



Memorandum of Understanding

Between Cleveland State University and Brecksville-Broadview Heights School District

Supporting Licensure Preparation in Grades P-12

Effective Date: August 2026

Term: August 2026 – August 2030

Cleveland State University (hereinafter referred to as the University) recognizes that collaborations between schools and the University are both necessary and desirable for the success of its licensure candidates. Such collaborations allow for the timely matching of candidates with qualified mentors/field facilitators/supervisors. These collaborations provide avenues through which school and university personnel can share their expertise to serve P-12 students, licensure candidates, in-service practitioners, and university faculty.

The University desires to assign teacher licensure, school counseling licensure, school psychology licensure, speech and audiology licensure, and any other University licensure candidates that may benefit from a classroom experience (hereafter referred to as Clinical candidates), in the classrooms of the above named school to participate in clinical experiences as required by, but not necessarily limited to, the Council for the Accreditation of Educator Preparation and/or the Council for Accreditation of Counseling and Related Educational Programs as promulgated by the Ohio State Board of Education.

Under this agreement, the University agrees to:

1. Work collaboratively with Brecksville-Broadview Heights School District (hereinafter referred to as the District) to facilitate clinical placements of candidates who have demonstrated the potential to become effective professionals.
2. Ensure that all clinical preparation programs within the University meet the requirements set forth in the Ohio Revised Code and the Chancellor's requirements for program approval and the State Board of Education's and/or the Ohio State Board of Psychology's minimum standards for all programs leading to licensure;
3. Follow the matching procedures for teacher licensure candidates, as outlined below, to match clinical candidates with appropriate clinical experiences;
4. Inform the District, schools, mentors, field facilitators, and supervisors of details about the clinical experience that the clinical candidates are participating in, including requirements for specific clinical programs at the University;

5. Ensure that all candidates entering a school obtain the Pre-service teacher permit. Applicants must complete a background check pursuant to O.R.C. 3319.39 and 3319.391 and will be enrolled in the Ohio Rapback system. If Rapback reveals questionable criminal activity, the University will convey this information to the District to allow the District to determine whether to accept the candidate for placement. Any University candidates with a disqualifying offense shall immediately be removed from the District and disallowed from continuing the placement;
6. Verify that candidates entering a school have received immunizations as identified in Appendix B;
7. Provide and encourage candidates to wear University student identification at the school site throughout the clinical experience and district identification when required;
8. Provide support and guidance throughout the duration of the clinical experience for clinical candidates by monitoring their progress and providing appropriate intervention as needed;
9. Provide a university field supervisor who will observe candidates in person or virtually, maintain regular communication with mentors, field facilitators and supervisors, and meet with mentors, supervisors and candidates at various points throughout the clinical experience;
10. Ensure candidates review and acknowledge their understanding of the rules for clinical experiences outlined in the Teacher Education Field Experience Handbook each semester.

The District agrees to:

1. Work collaboratively with the University to facilitate clinical placements that effectively prepare licensure candidates for positions in K-12 environments;
2. Permit the University to work directly with the District Site Coordinator, as identified below, to identify and place candidates with qualified and effective mentors/supervisors;
3. Communicate with the University regarding changes in the District policies that may affect clinical placements and the experience of the candidates;
4. Ensure that clinical preparation for all candidates who are responsible for teaching reading only occurs in the classrooms where the District has verified that the mentor teachers have training in literacy instruction strategies aligned to the Science of Reading, use instructional materials aligned to the Science of Reading from the list established under section 3313.6028 of the Ohio Revised Code, and actively implement a structured literacy approach;
5. Support clinical candidates' successful completion of the University and state requirements for licensure;
6. Allow videotaping and collection of student work by clinical candidates for the purpose of completing education coursework, including the Teacher Performance Assessment (edTPA) requirement for licensure. The licensure candidate will be required to provide

an opt-out form regarding such videotaping to the parent/guardian of each District student in the class in which the videotaping will take place at least 10 school days prior to videotaping. The licensure candidate, with the help of their mentor, will ensure that any District students whose parents/guardians opt out of such videotaping are not captured on the videotape;

7. Ensure that all mentor and supervisors meet the University qualifications as identified below;
8. Promote a safe, collaborative, and professional environment for clinical candidates by allowing them to attend school and district events, including, but not limited to, professional development opportunities, athletic events, and academic events to broaden clinical candidates' interests in becoming well-rounded professionals;
9. Allow opportunities for clinical candidates to develop a genuinely self-informed pursuit of teaching, including opportunities to practice research-based instructional strategies and inquiry-based instruction.
10. Inform the University immediately when a candidate is not performing satisfactorily or is demonstrating behavior that is disruptive or detrimental. If the District, at its sole discretion, determines that the continued presence of any candidate poses a threat to the welfare of anyone, or is detrimental or disruptive to the performance of the District's activities, or otherwise violates any Board policy, said candidate's privileges of participating in this program at the District shall be immediately terminated.

