



Memorandum of Understanding between University & School District

This Agreement is entered into on (Insert date) between School District (hereinafter "District") and Any University (hereinafter "University " or "Provider") for the joint exercise of their powers.

Recitals:

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

University-School Partnerships for the Renewal of Educator Preparation

_____ University (Provider) & _____ School District

This Memorandum of Understanding sets forth the expectations and commitments of the US PREP member providers and partner districts, including the collection and sharing of data for reporting and evaluation purposes.

US PREP Membership

The purpose of the US PREP National Center is to facilitate collaboration among partner districts, university partners and key stakeholders for the purpose of creating classroom-ready teachers and advancing LEARNING and INNOVATION in teacher preparation through technical support, design-based research and transparent use of data. US PREP providers and partner districts will support and hold each other accountable for fully implementing and scaling the specific US PREP Commitments across all the teacher preparation programs/ pathways within each provider member institution.

To participate as a member provider in the US PREP National Center, institutions accept responsibility for the terms spelled out in this Memorandum of Understanding and have obtained the signed endorsement of the member dean of education, university provost/president and the superintendent of a key partner district to pilot the transformed teacher preparation model.

US PREP membership is characterized by *fully-scaled* transformation, significantly improved graduate/completer effectiveness/impact, sharing and transparency of data, and rigorously objective "critical friend" feedback/accountability. US PREP Member Providers are expected to fully scale and fully sustain the transformation goals post-grant funding. To foster the achievement of these outcomes, the US PREP National Center will support member institutions

with an annual Individual Transformation Plan (ITP) to implement proven strategies, specifically co-construction of: a) pilot, b) refinement and scale-up and c) post-grant or no-grant cost internalization.

Key Goals of Quality:

Teacher preparation leaders and school district partners work together to:

- (1) Build teacher candidate competency to meet the needs of Black, LatinX, and low-income and/or underserved students.**
- (2) Demonstrate commitment to using data for continuous improvement.**
- (3) Ensure teacher educators are effective in preparing teacher candidates to work with Black, LatinX, and low-income and/or underserved students.**
- (4) Be responsive to K-12 school systems and the communities they serve.**

The US PREP National Center will fully actualize the four Key Goals of Quality, and the related US PREP Commitments, by utilizing common outcome measures of effectiveness, sharing data for purposes of improving practice and student outcomes, conducting research and disseminating findings across the coalition and education landscape. The lead institution hosting the US PREP National Center will be Texas Tech University (TTU). In addition, shared data, collective analysis, and usage of US PREP member practice will serve to advance the measured effectiveness of all US PREP Members.

Core Teacher Education Program Goals

The teacher education described below are expected areas of transformation for US PREP Member Providers within the 3-year timeline of the grant outcomes. A particular area of strength of the model is *school-university partnerships for teacher preparation with strong clinical experiences* and the use of: a) a clear programmatic framework for excellence in teaching, b) technology to foster teacher candidate reflection on practice, and c) data systems for progress monitoring and refinements.

Goal One: Build teacher candidate competency to meet the needs of Black, LatinX, and low-income and/or underserved students.

- US PREP Member Providers will establish and fully scale clear program-level *outcome* measures to include the following: (1) *Observational:* A rubric of instructional effectiveness, (2) *Attitudinal:* An instrument to measure K-12 student's attitudes about learning (e.g.

student perception survey), (3) *Post-graduation*: Partner district standardized student achievement test scores used in *value-added analysis* comparing US PREP new teachers with new teachers from other programs.

