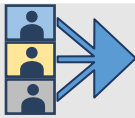


Rhode Island EPP-LEA State-Recognized Partnership Document

The *State-Recognized Partnership Document* is grounded in the belief that mutually beneficial partnerships between Rhode Island Educator Preparation Providers (EPPs) and PK-12 School Districts are central to high-quality teacher preparation. Quality clinical experiences serve to improve educator candidates' knowledge, skills, and dispositions necessary to demonstrate positive impact on all PK-12 learning while also building and enhancing the knowledge and skills of existing educators. While not mandatory, these partnership documents are recognized by RIDE as an effective tool for improving the quality of the clinical practice across the state.

Common Language and Expectations



This document aims to build common language and understandings between EPPs and LEAs about the roles and expectations of educator candidates, clinical practice sites, and clinical educators. The document was developed and vetted by a statewide group of representatives from LEAs, EPPs, and RIDE with the goal of making statewide placement and partnership more efficient and beneficial for both EPPs and PK-12 LEAs.

Standard Process for Field Placement



This document seeks to standardize the basic placement processes and systems that EPPs and LEAs use for choosing and developing successful field sites and clinical educators in order to foster more mutually agreeable and beneficial partnership and strengthen the preparation of high-quality teachers, educational leaders, and school counselors in clinical practice.

Shared Support and Mutual Benefit



This document, supported by RIDE, is designed to include all EPPs and LEAs that wish to participate under the terms of this document. Signing onto this document is not mandated by any party, but it is hoped that this will further develop the pipeline of qualified and quality educators by setting up common baseline expectations and processes for working together across Rhode Island. Moreover, this shared support will help to provide mutual benefit to educator candidates as well as those serving as clinical educators.

Commitment to Equity



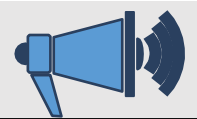
Research has shown that high-quality educators have a great influence on student outcomes.¹ Teachers possess the potential to be truly transformational figures in the lives of our young people, and as such, must exercise this ability responsibly. As school districts and education program providers develop sustainable partnerships, both must prioritize the development of equity-minded educators.

Commitment to Educator Diversity in RI



Rhode Island is committed to increasing educator diversity but has been unable to make significant gains. While the diversity of students has grown, the number of teachers of color across the state has continued to lag behind.² As a result, many of our students rarely see an educator that reflects their identity. EPPs, LEAs, and RIDE all share a responsibility to ensure that diversity is valued and supported in all partnership agreements.

Call to Action



This document is part of a larger call to action for our courageous leaders to reimagine how we discuss and integrate diversity, equity, and inclusion. We're urging intentional coalition-building in an effort to develop more equitable and inclusive learning and professional communities. Students across Rhode Island and the country deserve the best teachers, which includes educators who share their identity, cultural background, and world view. With your support, we can make a profound impact on students across our beloved Ocean State.



RIDE Rhode Island
Department
of Education

¹ Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. "Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood." *American economic review* 104.9 (2014): 2633-79.

² The Equity Institute, [Recruiting and Retaining Educators of Color: An approach to improving student performance and strengthening the teaching profession](#). Policy Brief November 2019.

State-Recognized Partnership Document

Tier 1



RIDE Rhode Island
Department
of Education

The Tier 1 State-Recognized Partnership document is intended as a collaborative agreement between Educator Preparation Programs (EPPs), Local Educational Authorities (LEAs), and the Rhode Island Department of Education (RIDE).

The goals of the Tier 1 document are to support common language and common understandings between EPPs and LEAs about the roles and expectations of educator candidates, clinical practice sites, and clinical educators. This agreement seeks to standardize the basic placement processes and systems that EPPs and LEAs use for choosing and developing successful field sites and clinical educators in order to foster more mutually agreeable and beneficial partnership and strengthen the preparation of high-quality teachers, educational leaders, and school counselors in clinical practice.

This Tier 1 Partnership document formalizes any relationship wherein EPPs place pre-service educator candidates in schools/districts for any length of field experience, practicum, or student teaching. This document was developed and vetted by a statewide group of representatives from K-12 LEAs, EPPs, and the RIDE with the goal of making statewide placement and partnership more efficient and beneficial for both EPPs and K-12 LEAs.

