

**Memorandum of Understanding  
Teacher-Preparation Program**

**Parties.** Texas Tech University (“TTU”), through its College of Education at Texas Tech University (“TTUCOE”) and its Information Technology Division (“TTUITD”) are collaborating with Snyder ISD to improve educator preparation, with the end goal of improving Snyder ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (“MOU”) desire to continue their support of the TechTeach Teacher Preparation Program (“EPP”), serving elementary and secondary grade-levels in high need areas; to facilitate a learning-centered partnership between Snyder ISD and TTU in compliance with the Preparing & Retaining Educators through Partnership (“PREP”) Program Allotment; and to support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

**Purpose.** The purpose of this MOU is to articulate the goals of the partnership, and to specify each party’s responsibilities associated with implementing the TechTeach Teacher Preparation Program (the “Program”). This MOU is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

**A. COLLABORATIVE GOALS**

*Goal 1*

Design and implement within Snyder ISD, a district-based, clinically intensive teacher education program with the aim of hosting TTUCOE students who are undergraduate students preparing to be teachers (“Residents”) to become highly competent in their subject-area, pedagogy and, by the second (2<sup>nd</sup>) year of teaching, to produce student achievement gain scores greater than the district average; and

*Goal 2*

Establish a framework for transferring teacher-level data between the Snyder ISD and TTUCOE for the purposes of monitoring and evaluating the preparation and effectiveness of Residents who are working in Snyder ISD. The data transfer process must be a secure method of transmission approved by the TTU Chief Information Security Officer. Teacher-level mean scores of students in classrooms aggregated to the teacher.

*Goal 3*

Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement;

*Goal 4*

Ensure compliance with State Board for Educator Certification (“SBEC”) requirements for Teacher Residents seeking initial certification and with PREP Program Allotment requirements; and

*Goal 5*

Establish and communicate compliance procedures associated with participation in PREP.

**B. TTUCOE RESPONSIBILITIES**

*Related to Goal 1:*

- 1) Recruit and screen talented and committed Residents into competency-based teacher education programs.
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Snyder ISD need.

a. Support for Residents.

i. Communication & Cohort Management

1. Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

**Memorandum of Understanding  
Teacher-Preparation Program**

- ii. Clinical Experience
    - 1. Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
    - 2. Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.
  - iii. Intervention & Support
    - 1. The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.
  - iv. Evaluation & Coaching
    - 1. Formal Evaluation: Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
    - 2. Informal Coaching: Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.
  - v. Observation Logistics
    - 1. Data Collection & Dissemination: Ensure compliance with FERPA and Snyder ISD System policies in any collection, storage, or sharing of data.
    - 2. Communication of Schedules & Results: Field Supervisors and/or TTUCOE faculty will communicate observation schedules and results to designated System personnel via \_\_\_email and/or governance.\_\_\_\_\_.
    - 3. Campus Visit Procedures: TTUCOE personnel will adhere to SSnyder ISDsystem campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the Snyder ISD System will provide in writing and update as needed.
- 3) Use Residents clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Residents' instructional practices is achieved. Video-capture of Residents will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of Residents' instruction will be captured under the district media permission (see C.5. below) in the following manner:
- a. Capture of video. TTUCOE will:
    - i. Center the Residents as the focal point of the video;
    - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Snyder ISD students' faces, though some incidental exposure is likely; and
    - iii. Direct its Residents to determine with Host Teachers Snyder ISD teachers under whom TTUCOE Residents work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student(s) in the recording. The Host Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Resident.
  - b. Handling and storage of video capture. TTUCOE will:

**Memorandum of Understanding  
Teacher-Preparation Program**

3

- i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
    - ii. Prepare all Residents to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
    - iii. Train Residents to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
    - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
    - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
    - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
  - c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
    - i. For purpose of self-observation and self-evaluation of instructional practices;
    - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Residents' instructional skill;
    - iii. To be used for purposes of Program evaluation;
    - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Residents for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
    - v. In no case will images of students appear in a public forum for purposes of self, Resident, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 4) Work with Snyder ISD personnel to collaboratively select, train, support, and evaluate Snyder ISD teachers serving as Host Teachers to Residents.
  - a. Support for Host Teachers.
    - i. Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
    - ii. Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
    - iii. Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
    - iv. Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.
- 5) Require its Residents to abide by the rules of conduct contained within the TTU Student Handbook and the Snyder ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Snyder ISD and TTU policies will be followed.
- 6) Brief all staff involved in the Residents evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.

