



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Strategic Partners Education Advisory Council

(SPEAC)

Agenda

Date: June 20, 2014

Time: 10:00 a.m. to 1:00 p.m.

Location: Texas A&M University-Central Texas, Founder's Hall, Bernie Beck Hall

Welcome

Robin Battershell

SPEAC Co-Chair; Temple ISD Superintendent

Recognition of SPEAC Members and Their Roles

Jeff Kirk

SPEAC Co-Chair; TAMUCT College of Education Interim Dean

Educator Preparation – State Update

Sandra Nix, Manager, Educator Preparation, TEA

Review of Program Operation and Evaluation by Program Coordinators

Curriculum and Instruction (Kellie Cude)

Educational Administration (Brenda Russell)

School Counselor (Joan Strutton)

Program Advisement

Jeff Kirk & Kellie Cude

- Response to SPEAC recommendations
- Reapplication limits
- Memorandum of Understanding with Local Districts
- Membership

Luncheon Speaker

Texas A&M System Support for Educator Preparation

Michele Skinner, Coordinator of Education Initiatives, TAMUS

Tour of Warrior Hall

NEXT MEETING: NOVEMBER 7, 2014

Texas A&M System Support for Educator Preparation

Michele Skinner,
Coordinator of Education Initiatives, TAMUS



The Texas A&M University System is committed to the development and implementation of outstanding teacher preparation programs that promote the achievement of all students in the public school system.

Our perspective is expansive; reaching from the time a child enters public education until the time they leave college; to assure that the Texas A&M System has done everything in its control for Texas students to be successful in their academic pursuits and careers.

Did you know...

The A&M System produces more teachers than any other system in Texas? (5 year average)

The A&M System has the largest teacher certification rate in Middle School in the state?

The A&M System produces more teachers in high need areas than any other system in Texas? (5 year average)

The Texas A&M University System



Did you know?

The A&M System electronically mentors over 1/2 of all the new teachers in Texas?

The A&M System is helping prepare 23,000 teachers and teacher candidates to take their TExES exam?

The A&M System electronically mentors over 20% of campus principals in Texas?

The Texas A&M University System



Did you know?

The A&M System has an established partnership with all 20 Education Service Centers in Texas?

The Texas Education Agency has funded the A&M System \$3,257,679 to serve all teachers of Texas? (2010-2013)

The A&M System has provided over 10M in grants for the System Universities since 2006?

The Texas A&M University System



PACT (Performance-based Academic Coaching Teams)

The screenshot displays the PACT website interface. At the top, there is a navigation bar with 'Educators' and 'Students' tabs. Below this, there are several content sections including 'PACT Overview', 'PACT Implementation', and 'PACT Resources'. The 'PACT Overview' section includes a list of key features and a central image showing a group of people. The 'PACT Implementation' section includes a list of implementation steps and a central image showing a person. The 'PACT Resources' section includes a list of resources and a central image showing a person. The website is designed with a clean, professional layout and includes a search bar and a 'Log Out' button.

PACT FACILITATED RESOURCES

Help Request

Chats

Message Board

PACT SELF-GUIDED RESOURCES

Quick Helps

External Resources

Professional Developments

Certification Reviews

The Texas A&M University System

PACT Numbers

- Registered Novice Teacher: 11,432**
- Registered Mentors: 6,457**
- Registered Professor: 338**
- Registered School Districts: 817**
- Registered Principal: 1,895**
- Registered Service Center: 20**
- Registered Veteran Teacher: 1,617**

The Texas A&M University System

T-CERT

(TEGES Certification Exam Review for Teachers)

[Home](#) [Help](#) [Profile](#) [Log out](#)

Quick Links

- Overview
- Add/Change My/My Info
- Update Your Profile
- Visit the Texas Education Agency
- Contact Us

News & Events

Date	Title
No items & announcements at this time.	

My Modules

Title	Last Access	Completed	Score	Out. Score	Class	Credits
Special Education EC 12	Mar 29, 13	○○○○○	0	100	0	4.5 hrs
ED - 6 Generalist	Mar 13, 13	○○○○○	0	81	0	4.5 hrs
EC - 12 PPK	Mar 22, 13	○○○○○	0	79	0	4.5 hrs