This document, supported by RIDE, is designed to include all EPPs and LEAs that wish to participate under the terms of this document. By signing onto this document, LEAs and EPPs are agreeing to its terms. Signing onto this document is not mandated by any party, but it is hoped that this will further develop the pipeline of qualified and quality educators by setting up common baseline expectations and processes for working together across Rhode Island.

Table of Contents

Teacher Preparation	4
General Agreements	4
Data Sharing and Confidentiality	4
Clinical Educator	5
Clinical Practice Host Teacher	6
Teacher Candidates	7
Indicators of Partnership Success	7
Principal/Educational Leader Preparation	9
General Agreements	9
Data Sharing and Confidentiality	9
Roles and Responsibilities	10
Clinical Educator	10
Principal Candidate	11
Indicators of Partnership Success	12
School Counselor Preparation	13
General Agreements	13
Data Sharing and Confidentiality	13
Roles and Responsibilities	14
Counseling Supervisor	14
School Counselor Candidates	15
Indicators of Partnership Success	16
Agreement Signatories and Key Contacts	17
Supporting Documents (Forthcoming)	17

Teacher Preparation

General Agreements

General agreements will serve as LEA and EPP commitments meant to strengthen the partnership and provide clarity of expectations.

- Each LEA has a thoughtful, systematic process to select and reward clinical educators and clinical host teachers. In addition, EPPs agree to provide transparent information on all policies in place to further compensate the work of these professionals.
- Each EPP has a process to train and support clinical educators and clinical host teachers.
- Each EPP has a process to evaluate the quality of placements and to use that data to request future placements.
- Teacher candidate and/or clinical educator issues and challenges will be collaboratively resolved in a timely manner between the involved LEA and EPP in a way that ensures the safety and privacy of all parties.
- A clinical educator requesting Professional Learning Units (PLUs) for this experience will seek prior approval from their LEA. EPPs will offer PLUs for clinical educator efforts contingent upon LEAs approval.
- Periodically, and as appropriate, EPPs will extend additional benefits to LEAs when mutually agreed upon. These include, but are not limited to, professional development sessions, invitations to events or conferences, discounts on tuition, etc.
- Each LEA will review the Key District Staff Contact list annually and update contact information as changes occur.
- Each EPP will update the LEAs on key personnel changes annually, including any changes to the Key Contact information.

Data Sharing and Confidentiality

The purpose of data sharing is to support the professional learning and improvement of stakeholders involved in Rhode Island clinical practice partnerships, as well as support the continuous improvement of the partnership. Data sharing may include reporting out to grant funders, state/federal offices, and/or the public on partnership effectiveness, successes, and areas of improvement.

The critical role of confidentiality is a guiding principle of this document.

LEAs (school/district leader(s) and/or data coordinator) will:

- Provide data—either publicly available or prepared as requested and appropriate—for iterative growth and improvement among stakeholders.
- Administer any survey (pre & post) to appropriate staff in the LEA partner schools via a virtual survey collection tool that maintains the anonymity of all respondents and helps to gather data on partnership effectiveness.

EPPs will:

- Analyze data and information collected and provide the LEAs with the results of these analyses.

Confidentiality assurances:

- RIDE, EPPs and LEAs shall comply with all Federal and State of Rhode Island laws, including the Family Educational Rights and Privacy Act (FERPA) and regulations governing the confidentiality of the data related to partnerships.
- Any data that is reported will be in the aggregate to ensure confidentiality; no identifying characteristics of districts, schools, or participants will ever be used in reporting partnership effectiveness.
- Data will never be released to a third party without permission from all EPP and LEA partners involved.

Clinical Educator

Both LEAs and EPPs have the goal of creating a day-one ready, diverse, and highly skilled educator work force. Here are the selection criteria for clinical educators who support and guide a full time, credit-bearing, clinical field placement (i.e., student teaching/residency).

