



CLINICAL FACULTY PARTNERSHIP MEMORANDUM OF UNDERSTANDING 2021-2022

The Southwest Virginia Professional Education Consortium (SVPEC) was developed in 1998, building upon a previous partnership established in 1989, with the purpose of formalizing the collaborations between P-12 local education agencies (LEAs) in the New River and Roanoke Valleys and regional institutions of higher education (IHEs). In order to provide consistent and on-going communication and collaboration between all partners, this memorandum of understanding serves to articulate responsibilities and expectations of the members of the Consortium. Specific partnership activities can be articulated as needed in separate agreements between specific IHE and LEA partners.

In an effort to facilitate the development of a statewide mentoring initiative and to engage a larger population of preservice and in-service teachers—via the school-based clinical faculty and mentors teachers who serve as their primary clinical coaches—faculty from the Northern Virginia School-University Partnership Network (or “NOVA Network”—representing George Mason University’s School of Education and Region 4 school division partners) and the Southwest Virginia Professional Education Consortium (or “SWVA Consortium”—representing Virginia Tech, Radford, Hollins, Roanoke College, Ferrum and Region 6 and 7 school division partners) are submitting separate but intersecting grant proposals. While each project primarily serves its respective region (northern and southwestern Virginia), the two proposals include a shared name, common elements, and collaborative structures that will support the development of a more sustainable, scalable, state-wide training model for mentors across the professional preparation continuum—from educator preparation to induction.

The agreement of roles is divided into two scenarios - one with Clinical Faculty Grant or other grant funding, and one if we do not receive grant funding. The collaborative work of the consortium will continue, but some of the functions would not be feasible without financial support.

Consortium Goals:

The overarching purpose of the consortium is to develop strong partnerships between the institutions, schools, and school divisions that will enable us to reach the following goals:

1) Refine Training in Region 4

Enable SWVA Consortium bs Mason/NOVA Network faculty to continue to collaborate with each other, with PK-12 school partners in their respective regions, and across programs in their institutions (these programs include Elementary Education, Secondary Education, Early Childhood Education, Special Education, Art/Music/Theatre, and Physical Education) to review, revise, and implement the asynchronous Essentials

training and synchronous Advanced training MentorVA modules. This includes development of materials specific to mentor teachers working with new teachers.

2) **Invite and Engage with Regional Collaborative Partners**

Invite and engage with university- and school-based teacher educators (Regional Collaborative Partners) from institutions in Superintendent's Regions 5, 6, 7, and 8 (Note: Mason/NOVA Network will invite and engage with Regional Collaborative Partners from Regions 1, 2, 3, and 4) to share the asynchronous Essentials modules and gather feedback on these trainings (including on the content and application ideas for mentors of new teachers) from a set of constituents representative of the diversity in the Commonwealth.

3) **Evaluate Impact of MentorVA**

Across multiple college/university settings and school contexts in the Commonwealth (in regions 5, 6, 7, & 8), evaluate MentorVA's asynchronous "Essentials" training by examining clinical faculties' and mentor teachers':

4) **Expand State and National Teacher Education Collaborations**

Partner across each of the eight Superintendent's Regions in Virginia (Note: This SWVA Consortium proposal focuses on regions 5, 6, 7, & 8) to broaden the conversations about clinical faculty mentor training, develop a mentoring network in the Commonwealth, and lay the groundwork for continued collaborations on teacher education and research initiatives and a model for statewide collaboration that might be shared nationally.

5) **Continued Development of Teaching Modules**

The SWVA Consortium will initiate a call for proposals for additional teacher created modules focused on the areas of virtual learning, anti-racism instructional tools, culturally responsive classroom management, and potential additional topics solicited from our advisory group.

Roles of institutions of higher education: (IHEs include Ferrum College, Hollins University, Radford University, Roanoke College, Virginia Tech) are to:

- Work with LEA central office personnel for placement of interns and teacher candidates.
- Contact LEA central offices by May 1/November 1 for fall and spring placements respectively with placement requests.
- Verify with central offices by July 1/December 1 for fall and spring placements as designated by principals.
- Provide regular/standing student teacher stipends which will be sent to the school division, individual school, or cooperating teachers as per the school division's preference. These stipends are budgeted from each university's operational budget and separate from grant funding (i.e., not included in mini-grant allocations).
- Work with building principals and clinical faculty in the supervision of student teachers.
- Meet with LEA central office personnel at least twice a year and individually as needed through the school year.
- Clarify with each LEA the individual IHE's policy for substitute teaching by interns and student teachers.
- Schools and IHE's may add additional items which are specific to particular IHE/School partnership(s).

If the consortium is funded:

- Provide clinical faculty teachers with financial support for participation in creating professional development modules, and in experiencing and evaluating the modules.
- Financially support applications for license designations as Mentor Teachers or Teacher as Leader. In agreement with school divisions on training module completion, mentoring student or novice teachers, and support of administrators, grant funds can be awarded to pay VDOE application fee.
- Update training websites regularly.
- Maintain and update database of lead clinical faculty and trained clinical faculty for assurance that teacher candidates are placed appropriately.
- Financially support meetings for Central Office Liaisons and representatives from IHEs as appropriate to face to face meetings.
- Support lead clinical faculty members to attend and present consortium work with other IHE from Virginia at state conferences if conferences are held face to face.
- Support meetings of consortiums.