District and University Parties agree to:

1. The parties agree to cooperatively establish the learning objectives for the educational experiences, devise methods for their implementation, and evaluate the effectiveness of the educational experiences.
2. No party shall use discriminatory practices in the assignment, acceptance, and evaluation of candidates. Candidates shall have equal opportunity with respect to race, color, creed, religion, national origin, gender, sexual orientation, gender identity, age, disability, marital status or any other class of persons protected by law or University policy.
3. The parties shall maintain the confidentiality of candidates' records and performance and all patient/client/student information.
4. This Agreement and any written modifications hereto contain the entire agreement between parties and supersedes all prior agreements whether written or oral as it relates to the subject of this Agreement.
5. The laws of the State of Ohio, without giving effect to its conflict-of-laws principles, shall govern all matters arising out of or relating to this Agreement and any claims or actions regarding or arising out of this Agreement must be brought exclusively in the Ohio Court of Claims.
6. The failure of any party to insist in any one or more instances upon strict performance of any provisions of this Agreement or take advantage of any rights hereunder shall not be construed as a waiver of any such provisions or the relinquishment of any rights, but the

same shall continue and remain in full force and effect.

Matching Process for Teacher Licensure Candidates

The University reserves the right to revoke any placement prior to the candidate's entry into the District's premises; or to withdraw the candidate from the assigned educational experience, when in the University's judgment, the educational experience no longer meets the needs of the candidate.

Early Field Experiences (Methods)

The University, in conjunction with the Program Faculty, will work with the District Site Coordinator to identify mentors to host a class of method clinical candidates. The matching process will be completed collaboratively based on District/site staffing and the P-12 students' needs for support. Clinical candidates will be placed individually, paired or in small groups as determined by the District/site.

Final Year Experiences (Internship/Apprenticeships)

The University will identify a university faculty or staff member to serve as a liaison to the District as the primary point of contact. The District will identify a District Site Coordinator who will facilitate the matching of mentors and clinical candidates and serve as the primary contact for the University. The District's Coordinator may authorize individuals to work with the University liaison to facilitate high-quality placements.

The University agrees to adhere to the following procedure when submitting a request to the school for a teaching licensure candidate placement:

- Match request will be sent to the District Site Coordinator.
- Match requests will be sent as far in advance as possible before the beginning of the experience and will include the following information:
 - Student's name
 - Student's licensure area, specific subject and grade level match being requested
 - Name of requested school and mentors, if specified
 - Description of field work
 - Dates and duration of placement
 - Student responses to online application questions
- The District Site Coordinator will reply to the University liaison in a timely fashion, typically within two weeks, indicating either a confirmed match with accompanying

information OR indicating that a match cannot be made.

Note: The matching process for Counseling and School Psychology Candidates is initiated by the student and not the department.

Requirements for Working with a Licensure Candidate

- **Mentors (Teacher Licensure)**

Mentor teachers who agree to work with teacher licensure candidates must possess the appropriate certificate or license and have a minimum of three years of classroom teaching experience including one full year in the teaching field for which the experience is being provided. The District will not use teacher licensure candidates as a tool to remediate poorly performing teachers. In compliance with Section 265.330 in House Bill 33 of the 135th General Assembly, the District shall require a teacher of grades kindergarten through five; an English language arts teacher of grades six through twelve; an intervention specialist, English Learner teacher, reading specialist, or instructional coach who serves any of grades pre-kindergarten through twelve have completed coursework/professional development in the Science of Reading and evidence based strategies for effective literacy instruction.

- **School Counseling Supervisors (School Counseling Licensure)**

Supervisors who agree to work with school counseling licensure candidates must be licensed as a School Counselor by ODE for at least two years.

- **Field-Based Mentors (Speech Language Pathology)**

Field-based mentors who agree to work with speech language pathology licensure candidates must have at least three years of experience working in schools, hold a Professional Pupil Services license from the ODE, hold an Ohio speech language pathology license, and have an active Certificate of Clinical Competence (CCC's) from the American Speech Language and Hearing Association (ASHA).

Paid Experiences

Substitute Teaching

Teaching licensure candidates may be considered by the District for employment as a day-to-day or long-term substitute teacher. The teaching licensure candidate will submit an application to substitute to the Office of Field Services. If the District determines to offer a teaching licensure candidate such a substitute position, the District will onboard the candidate prior to first day of employment.

If such employment is offered by the District and the position is accepted by the teaching

~~licensure candidate, the University and the District agree to the following:~~

1. The District recognizes that the employee will be completing the District and University requirements during working hours and will be compensated by the District as a day-to-day or long-term substitute teacher.
2. The District will supply a teacher who can periodically observe and provide feedback, just as a mentor teacher would.