TCERT Numbers

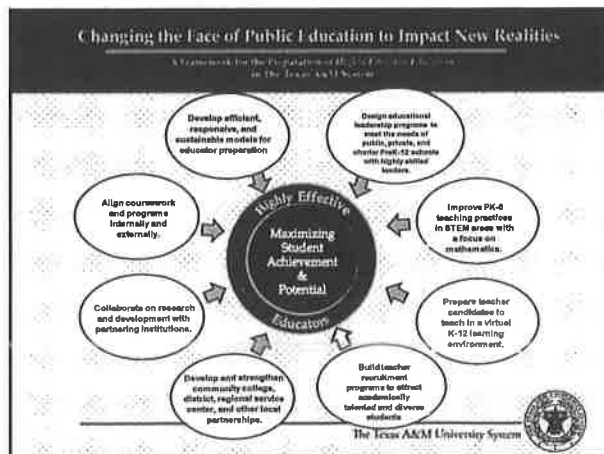
Total Registered Users: 31,594

The Texas A&M University System

Educator Preparation Research and Development Collaborative

- 20 Research Teams
- 89 Active Researchers
- 6 Research Areas
 - Educational Leadership
 - Technology Education
 - Health & Education Disparity
 - STEM/STEAM
 - Teacher Preparation
 - Urban Education

The Texas A&M University System



Texas A&M University System P-20 Initiative

Framework Focus Areas:

Report Date: February CASA Meeting

1. Design educational leadership programs to meet the needs of public, private, and charter PreK-12 schools with highly skilled leaders.

ACTIVITIES:

- System Research Best Practices
- *Enacting Leadership Principles for Diversity & Social Justice* – Textbook
- University/School Leadership Partnerships

SUCCESS MEASURES:

- Employment rates of principals
- Administrator longevity in the field
- Principal TExES scores

2. Improve PK-6 teaching practices in STEM areas with a focus on mathematics.

ACTIVITIES:

- System elementary math endorsement
- 4-8 Math training
- Curriculum redesign
- Grant submission for program reforms

SUCCESS MEASURES:

- EC-6 Generalist scores in the mathematics domain
- Existence of a system elementary math endorsement

3. Prepare teacher candidates to teach in a virtual K-12 learning environment.

ACTIVITIES:

- Virtual K-12 teaching & learning endorsement program

SUCCESS MEASURES:

- Existence of virtual K-12 teaching and learning endorsement program
- The number of students graduating with virtual K-12 teaching and learning endorsement.

4. Build teacher recruitment programs to attract academically talented and diverse students.

ACTIVITIES:

- Chancellor Conference 2014: *Diversity, Learning, Student Success*
- System website for recruiting
- Recruitment survey

SUCCESS MEASURES:

- System website for recruiting
- Individual university recruitment projects

5. Develop and strengthen community college, district, regional service center, and other local partnerships.

ACTIVITIES:

- Individual university efforts

SUCCESS MEASURES:

- Articulation agreements
- Memoranda of understanding
- Other partnership agreements

6. Collaborate on research and development with partnering institutions.

ACTIVITIES:

- Chancellor conference 2013
- System research teams
- Chancellor conference 2014

SUCCESS MEASURES:

- Collaborative research projects
- Collaborative grants system funds acquired
- Research P-20 research conference participation

7. Align coursework and programs internally and externally.

ACTIVITIES:

- Individual university alignments
- Curriculum revisions (individual universities & system contributions)

SUCCESS MEASURES:

- Individual university alignments

8. Develop efficient, responsive, and sustainable models for educator preparation.

ACTIVITIES:

- Individual university reforms
- Grant acquisition

SUCCESS MEASURES:

- Employment rates
- principal survey of beginning teachers
- surveys from program graduates

Strategic Partners Education Advisory Council (SPEAC)

Certificate Area Program Sub-Councils (CAPS)

Thank you for your willingness to serve the past two years; your input has been invaluable. We would like to invite you to continue working with us. If you are willing to commit to another term, we have one year and two year options. If you are unable to continue at this time, we would appreciate your suggestions for suitable replacements. We will be happy to contact them about serving in our partnership.

Name _____ SPEAC CAPS

Organization _____

I would like to:

- Commit to serve for an additional two years
- Commit to serve for an additional year
- Decline to continue for now

I would like to recommend the following individuals:

NAME

CONTACT INFORMATION/ORGANIZATION

SPEAC

CAPS



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
Annual Performance Report for Sept. 1, 2012 – Aug. 31, 2013
Undergraduate Teacher Education

Accountability System for Educator Preparation (ASEP)
Annual Performance Report for the Year of 2013

Demog Group	Applied	Admitted	Retained	Completed
All	58	47	69	9
Female	47	38	57	6
Male	11	9	12	3
African American	6	3	3	0
Hispanic	10	10	16	4
Other	3	2	4	0
White	39	32	46	5

STRATEGIC PARTNERS EDUCATION ADVISORY COUNCIL (SPEAC) (20 June 2014)

sign in sheet:

