

**Cooperative Agreement between  
THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA  
and  
FLORIDA ATLANTIC UNIVERSITY (FAU)  
Office of Professional Development and Training**

This Agreement is entered into this 19th day of January, 2005, between the School District of Palm Beach County, Florida, hereinafter referred to as the "SDPBC" and Florida Atlantic University, Office of Professional Development and Training, hereinafter referred to as the "FAU".

**Section I – Duration of Contract**

This contract shall be for the period beginning with the approval of the Board of the Palm Beach County School District, through June 1, 2005.

**Section II – Purpose**

The Intensive Teacher Education and Development project (ITED) as described in Attachment A attached and incorporated by this reference, will provide a preparation program for individuals who have at a minimum a Bachelor's degree and expressed interest in teaching in areas of critical teacher shortages. Critical teacher shortage areas will be defined by state and district criteria. During a semester-long Intensive Institute (II), the twelve Florida Educators Accomplished Practices (EAPs) will be integrated into six graduate courses totaling 18 credit hours specifically designed to prepare these teacher candidates for transition into classrooms in an identified critical shortage content area.

Upon successful completion of the II phase, the teacher candidates will enter Induction, Mentoring, and Support (IMS). This phase will consist of an intensive, full-time teaching experience for one semester and 6 graduate credit hours. During IMS, the ITED teacher candidates will be mentored/supported on a daily basis (for approximately 8-10 hours a week) by a Master Mentor, a professional educator with extensive classroom teaching experience, who will be hired and trained by FAU. The IMS model has been developed and refined by FAU during the past three years and implemented in five area school districts including Palm Beach.

Start-up expense and tuition for graduate credit hours will be funded through a Florida Department of Education grant and FAU tuition waivers. The IMS phase will be funded following the IMS model used in Fall 2003, Board approved June 2003 (contract attached).

**Section III – FAU agrees to:**

1. Serve as the provider of the graduate certification courses for district identified critical teacher shortage areas.
2. The parties recognize their respective liability for certain tortuous acts of their agents, officers, employees and invitees, and agree to be responsible respectively for all claims, liability, losses, and/or causes of action that may arise from any negligent act or omission due to the acts of its agents, servants, or employees, to the extent and limits provided by law, said governmental entities subject to the limits provided on section 768.28, Florida Statutes, the State of Florida's partial waiver of Sovereign Immunity; provided, however, that this provision shall not be

construed as a waiver of any right or defense that the governmental entities have under said statute. Each party covenants to maintain sufficient professional, general liability and workers compensation coverage, unless self-insured, regarding its respective liability, throughout the term of Agreement.

3. FAU hereby warrants that it shall utilize texts and other materials for which it has outright permission to use and indemnifies the Board against FAU's infringement of third party copyright, trademark, or patent claims to the extent permitted by Florida law.
4. Provide course syllabi for the Intensive Teacher Education and Development program (I-TED).
5. Maintain and provide, upon request, an updated accounting of the funds provided by the District. FAU agrees to comply with the requirements of OMB Circular A – 133 entitled, "Audits of States, Local Government and Nonprofit Organizations" for the funding. If applicable, FAU shall submit a copy of the A-133 Audit report to SBPBC.
6. Provide data showing the number of candidates serviced by ITED.
7. Success of the project will be measured by the number of teachers that successfully complete the I-TED program and are employed by the District.

**Section IV – The School District of Palm Beach County agrees to:**

1. Collaborate with FAU to identify, screen, and select qualified candidates with academic content degrees in critical shortage areas.
2. Reserve seats in the ITED Intensive Institute (II) and agree, except as limited by provisions of the Lay-off/Call-Back Procedures of the collective bargaining agreement between the School District and the Palm Beach County Classroom Teachers Association, to reserve an equivalent number of classrooms in the appropriate academic discipline for each ITED teacher candidate for a Spring 2004 placement (IMS), contingent upon candidate's successful completion of II phase.
3. The SBPBC shall have the right to negotiate full time teaching positions with each candidate that successfully completes all program requirements of the ITED program.
4. The IMS portion of the ITED program shall be modeled and funded according to the IMS formula already used and approved by the SDPBC in June 2003.

