Assist in the resolution of problems which may arise among participants in the laboratory experience.

B. School District Contact Person

Each school district contact person or building principal will work with the coordinator of field experiences. Specifically, the contact person will:

1. Provide the University enrollment and demographic data and lists of approved cooperating teachers annually, and class schedules on request;
2. Seek clearance with the individual building principals and school personnel for the placement of students seeking laboratory experiences;
3. Alert the University to areas of concern and/or problems with laboratory experiences as they may arise;
4. Advise the University as to particular conditions in the district that make certain placements temporarily inappropriate (e.g., possible school closing due to financial problems, energy emergencies, strikes or work stoppages);
5. When the withdrawal of students becomes necessary for any of the above reasons, contact persons in unaffected districts will assist in the pairing or individual replacement of students displaced from the affected district.

C. Building Principals

The building principal's specific responsibilities are as follows:

1. Recommend those school personnel who are eligible to serve as cooperating teachers;
2. Obtain clearance from those eligible teachers as to their willingness to work with University students;
3. Generally supervise all laboratory experiences in their building, and provide general evaluations of those experiences to the University.

D. The University Supervisor

The University shall select University supervisors who have completed at least three years of school-related experience and who have been trained by the University to serve in the supervising role. They shall have the following responsibilities:

1. Assist and advise all University students assigned to them on matters related to the laboratory experience;
2. Observe students and visit with cooperating teacher as often as possible to discuss the progress of the student, and provide for continuous feedback from both the student and the cooperating teacher about the student's skills and abilities;
3. Record grades for the laboratory experience by consulting with the cooperating teacher.
4. Record grades for the laboratory experience after consulting with the course instructors as needed.

E. Cooperating Teacher

1. The term "cooperating teacher" is used in a broad sense to include classroom teachers, counselors, administrators, and other professionals who have supervisory responsibility for the University student working in the school system. To qualify as a cooperating teacher, a teacher must:
 - a. Hold the appropriate standard certificate;
 - b. Have a minimum of three successful years of classroom teaching experience;

- c. Have at least one year of that experience in the particular school system, as well as one year in the field for which the teacher is providing services;
 - d. Be recommended by the building principal;
 - e. Consent to the principal's recommendation;
 - f. Attend an orientation session and any periodic follow-up sessions provided by the University, designed to enhance the professional development of the cooperating teacher in this supervisory role.
2. The role of the cooperating teacher is vital to the success of field-related experiences. Accordingly:
- a. The cooperating teacher will assist in offering the University student the opportunity to experience the teacher's role in both the classroom and the community;
 - b. The cooperating teacher will be expected to evaluate, in writing, individual student achievement and experience on the basis of guidelines supplied by the University and approved by the school district.

F. Student Teacher

- 1. The University will assign the student a field laboratory experience, to be completed in a designated school district building.
- 2. According to the specific aspects of the assignment, the student will be available to assist the cooperating teacher in the following instructional duties:
 - a. Teaching under supervision of the cooperating teacher. The student may occasionally teach when the cooperating teacher is temporarily absent from the classroom, but the student may not serve as a substitute teacher;
 - b. Students in FEEP, Teaching as Profession experience, and Methods Field are not considered Student Teachers.
 - c. Grading papers and keeping records;
 - d. Playground and lunchroom supervision;
 - e. Tutoring students who need special help;
 - f. Conferring with individual students;
 - g. Attending professional meetings;
 - h. Performing other work in the school buildings as assigned.
- 3. The student teacher may also be asked by the University to observe other classes and participate in teaching activities with other student teachers in the same or different buildings.
- 4. Responsibilities of the student to the school system are:
 - a. To comply with the regulations of the building to which they are assigned;

- b. To advise the principal of their presence in the building, or their absence from assigned responsibility;
 - c. To follow the school system calendar within any given semester;
 - d. To assist the cooperating teacher in instructional duties as defined in F(2) above.
5. In the event of a strike or work stoppage:
- a. The student teacher should not report for duty, or be in or near the building of assignment, because the student teacher does not have the legal status of certified personnel.
 - b. Short of a strike or work stoppage, the contract signed for that year assures the University the cooperation of both teachers and administrators in providing desirable field placements for University students.

ADMINISTRATION OF THE TUITION AUTHORIZATIONS

A. Compensation

1. Fee authorization credits will be earned on the basis of the type of field experience which occurs at the school district site, and on the number of hours of student time spent in the field setting. Credits earned by a school system will be applied through the use of tuition authorization cards to cover up to 2/3 of the cost of enrollment for certificated personnel employed by the school district.
2. Tuition authorization credits available for use in each school year will be budgeted at the start of the year, based upon projected earnings. The budget estimate will be adjusted each semester during the year to reflect actual experience.
3. Tuition authorization credits will be awarded according to the following schedule:

a. FEEP Experience	- \$150 per student semester (80+ hrs.)
b. Teaching as Profession	- \$75 per student semester (60+ hrs.)
c. Autumn Methods Block	- \$200 per student semester (160 hrs.)
d. Spring Methods Block	- \$200 per student semester (160 hrs.)
e. Internship	- \$400 per student semester (560 hrs.)
4. In case a student assignment terminates for any reason before the end of a University semester, the number of tuition authorization credits earned will be prorated according to the number of weeks served.

B. Distribution and Spending of Tuition Authorization Credits

1. Distribution - The School district superintendent, not the University, shall determine which district personnel will receive tuition authorization credits and in which amount.
2. Spending - Tuition authorization credits may be spent by personnel of the school district which has earned them for up to 2/3 of the cost of graduate tuition and fees at The Ohio State University at Mansfield.
3. Records - Whenever there is activity in the account, the University will provide the school district with tuition authorization statements, will budget and account for tuition authorization credits, and will provide the school superintendent with a statement of tuition authorization account balances.

4. Balances Forward - A school district may carry forward into the next year up to 100% of the amount of tuition authorization credits earned in the previous year.

This is a Continuing Contract – In effect until either or both parties agree to discontinue the agreement in writing. Contract can be discontinued at the end of a school year. (Effective beginning in the 2016-2017 academic year). Contract can be terminated by either party, for any reason, for any new academic year upon thirty (30) days' notice before start of new academic school year at school district.

FOR THE SCHOOL SYSTEM: (Pioneer Career & Technology Center)

(Signature)

(Title)

(Date)

FOR THE UNIVERSITY:

Norman W. Jones, Dean and Director
The Ohio State University at Mansfield

(Date)