

SECTION L: EDUCATION AGENCY RELATIONS

LA	Education Agency Relations Goals
LB	Relations with Other Schools and Educational Institutions
LBB	Cooperative Educational Programs
LE	Relations with Colleges and Universities
LEA	Student Teaching and Internships
LK	Relations with Worthington Educational Foundation

EDUCATION AGENCY RELATIONS GOALS

The Board cooperates with other districts and with other local, state and regional agencies and organizations in the solution of educational problems of common concern. This cooperation extends but is not limited to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities which might be efficiently used on a cooperative basis. To serve a broader area, the District may consider other activities.

In carrying out this policy, the Superintendent may include in his/her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the District.

[Adoption date: July 22, 2002]

RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Board cooperates with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring federal and state grants and
4. promoting local school system involvement in regional and state decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing and the coordination of school calendars and activities. This cooperation may also extend to charter schools.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

Charter School

The Board considers applications for community schools only if the applicant's proposal contains detailed information addressing all of the provisions contained in ORC sections 3314.03 and 3314.05. The information required is contained in the Ohio Revised Code and a copy is available in the central office.

[Adoption date: July 22, 2002]

LEGAL REFS.: ORC 3311.19
3313.841
3314.03; 3314.05
3315.09; 3315.091
3323.09

COOPERATIVE EDUCATIONAL PROGRAMS

Ohio law permits the establishment of joint vocational districts to provide vocational programs for students from participating districts. The District participates in programs conducted under the auspices of the Columbus City School District.

The Board also participates in various programs of the Franklin County Educational Service Center which assists this District in providing special services to the students enrolled in our schools.

[Adoption date: July 22, 2002]

LEGAL REFS.: Ohio Const. Art. VI, § 2
ORC 3311.19
3313.841
3315.09; 3315.091
3323.09

RELATIONS WITH COLLEGES AND UNIVERSITIES

The Board views education as a lifelong process and believes that education is a key element in the realization of a successful and satisfying life. The Board directs the Superintendent and staff to pursue opportunities for the students to be involved in cooperative efforts with colleges and universities. When possible, arrangements should be developed for students to enroll in college and university courses and programs which should not delay a student's completion of high school graduation requirements.

[Adoption date: July 22, 2002]

STUDENT TEACHING AND INTERNSHIPS

The Board recognizes the contributions student teachers and/or interns can make to the schools and its responsibility to ensure high quality teacher training. The Superintendent/designee is therefore authorized to arrange for the supervision and training of such teachers and interns in the District each year.

The importance of the teacher training function to the future of education and the need to ensure high quality performance in our schools requires student teachers to be placed with experienced teachers of demonstrated competence. While no staff members are required to supervise student teachers, it is expected that professionally interested teachers volunteer for such duties.

The teacher training institutions should provide liaison personnel who discuss with the building principal and with the teacher the broad objectives that the institution believes should be pursued. Such personnel are free to visit the classrooms to observe the student teacher at work, but are subject to all school visitor rules and regulations.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the students is ensured.

[Adoption date: July 22, 2002]

STUDENT TEACHING AND INTERNSHIPS

Guidelines for Field Placement Services

The District's involvement in field-based experiences for teacher education students follow guidelines set forth by the State of Ohio Board of Education's Standards for Colleges and Universities Preparing Teachers.

Benefits Derived From Field Placement Services

Field-based experiences allow teacher education students and faculty to see and experience theory and technique as practiced in actual school and classroom settings. Field-based experiences also allow the District to play a vital role in the teacher education process as staff members serve as mentors to teacher education students. In addition, staff members have further opportunity to interact with university faculty and field-experience supervisors. The dialogue established in the process of field-based experiences is valuable for those who are actually involved as well as the education profession generally. Ultimately, it is school-age students who will benefit from this interactive process. Potential student benefits include, among other things:

1. more individual attention from the regular classroom teacher with additional attention available through the field experience student;
2. a teacher as learner who may be renewing himself/herself as a result of the professional dialogue established with the field experience student and supervisor;
3. exposure to fresh ideas and another adult role model as embodied in the college/university student;
4. opportunity to see the regular classroom teacher function in a different capacity and to see two adults working together and
5. a respite from the established routine.