A Clinical Educator is a Rhode Island Educator who:

- Models practice consistent with the Rhode Island Professional Teacher Standards and other appropriate standards, and assures that these standards drive decision-making for daily lesson plans.
- Uses a variety of culturally responsive instructional practices and models effective and equitable classroom management.
- Demonstrates the capacity to have a positive impact on student learning through the use of ongoing, documented assessment practices and by conveying the conviction that all students can learn.
- Has a teaching practice that promotes anti-racism through an intentional focus on equity and social justice.
- Is committed to actively supporting teacher candidates in addressing issues of equity and justice in the classroom.
- Is prepared to help teacher candidates learn to work with diverse families and communities.
- Has collaborative professional practices that indicate an ability to understand and effectively assume the role of mentor in a professional capacity with other adults, including the use of reflection and feedback to inform and improve practice.
- Incorporates various aspects of current technologies into teaching practices and systems.
- Models professional and appropriate communications skills, as evidenced in all aspects of the work with students, families, community partners and colleagues.
- Understands that time must be made available for planning and coaching with the candidate(s).
- Conveys a positive attitude about the education profession and is eager to work and learn alongside educator candidates.
- Exposes the teacher candidate to all aspects of the role of teaching, including access to confidential information, knowledge of FERPA/HIPPA, involvement in special education

processes (such as manifestation hearings, IEP meetings, etc.), and classroom/district technology as well as all classroom routines and materials.

- Is supported by their administration to serve in this role.
- Has completed a minimum of three years of successful teaching in the applicable content/grade level.
- Holds a minimum of initial certification in the content and grade span sought by the teacher candidate.
- Has participated in EPP training for clinical educators, and agrees to abide by all EPP-required policies, procedures and deadlines needed to assess and support the teacher candidate.

Clinical Educators may have the opportunity to:

- Participate in trainings and coaching on topics such as:
 - Dispositions
 - Supervision protocols
 - Co-teaching models
- Audit educational courses for professional development.
- Access support and guidance from the EPP.
- Have access to on-campus resources, as allowable and available.
- Participate in partnership recognition processes such as:
 - Signage indicating partnership involvement
 - Pins/Certificate indicating partnership involvement
 - Serve as adjunct instructors and/or guest speakers
 - Partner with faculty on key research
- Participate in pipe-line programs that encourage PK-12 students to pursue a career in teaching.
- Other “in-kind” incentives offered by the EPP.

Clinical Practice Host Teacher

Hosts pre-student teaching clinical field placements that guide and support teacher candidates’ development, learning, and skill acquisition. The clinical host provides practice-based experiences and application opportunities along with critical feedback.

A Clinical HOST is a Rhode Island Educator who:

- Models practice consistent with the Rhode Island Professional Teacher Standards and other appropriate standards, and assure that these standards drive decision-making for daily lesson plans.
- Uses a variety of culturally responsive instructional practices (e.g. direct instruction, inquiry-based instruction, differentiated instruction, cooperative learning, small group instruction, centers) and models effective and equitable classroom management.
- Demonstrates the capacity to have a positive impact on student learning through the use of ongoing, documented assessment practices and by conveying the conviction that all students can learn.

- Has a teaching practice that reflects an anti-racist mindset to address equity and justice in their classroom.
- Has completed a minimum of three years of successful teaching in the applicable content/grade level.
- Holds a certification in the content and grade span sought by the teacher candidate.
- Is supported by their administration to host a teacher candidate.
- Is able to make reasonable accommodations for the candidate's schedule, lesson planning and teaching assignments.

Teacher Candidates

EPPs will send qualified teacher candidates into the field who have successfully met all criteria for program admission and various benchmarks throughout the teacher preparation program. These criteria may include testing, GPA reviews, performance, and professional dispositions.

A Teacher Candidate is a student enrolled in a teacher preparation program who:

- Displays a growing understanding of the responsibilities of the profession and a dedication to the conviction that all students can learn.
- Is progressing successfully through a teacher preparation program, meeting all required benchmarks.
- Presents themselves professionally and with the decorum expected of a professional educator.
- Is expected uphold the utmost confidentiality at all times. A teacher candidate may be expected to sign an LEA confidentiality agreement as they will have access to confidential information.
- Is required to meet LEA protocols for background checks and any other criteria that LEAs put forth for accepting teacher candidates into field placements.