**Memorandum of Understanding  
Teacher-Preparation Program**

- 7) Prior to working with Snyder ISD students in classrooms, TTUCOE will inform its Residents of any requirements to submit to any security screens imposed by Snyder ISD, including a fingerprint background check.
- 8) Provide a TTUCOE liaison to work with Snyder ISD technology operations.
- 9) Comply with Snyder ISD policies and procedures and ensure Program instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- 10) Assign qualified Field Supervisor(s) for Resident supervision and evaluation and ensure timely communications between the Parties.
- 11) Ensure compliance will all other requirements for Resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- 12) Maintain Resident records in accordance with applicable policies and laws.
- 13) Support Residents who fall below academic or professional standards through a documented improvement or growth plan.
- 14) Remove Residents from placement upon request of the Snyder ISD or when required by Program policy or law.
- 15) Design differentiated preparation models responsive to Snyder ISD workforce needs, including accelerated and employment-embedded Grow Your Own pathways.
- 16) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
  - a. The CEI-SPS collects information about four (4) relevant educational constructs:
    - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
    - ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
    - iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
    - iv. Classroom Management: How teachers foster a respectful and predictable learning environment.
- 10) In the event TTUCOE provides training or support to the Site Coordinator at Snyder ISD, TTUCOE will bill the district accordingly. If the district changes Site Coordinators and additional training is required, TTUCOE will also bill the district for the training of the new Site Coordinator.
  - b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.
- 17) TTUCOE will provide Snyder ISD with the names of specific Host Teachers to be included in the data request as outlined in the Goal 2 text.
- 18) TTUCOE will provide Snyder ISD with the names of specific Residents hired by Snyder ISD for whom data is requested as outlined in Goal 2 text.

**C. Snyder ISD RESPONSIBILITIES**

*Related to Goal 1:* Snyder ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Snyder ISD will:

- 1) Dedicate an employee to serve as a Site Coordinator and district liaison. On a day-to-day basis, the Site Coordinator will (a) provide support to Residents placed in Snyder ISD schools, (b) collaborate with building administrators and Host Teachers, and (c) contribute to the governance meetings with Snyder ISD and community college partners; Collaborate with TTUCOE to identify schools, principals, and up to twenty (20)

**Memorandum of Understanding  
Teacher-Preparation Program**

- Host Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Residents coursework that is sufficient in size to hold up to twenty (20) Residents and equipped with all the technologies commonly available in most classrooms within designated school building;
  - 3) Provide office space for the district Site Coordinator on at least one (1) campus where TTU Residents are placed. The space should be secure, and adequate for administrative duties and conferences with individual Residents. If no space can be provided at a campus, then a similar space can be utilized at a Snyder ISD administrative office location;
  - 4) **Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Residents;** and
  - 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Host Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Residents to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Residents' courses. At no time will student-level results be reported in an identifiable manner.
  - 6) Provide opportunities for Residents to attend Snyder ISD - and school-level professional development.
  - 7) Provide Residents access to Snyder ISD systems, curriculum, and instructional resources.
  - 8) Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
  - 9) Permit Resident video recording for licensure and professional development purposes in accordance with Snyder ISD policy; obtain signed parental consent forms as required.

*Related to Goal 2:*

Using the list provided by TTUCOE, Snyder ISD will provide a collection of data tables containing the following information about Snyder ISD teachers who serve as Host Teachers working with Residents (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Residents are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Residents might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

- TTUCOE will send the list to Snyder ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Snyder ISD will access the transferred data, and provide the aforementioned data; and
- Snyder ISD will transfer the data back to TTUCOE, using the TTU Large File Transfer program. Note that the Snyder ISD representative, sponsored by TTUCOE, will obtain a TTU eRaider account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at [ithelpcentral@ttu.edu](mailto:ithelpcentral@ttu.edu)).

When available, Value-Added scores will be provided by Snyder ISD annually to TTUCOE, but in years when this variable was not calculated, Snyder ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Snyder ISD will provide for Grade 3-11, class averages of the State of Texas

**Memorandum of Understanding  
Teacher-Preparation Program**

Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Host Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 10) Provide to TTUCOE Value-Added scores for the Snyder ISD TTU Residents if they are hired by the district, beginning in the school year following the Residents' graduation and extending to the termination date of this MOU. Additional provisions:
  - a. If available, Snyder ISD will also provide Value-Added scores for Residents, and all detailed Value-Added data collected, as defined by the project leadership group.
  - b. Where possible, permit TTUCOE to administer the CEI-SPS to Snyder ISD students in the classes taught by Residents ultimately hired by Snyder ISD.
  - c. The data compiled for Residents hired by Snyder ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

7) In the event the Site Coordinator designated by Snyder ISD cannot fulfill his or her duties as described above in section C (1), Snyder ISD agrees to the following:

- a. Replace the Site Coordinator as soon as possible and allow the Resident to complete the remainder of his or her obligations for the academic year with Snyder ISD, or
- b. Allow TTUCOE to assign a replacement Site Coordinator and pay the replacement Site Coordinator the lesser of the rate of \$.65 a mile or the rate set by the Texas Comptroller in addition to a payment of \$2,000.00 per Resident per semester for the remainder of the Residents' obligations for the academic year, or
- c. Reimburse TTUCOE for any monies paid to the Resident to supplement the funds owed to the Resident by Snyder ISD, in the event the Site Coordinator becomes unable to fulfill his or her duties at any point during the academic year resulting in the relationship between the Resident and Snyder ISD terminating.