Additional benefits derived from field placement services come from the exchange of services agreement between area colleges/universities and the District. Points are earned in exchange for the District's providing field laboratory sites and are applied through the use of fee authorization cards to cover the cost of college/university course enrollment for the District's certified staff members.

Responsibilities of Participants in Field Placement Services

To ensure that present and future students in the District benefit from the District's involvement in field-based experiences, it is necessary for each participating staff member to take an active

role in the provisions of an optimal learning experience which not only reflects the District's objectives for students but also accommodates the learning needs of field-experience students.

As a corollary to their professionalism, District staff members have fostered relationships with college and university personnel who have field-experience responsibilities. It is out of these relationships that some of the field-experience requests have and will continue to come. As requests are received to place the field-experience students in the District, the administration will ensure that the District's students benefit from these possible experiences and each person involved at either the District or college/university level needs to adhere to the field-placement service's policies and regulations.

The following sets forth in detail the responsibilities of participants in field placement services:

1. Coordinator(s) for Field Placement Services

At the District level the coordinator for field placement services provides leadership for the conduct of field-based experiences by working with: a) the field-experience coordinators and other faculty and staff from colleges and universities; b) central office administrators, the District's building principals, teachers and other school personnel; and c) individual field-experience students or groups of students as necessary.

Responsibilities include:

- A. Serving as liaison between colleges and universities and the District to facilitate the placement of student teachers and other field placements by:
 - 1) providing colleges and universities with building master schedules and names of possible cooperating teachers as requested;
 - 2) seeking clearance with the individual building principals and school personnel for the placement of students for whom laboratory experiences are requested;
 - 3) alerting and being alerted by colleges and universities to areas of concern and/or problems with laboratory experiences as they may arise and
 - 4) advising colleges and universities as to particular conditions in the District that make certain placements temporarily inappropriate.
- B. Serving as liaison between the District and those persons from colleges and universities desiring to do research in the District.
- C. Coordinating and supervising the OSU Freshman Early Experiencing Program in schools within the District, including the selection and training of appropriate personnel as seminar leaders when necessary.

- D. Consulting with and being consulted by appropriate District and college/university personnel when consideration is being given to altering/terminating a field experience; requires District and college/university personnel to immediately involve the coordinator for field placement services in the event that circumstances begin to indicate a need to consider such alteration/termination.
- E. Providing leadership in the development and implementation of cooperative field programs with colleges and universities, including initiating contacts with personnel, developing curricula and serving on committees.
- F. Developing or implementing courses (for college/university credit or noncredit) responsive to personal/professional needs of District personnel.
- G. Developing or implementing method(s) to enhance the cooperating teacher's skills associated with the supervisory responsibilities involved with the field-experience student.

2. Building Principal

At the building level, the principal is responsible for overseeing any field-based experiences involving the building's staff, students and programs. As a part of this responsibility, he/she has initial and final approval for all requests for field-based experiences within his/her building including: early experience, observation/participation, STRAND, senior experience, student teaching, practicum, research and other special requests. In the approving of a field-experience request, the principal needs to consider the amount of time that any one staff member has been involved in field-based experiences to-date during the school year; such involvement should not detract from the cooperating teacher's fulfilling his/her responsibilities to the District's students and program(s). In addition, the principal is to monitor these experiences by periodically observing the conduct of the field-based experiences and by communicating regularly with those involved in the field-based experiences: staff member(s); field-experience students; and college/university supervisors and faculty. As needed, the District's coordinator for field placement services and others are to be included. In the event that circumstances begin to indicate a need to consider altering/terminating a field experience, the District's coordinator for field placement services will be involved immediately.

3. Cooperating Teacher

The term "cooperating teacher" is used in a broad sense to include classroom teachers, counselors, administrators and other professionals who have supervisory responsibility for field-experience student working in the District. Much responsibility for guiding the field-experience student through laboratory experiences rests with the cooperating

teacher; accordingly, the work of the cooperating teacher is vital to the success of field-based experiences.

