

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Recommendation to approve the Memorandum of Understanding between Canutillo ISD and Texas Tech University on behalf of the University-School Partnerships for the Renewal of Educators Preparation (US PREP) to provide access to effective and qualified teachers

Justification Statement: To ensure students have access to effective, qualified teachers by helping districts develop a pipeline of well-prepared, certified teacher candidates from their own communities.

Purpose of Agenda Item: Information Discussion Action
Item Type: Curriculum & Instruction Human Resources Business Services

Staff Responsible: Dr. Jessica Melendez -Carrillo,/Dr. Debra Kerney
Signature of Requester(s)
Dr. Jessica Melendez -Carrillo/Dr. Debra Kerney/ Veronica Campbell
Signature of Presenter(s)

Business Services Approval (Initials) Date

Agenda Summary:

The Initiative aims to ensure students have access to effective, qualified teachers by helping districts develop a pipeline of well-prepared, certified teacher candidates from their own communities. It also expands the impact of effective teachers through leadership opportunities that support teacher development and improve retention.

- Over the course 2 years, US PREP will work with the District and school teams on the following goals:
- Recruit candidates from and advise teachers to high-quality teacher preparation programs
 - Create hands-on, instructional work experiences and support systems for aspiring teachers in the district Redesign school staffing to expand the impact of effective teachers and promote teacher development
 - Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
 - Align compensation with the redesigned campus staffing and schedule responsibilities

The initiative will occur in three phases: Pre-Design, Design and Implementation & Scale.
Once the MOU is signed and formalized the initiative will begin June 2026 and will commence Spring 2028.

RECOMMENDATION:

PRIOR BOARD ACTION: **AWARDED:** **AWARDED AMOUNT:**

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S): ✓



Comprehensive Strategic Staffing from Pipeline to Leadership Strategic Staffing

This Memorandum of Understanding (MOU) is hereby established on this Date, 06/01/2026 between Canutillo Independent School District (District) and Texas Tech University on behalf of University-School Partnerships for the Renewal of Educator Preparation (US PREP). This MOU delineates the commitments made by District and US PREP. It provides an overview of US PREP's *Pipeline to Leadership Strategic Staffing* Initiative (Initiative) and outlines the terms of the MOU.

Objective

The Initiative aims to ensure students have access to effective, qualified teachers by helping districts develop a pipeline of well-prepared, certified teacher candidates from their own communities. It also expands the impact of effective teachers through leadership opportunities that support teacher development and improve retention. Over the course 2 years, US PREP will work with the District and school teams on the following goals:

- Recruit candidates from and advise teachers to high-quality teacher preparation programs
- Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
- Redesign school staffing to expand the impact of effective teachers and promote teacher development
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Scope & Sequence

The Initiative will occur in three phases: Pre-Design, Design, and Implementation & Scale. The following scope and sequence articulates the strategic milestones that will guide the project management of the Initiative.

Introductory Session: June 2026

The Initiative commences with pivotal introductory meetings where stakeholders converge to discuss goals & objectives. Following these meetings, an MOU is signed, formalizing the commitment.

Pre-Design: Fall 2026

In order to optimize educational outcomes, the Initiative begins with a thorough diagnostic analysis of the current staffing structure within the District. This involves an in-depth

examination of existing positions, roles, and responsibilities, undertaken through a combination of surveys, diagnostics, focus groups and interviews with key stakeholders. The Pre-Design phase aims to identify strengths, challenges, and opportunities for improvement. The milestones for Pre-Design are described below.

- **Identify a Scale Plan & Pilot Schools:** A focused effort is initiated to identify schools that would benefit from this initiative, schools for the initial pilot phase and scale phase.
- **District Diagnostics:** Comprehensive diagnostic assessments are conducted across the District. These assessments aim to identify existing strengths, challenges, and opportunities for improvement within the District.
- **Survey & Interviews/Focus Groups:** Engaging with key stakeholders, including District leaders, teachers and administrators, surveys and interviews and focus group sessions are conducted to gather quantitative and qualitative insights. The Pre-Design phase seeks to understand the unique needs, expectations, and aspirations of the District.
- **Analyze Diagnostics and Data:** The collected data from Pre-Design will be systematically analyzed. This analysis informs the development of a comprehensive understanding of the current state of teacher development and support, guiding data-based decision-making throughout the Design phase.
- **Design Year Planning:** District will review the data and insights gathered through the Pre-Design phase and plan for their District's Design phase. This includes reviewing design milestones, planning meetings and determining who will attend design sessions and meetings.

Design Phaser: Spring 2027-Fall 2027

The Design phase consists of three (3) full-day design sessions for pipeline and school design teams, fostering collaboration among key stakeholders. These sessions serve as dynamic forums for brainstorming, ideation, and co-creation, laying the foundation for subsequent milestones:

- **District Pipeline Plan:** This plan aims to optimize the pipeline of teacher candidates that are available to the District from high quality preparation programs.
- **School Staffing Plan:** These plans aim to optimize human resources, aligning teacher expertise with student needs while fostering a supportive and collaborative school culture.
- **School Schedules:** Design schedules that are aligned with curriculum needs, integrate school staffing plans, and are attentive to student needs.
- **Job Descriptions:** Detailed job descriptions for educators and support staff are crafted. These descriptions align with the envisioned pipeline and school plans, providing clarity on roles and responsibilities to ensure a cohesive and effective educational ecosystem.
- **Selection Process for New Roles:** Criteria and processes are established to ensure a fair and transparent selection.
- **Support & Training:** Support & Training plans are tailored to empower educators and support staff with the necessary skills and resources, ensuring a seamless transition to the new structures and roles.