**Section V – Facilities Agreement**

The Intensive Institute will be held at FAU or at a facility mutually agreeable to both parties.

**Section VI – Other Conditions of the Agreement**

1. This Agreement may not be amended except in writing and duly executed by both parties.
2. Both parties shall meet at regular intervals to review and evaluate the success of the program.
3. Any provision deemed unenforceable does not affect the remainder of the Agreement.
4. This contract shall be governed by and construed in accordance with the laws of the State of Florida and venue shall be in Palm Beach County, Florida.
5. This Agreement may not be assigned without written consent of the non-assigning party.
6. This Agreement is based on annual appropriations.
7. Both parties understand that they are subject to the public records laws delineated in Ch. 119, Florida Statutes.

**FLORIDA ATLANTIC UNIVERSITY**

*Gregory F. Aloia*  
 By: Dr. Gregory Aloia, Dean

*Barbara Ridener*  
 By: Barbara Ridener, Ph. D., Assistant Chair

**SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA**

By: Arthur C. Johnson, Ph.D., Superintendent

By: Thomas E. Lynch, School Board Chair

Reviewed & Approved As To  
 Legal Form and Sufficiency  
*Kimberly Hall 1-4-05*



**Agreement for  
In  
Induction Mentoring and Support (IMS) Program  
between  
The School District Palm Beach County  
and  
Florida Atlantic University  
Office of Professional Development and Training  
College of Education, 335F  
777 Glades Road  
Boca Raton, FL 33431**



**The agreement set forth below for the Induction Mentoring and Support (IMS) program is between Florida Atlantic University, College of Education, Florida Atlantic University Board of Trustees, and The School District of Palm Beach County, 3300 Forest Hill Boulevard, West Palm Beach, FL 33406.**

**Program Summary:**

The Induction Mentoring and Support (IMS) program will place highly qualified teacher candidates in their own classrooms and provide them with direct, intensive mentoring by a Master Mentor. The IMS Program will assist school districts to address acute teacher shortages, provide high quality instruction for students, and reduce the overall need for alternative certification placements.

**Rationale:**

Florida public school districts are experiencing severe teacher shortages in all areas of teaching. These shortages may result in school districts' staffing classrooms with ill-prepared substitute teachers or personnel participating in alternative certification programs. At the same time, highly qualified teaching candidates who have passed the College Level Academic Skills Test (CLAST), the Florida Teacher Competency Exam (FTCE), and who are ready to teach are currently available to school districts via the Teacher Education program at Florida Atlantic University (FAU). By placing teaching candidates in classrooms (practicum) with Master Mentors, the Induction Mentoring and Support (IMS) program would improve the quality of teaching for students and address a severe teacher shortage.

**Description of the Model:**

Screening and identification of candidates:

Qualified candidates will be selected from the ITED candidate pool. Individual candidates who are selected will have advanced organizational, academic, and pedagogical skills and will best fit the needs of the school district. The number of positions will be contingent on availability as identified by FAU and the district screening process.

Training and development:

Prior the practicum, IMS candidates will participate in an intensive training orientation. This orientation will address policies, procedures, programs, and any other training necessary for IMS teachers to function independently in their own classrooms, provided by Palm Beach County School

District. These seminars will be conducted cooperatively between the faculty and staff of Florida Atlantic University's College of Education and the participating school district.

Supervision:

The primary responsibility for the supervision of the IMS teacher will be provided by an experienced Master Mentor hired by Florida Atlantic University and reviewed by Palm Beach County School District.

Mentoring by the Master Mentor will proceed in four phases:

- 1) direct supervision and observation of each IMS teacher every day for three to five hours per visit during the first month (16 to 20 hours per week)
- 2) direct supervision and observation of each IMS teacher every day for one and a half to two hours per visit (8 to 10 hours per week);
- 3) supervision and observation three to five days a week for the equivalent number of hours in phase 2; and (8 to 10 hours per week);
- 4) supervision and observation tailored to individual needs of the IMS teacher but still equaling the same number of hours per week as in phase 2 (8 to 10 hours per week).