- US PREP Member Providers will define, fully articulate, and become masterful at developing and measuring teacher candidates' degree of classroom instructional competencies around a common, programmatic framework of teaching excellence.
- US PREP Member Providers will require all teacher preparation faculty who teach and/or evaluate teacher candidates to be trained and successfully certified on the performance-based rubric on an annual basis. This action fosters program rigor and significantly increases the probability of inter-rater reliability.
- US PREP Member Providers will pilot, research and scale program-level ***benchmark progress monitoring measures*** to ensure teacher candidates' timely growth throughout the teacher education program. Proficiency areas may include: a) content-area, b) pedagogical content knowledge, c) pedagogical skills, and d) technology integration.
- US PREP Member Providers will adopt, scale and continuously refine a semester-by-semester ***faculty-team process of teacher candidate progress monitoring*** on the programmatic, embedded assessments. Faculty will create interventions as needed for teacher candidates based on progress reviews.
- US PREP Member Providers will review and revise as needed the structure, content, scope and sequence of teacher education program *courses* and *embedded assessments* to ensure that teacher candidates are making expected ***benchmark*** progress toward the ultimate program-level ***outcomes***. This curriculum work will ensure program intentional integration among the state's K-12 academic standards, the program's core teaching concepts, and overall framework of teaching excellence.
- US PREP Member Providers will adopt, scale and continuously refine the role of ***Site Coordinators***, teacher education faculty members assigned to a cohort of teacher candidates as overall program coordinators, district liaisons, instructors, clinical coaches and housed in the partner district.
- US PREP Member Providers will implement formative classroom walkthroughs to monitor and support teacher candidates' ongoing progress. Site Coordinators will conduct a minimum of four (4) walkthroughs each semester during the residency. Data and feedback from walkthroughs will be shared with teacher candidates and mentor teachers along with recommended next steps.

- US PREP Member Providers will adopt, scale and continuously refine the ***POP clinical learning cycle*** (i.e., pre-conference, observation, post-conference) with at least two cycles per semester during the student teaching year.
- US PREP Member Providers will adopt, scale and continuously refine the use of programmatic ***video capture*** to foster teacher candidates' self-reflection and strong teaching skills.
- US PREP Member Providers will pilot the use of extended student teaching experiences to ensure candidates experience the full school year (e.g. 3 days in the first semester, 4-5 days in the second semester). Collective US PREP outcome data will guide the coalition on decisions about final adoption, scaling and continuously refinement of YEAR-LONG student teaching.
- US PREP Member Providers, predominantly through their Site Coordinators, will recruit, select and train highly effective cooperating (mentor) teachers and specifically implement a co-teaching model during the residency.

Goal Two: Demonstrate commitment to using data for continuous improvement.

- Member Providers will be expected to ***contribute a standard set of data*** to the shared US PREP database on a timely and ongoing basis.
- US PREP Member Providers will have the opportunity to adopt, scale and continuously refine an easy-to-use data ***dashboard system*** to be utilized extensively and programmatically by site coordinators, teacher education program instructors, and program & college leadership to monitor teacher candidate progress and make program adjustments.
- US PREP Member Providers will participate in an **annual formative program site-review visits** by US PREP and/or an external evaluator, which will examine the program implementation and outcomes (e.g., quality of teaching by student teachers and program faculty, quality of clinical coaching by site coordinators). **Data and results from the site visit will be considered as “critical friend” external review results. Data captured from the site visits, either by US PREP or its third-party external evaluator will only be reported internally within the US PREP Staff and coalition for the purposes of continuous improvement. Any data reported externally by US PREP and/or its third-party external evaluator will be in the aggregate and non-identifiable to any coalition provider institution.**
- US PREP Member Providers will conduct coalition-provided ***surveys of partner district employer and graduate satisfaction.***

- US PREP Member Providers will pilot, research and scale the use of video capture and sharing technology (i.e., iPads, SWIVL) to enable “**second scoring**” of teacher candidates’ performance-based assessments each semester to ensure scoring rigor and **inter-rater reliability** in the assessment of observed teaching effectiveness. All faculty members providing instruction in the teacher education program will be **trained and certified in the performance rubric, and participate in second scoring.**
- US PREP Member Providers will adopt, scale and continuously refine a semester-by-semester college-leadership-level teacher education program evaluation reporting process (e.g., “**Data Day**”). Such reports will provide cross-program (e.g., elementary, secondary) comparisons on the outcome variables. Providers will use data and such events to review cohort-level data to inform curriculum decisions, course instruction, district-level governance meetings, site coordinator and mentor teacher training topics, **and teacher candidate development experiences/approaches.**
- U.S PREP Member Providers will participate in annual US PREP **reports on teacher program effectiveness** based on findings from the shared database system, design-based research projects and post-graduation effectiveness data. Reports will be made available to stakeholders.

