MEMORANDUM OF UNDERSTANDING

The purpose of this agreement is to outline relevant policies and current operational procedures that exist between the Clemson University College of Education and the School District in providing field experiences and internships for university students (university students hereafter referred to in this memorandum of understanding as “candidates”) in the Teacher Education Program, the School Counselor Education Program, and the Administration and Supervision Program.

The parties represented in the Memorandum of Understanding (MOU) are the Office of Field & Clinical Experiences and Certification, the District/School Level Administrator, the University Supervisor/Liaison, the School Site Mentor¹, and the College of Education Candidate. The agreement is effective for the 2016-2017 school year.

While each party has a role, selection of a site and placement of a candidate is a collaborative effort. The College of Education in partnership with school districts and schools will identify highly qualified school site mentors and will match university candidates with school site mentors. These intentional placements will help ensure successful relationships and quality candidate experiences. The role of each party is critical:

**Office of Field & Clinical Experiences and Certification**

Effective development and implementation of the MOU requires collaborative planning, coordination, and communication of all program goals and activities. Questions or concerns related to policies should be directed to the Office of Field & Clinical Experiences and Certification. The Office of Field & Clinical Experiences and Certification Coordinator or a program area designee agrees to:

1. Coordinate with district representatives for school site/placement selection;
2. Clearly communicate program goals and objectives to school site mentors;
3. Identify and assign highly qualified university supervisors;
4. Require that candidates comply with all policies, procedures, rules and regulations of the school districts;
5. Ensure candidates have completed applicable State and District requirements for background/SLED check/medical clearances.
**District/School Level Administrator**

The District or School Administrator agrees to:

1. Assist in the selection of high quality school site mentors;
2. Assist in communication of school culture and expectations for the candidates;
3. Serve as a liaison with the school site and university.

**University Supervisor/Liaison**

The University Supervisor/Liaison agrees to:

1. Clearly communicate objectives, requirements and policies to candidates and school site mentors;
2. Work effectively one-on-one to foster growth and development of knowledge, skills and professional dispositions for student learning;
3. Clearly communicate time lines for candidate expectations;
4. Based on program expectations, conduct observations and provide continual and timely feedback and documentation of candidate progress.

**School Site Mentors**

In the College of Education, school site mentors are selected for the Teacher Education Program, the Administration and Supervision Program, and the School Counseling Program according to the College of Education [highly qualified school site mentor](#) criteria. In each program, school site mentors agree to:

1. Clearly communicate with the university liaisons (Office of Field & Clinical Experiences and Certification, university supervisor, and/or program coordinators) to facilitate effective program implementation;
2. Assist candidates in meeting expected outcomes;
3. Model professional dispositions for candidates;
4. Explain rationale for professional decisions to candidates;
5. Engage candidates in critical thinking to determine strategies for accomplishing desired outcomes with students;
6. Provide opportunities of increasing responsibility for working with students;
7. Assist candidates in becoming reflective professionals who are ready to assume responsibility;
8. Based on program expectations, conduct observations and provide continual and timely feedback and documentation of candidate progress.
9. Observe candidates and provide continual and timely feedback to facilitate professional growth as described in contracts, handbooks, and/or field requirements.
**College of Education Candidate**

Each candidate is required to have a set of varied school experiences throughout his/her program and must be assigned to a site which will have met the necessary requirements for placement. Candidates are expected to exhibit professional dispositions and behaviors, actively participate in school district and university professional development opportunities as appropriate, and demonstrate commitment to professional goals and follow the field experience guidelines.

RESOURCES LINKS

- [Teacher Preparation Professional Dispositions Student Teaching Roles and Responsibilities Handbook](#)
- [Administration & Supervision Principal Program Field Experience Handbook](#)
- [Administration & Supervision School Site Mentor Contract](#)
- [Administration & Supervision Superintendent Program Field Experience Handbook](#)
- [Counselor Education Field Experience Handbook](#)

---

1 School counseling programs use the term “site supervisors”. However, in this document we use the term “school site mentors” as a term for all school personnel serving in the mentor role for our teacher, school counselor, principal and superintendent preparation programs.

All professionals involved acknowledge the policies and procedures in the attached agreement.

Agreement acknowledged by:

______________________________  ______________________________
George J. Petersen               District Superintendent/Designee
Founding Dean                   
College of Education Clemson     
University                      
School District

______________________________  ______________________________
Date                          Date