The Master Mentor will work collaboratively with the University Supervisor assigned to the ITED practicum participant. Additionally, an in-school Cooperating Teacher from the district will be identified to provide additional support to the IMS teacher when needed. Florida Atlantic University along with the Master Mentors will also conduct a weekly seminar to discuss classroom events, problems, achievement and the overall teaching process. The IMS program thus provides four levels of supervision (Master Mentor, University Supervisor, Cooperating Teacher, and the ITED Director) to insure that the IMS teacher is successful and that the instruction is of the highest quality possible for the students.

Evaluation of the program:

An evaluation will be conducted at the conclusion of each semester. The evaluation will consist of a debriefing with the key participants in the program (e.g., the IMS teacher, Master Mentor, Cooperating Teacher and the building principal). This evaluation will enable Florida Atlantic University's College of Education to gather formative data on the effectiveness of the IMS program from key participants. This evaluation will enable FAU and the school district to adapt the IMS program to insure that it is achieving its intended goals.

**Funding Model:**

The funding of the program:

The participating school district of Palm Beach County and Florida Atlantic University will enter into an agreement under which the district will provide the University with one half of a beginning teacher's annual salary (including benefits) per semester for each IMS teacher placed.

- IMS teacher to be compensated for paid holidays and teacher training days.
- FAU semester shall be co-terminus with Palm Beach County semester; said dates shall therefore be from according to Board approval through June 1, 2005.

The district's total rate for a beginning teacher for one half year	\$ 16,747.00
Benefits for a beginning teacher for half a year	\$ 5,764.46
Total amount paid by the district per semester per IMS Teacher	\$ 22,511.46
Amount paid to IMS teacher per semester	<u>(\$ 5,000.00)</u>
Payment to FAU for each IMS teacher per semester	\$ 17,511.46

Payment schedule to FAU for each IMS teacher per semester:

- FAU will invoice twice per semester for each IMS teacher. Funds are payable 30 days after receipt of invoice.

The district will pay from this amount a gross salary of \$5,000 to the IMS teachers for the semester. The payment to Florida Atlantic University for each IMS teacher will be the difference of the total rate plus benefits less the \$5,000 payment to the IMS teacher for the semester. These funds will be used by Florida Atlantic University to defer the costs incurred by the University (e.g. hiring Master Mentors, conducting intensive in-service training prior to teaching, coordinating a weekly seminar, and providing administrative supervision.)

**Assumption:**

**Employment by the School District**

Timeline: post June 1, 2005

Upon the successful completion of IMS, the local school district may choose to hire an I-TED participant as a full time teacher. Those hired for the fall 2005 semester will receive an additional three (3) hour graduate tuition waiver to pay for a graduate course as a part of a graduate degree in any program in which they have been accepted in the University. Throughout the Fall Semester, the ITED Director will follow-up with ITED cohort graduates on a regular basis to monitor progress and provide support as needed.

*Gregory F. Aloia / 1/5/05*  
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 Gregory F. Aloia, Ph. D. Date  
 Dean, College of Education  
 Florida Atlantic University

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 Arthur C. Johnson, Ph.D. Date  
 Superintendent,  
 Palm Beach County School District

*Barbara Ridener / 1/5/05*  
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 College of Education  
 Florida Atlantic University

**The School District of Palm Beach County– Florida Atlantic University (FAU)  
Intensive Teacher Education and Development (ITED)  
Program Description**

The Intensive Teacher Education and Development project (ITED) will provide a preparation program for individuals who have at minimum a Bachelor's degree and expressed interest in teaching in areas of critical teacher shortages. Critical teacher shortage areas will be defined by state and district criteria. ITED participant teachers will enter classrooms in spring 2005. ITED will consist of three phases:

**Phase One**

The recruitment and screening of potential candidates will be done in conjunction with Palm Beach County District Personnel and will be consistent with district and state standards for entry into the teaching profession. Course content and curriculum will be developed and finalized by FAU in phase one.

