

**University-District Leadership Preparation  
Memorandum of Understanding**

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**Cheyney University of Pennsylvania In Partnership with Camden School District**

The purpose of the partnership between Cheyney University of Pennsylvania and Camden School District is to jointly prepare and support new school leaders to improve curriculum, instruction and student achievement in our region's schools. We agree to work together to improve the selection of candidates, curriculum and instruction of the preparation programs, learning opportunities in field-based/clinical experiences, evaluation process, and ongoing support of new school leaders.

We agree that:

- We want the best educated and motivated students and teachers possible.
- We want the best prepared and committed new leaders - leaders who can ensure the academic success of all students.

**Structure**

The Partnership is organized through the CU Teacher Education Unit Advisory Council, which will include one member from each partner school district with partnership coordination or liaison responsibilities and a minimum of two university representatives from the Department of Education and Leadership Studies. The CU Teacher Education Unit Advisory Council:

- Will be the partnership decision-making body.
- Will establish goals based on district-level data needs.
- Will develop a plan for collaboration and for ensuring successful implementation of the leadership preparation program.
- Will develop and plan for evaluation of the partnership relations.

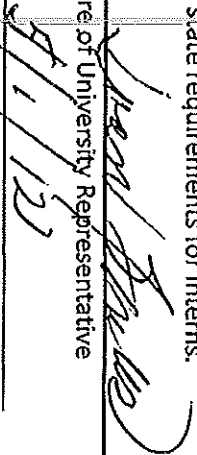
### Responsibilities of University and District Partners

The University agrees to:

- Collaborate in the admissions process from the pool of potential school leaders.
- Select and train mentors from the school district to assist with the delivery of the field-based experiences.
- Support and educate candidates and assess performance of graduates in their new roles as school leaders.
- Provide university supervisors during each candidate's field-based experiences.
- Ensure that the intern's learning plan addresses district strategic goals.
- Assist the intern in developing a portfolio demonstrating mastery of performance tasks.
- Evaluate interns and assign grades with input from their mentors.
- Provide seminars for interns to share what they are learning, critique each others' observations and activities, discuss alternative courses of action, and get feedback from university faculty.
- Allocate time for frequent, regular contacts with the intern.
- Provide feedback and support to the intern.
- Maintain records and understand all university, district and state requirements for interns.

Signature of University Representative

Date

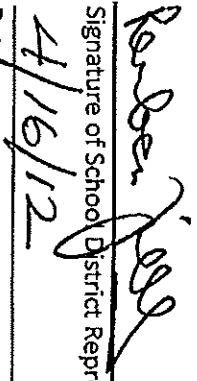
  
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The School District agrees to:

- Collaborate in the admissions process from the pool of potential school leaders.
- Provide mentors for each candidate's field-based experiences.
- Facilitate/design opportunities for completion of internship activities.
- Allocate mentor time for frequent, regular contacts with the intern.
- Encourage reflection and self-assessment, providing feedback on the intern's performance in the experience.
- Consult with the intern's university supervisor.
- Ensure that the intern gets a thorough picture of the duties of the principal.
- Evaluate interns' performance on instructional leadership standards.
- Encourage participation of candidate mentors in training to prepare them for mentoring aspiring leaders.
- Allow the candidate to participate in intern activities before and after school hours, and during planning period.

Signature of School District Representative

Date

  
4/16/12