Allen, Amanda	<i>Amanda Allen</i>
Altobelli, Joan	<i>Joan Altobelli</i>
Anderson, Steve	<i>Steve Anderson</i>
Bark, Eva	<i>Eva Bark</i>
Battershell, Robin	<i>Robin Battershell</i>
BrooksBell, Rhea	<i>Rhea Bell</i>
Burns, Joe	
Christy-Anderson, Kim	<i>Kim Christy-Anderson</i>
Cude, Kellie	<i>Kellie Cude</i>
Davis, Deborah	<i>Deborah Davis</i>
Davis, Mary Ann	<i>Mary Ann Davis</i>
DeKock, Mienie	<i>Mienie DeKock</i>
Deska, Cindy	
Diem, Chris	
Dirk, Diana	<i>Diana Dirk</i>
DuBois, Chris	<i>Chris DuBois</i>
Duncan, Todd	<i>Todd Duncan</i>
Franklin, Sandy	<i>Sandy Franklin</i>
Frazier, Janell	
Gamble, Larea	<i>Larea Gamble</i>
Gray-Vickrey, Peg	<i>Peg Gray-Vickrey</i>
Griffin, Terry	
Hooten, Dorleen	
Jones, Jerry	<i>Jerry Jones</i>
Killian, Doug	
Kincannon, Susan	
Kirk, Jeff	<i>Jeff Kirk</i>
Lee, Rachel	
McSpedon, Elaine	<i>Elaine McSpedon</i>
Moore, Denetra	<i>Denetra Moore</i>
Mussey, Season	
Nigliazzo, Marc	<i>Marc Nigliazzo</i>
Nix, Sandra	<i>Sandra Nix</i>
Novotny, Michael	<i>Michael Novotny</i>
Ortiz, Susy	<i>Susy Ortiz</i>
Parks, Christine	<i>Christine Parks</i>
Phillips, Sarina	

STRATEGIC PARTNERS EDUCATION ADVISORY COUNCIL (SPEAC) (20 June 2014)

sign in sheet:

Price, Betty

Ross, Jill

Russell, Brenda

Ryan, Katie

Silkett, Amanda

Skinner, Michele

Strutton, Joan

Tang, Agnes

Tate, Barbara

Teaff, Tracy

Waller, Katy

Widacki, Matt

Jill Ross
Brenda Russell
Katie Ryan

Michele Skinner

Joan Strutton

Agnes Tang

Barbara Tate

Tracy Teaff

Matt Widacki

Dickson Lin

John Debus LORRIE S. AYERS TEA
Michele Gilmore
Janice Bryer - see front page



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS..

Strategic Partners Education Advisory Council (SPEAC)

Meeting Minutes

Date: June 20, 2014

Attendees: See Attached

Location: Texas A&M University-Central Texas, Founder's Hall, Bernie Beck Hall

Welcome

Dr. Robin Battershell, Temple ISD Superintendent and SPEAC Co-Chair, opened the meeting at 10:15 a.m. by welcoming the group and announcing that Dr. Ed Braeuer, Assistant Superintendent for Belton ISD, had passed away and asked that everyone honor him with a moment of silence. Afterwards she asked all those present to introduce themselves.

Dr. Jeffery Kirk, Texas A&M University-Central Texas, College of Education - Interim Dean, and SPEAC Co-Chair, welcomed everyone to the meeting and thanked everyone who worked on preparing for the meeting.

Approval of Minutes

Minutes of the November 12, 2013 meeting were unanimously approved following a motion from Dr. Michael Novotny and a second from Dr. Steven Anderson.

Review of TEA Administrative Codes-TAC Codes 227, 228 & 229

Ms. Sandra Nix, Texas Education Agency, Education Preparation Programs, presented some of the changes to the following codes which will begin March 2015.

TAC Code 227 (Student Admission Requirements to the Education Prep Program)

- minimum GPA raised to 2.75 (formerly 2.50)
- the program must offer, in writing, an invitation to enroll in the program
- candidate must accept offer, in writing
- must be documented in candidates record

TAC Code 228 (How Programs Run)

- notification of changes to programs are to be presented 60 days prior to implementation
- 135 minutes observation for professional, one 45 minute observation face-to-face
- added teacher standards-mandated 8 hours of detection of mental health and emotional disturbances training

- 17 topics removed and replaced with teacher standards, PDAS will be replaced by a new appraisal system
- require active current educator licensure for all field supervisors

TAC Code 229 (How Programs are Evaluated)

- program evaluation changes are minimal at this time

At the end of Ms. Nix presentation she introduced Lorrie Ayers, who will be taking on her role in TEA's Educator Preparation Programs.

