



MEMORANDUM OF UNDERSTANDING: Yearlong Residency Partnership

Parties. Southern Arkansas University (SAU), through its College of Education and Human Performance and _____ School District (the District) enter into this Memorandum of Understanding (MOU) to support the preparation and development of future educators.

Purpose. The MOU establishes the shared goals and responsibilities of SAU and the District for yearlong residency placements. It applies to all SAU residents hosted by the District. When the District hosts residents in more than one pathway, the shared terms of this MOU and the requirements of each applicable pathway will apply.

Collaborative Goals

1. Implement a clinically intensive, district-based residency model that provides residents with the mentoring, practice, feedback, and support needed to become effective educators.
2. Use appropriate residency and program data to monitor resident development, evaluate program effectiveness, strengthen educator preparation, and respond to the staffing needs of partner districts.
3. Maintain a collaborative partnership in which SAU and District representatives communicate regularly, address concerns promptly, and share responsibility for the quality of residents' clinical experiences.

Southern Arkansas University Responsibilities

1. Recruit, screen, prepare, and place qualified residents in approved clinical settings. Residents must satisfy applicable SAU and state eligibility requirements, including required background checks, before beginning the placement.
2. Assign an SAU clinical coach to support the resident and mentor teacher, maintain communication with District personnel, observe the resident, provide feedback, and respond to concerns.
3. Prepare and support mentor teachers through orientation, training, resources, and ongoing communication related to mentoring, coaching, observation, and evaluation responsibilities.
4. Use resident performance data, including information related to content knowledge, pedagogy, professional practice, and impact on student learning, to monitor resident progress and improve educator preparation programs.
5. Require residents to follow the SAU Student Handbook, applicable program and residency requirements, and District policies and procedures. When misconduct or a serious performance concern occurs, SAU will follow applicable University procedures.

and collaborate with the District as appropriate.

6. Protect personally identifiable information and prepare SAU personnel involved in data collection, observation, and evaluation to follow applicable privacy and data-security requirements.

District Responsibilities

- Provide an appropriate clinical setting, schedule, and level of access that allow each resident to complete the requirements of the assigned residency pathway.
- Assign an experienced mentor to the teacher candidate with the following criteria:
 - Lead or Master Educator designation on their license
 - A minimum of 3 years teaching experience
 - Effective summative evaluation
 - DESE-recognized coaching training
 - In the same school building
 - Support no more than 2 pre-service or in-service teachers
- Provide the resident and mentor with common planning and collaboration time as required by the applicable pathway.
- Permit the resident to participate in required SAU professional learning seminars, observations, meetings, and other designated residency activities according to the schedule agreed upon by SAU and the District.
- Provide the resident access to district curriculum materials, including HQIM and evidence-based instruction.
- Ensure that residents perform only the duties permitted by their pathway, employment status, District policy, and applicable law. Residents who are not employed as teachers of record may not be assigned independent responsibilities outside the scope of their approved placement, except for authorized substitute teaching permitted under the applicable pathway.
- Maintain the confidentiality of resident education and performance information. District personnel will not discuss a resident's performance with the resident's parents, spouse, or other unauthorized individuals without the resident's written permission, unless disclosure is otherwise permitted or required by law.
- Notify the SAU clinical coach promptly of concerns involving a resident's performance, professionalism, attendance, assigned duties, mentor support, or placement. The District will consult with SAU before making a significant change to the resident's placement or responsibilities when circumstances permit.
- Include classroom video recording for educator-preparation purposes within applicable District media-permission processes and help identify students who may not be recorded.

Joint Responsibilities

- Collaboratively select, prepare, support, and evaluate qualified mentor teachers.
- Maintain timely communication among the resident, mentor teacher, District administrator, and SAU clinical coach.
- Address concerns related to a resident, mentor, or placement promptly and determine appropriate supports or changes when needed.
- Meet periodically to review residency implementation and relevant program data, evaluate the partnership, and plan for future District and program needs.

Expectation Applicable to All Residents

- Comply with District and SAU policies, professional standards, confidentiality requirements, and applicable laws.
- Participate in professional responsibilities appropriate to the placement, including instructional planning, professional learning communities or team meetings, parent-teacher conferences, professional development, and other activities assigned within the scope of the applicable pathway.
- Demonstrate professionalism, communicate reliably, respond to feedback, and work continuously to strengthen instructional practice.
- Complete all SAU residency requirements, including seminars, observations, assessments, documentation, and required communication with the mentor teacher and SAU clinical coach.

Pathway-Specific Requirements

The following requirements apply only when the District hosts a resident participating in the identified pathway.

