

**MEMORANDUM OF
AGREEMENT BETWEEN
GEORGETOWN COLLEGE EDUCATION
DEPARTMENT AND
SCHOOL DISTRICT**

Purpose of Agreement

This Memorandum of Agreement (MOA) establishes the terms by which Georgetown College and partnering school districts will work together to implement a principal training program that satisfies all the requirements established by Kentucky's Education Professional Standards Board (EPSB) in Regulation 16 KAR 3:050 (the "Regulation"). This agreement establishes expectations in terms of the recruitment, screening, and selection of students, the design and creation of the curriculum, projects and learning experiences; the facilitation of the classes, and the evaluation of student work.

In accordance with the Regulation, the partnership between Georgetown College and School District will be a collaborative effort in which both parties work cooperatively to offer high quality learning experiences with co-designed and co-delivered curriculum and field experiences. The program meets state and national accreditation standards including Educational Leadership Policy Standards (PSEL, 2015; ISLLC, 2008), Technology Standards for School Administrators (TSSA, 2001), Dispositions, Dimensions and Functions for School Leaders from Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development (KY CLS), and Georgetown College Conceptual Framework (CF).

Responsibilities of Georgetown College

Recruiting & Admissions

- Establish and maintain a partnership council to recruit, screen and interview applicants to the program. The partnership council includes, but is not limited to, the Director of the Educational Leadership Program, school principal (or designee) and at-large members agreed upon by Georgetown College and school district partners.
- Collaborate with superintendents and district-level leadership programs to recruit potential applicants to the program.
- Gather and maintain applicant's materials including (but not limited to) applications, transcripts, written statements, documents of support, etc.
- Schedule meeting times for the partnership council to screen applications as well as interview selected applicants.

Delivery of curriculum

- Provide qualified faculty for program co-delivery including face-to-face and/or online or blended instructional methods.
- Collaborate with each school district to jointly identify qualified and highly effective mentors.
- Co-Design course activities and field experiences that expose candidates to diverse student populations and school environments.
- Co-Design curriculum that ensures authentic P-12 leadership activities, including observing, participating, and leading.
- Provide resources (classrooms, virtual classroom, Learning Management Systems {Moodle}, etc.) for program co-delivery.
- Collaborate with districts on an individual basis in planning district-specific curricular needs and providing high quality field experiences.

- Georgetown faculty will collaborate regularly with school partners to collect information about district's leadership needs in a variety of ways including: survey instruments, face to face meetings, electronic meetings, focus groups, etc.
- Implement a continuous assessment system that informs decisions related to program components.
- Provide qualified faculty to evaluate capstone projects defended at the end of Level I Preparation.

Responsibilities of School District

Recruiting & Admissions

- Collaborate with Georgetown College to identify potential applicants for the program; communicate with Georgetown College about existing leadership programs and activities at the district level which promote leadership qualities.
- Participate in candidate interviews via phone or video conferencing for the purpose of finalizing Graduate School/Principal Program admissions requirements.
- Provide superintendent's written documentation of support for applicants and pledging a high quality practicum experience, including opportunities for the candidate to a) observe school and district leaders, b) participate in school and district leadership activities, c) have access to aggregated school and district information and data.

Delivery of curriculum

- Collaborate with college partners to assist in the design, implementation and assessment of curriculum.
- Collaborate with college partners to identify appropriate sites and levels and recommend quality exemplary mentor principals.
- Collaborate with college partners in planning district-specific curricular needs and providing high quality field experiences.
- Provide information to college partners to aid in designing district-specific needs including completing surveys, participating in focus groups, face to face and/or virtual meetings, etc.
- Provide appropriate sites for in-school components of training and assessments.
- Assist in evaluating anchor assessments found within the school leaders from Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development.
- Assist with the capstone project by allowing the candidate to utilize aggregated school and district information and data to present action research projects to appropriate faculty/staff groups and provide feedback and suggestions.
- Provide appropriate leave-time for candidates to work in diverse-settings as defined by Kentucky regulations if adequate diverse classrooms cannot be provided within the home district.

Per 16 KAR 3:050, the MOA only requires the signature of the district superintendent or designee. Board action is not required.

University Representative

Superintendent

District Name

Date

Date

Mail or Email this form to:



Graduate Education Admissions, Georgetown College
400 E. College Street
Georgetown, KY 40324



grad@georgetowncollege.edu (note:
must be emailed from the email address
of the evaluator.)