

Memorandum of Understanding (MOU)
Between
Texas A&M University
&
Kaufman Independent School District

This Memorandum of Understanding ("Agreement") is entered into on 01/28/2026, between Kaufman Independent School District (hereinafter "District") and Texas A&M University, a member of The Texas A&M University System and an agency of the State of Texas, (hereinafter "University ") for the purposes stated herein. The purpose of this agreement is to articulate the agreement for clinical teaching/educator placements between the University and the District.

1. Purpose.

- 1.1. The purpose of this Agreement is to facilitate a learning-centered partnership between the District and the University's Educator Preparation Program ("EPP").

2. Collaborative Goals.

The University and District jointly agree to:

- 2.1. Provide clinical teachers/field residency students/practicum students with professional instructional coaching, to supervise the work and activities of teacher/educator candidates, and to engage in co-teaching/supervision models throughout the field placement period. All clinical teachers, unless given the title of an employee, will be serving as direct service volunteers to School District partners as described in Texas Education Code § 51.937.
- 2.2. Establish a mentor/supervisor support program that provides the mentor/supervisor with the skills and resources to assist teacher/educator candidates in becoming highly competent in their subject areas, pedagogy, and specialized fields.
- 2.3. Establish a framework for sharing non-identified District performance data among the District and University for the purposes of monitoring and evaluating the preparation and effectiveness of University teacher/educator candidates.
- 2.4. Share and co-analyze non-identified PK-12 performance data with University for the purpose of specifically preparing teacher/educator candidates to positively impact PK-12 student learning and for the continuous improvement of the EPP. Data sharing will not violate the data sharing policies of the District.
 - 2.4.1. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), University designates educational interest in any educational records (as defined in FERPA) to the extent the FERPA Designee requires access to those records to fulfill its obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

- 2.5. Participate in ongoing collaborative assessment of the University's educator preparation program through the examination of clinical teacher and practicum student data, cooperating teacher and site supervisor feedback, and all other data sources, as applicable.

3. School District Obligations.

The district agrees to:

- 3.1. Collaborate with the EPP to identify, select and train high quality cooperating teachers and site supervisors.
- 3.2. Actively supervise, mentor, coach, and evaluate teacher candidates and practicum students using EPP processes, reporting requirements, and performance assessment tools.
- 3.3. Actively participate in program evaluation to support PK-12 student performance, in-service and preservice program effectiveness.
 - 3.3.1. Support the University in the distribution of program or graduate effectiveness surveys to District personnel. The University shall obtain prior written approval from the District before distributing any survey to District employees, staff, or faculty. This approval ensures compliance with District policies, respect for employee privacy, and adherence to any applicable laws, including Senate Bill 12 (SB 12). The University will provide the District with the proposed survey instrument and an overview of its purpose and distribution method for review and written authorization prior to dissemination.
 - 3.3.2. Support teacher and educator candidates in the administration of PK–12 student perception surveys strictly for the purposes of professional learning and educator candidate performance, subject to District approval. The University and educator candidates shall not distribute, administer, or collect any student surveys without prior written consent from the District. All survey materials, questions, and procedures must be submitted to the District for review and approval before use. All personally identifiable information (PII) shall remain confidential, and data will be reported only in aggregated or de-identified form in compliance with FERPA, District policy, and applicable law. No individual student information will be disclosed publicly or shared outside of legitimate educational interests.
 - 3.3.3. Support teacher and educator candidates in the administration of PK–12 student perception surveys strictly for the purposes of professional learning and educator candidate performance, subject to District approval. The University and educator candidates shall not distribute, administer, or collect any student surveys without prior written consent from the District. All survey materials, questions, and procedures must be submitted to the District for review and approval before use. All personally identifiable information (PII) shall remain confidential, and data will be reported only in aggregated or de-identified form in compliance with FERPA, District policy, and applicable law. No individual student information will be disclosed publicly or shared outside of legitimate educational interests.
- 3.4. Provide opportunities for teacher candidates and practicum students to attend District-level and school-level professional development.
- 3.5. Where available, supply facility resources such as a room, at a school site, to be used for trainings, collaborative meetings, and by educator candidates for course work and conferencing.

If possible, said room to be equipped with furnishings and technology (such as projector, document camera, Wi-Fi, etc.) to support programmatic, partnership usage.

- 3.6. Permit teacher/educator candidates to video record themselves in compliance with all District policies as they deliver instruction for the purpose of licensure, self-reflection, and personal professional development. Signed permission from PK-12 students' parents/guardians will be secured as outlined and required by district policy. All personally identifiable information for students shall be excluded.
- 3.7. Ensure teacher candidates and PK-12 students are in the presence of a certified teacher of record, to the maximum extent possible.
- 3.8. Provide university supervisors and teacher/educator candidates with wireless internet access in a manner that is mutually acceptable to University and the District.
- 3.9. To the extent not in conflict with District policies and procedures, provide teacher candidates with log-on credentials to access the District's online management/remote learning systems to support the Mentor/Cooperating teacher and K-12 learners.