**Phase Two**

The major focus of Phase Two will be a semester-long Intensive Institute (II). During this institute, the twelve Florida Educators Accomplished Practices (EAPs) will be integrated into six graduate courses totaling 18 credit hours specifically designed to prepare these teacher candidates for transition into classrooms in their content area. These courses include:

- **EDG 5931 Special Topics: Secondary School Effective Instruction--** The university classroom instruction focuses on teaching competencies essential to success in a secondary school as indicated in Florida Performance Measurement System (FPMS) and the Educator Accomplished Practices (EAP). The field experience allows for application, experimentation, self-assessment, and practice.
- **EDF 6229 Educational Psychology--** Application of psychological principles and related research to assist teachers in promoting academic achievement and fostering progress toward educational goals. Factors influencing the general and special learner and the learning process. Implications of learning theories for curriculum, instruction and classroom management. Consideration of how student diversity and instructional technology factor into an optimal learning environment is infused throughout the course.
- **EDG 5705 Multicultural Education --** This course will present the research base in Multicultural education. Among the areas covered are language fluency, prejudice reduction, culture-fair instruction and the relationship of class, race, gender and ethnicity to academic achievement.
- **EDG 5931 Special Topics: Teaching Middle and Secondary School Mathematics --** Current materials and strategies for implementing the senior high school mathematics curriculum. This course will emphasize meaningful problem solving, communication, reasoning, connections, patterns, and representations as a means and a goal of instruction. The mathematical content will focus on middle school and high school number concepts, algebra, geometry, trigonometry, probability, statistics, discrete mathematics, and the intuitive ideas underlying calculus.
- **EDG 5931 Special Topics: Teaching Middle and High School English --** Current materials and strategies for implementing the middle and high school English curriculum. This course



will emphasize meaningful investigation, communication, relationship, taxonomy, connection, and patterns as a means and a goal of English instruction. The English content will focus on middle school and high school English curriculum requirements.

- **EEX 5936 Special Topics: Classroom Management for Diverse Learners** -- This course will provide an overview of strategies and techniques for organizing and managing classroom settings. Strategies and techniques include methods to facilitate positive student behavior and high academic achievement. In addition, students will learn methods for managing materials, time, and space. Emphasis is placed on working with large and small groups of students with diverse learning, behavioral, linguistic, and cultural characteristics.
- **EDG 5931 Special Topics: Teaching Reading in the Content Areas** -- This course is designed to facilitate the acquisition and integration of reading, writing, and study skills into middle and secondary school content areas. Course objectives focus on devising and administering informal reading tests in content fields; listing and using readability formulas; describing and developing activities for enhancing vocabulary, comprehension, and study skills; identifying strategies and skills relevant to performance on FCAT; and integrating reading/study skills/writing strategies into the content classroom setting.

### **Phase Three**

Upon successful completion of the II phase, the teacher candidates will enter Phase Three: Induction, Mentoring, and Support (IMS). This phase will consist of an intensive, full-time teaching experience for one semester. During this semester, the ITED teacher will earn six graduate credit hours. Also during IMS, the ITED teacher candidates will be mentored/supported on a **daily basis** (for approximately 8-10 hours a week) by a Master Mentor, a professional educator with extensive classroom teaching experience, who will be hired and trained by FAU. The IMS model has been developed and refined by FAU during the past three years and was implemented in five area school districts including Palm Beach.

All teacher candidates will receive support in preparing to take the state required General Knowledge and Professional Education sections of the FTCE and applying for state certification. ITED candidates are expected to be eligible for teacher certification by the end of the project period.

### **Timelines**

#### **School District Agreement:**

The School District of Palm Beach County will reserve seats in ITED Intensive Institute (II) and agree to reserve an equivalent number of classrooms in the appropriate academic discipline for each ITED teacher candidate for a spring 2005 placement. The actual classroom placement in the spring semester (IMS) will be contingent upon the teacher candidate satisfactorily completing the II phase and receiving approval from FAU and the school district. (The IMS portion of the ITED program shall be modeled and funded according to the previously approved IMS formula.)