Paid Fellowships

(In Districts that participate) Teaching licensure candidates who have been selected to participate in a Teaching Fellowship program or the Teach, Earn Learn program will abide by all University and District policies.

FERPA and Confidentiality

The Parties acknowledge and agree that student educational records of District students are protected by FERPA. As such, the University also understands and agrees that any of its clinical candidates or Faculty placed at the District pursuant to this Agreement will comply with FERPA relating to the education records of the District's students.

Video Recording and Student Work Samples

The clinical candidate is responsible for preparing and providing an opt-out form regarding videotaping of students, if required for clinical candidates to gather records of classroom practice as part of their required field-based work. The clinical candidate must provide the opt-out form to the parent/guardian of each student in the class in which the videotaping will take place at least 10 school days prior to videotaping, and ensure that any students whose parents/guardians opt out of such videotaping are not captured on the videotape.

For students whose parents/guardians have not opted out of the videotaping, records of practice may include: video recordings (lessons, interactions between candidates and students, interactions between candidates and mentors/field facilitators/supervisors); audio recordings of interactions between candidates and students; scanned or photographed student work samples or classroom images. Any materials submitted for assessment will not identify the school, district, or children's last names. These materials may be uploaded to secure platforms approved by the University. Records of practice may also be used internally by the University for program evaluation and the development of professional development materials for supervisors and faculty. No records of practice will be uploaded to any publicly accessible website. The University will require candidates to locate, review, and acknowledge the District policies for all technology platforms.

Compensation for Licensure Partners (School Counseling, Speech Language Pathology and Teacher Licensures Only)

In accordance with rulings of the Ohio Ethics Commission, no public personnel shall receive direct compensation from the University. However, at the end of each semester, the University will make a contribution to the District in recognition of the work completed by the District Site Coordinator and teaching licensure candidate mentors. The contribution will be calculated according to the schedule in Appendix A. The University will provide the District with documentation indicating how the amount was calculated. The District will have full autonomy in determining how to use the contribution.

Renewal —

This Memorandum of Understanding may be renewed by an exchange of letters between the appropriate District administrator and the Director of the School of Education & Counseling at Cleveland State University. At the conclusion of the Term stated above or upon thirty days' written notice of either party to the other, this Memorandum of Understanding shall be terminated.

Agreed upon by



07/27/26

Dr. Joanne Goodell
Director, School of Education and Counseling
Cleveland State University

Date



Jeffrey Harrison (Jul 27, 2026 18:52:06 EDT)

07/27/26

Superintendent Signature

Date

Appendix A: Partnership Compensation

Term: 2026-2030

Cleveland State University is choosing to make a contribution to the District in recognition of the work completed under the Agreement, based on the calculation outlined below. The District has full autonomy in determining how to use the contribution.

Contribution Calculation/Schedule	
District Site Coordinator	Based on number of CSU methods students, practicum and student teaching interns matched - see table below
Mentor Teacher for Early Field Experiences	No contribution at this time
Mentor Teacher for Practicum, Student Teaching, Internship I, Internship II, Apprenticeship I, Apprenticeship II or School Counseling Internship	\$150 for split (half-semester) or shared (2 mentors) experience \$300 for full semester experience

District Site Coordinator Contribution Schedule	
Total # of placements made during the semester	Contribution Amount
1-4	\$0
5-9	\$100
10-14	\$200
15-19	\$300
20-24	\$400
>24	\$600

Note: At the end of each semester, contribution payments are sent to the District. For payment related questions, please contact: Aimee Furio, a.furio15@csuohio.edu.

Appendix B: Non-Academic Pre-requisites by Licensure Program

Licensure Program	Non-Academic Pre-requisites
ALL INTERNS	• Pre-Service Teacher Permit • Child abuse awareness training certification • Satisfactory Portfolio Checkpoint assessment • PLUS pre-requisites listed below by licensure
Primary Education P-5	• Hepatitis B shots (first two shots in sequence must be completed prior to start of experience) • ODJFS Medical Statement for Child Care: Current within 1 year of end of internship
Middle Childhood	No additional requirements
Adolescent/Young Adult, World Language, Music, TESOL	No additional requirements
Mild/Moderate, Moderate/Intensive, and Early Childhood Special Education	• Hepatitis B shots (first two shots in sequence must be completed prior to start of experience)
Speech and Language Pathology	• TB test
School Counseling	No additional requirements unless required by the District
School Psychology	No additional requirements unless required by the District

Notes:

1. Child abuse recognition training is provided free of charge as a part of fall and spring internship orientations
2. BCI/FBI processing can be completed in the Levin Student Services Center
3. Health resources are available through the University's Health and Wellness
4. The University's candidates will adhere to all health and wellness requirements set by the District
5. Clinical candidates may submit a Hepatitis B vaccination declination form in lieu of their Haepitatis B shot records