Goal 3: Ensure teacher educators are effective in preparing novices to work with Black, LatinX, and low-income and/or underserved students.

- US PREP Member Providers, and especially deans, chairs and other administrative leaders in the provider’s college, will hold to **high-fidelity implementation of teacher educator roles** (e.g., Site Coordinators, course instructors, etc.) and **expectations** (e.g., as assessed in the Program Review Process).
- US PREP Member Providers will actively engage in **Design-based Research PLC Teams** that iteratively hone programming and teacher candidate outcomes across a range of curriculum, instruction and clinical processes.
- US PREP Member Providers, and specifically deans, chairs and other administrative leaders in the provider’s college, will enact annual “**Program Improvement Contracts**” with teacher preparation program faculty that lay out contract deliverables such as results-oriented professional development and specific program improvements emanating from prior Data Day and other program review processes.
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- US PREP Member Providers will participate in Curriculum Design convenings and development experiences with a Curriculum Design Coach aimed at supporting the continuous improvement of curriculum that promotes a candidates' ability to teach rigorous PK-12 standards (e.g. via syllabi revision, coursework review and adaptation, and facilitation coaching).
- US PREP Member Providers consider, *if applicable*, the use of a merit-based system to reward teacher educator excellence.

Goal Four: Respond to K-12 school systems and the communities they serve

- US PREP Member Providers will pilot, research and scale targeted programs that attract and *prepare highly effective teachers-of-color*.
- US PREP Member Providers will use the school-university teacher education partnership MOU to collect data and *address teacher education programming to specific areas of educator need in the partner districts* (e.g., STEM, Special Education, Secondary, English Language Learners, and Bilingual).
- As part of the MOU, school-university partnership leaders will *actively participate in quarterly shared governance* and annual partnership evaluation meetings.

US PREP Staff have direct experience implementing both undergraduate and graduate residency and alternative teacher education programs and can provide implementation support for all programs. It is understood that US PREP Member Providers may reside in states that require other program components or measures (e.g., the edTPA). Such requirements will not conflict with US PREP coalition initiatives and may even provide different or additional lenses for research on teacher candidate effectiveness.

Common Outcome Measures

To ensure and demonstrate the project's progress, Preparation Program will share with the Technical Assistance Provider the following Project Data:

- Number of total candidates trained by the teacher preparation program,
- Percent of candidates trained in the model that reflects all aspects of quality programming,
- Enrollment demographics,
- Evidence of candidate proficiency in content knowledge (e.g. state content exams),
- Evidence of candidate proficiency in dispositions (e.g. scores on a