### **Recruitment and Screening:**

The University and the school district will identify, screen, and select qualified candidates with Bachelor degrees and an expressed interest in teaching in an area of critical teacher shortage as determined by district and state criteria. The standards for selection of the ITED teacher candidates will be consistent with those of FAU, the district, and the state for selecting teachers. The actual number of candidates in each discipline will depend on the availability of qualified candidates. Admission to ITED will be completed by August 23, 2004.

### **Intensive Institute (II):**

Timeline: August 23 – December 2, 2004

The Intensive Institute will last one FAU semester. Participants will earn 18 graduate credits (6 graduate, 3-credit special topics courses) from FAU. The State's 12 EAPs along with a strong emphasis on reading instruction in the content area will provide the conceptual foundation, structure, and content of the special topics courses. During the II, participants also will be engaged in highly structured, short-term observation and practicum experiences, to develop instructional materials, apply them to classroom situations, and reflect on their effectiveness. The courses and field experiences will be scheduled in conjunction with Palm Beach County Schools so that each participant will engage in three sequential sessions. Schools in Palm Beach County will be targeted for practicum sites for the teacher candidates.

Instructional and assessment materials used in the II will include, but not be limited to, modules developed for the statewide alternative certification system, appropriate texts and websites, guides in support of these materials, and rubrics used for assessing the acquisition of EAPs in newly-developing teachers. Additional materials (e.g., the Sunshine State Standards, course frameworks, etc.) that support the statewide standards within content areas also will be included.

### **Refocusing and Intensive Orientation (RIO):**

Timeline: Dec. 6 – Dec. 17, 2004

The Refocusing and Intensive Orientation (RIO) will consist of a two week program immediately following the II experience. During RIO, the ITED staff will provide a refocusing for any of the ITED teacher candidates who have been identified as needing additional support/assistance with the EAPs or other content/experiences from the Intensive Institute.

Also during RIO, the ITED staff will conduct an intensive orientation for the ITED teacher candidates and their mentors. In addition, all teacher candidates and their mentors will attend Palm Beach County's "new teacher orientation" to become familiar with specific district policies and initiatives prior to beginning teaching in their classrooms.

Upon completion of II and RIO, ITED teacher candidates will enter IMS during which they will be placed in classrooms in their individual content areas for one semester. Signed agreements with Palm Beach County will be completed to insure that the appropriate classrooms are available and that the Master Mentors have been matched to the teacher candidates and the districts.

**Intensive Mentoring and Support (IMS):**

Timeline: Board Approval Date - June 1, 2005

Intensive Mentoring and Support (IMS) will span the second semester of the district school year for all teacher candidates and their mentors. During IMS, ITED teacher candidates will be working as classroom teachers in their own classrooms. Each ITED teacher candidate's mentor will be in the classroom for a minimum of 1 ½ to 2 hours per day (or a minimum of 8-10 hours per week) to provide on-site support. The ITED teacher candidate will also have a Professional Partner in the school for additional, on-site support. A weekly three-hour graduate seminar will be provided for the teacher candidates by the Director of ITED and the Master Mentors. This graduate seminar will consist of a series of readings, discussions, and reflections on the experiences that the ITED teachers had in their classrooms that week. During the IMS semester, FAU will continue to closely monitor all of the ITED teacher candidates so that the University can insure that each of them is performing to the standards of the district. Additional support for the teacher candidates will be provided by members of the Exceptional Student Education Department, by a visiting supervisor who will observe and guide and by the Director of the ITED program.

**Employment by the School District**

Timeline: post June 1, 2005

Upon the successful completion of IMS, the local school district may choose to hire an I-TED participant as a full time teacher. Those hired for the fall 2005 semester will receive an additional three (3) hour graduate tuition waiver to pay for a graduate course as a part of a graduate degree in any program in which they have been accepted in the University. Throughout the Fall Semester, the ITED Director will follow-up with ITED cohort graduates on a regular basis to monitor progress and provide support as needed.