

Residency Partnership Memorandum of Understanding (MOU)

This **Memorandum of Understanding** (“MOU”) is entered into by and between Texas State University, acting on behalf of its College of Education (the “TXST”), and Hays CISD (the “District”), hereinafter referred to singly as “Party” and collectively the “Parties.

WHEREAS, subject to the terms and provisions of this MOU, the Parties desire to improve the preparation opportunities for aspiring teachers through the establishment and use of teacher residencies; improve teaching and learning methodologies in District schools; and encourage the subsequent hiring of residency participants throughout District schools; and

WHEREAS, the Parties desire to articulate shared goals for the residency program and to specify shared and individual responsibilities of TXST and District to plan, implement, and continuously improve a collaborative teacher residency program (the “Residency Program”).

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, TXST and District agree as follows:

Term. This MOU will commence as of the date signed by both Parties and shall continue for a period of three years.

Program Structure. The Parties agree that at least five Resident Teachers may be selected to participate in the Residency Program at the discretion of the district’s pending budgetary availability.

Amendment. This MOU may be modified in writing, signed by both Parties.

Collaborative Goals.

The Parties will work together to design, implement, and monitor a high-quality teacher Residency Program. The Parties agree to collaborate as follows:

- a) Commit to developing a high-quality Residency Program that prepares a diverse teacher workforce to serve the educational and other needs of Texas’s demographically diverse K-12 student body; develop and provide training that includes practice-based preparation; develop training that supports and develops Residency Program participants’ content pedagogy and skills; provides integrated coursework; and provides a clinical-teaching experience that satisfies Texas Education Agency’s definition of a teacher residency, including a minimum of 3 days/week of clinical teaching under the close supervision of a high quality teacher mentor.
- b) Create a shared space to harness the strengths and expertise of both the District and TXST in training, developing, and supporting novice teachers.
- c) Recruit and prepare Residency Program participants in certification areas that meet District hiring needs.
- d) Align program focus and resources with school improvement strategies, including by incorporating knowledge and expertise at the post-secondary level at the PK-12 level.

- e) Include funding for Residency Program participant stipends and work towards a long-term strategic resource reallocation to sustainably fund residents in the year-long program.
- f) Focus on structures, processes, curriculum, and pedagogy that will ultimately support the learning needs of K-12 students most in need.
- g) Engage in shared continuous learning to improve the Residency Program, including reviewing and evaluating Residency Program outcomes
- h) Ensure that appropriate data sharing and other agreements are in place between the Parties during the term of this MOU.

Shared Responsibilities. The Parties agree to work together to meet the following shared responsibilities:

- a) Form a governance committee to jointly develop, monitor, and revise the Residency Program model and structures, as needed. The governance committee shall:
 - i) Include key leaders, collective bargaining units, and other stakeholders such as mentors and residents, from both the District and TXST;
 - ii) Meet at least quarterly on shared agenda items, addressing both short-term needs and long-term planning to achieve the ultimate goals of the Residency Program; and
 - iii) Develop shared program processes and responsibilities including processes for selecting Program Residency sites, mentor teachers, and Program Residency participants.
- b) Establish regular communication processes and expectations to ensure information and feedback is shared on an ongoing basis.
 - i) Create a clear document or handbook for Program Residency participants and mentors that outlines the Program Residency's goals, structures, expectations, and other key information.
 - ii) Train relevant stakeholders regarding the Program Residency program and its requirements.
- c) In accordance with federal and State law, create a recruitment and advertising plan that will encourage a diverse applicant pool to apply for participation in the Residency Program.
- d) Collaborate on curricular integration and on Program and School improvements.
 - i) Explore how the Residency Program can augment, streamline, and deepen the program curriculum.
 - ii) Examine practices in District schools that could be augmented to strengthen P-12 student learning and supports.
 - iii) Co-design workshops and other learning supports for Residency Program participants and mentors.
- e) Create a long-term strategic plan to grow and sustain the Residency Program.
 - i) Commit to developing a sustainable funding model for year-long Residency Programs.
 - ii) Align program structures and resources with existing school- and district-level instructional needs.
 - iii) Draw on partner strengths to maximize impact and efficiencies.