disposition/professionalism rubric),and

- Evidence of pre-service candidate proficiency in pedagogy:
 - **Performance-based Assessment of Teaching Effectiveness:**
 - An instructional rubric of effectiveness (i.e., NIET TAP, Charlotte Danielson, CLASS, T-TESS) that meets reliability and validity criteria set forth by the CAEP Standards. This instructional framework a) a common language framework for teaching excellence, b) rich and in-depth clinical training/support, and c) guidance on curriculum revisions designed to prepare teacher candidates to teach effectively.
 - Given that university teacher preparation has historically not placed concentrated programmatic emphasis on ALL teacher educators' deep understanding, experience and mastery of performance-based assessment as a formative teaching, learning and *skill-shaping* tool within teacher preparation programs, the US PREP National Center will support all teacher educators with development of a deep understanding of the instructional rubric.
- **Implementation of the Colorado SPS K-12 Student Attitudinal Measure**
 - To assess the impact of US PREP Student Teachers on the learning attitudes of the K-12 students that they teach, the *Student Perception Survey* will be used *twice* during the student teaching experience: 1) once as a diagnostic measure approximately one month into student teaching, and 2) a second time as an outcome measure at the end of student teaching.
 - The SPS is used in a manner that permits linkage of K-12 student responses, student demographic information and student classroom benchmark achievement results to individual student teachers. Using the survey twice during the student teaching (extended clinical experience) year is for the purpose of making teacher candidates aware of the attitudes of their students and for creating and implementing a targeted intervention plan for improving the achievement of the lowest performing students (i.e., after SPS scores have been correlated with classroom assessment and district benchmark assessment data). The second administration of the SPS is for the purpose of providing data to show the impact of efforts to improve students' attitudes about learning as well as their actual academic achievement.
- **Completer Data**
 - Candidate feedback (i.e. graduate exit survey),and
 - Evidence of program completer proficiency, including:
 - Attitudinal measures (e.g., survey data from program completers, hiring principals, students, parents)

- Observational measures (where possible)
- Outcome-based measures
- Program completer demographics
- Program completer employment information
- Program completer retention rates

Data Sharing

- All parties will share data in accordance with the applicable federal, state and local laws, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA).
- Preparation Program will analyze all Project Data and ensure its reliability. In accordance with all laws
- Preparation Program will share de-identified data with Technical Assistance Provider, **evaluators of US PREP, data system/technical consultants (if applicable)**, and project funders (where necessary, for technical assistance purposes, the provider can give US PREP access to identifiable data for the purpose of training and quality control).
- No Party shall transfer to any third party, including funders, any personally identifiable information or any data or information the transfer of which would violate any applicable federal, state, or local laws

Close Teacher Preparation Collaboration with a Key Partner District and the Superintendent

A foundational principle of the US PREP National Center is authentic school-university partnerships for teacher preparation. Deep partnerships with school districts, schools, teachers and school leaders who know their district's trends and human capital needs will help US PREP Member Providers become grounded and aligned with needs. Innovative providers must be nimble, vigilant and proactive; today's teacher competencies may not be sufficient for tomorrow's classrooms. Shared school-university strategic planning, evaluation of teaching/learning trends and teacher preparation transformation outcomes will drive continuous learning and tactical innovation pilot initiatives moving forward. To ensure that each provider and their marketplace is represented in the annual school-university convening (where each provider will enlist the participation of a key partner district superintendent as a co-leader in the US PREP coalition), Data and Technical Lead Retreats, Leadership Retreats, Curriculum Design Retreats. Faculty/Staff will be asked to participate in leadership meetings throughout the year funded by US PREP. These meetings will be held in easily accessible population centers.

School System Role and Responsibilities

School System's Role. The school system will work in partnership with the preparation program to implement a transformed teacher preparation model.

School System's Responsibilities. To further the goal of training and evaluating effective teacher candidates, the school system will:

- Identify schools within the school system that will participate in the transformation and secure support for the work from leadership and staff within each participating school.
- Allow the use of video capture of teacher candidate practice for self-reflection purposes.
- Support the placement of a university "Site Coordinator" within a pod of partner district schools to oversee and support the development of teacher candidates.
- Provide a district classroom and/or meeting space for the training of teacher candidates and mentor teachers in the collaborative teacher prep program.
- Support the twice-yearly administration of a K-12 student perception survey about the effectiveness of the teacher candidate.
- Where and when possible, provide masked K-12 student achievement data linked to new teachers within the partner district to compare the value-added impact of graduates.
- Share relevant Teacher Candidate and program completer data to enable Preparation Program to evaluate and assess progress. The Completer Data will include:
 - Initial Employment Rates of Program Completers;
 - Retention Rates for Program Completers;
 - Measures of effective teaching for Teacher Candidates, including data derived from attitudinal, observational, and outcome-based assessments