3 of 8

At the classroom or program level, the cooperating teacher is responsible for the regular and consistent guidance of the field-experience student(s). At the same time, however, he/she recognizes that his/her first responsibility is to the welfare and growth of the District's students entrusted to him/her. As necessitated by the nature of the specific field experience, the cooperating teacher:

- A. becomes acquainted with the background of the field-experience student;
- B. prepares students for the field-experience student's arrival and involvement with them;
- C. creates an atmosphere in which the field-experience student has a definite feeling of belonging; may include discussing school/community customs and more;
- D. acquaints the student with District and school policies;
- E. orients the student to the school and the community; may include taking student on a tour or accompanying student at school or community events;
- F. provides the student with appropriate materials and/or access to needed materials, equipment, records, etc.;
- G. acquaints the student with the needs of his/her students, the curriculum pattern, the various types of plans for instruction used in the school, and/or other pertinent programmatic information;
- H. demonstrates good techniques/approaches required in his/her particular educational role;
- I. assists with the professional development of the student;
- J. provides the student with an understanding of the extent of his/her authority and responsibilities;
- K. provides the student with the opportunity to gradually assume full responsibilities under guidance for an appropriate period of time when the student is ready and the field-experience requires this;
- L. provides frequent encouragement, constructive criticism and recognition of success;
- M. keeps records and writes evaluative reports about the student's progress as required and

- N. provides continuous planning and supervision in the evaluation of student growth and achievement if programmatically appropriate.

4. Field-Experience Student

Having a field-based experience provides the student with an opportunity: a) to study some particular aspect of the educational process in an actual setting; and/or b) to put theory and technique into practice.

Although the cooperating teacher and the field-experience supervisor assume the major responsibility for directing and guiding the student through his/her field experience, the student must assume certain responsibilities if he/she is to derive full benefit from the experience. Some of these responsibilities are generally suitable for any field experience student while others are more suitable for specific field experiences.

The responsibilities include:

- A. providing the cooperating teacher with pertinent background information;
- B. conducting self in a manner befitting one's position in the school and conforming to the mores and customs found in the school and community;
- C. notifying the cooperating teacher, building principal and field-experience supervisor of any absences or contemplated changes in the student's schedule;
- D. refraining from the discussion of confidential information;
- E. becoming acquainted with school personnel and their functions;
- F. learning and carrying out school policies and procedures;
- G. assisting in routine procedures and cocurricular activities;
- H. taking the initiative in seeking help from the cooperating teacher;
- I. acquiring pertinent information about students for whom the field-experience student is responsible and becoming acquainted with them;
- J. gaining information about long-range and unit plans in current use and developing daily unit plans of teaching with the help and guidance of the cooperating teacher (includes the timely presentation and discussion of the proposed plans with the cooperating teacher);
- K. having a working knowledge of subject area(s), methods, usage of audiovisual equipment/materials, child/adolescent growth and development, etc.;
- L. attending school functions such as PTA/PTO meetings, faculty meetings and other events that cooperating teachers normally are expected to attend;

- M. gaining an understanding of the community life as it relates to the District through visitation to local community agencies and attendance at various community activities;
- N. attending seminars, conferences and workshops scheduled by the District or college/university and which do not interfere with the field experience unless mutually agreeable to all concerned;
- O. continuing the development of a professional attitude; includes familiarity with professional organizations, publications, etc. and
- P. keeping the field-experience supervisor and others as necessary, informed of progress made and problems encountered.

5. Field-Experience Supervisor

The term “field-experience supervisor” is used in a broad sense to include any employee of the college or university having the responsibility for the supervision of the activities of the field-experience student. The classification of persons so designated may range from professor to graduate teaching assistant; the person may be solely engaged in the supervision of students either part-time or full-time or may supervise students in addition to other responsibilities, e.g. teaching, advising, conducting research, program administration, etc. Regardless of these or similar parameters, the field-experience supervisor is an individual who should be: a) knowledgeable about and skilled in the area in which the field-experience student is involved and b) trained/experienced in supervision.