Indicators of Partnership Success

As professional educators, LEAs and EPPs collaborate in support of teacher candidates as they develop in their pedagogical, dispositional, and professional journey. LEAs and EPPs pledge to work together toward the following outcomes:

- The outlined selection criteria for clinical educators and teacher candidates will increase the number of successfully completed placements for each participating EPP.
- 100% of teacher candidates are placed with teacher EPP supervisors and teacher candidate hosts that meet criteria as outlined.
- LEAs' willingness to have a teacher candidate increases over time.
- The LEA system for placing teacher candidates results in an increase in timely and effective placement communication between the LEA and EPP.
- All partners surveyed (including partner representatives, teacher preparation supervisors, host administrators, and teacher candidates) will report being satisfied or highly satisfied on measures of partnership effectiveness annually.

- All clinical educators working with teacher candidates receive training to prepare them for working with candidates.
- Clinical educators working with EPPs receive the appropriate number of Professional Learning Units for each experience in which they participate, when appropriate.
- EPPs and LEAs co-create a collaboratively agreed upon system of candidate support featuring metrics of professional growth.

Principal/Educational Leader Preparation

General Agreements

General agreements will serve as LEA and EPP commitments meant to strengthen the partnership and provide clarity of expectations.

- Each LEA supports a viable residency/clinical experience as required by the Principal/Building Administrator program.
- Each LEA will negotiate with EPPs regarding release-time and residency/clinical experience requirements required for licensure.
- LEAs consider interviewing, and/or hiring candidates once they have successfully completed the program for a Rhode Island Pre K-12 building administrator position.
- Each LEA has a thoughtful, systematic process to select and reward clinical educators. In addition, EPPs agree to provide transparent information on all policies in place to compensate Clinical Educators.
- Each EPP has a process to train and support all clinical educators.
- Each EPP has a process to evaluate the quality of placements and to use that data to improve future placements.
- Principal candidate and/or clinical educator issues and challenges will be collaboratively resolved in a timely manner between the involved LEA and EPP in a way that ensures the safety and privacy of all parties.
- Clinical educators requesting Professional Learning Units (PLUs) for this experience will seek prior approval from their LEA. LEAs are responsible for approving and issuing PLUs. EPPs will offer PLUs for clinical educator efforts.
- EPPs will extend additional benefits to LEAs when mutually agreed upon. These may include, but are not limited to, professional development sessions, invitations to events or conferences, discounts on tuition, etc.
- LEAs will review the Key District Staff Contact list annually and update contact information as changes occur.
- EPPs will update LEAs of key personnel changes annually, including any changes to the Key Contact information.

Data Sharing and Confidentiality

The purpose of data sharing is to support the professional learning and improvement of stakeholders involved in Rhode Island clinical practice partnerships, and to support continuous improvement of the partnership. Data sharing may include reporting out to grant funders, state/federal offices, and/or the public on partnership effectiveness, successes, and areas of improvement.

The critical role of confidentiality is a guiding principle of this document.

LEAs (school/district leader(s) and/or data coordinator) will:

- Provide data—either publicly available or prepared as requested and appropriate—for iterative growth and improvement among stakeholders.
- Administer any survey (pre & post) to appropriate staff in the LEA partner schools via a virtual survey collection tool that maintains the anonymity of all respondents and helps to gather data on partnership effectiveness.

EPPs will:

- Coach/facilitate and provide templates and tools for school leaders/teams to collect and visualize data.
- Analyze data collected and provide the LEAs with the results of these analyses.

Confidentiality assurances:

- RIDE, EPPs, and LEAs shall comply with all Federal and State of Rhode Island laws, including the Family Educational Rights and Privacy Act (FERPA) and regulations governing the confidentiality of the data related to partnerships.
- All data will be reported aggregately to ensure confidentiality; no identifying characteristics of districts, schools, or participants will ever be used in reporting partnership effectiveness
- Data will never be released to a third party without permission from all EPP and LEA partners involved.