Traditional Yearlong Residency Placement Expectations and Duties

- The resident completes the schedule established by SAU for Residency I and Residency II. The District will provide sufficient time in the assigned classroom for the resident to meet all clinical requirements.
- The resident works under the direct supervision of the mentor teacher and gradually assumes greater responsibility for planning, instruction, assessment, and classroom management based on readiness and program expectations.
- The resident spends a minimum of three days per week during Residency I and five days per week during Residency II teaching alongside the assigned mentor teacher.
- The resident begins and ends each semester according to the SAU academic calendar. During the active residency period, the resident follows the District calendar, including scheduled school days and required professional activities.

Paraprofessional Expectations and Duties

- The resident must have been employed as a paraprofessional for at least one year before beginning the yearlong residency and must continue in an approved instructional paraprofessional role.
- The residency placement must be in an accredited general education K–6 classroom. Special education classrooms may not serve as the primary residency placement.
- The District will assign a qualified mentor teacher who meets all SAU and state mentor requirements. All residency hours must be completed in the same classroom with the same mentor teacher throughout Residency I and Residency II unless SAU approves a change.
- During Residency I, the resident will complete at least three consecutive instructional hours per day, three days per week, for 15 weeks in the mentor teacher's classroom. During Residency II, the resident will complete at least three consecutive instructional hours per day, five days per week, for 15 weeks.

- During residency hours, the resident will work directly with students under the supervision of the mentor teacher. Responsibilities will include observing instructional practices, planning, teaching and co-teaching, providing small- and whole-group instruction, and administering classroom assessments as permitted by the mentor teacher and District.
- Residency hours and responsibilities must be clearly distinguished from the resident's regular employment duties. Remaining work hours may be completed in an instructional paraprofessional role, but the resident may not serve as the teacher of record.
- The resident will perform only duties permitted within the legal scope of the paraprofessional position and the approved residency placement.

Rider Residency Expectations and Duties

- The resident follows the mentor teacher's professional responsibilities and participates in co-planning, instruction, meetings, conferences, and other activities appropriate to the placement.
- The resident adheres to the District academic calendar.
- A TC will act as a substitute teacher every Friday during residency. TC substitute positions should be assigned by the priorities listed below.
 - *Priority 1:* TC is assigned to substitute in his/her mentor's classroom or another teacher's classroom on the campus where they are assigned as a resident.
 - *Priority 2:* TC is assigned to substitute at another campus in the district in a classroom within their licensure area.
 - *Priority 3:* TC is assigned to substitute in any vacant classroom.
 - If no substitute is needed in the district that day, the TC should remain in his/her assigned resident classroom.

Teacher of Record (MATs and Aspiring Teacher) Expectations and Duties

- The resident must hold the license or permit required for the teaching assignment and be employed by the District as the teacher of record in an assignment approved by SAU and permitted by the applicable license or permit.
- As the teacher of record, the resident is responsible for the professional duties associated with the assigned teaching position, including planning, instruction, assessment, classroom management, meetings, conferences, and District responsibilities.
- The District will provide targeted, ongoing support beyond routine first-year teacher induction. Support will include at least weekly mentor check-ins, regular classroom observations followed by actionable feedback, and scheduled time for planning and collaboration with the mentor teacher.
- The mentor teacher must be readily available to the resident but is not required to remain continuously in the resident's classroom.
- The District will support the resident's participation in required SAU seminars, observations, coaching, and program activities while recognizing the resident's responsibilities as a District employee.

Video Recording, Data Use, and Privacy

SAU may use secure video recordings of residents' instruction to support self-reflection,



coaching, observation, evaluation, and program improvement. Recordings will not be published without the valid permissions required by law or policy. The resident and mentor teacher will follow District procedures to identify students who may not be recorded and will position the student or recording device so those students are not captured. SAU will limit access to authorized individuals and will use recordings only for approved educational and program purposes.

Each party is responsible for the information in its possession and will access, use, disclose, retain, and protect information only as permitted by this MOU and applicable federal, state, and local laws, regulations, and policies, including the Family Educational Rights and Privacy Act (FERPA). Neither party will disclose transferred information to another party except as authorized by this MOU or required by law. SAU and the District will exchange appropriate implementation and technical contacts after execution of the MOU.

Term and Execution

This MOU becomes effective when signed by both parties and remains in effect for the applicable academic year unless ended or replaced by mutual agreement. Either party may request revisions or end the agreement upon written notice. When possible, the parties will work together to protect the continuity and quality of any active resident placement.

By signing below, the parties acknowledge the terms of this MOU. The District also confirms that each SAU resident will be assigned an appropriate mentor teacher who meets the experience, licensure, evaluation, training, and pathway-specific requirements described above.

District Representative

Date

A handwritten signature in black ink, reading 'C. Neelie Dobbins', is written over a horizontal line.

SAU Representative

Date