- iv) Prioritize residency development for high-need certification areas while planning for longer-term shift for residency partnership across program areas.
- f) Create a learning plan to inform ongoing program improvement efforts.
 - i) Identify shared input and outcome measures.
 - ii) Design a collaborative team to engage the learning plan and interpret findings.

Teacher Preparation Program's Responsibilities.

- a) Review and revise, as needed, the structure, scope and sequence of the Residency Program course work and staffing to align with the intensive clinical experiences of the Residency Program.
 - i) Ensure field experiences provide authentic learning opportunities and meet student learning needs inside schools.
 - ii) Review the curricular scope and sequence to ensure Resident Program participants have the requisite skills, knowledge, and dispositions prior to beginning their residency placement and have aligned coursework supportive of their placements throughout the residency year.
 - iii) Align residency placements and expectations with the District and university academic calendar.
 - iv) Assign a faculty member to the district whose duties may include regular support and supervision of residents, delivering embedded coursework, supporting mentor teachers, and/or providing professional learning opportunities.
- b) Commit to redirecting and/or realigning existing resources to support candidates during their residency placements, including supporting Residency Program participants' access to financial aid and other financial support.
- c) Commit to redirecting and/or realigning existing resources to support teacher development and school improvement needs within partner districts.
 - i) Review field office structures and staff roles to assess the feasibility of reorganization/restructuring to provide more direct services inside districts and schools.
 - ii) Provide opportunities for classroom teachers to participate in resident coursework to support professional development goals.
 - iii) Consider possibilities of providing tuition support to mentors or other district teachers to enroll in leadership development programs.
- d) Enter into program agreements with residency sites and mentor teachers to assign specific roles and responsibilities for all relevant program stakeholders.
- e) Recommend for placement in residency only those Residents who have earned a satisfactory record and met the requirements established by the state and the Program.
- f) Provide Residents training regarding their professional responsibilities, relevant university policies, and state and federal laws with specific attention to the Family Educational Rights and Privacy Act and the Texas Educator Code of Ethics.

- g) Inform Program Resident participants that they must agree in writing that they will not share student information, videos, photos or other identifiable student work other than for the purpose of feedback, reflection, and learning with the cooperating teacher, district, and program.
- h) Take appropriate action with Residents with whom the District personnel has raised concerns.

District's Responsibilities.

- a) Review use of instructional dollars and budget patterns to identify resource reallocation possibilities to financially support teacher candidates during the residency year.
 - i) District commits to shifting resources to support 5 Resident Teachers. Three Special Education Resident Teachers will begin with a Spring start in 2025 and two Resident Teachers with a Fall start to begin in 2025.
 - ii) District will explore opportunities to shift additional resources to support an increased number of residents in additional certification areas.
- b) Review, and revise as needed, district policies, including any applicable collective bargaining agreements, that are related to teacher leader positions or career ladder opportunities to ensure mentor teachers are recognized within the District's human capital development system and mentoring is an appropriately compensated opportunity for experienced, effective educators.
- c) Position Residents as full-time school staff, including by providing them access to district HR and instructional systems and welcoming them to professional learning opportunities and other initiatives.
- d) Notify the Program of any concerns about a Resident in a timely manner.
- e) Pay undergraduate Resident Teachers selected for participation in this program a gross stipend of \$10,000 per semester. The District will pay stipends directly to the Resident and will not submit payment to TXST.

Dispute Resolution. The Parties shall seek to resolve informally any dispute that arises between them under this MOU. The Parties shall provide each other with written notice of any dispute arising out of this MOU. If a dispute cannot be resolved informally, the Parties shall follow the dispute resolution process provided for in Chapter 2260 of the Texas Government Code.

No Waiver. Notwithstanding any provision of this MOU to the contrary, nothing herein shall be construed as a waiver by either Party of its constitutional, statutory or common law rights, privileges, immunities, or defenses. To the extent the terms of this paragraph conflicts with any other provision in this MOU, the terms of this paragraph shall control.

Nondiscrimination. In their execution of this MOU, the Parties and others acting by or through them shall comply with all federal and State laws prohibiting discrimination, harassment, and sexual misconduct. The Parties agree not to exclude or discriminate against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity or gender expression. Any breach of this covenant may result in termination of this MOU.

Governing Law. The validity, construction, scope, and performance of this MOU shall be governed in accordance with the laws of the State of Texas.

Texas State University

Signature: _____
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