Nature of US PREP Services/Supports to Foster Teacher Preparation Excellence Across the Coalition

Seasoned teacher educators understand the difference between *hearing about* vs. *attempting to implement* program transformation. The US PREP National Center will provide members with conceptual as well as site-based and "on-the-ground" support for implementing and evaluating the transformation goals. The US PREP National Center will offer the following *services/supports*:

- US PREP Staff will provide guidance to member providers on implementing curriculum and clinical transformation around the four Key Goals of Quality and the US PREP Commitments from piloting, to phase-in and scale-up. US PREP will provide conceptual and site-based, hands-on support for transformation operations, oversight and site coordinator quality control by highly successful, practicing teacher educators.
- US PREP Staff will provide guidance to member providers on use of video technology to capture, share and shape teacher candidates' competencies as well as how to conduct double-scoring processes with teacher educators for the purpose of inter-rater reliability, rigor and integrity of implementation.

- US PREP Staff will provide experience-based guidance on deep and authentic school-university partnerships for teacher education. The Center will also provide on-the-ground support for school-university collaborative processes in teacher preparation such as shared governance meetings, mentor teacher training, and clinical support processes.
- US PREP Staff will provide guidance on how to use common outcome data formatively (and within a dashboard system if applicable) as part of the implementation of the transformed program to make ongoing decisions about teacher candidates and program direction.
- US PREP Staff will provide guidance to member providers and partner districts on data collection procedures around the common outcomes measures.
- US PREP Staff will provide guidance, invitations and coordination to member providers for the purpose of engaging them in cross-institution PLC teams for the purpose of honing curriculum, instruction, and clinical processes (i.e., teacher educator and program effectiveness).
- The US PREP National Center will support a close-knit support group among the coalition deans and other key decision-makers. The purpose of this group (led by and for US PREP coalition deans) is to support individual deans and the group in making sometimes difficult decisions in the transformation process. As needed, the dean-directed support group may elect to engage coalition provosts and/presidents.

Program Development Framework Review

This external process is an annual, rigorous yet formative “critical friend” site review process. Specifically, the Program Review process will provide fine-grained feedback about the observed **teaching effectiveness** of member providers’ student teachers and teacher educators as well as the **clinical shaping capacity** of site coordinators. In addition, it will provide feedback about member providers’ **curriculum design**.

Continuation of Membership and Specialization of Transformation

The US PREP National Center accepts responsibility for helping member providers effectively implement the teacher education program transformation initiatives articulated in this MOU. Further, the US PREP National Center will monitor and report member providers’ implementation progress during the three-year term of the grant-supported project.

As with all grantees, failure to make progress toward committed goals could lead to the loss of funding. The US PREP National Center will work with each member provider on an annual Individual Transformation Plan (ITP) basis to support full actualization of the four Key Goals of Quality.

The Annual US PREP ITP Process for Supporting Member Providers

The early stages of Year One of the Foundation-supported US PREP work will focus on learning about each member provider's **baseline starting points** on the Key Goals of Quality.

With the baseline assessment, US PREP Staff and member providers will jointly create an annual Individual Transformation Plan (ITP) and project management plan with the transformation goals, resources, timelines and personnel responsibilities. The ITP will determine US PREP services/supports and will be the basis for quarterly and end-of-year progress monitoring.

The US PREP National Center will do everything in its power to support progress and the success of each member provider. Each US PREP Member Provider's effort and progress will drive Center decisions about members' funding and continuation in the coalition.

Factors to drive decisions about continuation include: a) provider extent of use of US PREP services, b) quality of provider's school-university relations with their key partner school district, c) degree of provider provision of data, participation in data reviews and in the design-based program improvement teams, d) provider's annual progress on the four Quality Objectives, and e) outcome evidence about the quality of the provider's new teacher graduates.

