

**Partnership Agreement
Clinical Practice in Educational Leadership (Tier 2)
Valdosta State University**

**Addendum
to
P-12 School/ District/Agency Partnership Agreement**

The Board of Regents of the University System of Georgia by and on behalf of Valdosta State University through the Dewar College of Education and Human Services (hereafter COEHS), the Curriculum, Leadership and Technology Department and Orange County Public Schools (School/ System/Agency) agree to the following:

Valdosta University College of Education and Human Services Commitment

Valdosta State University College of Education and Human Services through its Educational Leadership Program commits to:

- Collaborate with schools/systems/agencies to create a shared vision and program design that meets the needs of both the university and the school/system/agency.
- Collaborate with school/system/agency staff to develop and implement a performance-based residency program for educational leaders that allows future leaders to interact with diverse populations in their preparation for leadership positions in Georgia school systems. (Refer to Guidelines for the Leadership Supervised residency for Initial Certification for Specialists or Doctoral Level).
- Work with school/system/agency personnel to assure candidates working in diverse settings with diverse populations while completing performance based assignments and completing program requirements.
- Collaborate with systems to identify and encourage a diverse population of potential leaders to enroll in leadership training programs.
- Prepare candidates to participate in research partnerships with system personnel. Utilize system P-12 student achievement data, faculty data, needs assessment data, and other pertinent school/system/agency data with confidentiality and within the constraints of university policy, Georgia and federal law, and for research purposes only.
- Pool and share resources to assure candidate support during the leadership preparation program. These may include such things as release time for course work and residency experiences, providing coaches/mentors, flexible scheduling, learning materials, working with diverse populations, and coaching/mentoring as needed.
- Collaborate with school/system/agency personnel to strengthen and improve program design for educational leadership training programs.

- Continually evaluate the leadership preparation program and work with system personnel to assure a program that addresses candidate and school/system/agency needs.
- Assign university faculty to lead the Candidate Support Team to monitor candidate progress and evaluate candidate work while enrolled in the leadership preparation program (Refer to Guideline 1 of the Guidelines for the Leadership Supervised Residency for Initial Certification for Specialists or Doctoral Level).
- Collaborate with candidates and system personnel to assure future leaders are prepared to impact student achievement among diverse populations of learners as a result of their training and experiences while enrolled in the leadership preparation program.
- Collaborate with school/system/agency administration to provide customized support and activities to address the changing needs of the systems.
- Collaborate with schools/systems/agencies to continually assess the screening and admission process for potential candidates to assure diversity among potential candidates.

School/System/Agency Commitment:

Schools/Systems/Agencies commit to:

- Collaborate with the university to create a shared vision and program design that meets the needs of both the university and the system.
- Collaborate with university staff to develop and implement a performance based residency program for educational leaders that allows future leaders to interact with diverse populations in their preparation for leadership positions in Georgia school systems. (Refer to Guidelines for the Leadership Supervised residency for Tier 2 Certification Only and for Specialists or Doctoral degree programs).
- Work with university personnel to assure candidates working in diverse settings with diverse populations while completing performance based assignments and completing program requirements.
- Collaborate with the university to identify and encourage a diverse population of potential leaders to enroll in leadership training programs.
- Encourage and support leadership candidates who participate in research partnerships with university personnel. For research purposes share non-identifiable school/system/agency P-12 student achievement data, faculty data needs assessment data, and other pertinent school/system/agency data with university faculty. Confidentiality is assured through university policy, Georgia and federal law.
- Pool and share resources to assure candidate support during the leadership preparation program. These include such things as release time for course work and residency experiences as required, providing coaches/mentors, flexible scheduling, learning materials, and the opportunity to work with diverse populations when possible.
- Collaborate with university personnel to strengthen and improve program design for educational leadership training programs.