Roles of local education agencies: (LEAs include Botetourt County, Floyd County, Franklin County, Giles County, Montgomery County, Pulaski County, Radford City, Roanoke City, Roanoke County, and Salem City) are to:

- Work with IHEs to place student teachers with trained clinical faculty (early field experience interns may be placed with teachers who are not yet trained).
- Verify with IHEs by July 1/December 1 for fall and spring placements as designated by principals.
- Identify placements for interns and student teachers using a collaborative process among central office, building administrators, IHE faculty, and lead clinical faculty teachers.
- Communicate the placements to principals and lead clinical faculty teachers.
- Encourage clinical faculty and mentors to engage in projects designed to support pre-service teachers, beginning teachers, and PK-12 students.
- Provide feedback to IHEs about pre-service programs on at least an annual basis.
- Provide Institutional Review Board (IRB) approval for collection of data related to quality of teacher preparation program, student teacher supervision, and impact of clinical faculty and pre-service teachers on student learning and on the school community. Proposals that go beyond the scope of the Consortium goals and its activities related to professional preparation, recruitment, induction, and retention will be submitted to the individual LEA's IRB on an individual basis.
- School divisions support meals for consortium meetings as appropriate.
- School divisions and IHEs may add additional items which are specific to particular school division.

If the consortium is funded:

- Promote and help coordinate professional development activities and planning and evaluation sessions involving program participants.
- Attend bi-annual meetings with consortium members.
- Develop criteria for clinical faculty to be supported for Mentor Teacher and Teacher as Leader that includes mentoring and technology modules. Communicate with clinical faculty and IHE regarding individuals eligible for support from division so that grant co-PIs can provide application fees.

Roles of clinical schools – Each of the partner LEAs will:

- Identify a lead clinical faculty teacher who will serve as a liaison between the IHEs and the school community.
- Participate in a collaborative process involving central office personnel, building administrators, IHE faculty, and lead clinical faculty teachers when placing interns and student teachers
- Integrate interns and student teachers from each IHE into the school community.
- Provide feedback to IHEs about pre-service programs on at least an annual basis.
- Allow access for IHE representatives to observe their graduates teaching.
- Support school/site-based professional development and training for clinical faculty and mentors.
- Schools and IHEs may add additional items which are specific to particular IHE/School partnership(s).

If the consortium is funded:

- Provide the opportunity for teachers to attend workshops held by the Consortium.
- Work with central office staff to develop criteria for clinical faculty to be supported for Mentor Teacher and Teacher as Leader that includes mentoring and technology modules. Communicate with clinical faculty and IHE regarding individuals eligible for support from division so that grant co-PIs can provide application fees

Roles of Lead Clinical Educators – Each lead clinical educator will:

- Act as site coordinator for Clinical Faculty Program in your school.
- Serve as a contact person to the universities/college on the nature and operation of the clinical experience.
- Coordinate the clinical faculty program with building principals.
- Recruit clinical educator participants who have at least three years of teaching experience.
- Offer support, and guidance to clinical educators.
- Maintain clinical faculty applications at the school level.
- Report the names of teachers who have completed training, their grade levels/content areas, and level of workshop completed to the VT record keeper and to the division Central Office Liaison.
- Encourage engagement with modules developed for professional development.
- Conduct faculty development workshops.
- Help make internship experiences successful for all participants.
- Discuss any issues with principals, university program coordinators/supervisors, and or designee.
- Maintain confidentiality.
- Provide clinical educators with tools to assist interns.
- Share ways to incorporate interns into the school community and help clarify roles.
- Help integrate the clinical faculty program with existing school structures and professional development activities (e.g., mentor programs).
- Schools and IHEs may add additional items which are specific to particular IHE/School partnership(s).

If the consortium is funded:

- Provide Clinical Faculty Development Workshops for principals, clinical faculty, and cooperating teachers in schools to prepare for hosting interns, student teachers and novice teachers.
- Collaborate with other faculty and Instructional Design professionals to develop modules on using on-line tools for teaching, especially but not exclusively for virtual teaching. Funds will be available to pay module developers.
- Offer training to clinical faculty members.
- Organize and facilitate clinical faculty seminars throughout the year.
- Complete paperwork for mini-grant proposals and end-of-the-year evaluations as appropriate.

The undersigned agree to the above expectations and responsibilities as part of the Southwest Virginia Professional Education Consortium. Signatories to the MOU are the Institutions of Higher Education (IHE) representatives, the Central Office Liaisons, and the Superintendents of the School Divisions. A separate letter with agreement to participate will be signed by the individual principals for each school participating.

School Division participants (Central Office Liaison and Superintendent) please sign here:

Central Office Designee – signature	Central Office Designee– printed name	School Division _____
Superintendent – signature	Superintendent – printed name	Date _____

Institutions of Higher Education (IHE) representatives please sign here:

IHE Representative – signature	IHE Representative – printed name	IHE _____
		Date

IHE Contact Information:

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