4. University Obligations.

The University agrees to:

- 4.1. Collaborate with the District to select high quality University field supervisors for the Educator Preparation Program.
- 4.2. Provide programming ensuring that teacher/educator candidates meet state and federal guidelines for quality educator preparation.
- 4.3. To the extent not in conflict with University policies and procedures, comply with District policies and procedures and ensure that all University course instructors, field supervisors, and clinical teachers/field residency/practicum students are aware of these policies.
- 4.4. Provide a field experience coordinator who is a University faculty member, working with the District, to coordinate field placements, support the coaching and evaluation of teacher/educator candidates, assist in the selection of cooperating teachers/site supervisors, support cooperating teacher/site supervisor training, and ensure timely collaborative meetings and communications between District and University.
- 4.5. Assist any teacher/educator candidate falling below the EPP's academic and/or professional standards with a detailed improvement and accountability plan of action (PIP) developed to ensure improved performance by teacher/educator candidate.
- 4.6. Facilitate quarterly collaborative meetings among the District and EPP at which the effectiveness of the EPP is continually reviewed.
- 4.7. Collaboratively develop and deliver a cooperating teacher/site supervisor training and support program.
- 4.8. Facilitate the participation of cooperating teacher training and site supervisor training related to the supervision, mentoring, coaching and evaluation of teacher candidates and practicum students.

- 4.9. Comply with District technology standards for antivirus, Internet filtering system, operating system setup, and software installation protocols and rules.
- 4.10. The University will ensure that a full background check of the education student is conducted prior to entering the field at the expense of the student. University/Educator candidates will agree to cooperate fully with this procedure. The background check includes (list what that consists of for our District). School district placement is subject to the approval of the outcome of the background check.
- 4.11. Upon request by the District, each teacher candidate will sign a non-disclosure agreement regarding student and District information.

5. Mutual Obligations.

Pursuant to this Agreement, the parties shall in good faith:

- 5.1. Collaboratively recruit prospective future-teachers/educators to the Educator Preparation Program.
- 5.2. Encourage District and University faculty to jointly conduct and disseminate research.
- 5.3. Direct employees, under the party's control, to perform the obligations under this Agreement.

6. Term

- 6.1. This Agreement is in effect from the date of execution for a term of three (3) years, unless earlier terminated in accordance with Section 7.1. The Agreement may be renewed annually by mutual written agreement of both parties.

7. Termination.

- 7.1. Either party may terminate this Agreement with thirty (30) days' written notice to the other party. The parties agree to use best efforts to allow sufficient opportunity for students enrolled in the educator preparation program to complete current field placements prior to the effective date of termination. Upon termination, unless otherwise expressly provided, property purchased in furtherance of this Agreement shall remain the property of the party that purchased it.

8. Miscellaneous.

8.1. Public Information.

- 8.1.1. Both parties agree that all information protected under the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal or state confidentiality laws is confidential. Such information shall not be subject to disclosure under the Texas Public Information Act, and each party shall ensure that any FERPA-protected or personally identifiable student information remains confidential in accordance with law.
- 8.1.2. Upon University's written request, District will provide specified public information exchanged or created under this Agreement that is not otherwise excepted from disclosure under chapter 552, Texas Government Code, to University in a non-proprietary format acceptable to University. As used in this provision, "public information" has the meaning assigned Section 552.002, Texas Government Code, but only includes information to which University has a right of access.

- 8.1.3. District acknowledges that University may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a) (1), Texas Government Code.
- 8.1.4. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this agreement and the PROVIDER agrees that the agreement can be terminated if the PROVIDER knowingly or intentionally fails to comply with a requirement of that subchapter.
- 8.2. Governing Law and Venue: The substantive laws of the State of Texas (and not its conflicts of law principles), USA, govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates. Pursuant to Section 85.18 (b), Texas Education Code, venue for a state court suit filed against The Texas A&M University System, any member of The Texas A&M University System, or any officer or employee of The Texas A&M University System is in the county in which the primary office of the chief executive officer of the system or member, as applicable, is located. Venue for any suit brought against The Texas A&M University System in federal court must be in the Houston Division of the Southern District of Texas.
- 8.3. District and University expressly acknowledge that both are governmental entities and that nothing in this Agreement shall be construed as a waiver or relinquishment of any governmental, sovereign, or other immunity or defense available under law. The Non-Waiver provision applies equally to the District's and the University's immunities, rights, privileges, and defenses as provided by applicable state and federal law.
- 8.4. Dispute Resolution. The dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by University and District to attempt to resolve any claim for breach of contract made by District that cannot be resolved in the ordinary course of business. District shall submit written notice of a claim of breach of contract under this Chapter to the University Contracts Officer of Texas A&M University or the Chief Business Officer of the Texas A&M University System, who shall examine District's claim and any counterclaim and negotiate with District in an effort to resolve the claim.
- 8.5. Conflict of Interest. By executing this Agreement, District and each person signing on behalf of District certifies, and in the case of a sole proprietorship, partnership or corporation, each party thereto certifies as to its own organization, that to the best of their knowledge and belief, no member of The A&M System or The A&M System Board of Regents, nor any employee, or person, whose salary is payable in whole or in part by The A&M System, has direct or indirect financial interest in the award of this Agreement, or in the services to which this Agreement relates, or in any of the profits, real or potential, thereof.
- 8.6. Relationship of the Parties. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, District is an independent contractor and is not a state employee, partner, joint venturer, or agent of University. District will not bind nor attempt to bind University to any agreement or contract. As an independent contractor, District is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance.