Roles and Responsibilities

Clinical Educator

Both LEAs and EPPs have the goal of creating a day-one ready, diverse, and highly skilled educator workforce. Here are selection criteria for clinical educators who support and guide a full time, credit-bearing clinical field placement.

A Clinical Educator is a Rhode Island Educator who:

- Models practices consistent with the Rhode Island Leadership Standards and other appropriate standards, and assures that these standards drive decision-making for school leadership.
- Is willing to share practice and provide on-going feedback to the Principal Candidate while engaging the candidate in regular reflection.
- Demonstrates the capacity to have a positive impact on student learning through the use of ongoing, documented progress monitoring systems and assessment practices and by conveying the conviction that all students can learn at high levels.
- Has collaborative professional practices that indicate an ability to understand and effectively assume the role of mentor in a professional capacity with other adults, including the use of reflection and feedback to inform and improve practice.
- Incorporates various aspects of current technologies into school leadership and teaching practices and systems.
- Models professional and appropriate communications skills, as evidenced in all aspects of the work with students, families, community partners and colleagues.

- Abides by the EPPs requirements that time is available for planning and coaching with the Principal Candidate(s).
- Has a leadership practice promotes anti-racism through an intentional focus on equity and social justice.
- Is committed to actively supporting Principal Candidates in addressing issues of equity and justice in the school and community.
- Is prepared to help Principal Candidates learn to work with diverse families and communities.
- Conveys a positive attitude about the education professions and are eager to work and learn alongside other school leader candidates.
- Has completed a minimum of three years of successful building administration.
- Holds a minimum of initial certification as a Prek-12 Building Administrator.
- Participates in all required professional learning provided by the EPP, including the EPP clinical educator training.
- Agrees to abide by all EPP-required policies, procedures and deadlines needed to assess and support the teacher candidate.
- Is supported by their administration to serve in this role.

Clinical Educators may have the opportunity to:

- Participate in trainings and coaching around topics such as:
 - Dispositions
 - Feedback frames and supervision protocols
 - Co-leadership and co-teaching models
- Audit educational courses as professional development.
- Access support and guidance from the EPP.
- Have access to on-campus resources, as allowable and available.
- Participate in partnership recognition processes such as:
 - Signage indicating partnership involvement
 - Pins/Certificate indicating partnership involvement
 - Serve as adjunct instructors and/or guest speakers
 - Partner with faculty on key research
- Participate in pipeline programs that encourage PK-12 students to pursue a career in education.
- Other “in-kind” incentives offered by the EPP Principal Candidates.

Principal Candidate

EPPs will send qualified Principal candidates into the field who have successfully met all criteria for program admission and various benchmarks throughout the preparation program. These criteria may include testing, GPA reviews, performance, and professional dispositions.

A Principal Candidate is a student enrolled in a preparation program who:

- Displays a growing understanding of the responsibilities of the profession and a dedication to the conviction that all students can learn.

- Is progressing successfully through a Principal preparation program, meeting all required benchmarks.
- Presents themselves professionally and with the decorum expected of a professional educator.
- Is expected uphold the utmost confidentiality at all times. A Principal candidate may be expected to sign an LEA confidentiality agreement as they will have access to confidential information.
- Is required to meet LEA protocols for background checks and any other criteria that LEAs put forth for accepting principal candidates into field placements.

Indicators of Partnership Success

As professional educators, LEAs and EPPs collaborate in support of Principal Candidates as they develop in their pedagogical, dispositional, and professional journey. LEAs and EPPs pledge to work together toward the following outcomes:

- The outlined selection criteria for both Clinical Educators and Principal Candidates will increase the number of successfully completed placements for each participating EPP.
- 100% of principal candidates are placed with clinical educators that meet criteria as outlined.
- An LEA's willingness to have a Principal Candidate increases over time.
- The LEA's system for placing principal candidates results in an increase in timely and effective placement communication between the LEA and EPP.
- All partners surveyed (including partner representatives, principal preparation supervisors and host administrators, and aspiring principal candidates) will report being satisfied or highly satisfied on measures of partnership effectiveness.
- All clinical educators working with EPPs receive training to prepare them for working with candidates.
- Clinical educators working with EPPs receive the appropriate number of Professional Learning Units for each experience in which they participate.
- A collaboratively agreed upon system of candidate support featuring metrics of professional growth.

