



Memorandum of Understanding: Performer, Sponsor, Coach

Name of Collaborative:	<i>The High Achieving Collaborative</i>
Collaborative Director:	<i>Mr. Process Facilitator</i>
Performer:	<i>ML</i>
Sponsor:	<i>Dr. Key Supporter</i>
Performance Coach	<i>Dr. Best Practice</i>
GLISI:	<i>Georgia Leadership Institute for School Improvement</i>

The purpose of this memorandum of understanding is to provide a record of the understandings, commitments and agreements of the above parties to a collaborative venture in providing a performance-based school leadership preparation or induction program. The terms of this agreement are from **August 1, 20XX** to **July 31, 20XX**. *Note that a separate Memorandum of Understanding is signed by the Districts, University(s) / College(s) and RESA(s) who partnered to create a Rising Stars Leadership Collaborative™.*

For teachers in preparation, the program will lead to candidacy for Georgia Leadership Certification or a Specialist of Education degree in Educational Leadership. Candidates in induction will receive **10** Professional Learning Units (PLUs).

The parties named above will collaborate to provide a field-based Specialist / Certification program designed to prepare effective leaders and consisting of at least **XX** semester credit hours. Participants in the program will be teacher leaders, assistant principals or novice principals in induction. Leadership candidates will begin the program in **Fall Semester 20XX** and complete the program by **Summer Semester, 20XX**.

Memorandum of Understanding

Using Performance-based Modules and protocols provided by GLISI, the **High Achieving** Rising Stars Leadership Collaborative™ will ensure that instruction is performance-based with field experiences providing practice in the identified priority performances in real schools with real teachers. Collaborative Partners must agree to the Core Principles of the Rising Stars Leadership Collaborative™.

**CORE PRINCIPLES:
RISING STARS LEADERSHIP COLLABORATIVE™**

1. Candidates must be able to demonstrate competency in priority performances with measurable results.
 - a. Candidates will have adequate opportunity to practice the priority performances, agreed upon and scheduled in advance, in the school setting working with real teachers.
 - b. Candidates will receive feedback on their practice using assessments embedded in the modules with specified performance criteria by qualified performance coaches, sponsored and selected by the school district and trained by the Institute in performance-based methodologies.
2. Preparing future leaders is a shared responsibility of the district, the university and other regional partners, known as the “Leadership Collaborative”
 - a. Program content for direct instruction will be collaboratively designed and delivered by educational practitioners with a proven track record of success and university faculty from a variety of disciplines (education, business, social sciences, etc.).
 - b. Program content will be presented through various delivery methodologies including the Institute’s self-paced modules, or instructor-led modules, problem-based learning, case studies, school-based action research projects, course work and technology-based approaches.
 - c. At least 50% of the program content will provide performance-based practice with feedback against clear criteria by a qualified performance coach.
3. Candidates bring expertise and experience to the program, so the program will be customized to build on their strengths and attend to their development needs.
 - a. Candidates will be pre-assessed prior to program entry to determine strengths and development needs and to customize practice experiences and coursework.
 - b. Candidates will be continually assessed through multiple methods to inform curriculum delivery.
4. Leadership development is integral to teaching and learning in schools.
 - a. Candidates will be selected based on criteria including proven effectiveness in raising student achievement, demonstrated leadership potential and a passion for school improvement.
 - b. During the program, candidates will assume leadership of agreed upon school-based initiatives that support the school improvement plan.
 - c. Upon program completion, candidates will be provided ongoing extensive support through a district and/or university induction process of continuous professional learning.

5. Rising Stars Leadership Collaboratives™ create successful leadership development systems to support rigorous academic standards for students. The model will inform state policy to ensure improved leadership development and organizational effectiveness for all Georgia's school. The Rising Stars Leadership Collaborative™ will identify and resolve barriers to candidate performance through systemic analysis of performance factors. The Rising Stars Leadership Collaborative™ will be formally evaluated by all partners, to include candidate success in impacting student achievement over time.
 - a. The Rising Stars model will be continuously reviewed and improved as new knowledge and promising practices emerge from the Leadership Collaboratives.
 - b. GLISI's The 8 Roles of School Leaders™, which forms the core of the Rising Stars curriculum, will be updated through regular task analysis of the work of successful school leaders and ongoing reviews of research.
 - c. All members are committed to continuously improve the processes in the preparation and induction process.