It is understood that member providers will want/need to tailor programs to make them their own. This is not only accepted, it is encouraged, within the limits of our collective data findings on graduate effectiveness.

Amendment and Termination

Designated staff from the US PREP National Center will provide a number of coordinated services to support the success and impact of the transformation goals across the Member Providers. In the longer-term, the Center is conceptualized as becoming a member-owned CO-OP with Center Staff Members coming from multiple member institutions.

This MOU may be modified or amended in writing by mutual agreement of the Parties, and such amendments shall become part of, and shall be attached to this MOU. This MOU may also be terminated by any Party upon ninety (90) days written notice to the other Parties. Should this MOU be terminated, the Parties shall anticipate that all reasonable steps will be taken to ensure that such termination will not be prejudicial to any activity or program already commenced and under implementation.

Counterparts

Except as may be prohibited by applicable law or regulation, this MOU and any amendment may be signed in counterparts, by facsimile, PDF, or other electronic means, each of which will be deemed an original and all of which when taken together will constitute one agreement.

IN WITNESS WHEREOF, each Party has caused this Memorandum of Understanding to be executed by its authorized representative and dated as stated below.

THE NEXT SECTION IS FOR US PREP Provider and District Partner SIGNATURES

Title: Partner District Superintendent Education

Printed Name:

Signature:

Date:

Title: Dean/Director, College of

Printed Name:

Signature:

Date:

Title: University President

Printed Name:

Signature:

Date:

Title: Chair/Director, Teacher Education

Printed Name:

Signature:

Date:

Title: University Provost

Printed Name:

Signature:

Date

Approved by:

Sarah Beal, US PREP (through Texas Tech University)
Principal Investigator

Amy Cook, Managing Director
Authorized Representative-Texas Tech University

Appendix A Definitions & Terms

- (1) Full Year Residency Program is defined as collaboration between PreK-12 schools, colleges or departments of education, and school districts.
- (2) Full Year Residency Student Teacher District - a school district contracting with University to implement a Full Year Residency Program.
- (3) Mentor Teacher - a certified teacher that models proficient/exemplary teaching and provides student teachers with professional instructional coaching and advisement; primarily responsible for supervising the work and activities of student teachers and engaging in co-teaching models throughout the student teaching placement period.
- (4) Teacher Candidate - a University student in his/her final year of the teacher education program.
- (5) Course Instructor - either a University faculty member or a faculty associate hired by University to provide instruction in the Full Year Residency Program.
- (6) Site Coordinator - a University faculty member working with the District to coach and evaluate student teachers, co-select, support and train mentor teachers and ensure for clear, timely and consistent communications between district and university.
- (7) Teacher Education Program - a professional preparation program for certification as determined and identified by the standards of the State Board of Education.
- (8) Professional Development (in-service) - learning opportunities designed to support and improve Mentor Teachers' instructional coaching effectiveness and thereby also increase student teacher's capacity and K-12 students' learning and achievement.
- (9) District Articulation Committee - a district-level leadership and oversight committee made up of the Superintendent of the district or designee, the Site Principals, the Site Coordinators for the cooperating district, and the Program Director.
- (10) Governance Meetings – a committee that governs the aspects of the program while continually assessing the effectiveness of the program by: reviewing student teacher data,

mentor teacher feedback, and providing support. During governance meetings calendars for implementing professional development should be coordinated.

- (11) Professional Improvement Plan (PIP) - a detailed improvement and accountability plan of action developed to assist a student teacher falling far below the college's academic and/or professional standards.

- (12) Program Developmental Framework Review- This external process is an annual, rigorous yet formative "critical friend" site review process. The Framework provides four stages of development including: not yet started, emerging, developing, and sustaining. Each year, following the Framework Review, providers will be given feedback using the four categories for each of the Key Goals of Quality. Specifically, the Review process will provide fine-grained feedback about the progress provider members are making towards the four Key Goals of Quality.