*D. JOINT TTUCOE AND Snyder ISD RESPONSIBILITIES*

- 1) Meetings. Representatives of Snyder ISD and TTUCOE and any community college partners will meet quarterly (at least four (4) meetings per academic year) to review Program data, discuss implementation of the Program, and plan for future needs of Snyder ISD.
- 2) Participation. Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; Program legal authority, Program leadership, field supervision lead) and roles within the governance structure.
- 3) Scope. Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.
- 4) Data-Sharing Framework. Establish processes to share non-identified Snyder ISD performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.
- 5) Recruitment. The Parties will collaborate to recruit Residents that meet the Snyder ISD's greatest staffing needs and align with Program admissions and program capacity.
- 6) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Host Teacher/Resident (MT/TC) pair (see Joint responsibilities, Section D).
- 7) For each administration of the CEI-SPS, the following steps will be followed:

**Memorandum of Understanding  
Teacher-Preparation Program**

- a. Under the supervision of the Host Teacher, Residents will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a “small-group response” paper/pencil form; and Residents will manually enter students’ responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
- b. To complete the electronic survey, 3<sup>rd</sup> - 12<sup>th</sup> grade students will login to a secure URL using a unique numeric code. This code will allow students’ responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Host Teacher and the Resident, much like any classroom-based formative or summative assessment.
- c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to HT-R pairs, and will not be uploaded to the NIET portal or any other TTU data system.
- d. Using the aggregate, disaggregated, and identifiable reports, Residents will develop data-guided goals and action plans for improving their students’ perceptions in the four (4) survey areas.
- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU’s Residents.
- f. Paper surveys will be maintained by the TTU Primary Investigator (“PI”) in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered into the portal, no one but the PI will have access to the paper surveys.

**E. TTUITD RESPONSIBILITIES**

*Related to Goal 2:*

- 1) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.

**F. CONTACTS**

Technical contacts for the MOU execution described herein are as follows:

TTUITD  
Jeff Barrington  
Associate Vice President for IT  
Office of the CIO  
Texas Tech University  
[jeff.barrington@ttu.edu](mailto:jeff.barrington@ttu.edu)  
(806) 834-2941

Mike Simmons  
Managing Director  
Application Development and Support, TTUITD  
Texas Tech University  
[mike.simmons@ttu.edu](mailto:mike.simmons@ttu.edu)  
(806) 834-5931

TTUCOE  
Sherre Heider, Ph.D.  
Assistant Dean for Teacher Education  
Texas Tech University  
[sherre.heidert@ttu.edu](mailto:sherre.heidert@ttu.edu)  
(806) 834-1510

Snyder ISD  
**Dr. Jessica Gore**  
**Superintendent**  
Snyder ISD  
[jessica.gore@snyderisd.net](mailto:jessica.gore@snyderisd.net) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ISD Contact Here \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



***K. GOVERNING LAW***

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place of venue for any disputes involving this MOU.

***L. COSTS***

With the exception of the event described above in section C7, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU. Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements. The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

***M. DISASTER RECOVERY***

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

***N. DISPUTE RESOLUTION***

The dispute resolution process provided under Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the parties to resolve any claims for breach of contract that cannot be resolved in the ordinary course of business. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

***O. LIMITATION ON LIABILITY***

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Snyder ISD or to any third party.

***P. NOT EXCLUSIVE***

Snyder ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

***Q. FORCE MAJEURE***

"Event of Force Majeure" means an event beyond the control of Snyder ISD or TTU which prevents or makes a party's compliance with any of its obligations under the MOU illegal or impracticable, including but not limited to: act of God (including, without limitation, fire, explosion, earthquake, tornado, drought, and flood); war, act or threats of terrorism, hostilities (whether or not war be declared), invasion, act of enemies, mobilization, requisition, or embargo; rebellion, insurrection, military or usurped power, or civil war; contamination or destruction from any nuclear, chemical, or biological event; riot, commotion, strikes, go slows, lock outs, or disorder; epidemic, pandemic, viral outbreak, or health crisis; or directive of governmental authority. No party will be considered in breach of the MOU to the extent that performance of their respective obligations is prevented or made illegal or impracticable by an Event of Force Majeure that arises during the term (or after execution of the MOU but prior to the beginning of the term). A party asserting an Event of Force Majeure hereunder ("Affected Party") will give reasonable notice to the other party of an Event of Force Majeure upon it being foreseen by, or becoming known to, Affected Party. In the event of an Event of Force Majeure, Affected Party will endeavor to continue to perform its obligations under the MOU only so far as reasonably practicable.