School Counselor Preparation

General Agreements

General agreements will serve as LEA and EPP commitments meant to strengthen the partnership and provide clarity of expectations.

- Each LEA agrees to have a thoughtful, systematic process to select and reward counseling supervisors. In addition, EPPs agree to provide transparent information on all policies in place to further compensate the work of these professionals.
- Each EPP has a process to train and support all counseling supervisors.
- Each EPP has a process to evaluate the quality of placements and to use that data to improve future requests for placement.
- Counselor candidate and/or counseling supervisor challenges will be collaboratively resolved in a timely manner between the involved LEA and EPP in a way that ensures the safety and privacy of all parties.
- Counseling supervisors requesting Professional Learning Units (PLUs) for this experience will seek prior approval from their LEA. LEAs are responsible for approving and issuing PLUs. EPPs will offer PLUs for clinical educator efforts.
- EPPs will extend additional benefits to LEAs when mutually agreed upon. These may include, but are not limited to, professional development sessions, invitations to events or conferences, discounts on tuition, etc.
- LEAs will review the Key District Staff Contact list annually and update contact information as changes occur.
- EPPs will update LEAs of key personnel changes annually, including any changes to the Key Contact information.

Data Sharing and Confidentiality

The purpose of data sharing is to support the professional learning and improvement of stakeholders involved in Rhode Island clinical practice partnerships, and to support continuous improvement of the partnership. Data sharing may include reporting out to grant funders, state/federal offices, and/or the public on partnership effectiveness, successes, and areas of improvement.

The critical role of confidentiality is a guiding principle of this agreement.

LEAs will (school/district leader(s) and/or data coordinator):

- Provide data—either publicly available or prepared as requested and appropriate—for iterative growth and improvement among stakeholders.
- Administer any survey (pre & post) to appropriate staff in the LEA partner schools via a virtual survey collection tool that maintains the anonymity of all respondents and helps to gather data on partnership effectiveness.

EPPs will:

- Coach/facilitate and provide templates and tools for school leaders/teams to collect and visualize data.
- Analyze data collected and provide the LEAs with the results of these analyses.

Confidentiality assurances:

- RIDE, EPPs and LEAs shall comply with all Federal and State of Rhode Island laws, including the Family Educational Rights and Privacy Act (FERPA) and regulations governing the confidentiality of the data related to partnerships.
- All data will be reported aggregately to ensure confidentiality; no identifying characteristics of districts, schools, or participants will ever be used in reporting partnership effectiveness
- Data will never be released to a third party without permission from all EPP and LEA partners involved.

Roles and Responsibilities

Counseling Supervisor

Both LEAs and EPPs have the goal of creating a day-one ready, diverse, and highly skilled school counseling work force. Here are recommended selection criteria for counseling supervisors who support and guide a full time, credit-bearing school counselor intern in a clinical field placement.

A Counseling Supervisor for a School Counseling Intern is a Rhode Island School Counselor who:

- Models practices consistent with the Council for Accreditation of Counseling and related Educational Programs (CACREP) Standards and other appropriate standards, and assures that these standards drive decision-making for daily lessons and counseling sessions.
- Assists interns in the following areas in order to intervene with students more effectively: Technology in the workplace; Group counseling; School counseling core curriculum; Individual counseling; Career information; College and career readiness, Policies and procedures; Knowledge of school referral process, Cultural competence, Attendance at IEP and 504 meetings; FAFSA and SATs; College application process; Consultation; Impact on student learning; Community partners and resources; and Use of data.
- Has a counseling practice that reflects an anti-racist mindset to address equity and justice in their school and community.
- Is committed to actively supporting School Counseling Interns in addressing issues of equity and justice in the school and community.
- Is prepared to help school counseling interns learn to work with families and communities.
- Demonstrates the capacity to have a positive impact on students.
- Has collaborative professional practices that indicate an ability to understand and effectively assume the role of mentor in a professional capacity with other adults, including the use of reflection and feedback to inform and improve practice.
- Incorporates various aspects of current technologies into counseling practices and systems.
- Models excellent and appropriate communications skills, as evidenced in all aspects of the work with students, families, community partners and colleagues.

