



Albuquerque Public Schools work closely with universities and colleges to pair student teachers with highly qualified cooperating teachers. Building and sustaining quality relationship with both the university/college and the student teachers are paramount to maintaining a quality workforce.

Memorandum of Understanding:

APS developed a standard MOU in conjunction with the University of New Mexico (appendix A) that addresses the roles and responsibilities of all parties involved. In order for universities/colleges to place student teachers/observers within APS classrooms, APS requests each university/college first establish an MOU with APS. To the maximum extent possible, APS limits variances to the standard APS MOU. Universities/colleges are advised to contact the district coordinator for field services to initiate development of an MOU with APS.

Student Teacher Placement:

1. Once an MOU is established, universities/colleges may coordinate student placement directly with local school administration.
2. The school administrator locally determines final acceptance of student teacher placement.
3. The APS District Coordinator for Field Services is available to assist university/college staff with field placements.
4. APS District Requirements for Student Teachers:
 - a. Be in good academic standing and complete all university/college requirements for student teaching.
 - b. Complete the APS student teacher application online.
 - c. Complete and pass an APS background check (authorization to student teach form must be presented to school administration prior to starting the student teaching field experience.
5. Should any issues arise; the cooperating teacher should first contact the designated school administrator who, in turn, should contact the university director or coordinator for assistance.

Substituting During Student Teaching Field Experience:

1. If permitted by the attending university/college, student teachers (not observers) may substitute for their mentor teachers only.
2. Student teachers may not substitute for more than 10 days for their mentor teacher without permission from the college and the Substitute Services Manager.
3. To register as a substitute, student teachers should contact Kelly Educational Services to initiate the process.
4. Should the student teacher desire to continue substituting after completing his/her student teaching field experience (i.e. if the period of student teaching stipulated by the college program ends before the public school term ends), the student teacher *must* follow the appropriate application procedure to become an Albuquerque Public Schools' employee.

Student Classroom Observations:

1. Classroom observations by university/college students may be requested by inquiring with a selected campus and seeking the approval of the campus administrator.
2. All observers must complete an APS [background fingerprint check](#) prior to reporting to any district campus assignment. Once the student teacher's background check has cleared, the APS



background/fingerprinting office will provide the student teacher with a Blue Authorization to Student Teach Form, which, must be provided to school administration prior to any classroom observations.

School Administration

1. Cooperating teachers play an important role in the development and success of student teachers. Principals are encouraged to identify and inspire highly qualified teachers to apply for cooperating teacher opportunities.
2. Each student observer/teacher must present a signed and dated Authorization to Student Teach Form to the principal prior to starting. Forms will be blue for classroom observers and pink for student teachers.
3. Background/fingerprint checks are only valid for two years. Students with background checks older than two years old must initiate a new background/fingerprint check in order to continue observing or student teaching. The only exception to this is for student teachers/observer who are current APS employees.
4. Student teachers (not observers) are allowed to substitute for their mentor teachers only.

Cooperating teachers should:

Each semester, APS educators volunteer to serve as Cooperating Teachers, hosting student teachers in their classrooms. Cooperating Teachers provide assistance in classroom management, pedagogy, content delivery and teaching strategies. Cooperating teachers should:

1. Possess in-depth knowledge of the subjects being taught, teaching methods and strategies and be considered an effective teacher.
2. Have three or more years' experience in APS and hold a level 2 licensure. In the case of a most effective teacher or in special cases and projects, this requirement may be waived.
3. Indicate an interest in working with and helping university students.
4. Possess supervisory ability. Formal course work in supervision is desirable but not required.
5. The school site principal should approve cooperating teachers.



Appendix A, APS Student Teacher MOU

Memorandum of Understanding Between Albuquerque Public Schools and Dine College

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 by 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. Either party may terminate this agreement without cause upon written notice.

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

Agreed:

Dine College

Date

DC College of Education

Date

Todd Torgerson, Director of Human Resources
And Legal Services, Albuquerque Public Schools

Date



Appendix A-1, APS Student Teacher MOU Addendum

Albuquerque Public Schools/Dine College

Addendum 1: Standards, Roles and Regulations

It is the intent that this addendum to the MOU, as agreed in Section A-7 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, all parties with regard to student teaching within Albuquerque Public Schools agree to the following guidelines:

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.
 - This applies to core courses only.
 - PE, art, music, athletic training programs are not counted in the 'cap'.
 - 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 21st 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:

Dine College

Date

DC, College of Education

Date

Todd Torgerson, Director of Human Resources
And Legal Services, Albuquerque Public Schools

Date