***R. EXECUTIVE ORDER NO GA—48.***

Pursuant to Executive Order No GA—48, Snyder ISD certifies that it, and, if applicable, its holding companies or subsidiaries, are not:

**Memorandum of Understanding  
Teacher-Preparation Program**

- a. Listed in [Section 889 of the 2019 National Defense Authorization Act](#) (NDAA); or
- b. Listed in [Section 1260H of the 2021 NDAA](#); or
- c. Owned by the government of a country on the U.S. Department of Commerce's foreign adversaries list under [15 C.F.R. § 791.4](#); or
- d. Controlled by any governing or regulatory body located in a country on the U.S. Department of Commerce's foreign adversaries list under [15 C.F.R. § 791.4](#).

*S. APPLICABLE LAWS & REGULATIONS*

The parties agree that they will comply with all federal, state, or local laws or regulations applicable to their performance under the MOU.

*T. EXECUTION OF UNDERSTANDING*

The undersigned authorizes this cooperative understanding under the aforementioned terms.

<p>Jennifer Adling Assistant Vice President and Chief Procurement Officer Procurement Services Texas Tech University</p>	<p>Date</p>	<p style="text-align: center;">[Redacted] Date Superintendent</p>
--	-------------	---

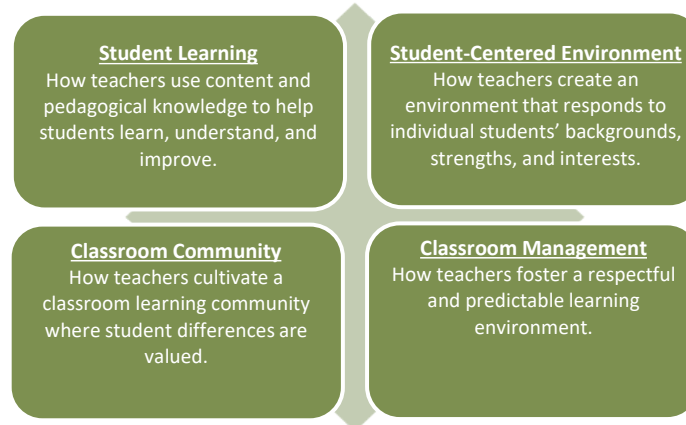
**Appendix A  
Description of the CEI-SPS**



THE  
COLORADO  
EDUCATION  
INITIATIVE

### Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question<sup>1</sup> instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements<sup>2</sup>:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at [www.coloradoeducation.org/studentsurvey/](http://www.coloradoeducation.org/studentsurvey/).

**Student Learning:** *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

<sup>1</sup> A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

<sup>2</sup> For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

**Memorandum of Understanding  
Teacher-Preparation Program**

My teacher tells us what we are learning and why.

---

My teacher asks questions to be sure we are following along.

---

My teacher talks to me about my work to help me understand my mistakes.

---

My teacher writes notes on my work that help me do better next time.

---

The schoolwork we do is interesting.

---

**Student-Centered Environment:** *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

---

My teacher wants us to share what we think.

---

My teacher teaches us to respect people's differences.

---

My teacher knows what makes me excited about learning.

---

My teacher talks about things we learn in other classes, subjects, and years.

---

If I am sad or angry, my teacher helps me feel better.

---

My teacher would notice if something was bothering me.

---

The people we learn and read about in this class are like me.

---

My teacher knows what my life is like outside of school.

---

My teacher knows what is important to me.

---

Students feel comfortable sharing their ideas in this class.

---

**Classroom Community:** *How teachers cultivate a classroom learning community where student differences are valued.*

---

My teacher cares about me.

---

In this class, I feel like I fit in.

---

I feel like an important part of my classroom community.

---

I ask for help when I need it.

---

I feel like I do a good job in this class.

---

**Classroom Management:** *How teachers foster a respectful and predictable learning environment.*

---

Our class stays busy and does not waste time.

---

Students in my class are respectful to our teacher.

---

My classmates behave the way my teacher wants them to.

---

All of the kids in my class know what they are supposed to be doing and learning.

---

Appendix B  
Developmentally Appropriate CEI-SPS

**K-1 Student Perception Survey**

*\*Pre-fill prior to making hard copies!*

**Teacher Candidate Name:**

**Date:**

**Grade( ):** K 1

**★ Student Name:**

**Directions: The sentences below will be read aloud to you! Circle the word that tells what YOU think about each statement!**



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



**\*Teacher Use Only**  
Anecdotal Note? (                    ):

**Recording K-I SPS Scores**

**Q. Answer Key:**

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								