



**Memorandum of Understanding
Field Experiences, Clinical Student Teaching, Clinical Teaching Residency, Internships, or
Professional Practicums**

**Texas Woman's University Educator Preparation Program
and
Argyle Independent School District**

Parties: The Texas Woman's University (TWU) Educator Preparation Program (EPP) and Argyle ISD seek a collaborative relationship focused on the improvement of educator preparation; including early field experiences, clinical student teaching/internship experiences, clinical teaching residency and professional practicums with a goal of enhancing novice and professional educator performance/competency and Argyle ISD EC-12 student achievement. Both parties are cognizant of the positive impact a high-quality EPP potentially has on the entire stakeholder community.

Purpose: The purpose of this Memorandum of Understanding (MOU) is to (a) articulate the partnership goals and (b) specify each party's roles and responsibilities associated with implementation of the collaborative arrangement via a sustained district/university partnership.

Collaborative Goals:

- (1) To design and implement within Argyle ISD, quality, early field experiences, intensive performance-based clinical student teaching and/or internships, clinical teaching residency, and professional practicums (all which could be one or two semester assignments) focused on creating highly qualified educators as evidenced by competence in both content and pedagogy.
- (2) To recruit and support a diverse workforce that is prepared to meet the needs of EC-12 learners in Argyle ISD.
- (3) To support Argyle ISD in-service educators in their professional learning goals and development as cooperating and/or mentor teachers who are leaders in their field.

TWU Educator Preparation Program Responsibilities:

- (1) The TWU EPP will provide the district with all documents and handbooks related to field experiences, clinical student teaching/internship, clinical teaching residency, and the professional practicum experience;
- (2) The TWU EPP will provide high-quality training to identified cooperating teachers, mentors, and district and campus administration;

- (3) The TWU EPP will communicate clear expectations of initial teacher and professional candidates who are completing early field experiences, clinical student teaching, internships, clinical teaching residency, and professional practicums to district personnel;
- (4) The TWU EPP will facilitate required paperwork (background forms, application, and identify the placement experience length [one or two semesters]) for the district and then supply the district personnel with required information for placement of candidates completing early field experience, clinical student teaching, internship, clinical teaching residency, and professional practicum;
- (5) The TWU EPP will identify high-quality faculty and university field supervisors to support the initial and professional clinical practice partnership throughout the placement;
- (6) The TWU EPP will use video capturing technology for the purpose of evaluating and improving the clinical practice of TWU EPP candidates. Clinical student candidates are required to use a district-issued iPad or other approved recording device (e.g., Swivl, teacher iPad) to record lesson clips or informal observations. If a device is not assigned to the candidate, they may use their cooperating teacher's device. In such, the TWU EPP will recognize the sensitivity of media practice and will;
 - (a) Center the TWU candidate as the focal point of the video
 - (i) Unless otherwise required, the camera will be positioned in the classroom in such a manner as to minimize capture of EC-12 student faces, though some incidental exposure is possible; and
 - (ii) Direct the EPP candidate to determine with district administrators the identity of any students that have circumstances forbidding recording--and in such cases, the student on camera will be positioned in a way that will not capture those students in the recording
 - (b) Handle and store video
 - (i) Restrict only authorized individuals to access videos (e.g. clinical student teachers/interns/residents, professional practicum candidates, cooperating teachers, university supervisors, district administration, and TWU EPP administration);
 - (ii) Prepare all TWU EPP candidates to utilize secure platforms (e.g. Swivl, Go-react, and other secured video capturing platforms) for any recording associated with TWU EPP course assignments or performance assessments;
 - (iii) Train TWU EPP candidates to upload to the secure, FERPA compliant platform for all video associated with course assignments, or performance assessments within twenty-four (24) hours of capture;
 - (iv) Ensure the use of the secured platform provides the security assurances necessary for recording in a classroom. Video captured with such secure platforms is automatically and permanently erased from the device once uploaded to the secure platform (website);
 - (v) Coordinate maintenance of video on the secure platform for a period not to exceed ten (10) years from the time of capture; and the TWU EPP will retain all video content in accordance with applicable retention policies, and will store the content on a TWU server, with strict access controls remaining in place; and

- (vi) Use video for instructional purposes only; self-observation and self-evaluation of instructional practices; observation and evaluation of the clinical candidates' instructional skills; program evaluation; data relevant to instructional competencies.
- (c) In no case will images of district students appear in a public forum for purposes of self, candidate, program evaluation, or for purposes of research presentation unless the identify of students is completely masked (e.g. blurring of facial or other identifying features)

District Responsibilities:

- (1) Collaborate with the TWU EPP liaison to identify schools, principals, cooperating teachers, and mentors to participate in the clinical practice partnership and support fidelity of implementation;
 - (a) Cooperating and Mentor Teachers will be identified by campus administration in collaboration with district administration and the TWU EPP.
 - (b) The Cooperating and/or Mentor Teacher agrees to:
 - (i) Serve as a model and mentor for candidates completing the early field experience, clinical student teacher/resident or professional practicum candidate experience and allow her/him to assume responsibilities as she/he exhibits the readiness to do so;
 - (ii) Work collaboratively with the university field supervisor and clinical student teacher/intern/resident or professional practicum candidate to create and implement active and engaging lessons and activities;
 - (iii) Provide meaningful feedback to the candidates completing early field experience, clinical student teaching, internship, residency, or professional practicum regularly as a means to advance the growth of the candidate;
 - (iv) Adhere to the requirements for the cooperating teacher/mentor as listed in the TWU Clinical Student Teaching Cooperating Teacher, Intern, Residency or Practicum handbook [inclusive of required formal and informal observations, verification of clinical clock hours within the data management system (SL&L), end of year performance assessment, TWU EPP Exit Survey, and other assessments as needed];
- (2) Work with campus administrators to ensure that candidates completing early field experience, clinical student teaching, internship, residency, or professional practicum are placed with highly qualified, supportive, cooperating teachers, mentors, and educators who contribute to the growth and development of the candidate and
 - (a) have a minimum of 3 creditable years of teaching experience;
 - (b) are accomplished educators as shown by EC-12 student learning;
 - (c) hold valid certification in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification.
- (1) Work with the TWU EPP to provide placement details for candidates in diverse schools;
- (2) Work with the TWU EPP to assign candidates to placements within a month of request;
- (3) Collaborate with the TWU EPP on placement decisions (one or two semester requirements) and work with EPP personnel to resolve any concerns or challenges with placements;

- (a) If a concern arises and the district needs to cancel a placement or terminate a placement due to unforeseen circumstances or other concerns, the district personnel will work with the TWU EPP to arrange another placement if possible.
- (4) The district will inform parents/guardians of the use of video capture technology in district classrooms and explain the measures taken to specifically avoid video capturing their students;
- (5) Video-capture of the TWU EPP candidate will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy.

Terms of Agreement and Termination:

- (1) The term of this agreement is from October 1, 2026 to October 1, 2029 and may be extended or amended at any time in writing upon signatures of authorized representatives.
- (2) Amendments will result in automatic revision of that portion of the agreement and will require written notification and agreement by all parties.
- (3) This agreement may be terminated at any time upon giving thirty (30) days written notice.

Signatures:

District Representative

Date



9/25/26

Brigitte Vittrup, Ph.D.
Dean, College of Professional Education

Date