



GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

*A UNIFORM  
MEMORANDUM OF AGREEMENT  
GEORGIAN COURT UNIVERSITY  
AND  
THE BRICK TOWNSHIP SCHOOL DISTRICT*



**Brick Township  
Public Schools**

This Memorandum of Agreement has been designed to ensure cooperation between the Brick Public School System and the Georgian Court University School of Education in the creation of a clinical partnership for the preparation of, and to meet state requirements for, teacher educators. On November 4, 2015, the New Jersey State Board of Education adopted updates to a range of teacher preparation and certification requirements. These new requirements will be fully effective for candidates commencing with the 2019-2020 school year and require an increase in clinical practice and successfully passing a performance assessment for teacher certification. The edTPA performance assessment format affords clinical interns an opportunity for practical application of the teaching craft. This new format is intended to help create reflective practitioners by focusing not only on the work of teaching, but also on the educational theories that underlie all instruction.

Schools of higher learning are encouraged to develop clinical partnerships with school districts to enhance the preparation of teacher candidates and the experience of K-12 learners. The undersigned parties hereby recognize the need to create this Memorandum of Agreement and to reaffirm their commitment to work together as equal partners in addressing the expectations of clinical practice and preparation of teacher candidates.

The parties to this Memorandum of Agreement are aware of and remain concerned of the need to develop effective educators to place in school environments. The parties further recognize that no school or learning organization is immune from daily challenges from staff or students nor is it their intention in any way to jeopardize the rights of students. To the contrary, the parties wish to emphasize that our goal is to work to safeguard the essential right of all students and school employees to enjoy the benefits of a school environment which is conducive to education and free of ineffective instruction. Accordingly, the parties to this Memorandum of Agreement recognize the need abide by Brick Board of Education policies and procedures and New Jersey Board of Education teacher preparation and certification requirements, as well as Georgian Court University's requirements, to appropriately and decisively manage these challenges.

Charlotte Danielson has researched the importance of what it means to be a professional educator and focused not only on the work of teaching but also on the educational theories that underlie the profession and becoming a reflective practitioner (Danielson, 2009). By developing partnerships with neighboring K-12 school districts for clinically based teacher preparation programs, the agreement seeks to afford the parties an opportunity to extend the clinical experience of the interns, engage those interns in the essential task of teaching with strong mentoring, provide a cohort model organized around Georgian Court University seminars and coursework, and establish a starting point for Georgian Court University's teacher candidates to begin their teaching careers with a background of thoughtful practice.

This clinically based teacher preparation model will consist of the following parameters during AY2020-2021, as to which Georgian Court University agrees to provide:

- A 16 student cohort each semester
- 8 part-time clinical interns who are required to complete 175 hours each semester (175 hours fall 2018, 175 hours spring 2019)
- 8 full-time clinical interns each semester

- 1 part-time faculty member (clinical supervisor) working 24 hours a week, 3 days, per 15 week fall and spring semester who will (a) support the clinical interns and evaluate their performance using observations and both formative and summative assessments; (b) support cooperating teachers by communicating clinical practice expectations and collaborating with them to assess the performance of clinical interns; and (c) perform in-district coaching/professional development and teacher training for staff involved with the cohort focused on the edTPA performance assessment expectations and required state guidelines for pre-service practice
- This totals 24 hours a week, 30 weeks per year (15 weeks fall semester; 15 weeks spring semester)
- An orientation each semester for cooperating teachers of part-time clinical interns to review clinical practice expectations
- An orientation each semester for cooperating teachers of full-time clinical interns to review clinical practice expectations
- An orientation each semester for cooperating teachers of both part-time and full-time clinical interns to review edTPA performance expectations and procedures
- Appoint an Adjunct Professor, holding the required Georgian Court University teaching credentials, to serve the cohort with the Brick School System to facilitate instruction for a Reflective Practice course and provide additional clinical support for interns.

The Brick School System agrees to provide:

- Student placements for the 16 student cohort consisting of 8 part-time clinical interns required to complete 175 hours each semester (175 hours fall 2019, 175 hours spring 2020) and 8 full-time clinical interns each semester aligned with their area of instructional certification including teacher of students with disabilities endorsement
- Cooperating teachers of high quality for each intern who meet NJDOE regulations pursuant to N.J.A.C. 6A: & 18:A, to serve as cooperating teachers
- A schedule of desired in-district coaching/professional development and teacher training for staff involved with the cohort focused on the edTPA performance assessment expectations and required state guidelines for pre-service practice
- A workspace for the clinical supervisor for the purpose of writing evaluations and confidential teacher conferences
- Provide access to the Professional Development Learning Center for a Reflective Practice course and related meetings/training for the Brick cohort
- Provide access to the Professional Development Learning Center for additional School of Education courses at mutually agreed upon times as needed.

So as to foster and institutionalize the spirit of communication and cooperation underlying this Memorandum of Agreement, the Director of Field Placements and Clinical Partnerships of Georgian Court University and the Superintendent of Brick Schools, agree to participate in ongoing joint consultations. It is understood that the consultations shall include discussions of:

- a. The rules and regulations promulgated by the State Board of Education and codified at N.J.A.C. 6A: & 18:A, including the placement of clinical practice interns with cooperating teachers in Brick who have attained the summative level of effective as per code.
- b. The new requirements mandated by the New Jersey Department of Education, focusing especially on those provisions of the new edTPA summative assessment, pre-professional practice, clinical experience, and professional internship;
- c. Federal and state laws and regulations on the confidentiality of the clinical practitioner experience;
- d. Training needs to support effective teaching and the effective implementation of this Memorandum of Agreement, including the exchange of information regarding the practices of the education and university agencies, pursuant to N.J.A.C. 6A & 18:A.

This Memorandum of Agreement shall remain in full force and effect until such time as it may be modified, which modifications shall be effective only with the unanimous consent of the Brick Board of Education, the Superintendent of the Brick School System, the Dean of the School of Education for Georgian Court University, and the Vice President for Finance and Administration/Chief Financial Officer of Georgian Court University. All revisions shall be only in addition to, and shall not conflict with, the format and content established by code by the New Jersey Department of Education. Modifications required by a change in state or federal law, rules or regulations or applicable guidelines or executive directives shall be made on the effective date of such revisions of law, regulations, guidelines or directives. All parties to this Memorandum of Agreement shall notify the other parties immediately regarding any such legal or regulatory changes.

Copies of this Memorandum of Agreement shall be provided to the Dean of the School of Education and the Director of Field Placements and Clinical Partnerships at Georgian Court University, the Superintendent of the Brick School System, and the President of the Brick Board of Education.

As an expression of our mutual concern and commitment to students, and to the level of cooperation and understanding described in this Memorandum of Agreement, the undersigned parties do hereby affirm and agree to abide by the standards, procedures, principles and policies set forth in this Memorandum of Agreement.

On this day and month of \_\_\_\_\_ in the Year of \_\_\_\_\_

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Superintendent of Schools of the Brick School System

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President, Brick School District Board of Education

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Dean of Georgian Court University School of Education

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Vice President for Finance and Administration/Chief Financial Officer of Georgian Court University