- 8.7. Force Majeure. Neither party is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, epidemic or pandemic, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of which is not reasonably within the control of such party and which by due diligence it is unable to prevent or overcome.
- 8.8. Entire Agreement. This agreement contains the entire understanding of the parties with respect to its clinical teaching program and supersedes all other written and oral agreements between the parties with respect to the clinical teaching program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this agreement unless expressly stated in writing.
- 8.9. Legal Authority. The person signing on behalf of each party represents and warrants and certifies that they have full legal authority to execute this Agreement on behalf of said party and has authority to bind said party to all the terms, conditions, provisions and obligations contained herein.

District Kaufman Independent School District

Name Jeff Roberts

Title Assistant Superintendent

Date 01/28/2026

Signature 
Jeff Roberts (Jan 28, 2026 15:12:54 CST)

University

Name Dr. Christopher Cherry

Title Assoc. Dean for Undergraduate Academic Affairs

Date 01/28/2026

Signature
Signature: *Christopher Cherry*
Email: chrisherry@tamu.edu

ADDENDUM A

Definitions.

Clinical Teacher/Field Residency/Practicum District - a school district partnering with University to implement a clinical teaching/field residency/practicum assignment.

Clinical Teaching – A supervised teacher candidate assignment through an EPP at a public school accredited by the Texas Education Agency (TEA) or other school approved by TEA for this purpose that may lead to completion of an initial standard certificate; also referred to as “student teaching”.

Cooperating Teacher – For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Educator Candidate – a University student who has met all the University and state requirements to be admitted into an EPP seeking a professional certificate.

Educator Preparation Program (EPP) – an entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.

Field Experience Coordinator – an educator, hired by the EPP, to work with the District to coordinate field placements, support the coaching and evaluation of teacher/educator candidates, assist in the selection of cooperating teachers/site supervisors, support cooperating teacher/site supervisor training, and ensure timely collaborative meetings and communications between District and University.

Field Residency – Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

Field Supervisor – a currently certified educator, hired by the EPP, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor with

experience as a campus-level administrator and current certification may also serve as a field supervisor.

Pedagogy--The art and science of teaching; incorporating instructional methods that are developed from scientifically-based research.

Practicum - A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school

setting in the particular class for which a certificate in a class other than classroom teacher is sought.

Professional Development - learning opportunities designed to support and improve instructional effectiveness and thereby increase the learning and success of educators, teacher/educator candidates, and PK-12 students.

Professional Improvement Plan (PIP) - a detailed improvement and accountability plan of action that identifies clearly defined and obtainable goals in order to assist teacher/educator candidates in attaining a satisfactory level of performance on a criterion.

Site Supervisor – For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

Teacher Candidate – a University student who has met all the University and state requirements to be admitted into an EPP seeking an initial standard certificate.

ADDENDUM B

Cooperating Teacher Assurances per TAC §228.93

The Local Education Agency (LEA) assures Texas A&M University (TAMU) that school district employees assigned as Cooperating Teachers meet or exceed the following requirements outlined in the Texas Administrative Code, §228.93:

Required Qualifications:

- At least three creditable years of teaching experience.
- Recognized as an accomplished educator through demonstrated student learning outcomes.
- Not assigned concurrently as a mentor, field supervisor, or site supervisor.
- Valid certification in the certification category for which the candidate seeks certification.

Responsibilities:

- Guide, assist, and support the clinical teacher candidate in areas such as lesson planning, classroom management, instruction, assessment, family engagement, access to materials, and local policies.
- Monitor and report candidate progress to the assigned University field supervisor.

These requirements are subject to change by the Texas Education Agency (TEA). TAMU will notify the LEA of any changes in the roles and responsibilities of cooperating teachers.