- Understands that time is available for planning and coaching with the school counseling intern(s).
- Conveys a positive attitude about the education professions and is eager to work and learn alongside school counseling interns.
- Has completed a minimum of three years as a certified school counselor.
- Holds a minimum of initial certification as a school counselor.
- Has participated in EPP training for counseling supervisors, and agrees to abide by all EPP-required policies, procedures and deadlines needed to assess and support the school counselor candidate.
- Is supported by their administration to serve in this role.

Counseling supervisors may have the opportunity to:

- Participate in training and coaching.
- Audit educational courses as professional development.
- Access support and guidance from the EPP.
- Have access to on-campus resources, as allowable and available.
- Participate in partnership recognition processes such as:
 - Signage indicating partnership involvement
 - Pins/Certificate indicating partnership involvement
 - Serve as adjunct instructors and/or guest speakers
 - Partner with faculty on key research
- Participate in pipe-line programs that encourage PK-12 students to pursue a career in education
- Other “in-kind” incentives offered by the EPP Principal Candidates.

School Counselor Candidates

EPPs are responsible for sending qualified school counselor candidates into the field who have successfully met all criteria for program admission and benchmarks throughout the program. These criteria may include testing, GPA, performance, and professional dispositions.

A School Counseling Intern is a student enrolled in a school counselor preparation program who:

- Displays a growing understanding of the responsibilities of the profession and a dedication to the conviction that all students can learn.
- Is learning about professional dispositions required by the field of counseling, reflects on them, and benchmarks personal growth against them.
- Is progressing successfully through a teacher preparation program, meeting all required benchmarks.
- Presents themselves professionally and with the decorum expected of a professional educator.
- Is expected uphold the utmost confidentiality at all times. A school counselor intern may be expected to sign an LEA confidentiality agreement as they will have access to confidential information.

- Is required to meet LEA protocols for background checks and any other criteria that LEAs put forth for accepting teacher candidates into field placements.

Indicators of Partnership Success

As professional educators, we encourage collaboration in support of teacher/school counselor candidates as they develop in their pedagogical, dispositional and professional journey. We pledge to work together toward the following outcomes:

- The outlined selection criteria for both counseling supervisors and counselor candidates will increase the number of successfully completed placements for each participating EPP.
- 100% of counselor candidates are placed with teacher counseling supervisors and candidate hosts that meet criteria as outlined.
- LEA's willingness to accept school counselor candidates increases over time as evidenced by an increase in placements in the LEA each year.
- The LEAs system for placing school counselor candidates results in an increase in timely and effective placement communication between the LEA and EPP.
- All partners surveyed (including partner representatives, counseling supervisors and school counselor candidates) will report being satisfied or highly satisfied on measures of partnership effectiveness.
- All school counselors working with EPPs receive training to prepare them for working with candidates.
- A collaboratively designed system of school counseling intern support featuring metrics of professional growth.

Partnership Commitment and Key Contacts

By completing the Partnership Commitment Form, you are stating that your organization (Educator Preparation Program or Local Education Agency) agrees to the terms of the State-Recognized Partnership Document Tier 1 and plan to utilize and implement the agreement in your clinical placement processes. Complete the Partnership Commitment Form by using this link: <https://forms.gle/Pv4K9mAPwKkogr5Z8>.

Within the Partnership Commitment Form, there is a section to include the contact information for the Key Contacts of those who are responsible for securing and managing the field placements within your organization (Educator Preparation Program or Local Education Agency).

Supporting Documents (Forthcoming)

Please review the supporting documents available on the RI-CEEDAR webpage,

<https://web.uri.edu/ri-ceedar/>.

These documents include information on the following topics:

- A sample dispositional tool (rubric)
- An explanation of the roles and responsibilities of the RI CEEDAR State Leadership Team
- Glossary of terms