Superintendent's Assurance Form Educational Leadership Supervised Residency Specialist or Doctoral Level

- I understand the candidates who participate in the Leadership Supervised Residency for Initial Certification for Specialist or Doctoral Level must be in a leadership role or position as defined by the local system in partnership with the university.
- I understand leadership role carries with it no promise of a future leadership position and no promise of compensation beyond what the local board of education would customarily pay the incumbent in the leadership role; such assignment is made only for the purpose of allowing leadership program candidates to complete residency requirements as outlined in GaPSC Educator Preparation Rule 505-3-.58.
- I understand the candidates who participate in the Leadership Supervised Residency for Specialist or Doctoral Level shall apply the knowledge and practice and develop the skills identified in Standards/Elements 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
- I understand a supervisor/building or system administrator or system designee shall be assigned to fulfill the responsibilities outlined in the Guidelines for the Leadership Supervised Residency for Initial Certification for Specialist or Doctoral Level.
- I understand the Candidate Support Team composed of the candidate, institution personnel, and the supervisor/building or system administrator or system designee shall be assigned to the candidates to fulfill the responsibilities outlines in the Guidelines for the Leadership Supervised Residency for Initial Certification for Specialist or Doctoral Level.
- I understand the details outlined in the University/School System/Regional Educational Service Agency Partnership Agreement for the Development of Educational Leaders and I support the local school system commitments.
- I am willing to grant and verify release time for candidates, if necessary (as specified in the Partnership Agreement).

Orange County
(School System Name)

Barbara Newton
(Superintendent's Name)

[Signature] *Do not*
(Superintendent's Signature / Date) *Supervise*
For Superintendent 6/1/2016

I understand the above mentioned role carries with it no promise of a future leadership position and no promise of compensation beyond what the local board of education would customarily pay the incumbent in the leadership role; such assignment is made only for the purpose of allowing leadership program candidates to complete residency requirements as outlined in GaPSC Educator Preparation Rule 505-3-.58.

(Candidate's Name)

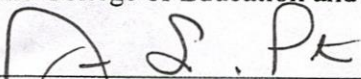
Candidate's Signature / Date)

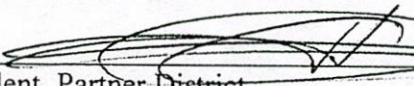
Continued on Next Page

- Continually evaluate the leadership preparation program and work with university personnel to assure a program which addresses candidate and system needs.
- Allow administrative personnel to serve as mentors/coaches for candidates. (Refer to Guidelines for the Leadership Supervised Residency for Tier 2 Certification Only and Specialists or Doctoral degrees).
- Collaborate with VSU personnel to assure future leaders are prepared to impact student achievement among diverse populations of learners as a result of their training and experiences while enrolled in the leadership preparation program.
- Collaborate with university faculty to provide customized support and activities to address the changing needs of the systems.
- Collaborate with university faculty to continually assess the admissions process for potential candidates to assure diversity among potential candidates.

All parties understand this partnership agreement holds no guarantee or promise of a future leadership position nor promise of compensation beyond that which the local board of education would customarily pay an employee in a similar leadership position. This agreement is signed with the purpose of allowing candidates from schools/systems/agencies to enter a leadership program and complete residency requirements as outlined in GaPSC Educator Preparation Rule 505-3-.58.

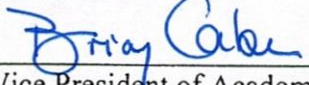
The above agreement is a template agreement and is subject to modification based on the needs of the individual school/system/agency and Valdosta State University. Changes to this agreement must be approved by the school/district/agency administrator and the dean of the College of Education and Human Services.

 Date: 6/24/16
 Department Chair, Curriculum, Leadership, and Technology

Dr. Jesus Jara  Date: 6-23-16
 Deputy Superintendent, Partner District

 Agency Director, Partner Agency Date: _____

Lynn C. Mann Date: 7-20-16
 Dean, Dewar College of Education and Human Services

Interim  Date: 7/25/14
 Provost & Vice President of Academic Affairs, Valdosta State University