- Communication: Effective communication strategies are devised to keep all stakeholders informed and engaged.
- Staff Launch Plan: This plan includes supporting the District with their orientation and introduction of new roles and structures, setting the stage for a successful implementation.

Implementation & Scale Phase: Fall 2027-Spring 2028

The Implementation & Scale Year commences with a pivotal kick-off meeting, gathering all stakeholders to officially launch the initiatives designed during the customized Design phase. This meeting sets the tone for the Implementation & Scale phase, outlining objectives, roles, and the measurement plan. The Implementation & Scale milestones include:

- Virtual Meetings: Virtual Meetings are scheduled to occur bi-weekly, serving as a crucial component in the overall framework of organizational planning and assessment. The primary objective of these virtual sessions is to foster collaboration, facilitate information exchange, and ensure continuous progress monitoring.
- Two Site Visits: Two strategically timed site visits are scheduled during the fall and winter months. These visits provide opportunities for key stakeholders, including administrators, educators, and support staff, to collect data and monitor the implementation of the new structures and strategies. The visits facilitate real-time feedback, adjustments, and collective learning.
- Sustainability & Scale Meetings: Sustainability meetings will focus on evaluating the effectiveness of the implemented changes. These sessions allow stakeholders to reflect on successes, identify challenges, and collaboratively strategize for the sustainability and scale of the new structures beyond the Implementation & Scale phase.

Project Stakeholders

- **Superintendent/Assistant Superintendent:** Providing strategic direction, project oversight, and decision-making to ensure the effective functioning of the entire educational system.
- **District Leadership Team:** Responsible for project oversight and decision-making.
- **Human Resources/Talent Department:** Responsible for designing & executing the District's pipeline plan, budget allocations, and improvements to recruitment and hiring processes.
- **Curriculum & Instruction/Academic Team:** Play a crucial role in strategic staffing by aligning human resources with the educational objectives and instructional needs of the school district, including the implementation of high-quality instructional materials.
- **School Leadership Team:** Responsible for assisting School Design Teams with designing & overseeing executing of school plans, budget allocations, and improvements to school staffing and schedules.

- **Principals and School Administrators:** Play a key role in the assessment of current staffing and the design and implementation of the new staffing plan and schedule within their schools.
- **Teachers and Support Staff:** Play a key role in the assessment of current staffing. Select teachers will give input and assist with the design and implementation of the new staffing plan and schedule within their schools.
- **Educator Preparation Partners (where applicable):** Play a critical role with supporting teacher recruitment, training, and development of pre-service teachers.
- **Union Representatives (where applicable):** Involved in discussions related to staffing changes and professional development.

Evaluation Plan

The evaluation plan will be co-developed with US PREP and the District and design teams to gauge the outcomes of strategic initiatives at meeting the objectives of the Initiative. By employing a variety of quantitative and qualitative metrics such as an annual staff satisfaction survey, descriptive data, and Teacher Incentive Allotment (TIA) data, the plan will aim to provide actionable insights for continuous improvement, ensuring that our efforts are responsive to the evolving needs of the schools.

Sustainable design is a hallmark of the Initiative, which requires districts and schools to redesign pipeline plans and school staffing and schedules using existing budgets. This Initiative is therefore a one-time investment to establish a structure that is designed to grow as schools continue to direct existing funds. This includes adding teacher leader positions to eventually reach full-scale, in which 100 percent of students are reached by an excellent teacher in core subjects.

District Commitments

1. By signing this MOU, **District** commits to engaging in the above technical assistance from US PREP to implement the Initiative, which incorporates the following goals:
 - Recruit candidates from and advise teachers to high-quality teacher preparation programs
 - Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
 - Redesign school staffing to expand the impact of effective teachers and promote teacher development
 - Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
 - Align compensation with the redesigned campus staffing and schedule responsibilities.

2. **District** will select 2-4 schools to undertake design work in 2024-2026. If the initiative is successful, the District will consider expanding the work to additional cohorts of schools. US PREP will assist District in developing sustainable systems and structures for the scale of the Initiative.

4. **District** will identify District leadership team and design team members (as noted above). Design teams will attend the design sessions and make important decisions about the staffing, compensation plans, professional development and trainings.

5. **District** will assign a point person(s) from the District to serve as design lead(s). These individuals will have enough time and authority to oversee the work. The total estimated time required to participate in design sessions and progress check-in calls is approximately 45 hours per year. However, the District design leader will also engage in a variety of decision-making and communication activities between these designated touch points with US PREP.

6. **District** will give schools flexibility to reallocate funds within existing budgets to pay for their staffing plans, including the flexibility to reallocate funds from vacancies, position trades, and Title I. Additional flexibility will be provided to schools to create leadership roles and redesign job descriptions accordingly.

7. **District** leadership team will review, provide feedback on and approve the school staffing plans and schedules and the District's pipeline plan and monitor each school's implementation and redesign to facilitate continuous improvement, based on criteria mutually agreed with US PREP.

8. **District** will collaborate with US PREP to gather data needed to monitor and evaluate the Initiative's success. This will include administering the annual staff survey to all staff in participating schools; collecting descriptive data on teacher and student demographics; and enabling analysis of student growth data to determine impact on student learning.

Specifically, District will provide data including, but not limited to:

- Total number of teachers and students in participating schools;
- Number of teachers without a Texas certification;
- Number of TIA-designated teachers;
- Teacher retention rates;
- Percentage of students meeting or exceeding grade-level expectations on STAAR Math and Reading assessments; and
- Any other relevant indicators mutually agreed upon by the district and US PREP.

During a District design session focused on evaluation and accountability, US PREP's data team will work with District leaders to identify required data elements and establish any necessary data sharing agreements to support these analyses.

District Superintendent:

Name (print)

Date

Signature

Texas Tech University

Kelle Smith

Name (print)

Date

Signature