The PERFORMER (candidate) agrees to:

- ★ Model high standards of leadership and continuous improvement
 - Complete Rising Stars application in a thorough and timely manner
 - Attend candidate orientation
 - Complete all pre-assessments as assigned
 - Attend all classes and arrive promptly
 - Be prepared for class
 - Actively participate in class
 - Honor the norms developed by colleagues
 - Provide feedback to GLISI on class sessions, program design, and performance-based modules
 - Participate in an annual site visit, and agree to be interviewed by the site visit committee
- ★ Meet expectations for Performer (candidate) learning
 - Collaborate with Sponsor and Coach to identify Collaborative Action Research Project
 - Assume leadership for agreed-upon school-wide initiatives
 - Complete all performance-based modules (PBMs) assigned, in the school setting and with real teachers
 - Demonstrate competency in the Priority Performances selected
- ★ Profit from conditions for Performer (candidate) learning
 - Meet with the Leadership Preparation Performance Coach (LPPC) on a regular basis to discuss your performance
 - Receive feedback from Sponsor and Performance Coach with an open and positive attitude

- Respond to feedback by improving performance
- Actively participate in your Performer Path Plan™ (individual induction plan) by assisting your Sponsor and Coach to plan your training program
- Meet with the Building Leader Candidate Support Team (BLCST) to discuss your performance and make recommendations for further training

The SPONSOR agrees to:

- ★ Model high standards of leadership and continuous improvement
 - Recommend possible Performers (candidates) to Superintendent
 - Serve as on-site Sponsor for the Performer
 - Discuss the Performer's participation in the Rising Stars Leadership Collaborative™ with the faculty
 - Select appropriate faculty members for the Performer to lead in the Priority Performances™
 - Discuss participation with tapped Performers
 - Attend Rising Stars Orientation Meeting for Sponsors
 - Participate in an annual site visit, agree to be interviewed by the site visit committee, and allow time for the Performer to be interviewed
- ★ Guide expectations for Performer's learning
 - Assist in the completion of the Performer Factors Analysis (PFA) by identifying Performer strengths and needs for improvement, and make recommendations for Performance-based Modules (PBMs) for the Performer to use in practicing Priority Performances
 - Consult with and agree upon the Performer's Collaborative Action Research Project
- ★ Ensure conditions for Performer learning
 - Provide time and opportunity for the Performer to complete assigned Performance-based Modules (PBMs) in the school setting with real teachers
 - Meet with the Leadership Preparation Performance Coach (LPPC) on a regular basis to discuss Performer's learning
 - Meet with the Building Leader Candidate Support Team (BLCST) to discuss Performer performance and make recommendations for further training

The Performance COACH agrees to:

- ★ Model high standards of leadership and continuous improvement
 - Earn Leadership Preparation Performance Coaching (LPPC) designation by attending LPPC training provided by GLISI, and provide evidence of successful coaching
 - Attend Rising Stars Leadership Collaborative™ Orientation session with Performer and Sponsor

- Conduct Coaching Orientation session with Sponsor and Performer
- Attend all Rising Stars Leadership Collaborative™ sessions with Performer
- Participate in an annual site visit, and agree to be interviewed by site visit committee
- ★ Guide expectations for Performer learning
 - Develop Performer Path Plan™ (individual induction plan) and reach agreement on the plan with the Performer, Sponsor and District Representative, and the Building Leader Candidate Support Team (BLCST)
 - Identify Performer's strengths and areas of improvement and make recommendations for Performance-based Modules (PBMs) to be completed by the Performer
 - Provide specific feedback against identified criteria on Performer's performance, and identify opportunities and resources for Performer to improve
 - Agree on and supervise Performer's Collaborative Action Research Project

GLISI agrees to the following commitments and contributions:

★ **Coordinate**

- Convene Rising Stars Leadership Collaboratives™ with university educational leadership preparation programs, RESAs, and GLISI school districts
- Assist in identifying potential instructors as needed

★ **Curriculum**

- Share research and proven practices
- Share learning from other Rising Stars Leadership Collaboratives™
- Assist in the program and curriculum design
- Provide performance-based modules

★ **Operations**

- Serve on the Rising Stars Leadership Collaborative™ Steering Committee as needed
- Establish partnership agreements
- Assist with grant development to support Rising Stars Leadership Collaborative™
- Provide training for leadership preparation performance coaches
- Evaluate performance-based modules and improve as needed
- Coordinate and assist peer review teams in evaluation of Rising Stars Leadership Collaborative™

Signatures begin on the following page.

Signatures Indicating Agreement

Make as many copies of this page as needed for the number of Performers, Sponsors and Coaches, and attach all related signature pages to this completed document.

PERFORMER (CANDIDATE): ML

SIGNATURE: ML

DATE: August 6, 20XX

SPONSOR: Dr. Key Supporter

SIGNATURE: Dr. Key Supporter

DATE: August 6, 20XX

PERFORMANCE COACH Dr. Best Practice

SIGNATURE: DR. BEST PRACTICE

DATE: AUGUST 6, 20XX