Depending upon the specific nature of the field experience, the supervisor has the following responsibilities:

- A. submitting all requests for field experiences to the personnel office;
- B. submitting transcripts on all potential field experience students;
- C. assisting in the assignment of field-experience students;
- D. conducting orientation meetings for the students to acquaint them with their responsibilities;
- E. visiting and observing the students periodically to ensure satisfactory progress on the part of the students and to effectively collaborate with the cooperating teachers in the evaluation process;
- F. assisting in the improvement of the students’ skills through observation and conferences;

- G. assuring that multifaceted experiences are provided during the quarter to enhance and promote the transference of theory into practice;
- H. reporting critical changes in the normal operation of the students he/she observes to the appropriate District and college/university personnel;

6 of 8

- I. being available to cooperating personnel and assisting and advising them concerning problems involving students in the field setting in a timely fashion;
- J. visiting the cooperating teacher and administrator(s) as often as possible to discuss the progress of the student (the length and number of visitations should be based upon the needs of the student, the cooperating teacher, other personnel and the nature of the field experience);
- K. assisting the cooperating teacher, the student and others as necessary in the process of continuous evaluation;
- L. assigning final grades through continuous evaluation and consultation with the cooperating teacher and others as necessary;
- M. participation with other field-experience supervisors in the study and improvement of field-experience programs;
- N. assisting in the collection of research data considered pertinent to field-experience programs;
- O. serving as resource person or consultant to District personnel when called upon and as scheduled;
- P. providing feedback to the appropriate District and college/university personnel about the setting in which the student is placed and
- Q. making every effort to help self and others meet deadlines on required forms, schedules, placement, meetings, etc.

Guidelines for Research Projects

The following guidelines have been established to govern the selection, acceptance and conduct of research projects in the District.

1. The coordinator for field-placement services is the liaison between the District and those persons desiring to do research in the District and shall chair the Research Review Committee composed of the assistant superintendents for personnel/pupil personnel and instruction and others whom from time to time it may be necessary to include.
2. The researcher will adhere to appropriate procedures regarding the conduct of research involving human subjects. A set of material discussing such procedures is available for perusal in the office of field-placement services. Furthermore, the researcher will adhere to regulations stated elsewhere in the District's Field-Placement Services and

Research Projects Regulations--especially including, but not limited to, those regarding the field-experience student and supervisor.

7 of 8

3. The research proposal shall include the following:
 - A. names, addresses and telephone numbers of the principal investigators;
 - B. background of the proposed research project;
 - C. specific objectives of the project;
 - D. explanation of the need for such research;
 - E. research methodology;
 - F. copies of data gathering instruments with necessary explanatory information;
 - G. copies of material to be given to students, parents/guardians, teachers and others which describe their participation and obtain appropriate consent and
 - H. specific discussion regarding the time commitment participants in the research will need to make.
4. All research proposals will be sent to the coordinator for field placement services who shall forward copies to the members of the Research Review Committee for initial screening.
5. Research proposals will be reviewed as soon as possible after they are received.
6. Selected proposals will be sent from the committee to additional District personnel who may be involved in the research to obtain their input regarding the proposal - its viability and effect on staff, students and program(s).
7. Those staff members who would be directly involved in the research, if approved, will make a decision to accept or reject the proposal.
8. Communication of the decision will be sent to the coordinator for field placement services who will then inform the appropriate people of the decision.
9. A copy of the research project's findings shall be forwarded to the coordinator for field placement services upon completion of the project.

(Approval date: July 22, 2002)

RELATIONS WITH WORTHINGTON EDUCATIONAL FOUNDATION

The Board believes that establishing an educational foundation for the purpose of promoting excellence in the District will greatly benefit the students and the community. The Board has approved the formation of a nonprofit Ohio corporation named the Worthington Educational Foundation and has also adopted the Foundation's Articles of Incorporation and Code of Regulations.

[Adoption date: July 22, 2002]

LEGAL REF.: ORC Chapter 1702