Review of TAMUCT's Program Operation and Evaluation

Dr. Kellie Cude presented information on the following:

- our Curriculum and Instruction, Educational Administration and School Counselor programs are all represented at our CAPS (Certificate Area Practitioner Sub-Council) meetings
- binders were passed out with the latest information on TAMUCT's program information to include our latest degree plan requirements, EPP Candidate Exit Surveys, etc.
- a Fitness to Teach Rubric has been developed to be implemented into our program. Also we require 14 weeks of student teaching, which is an extra two weeks than what TEA requires

Dr. Strutton, TAMUCT School Counselor Program Director, presented information from the sub-committee (Certificate Area Practitioners sub-Councils) she Co-Chairs with Kim Christy Anderson, Belton ISD/C&I Executive Director on the following:

- changing the School Counselor student course advisement guides
- discussion has been presented on Comprehensive Exams being done during a student's last semester which makes it difficult for them with all the other exams and requirements of their last semester - will be taking to the Graduate Council for a decision
- working on what TAMUCT can do for continuing education for area ISDs

Dr. Brenda Russell, TAMUCT Professional Education and Policy Studies Chair, stated that the University is having good success with working with Principal CAPS members.

Dr. Kirk stated that TAMUCT's President, Dr. Marc Nigliazzo, Dr. Gray-Vickrey-Provost, and Dr. Tracy Teaff-Chief Liaison Officer, are all very supportive of our program.

Discussion and Advisement:

Dr. Kirk asked that the SPEAC members provide policy guidance concerning the number of times TAMUCT should allow teacher candidates to apply to the program. After discussion, the Council recommended that candidates be allowed two admission opportunities; once as an original application and once as a reapply.

He also asked members for guidance on a possible policy change for students who do not complete clinical (student) teaching. He said that currently the students receive a BS in Interdisciplinary Studies without certification if they are dismissed from student teaching. To avoid confusion about students successfully completing a teacher education program, other universities are having students change to another degree. For TAMUCT, one option would be to change those students to a BS in Liberal Studies. Dr. Kirk asked the Council for input and they were in agreement that a change of degree should be investigated.

The discussion and possible action on Memorandum of Understanding with districts for clinical teaching and practicum experiences was tabled until the next meeting.

PACT (Performance-based Academic Coaching Teams) Website

Ms. Michele Skinner, Texas A&M System, Coordinator of Education Initiatives, presented a power point presentation on a new website called PACT (Performance-based Academic Coaching Teams). This is a great tool to use for Educator Preparation, it can be accessed at: pact.tarleton.edu/tcert The purpose of the website is to help teacher candidates, novice teachers and experienced teachers pass TExES. The Texas A&M University System and the Texas Education Agency teamed up to provide this test preparation site.

SPEAC membership

Dr. Kirk asked SPEAC members to fill out an information sheet, before leaving, on whether they would be interested in serving another term or a one year time frame as a SPEAC member. He also invited them on a tour of our new facility – Warrior Hall that houses the College of Education as well as the university library.

The next SPEAC meeting is scheduled for November 7, 2014.

The meeting adjourned at 1:15 PM

**PRE-SERVICE TEACHER FIELD-BASED OBSERVATIONS AND CLINICAL EXPERIENCE
AGREEMENT**

BETWEEN:

Educator Preparation Program

Organization

Address

Primary Contact

AND:



Address

Primary Contact

We, **EPP (EPP Acronym)** and **ISD (ISD Acronym)** have come together to collaborate on shared responsibility for the professional development of new educators and so agree to the following articles and clauses:

Purpose and Scope

The purpose of this Agreement is to provide the framework for a collaboration between **EPP** and **ISD** that ensures the requisite elements for the field-based training of new educators in a manner that supports and enhances the mission, goals, and objectives of **ISD**.

Obligations of the Partners

The Partners acknowledge that no contractual relationship is created between them by this Agreement, but agree to work together in the true spirit of partnership to ensure that there is a united, visible, and responsive leadership of the Project that reflects administrative commitment to the Project by means of the following individual services.

Cooperation

The activities and services for the Project by **EPP** shall include:

- The regular placement of student teachers at **ISD** as prescribed by the **EPP** handbook;
- Placement of block classes (as needed) at **ISD** with **EPP** students assigned to individual classrooms;
- Placement of students from other classes with field-based placements;
- Compliance with required background check procedures, dress codes, behavior management, and other specific policies of **ISD**;
- Observation, tutoring, small group work, and practice teaching in **ISD** classrooms commensurate with the coursework in the block and sequence in the **ISD** classroom;
- Other appropriate duties as assigned by **ISD** faculty mentors;

- Students being trained regarding the confidentiality of personally identifiable information contained in students records under state and federal law, including FERPA, requiring that they have legitimate educational interest in the records of individual students prior to accessing them.
- Students being trained to serve as substitutes in [REDACTED] classrooms.
- One release day per semester for cooperating teachers with an EPP organization student sub;
- EPP faculty providing professional development opportunities designed to meet [REDACTED] needs.

The activities and services for the Project by [REDACTED] shall include:

- Appropriate placement in classrooms that model best practices with faculty mentors willing to collaborate for completion of the field-based hours and integrated assignments requisite to student teaching or block classes;
- Participation in mentor training for [REDACTED] faculty with student teachers;
- Orientation meeting with faculty introducing program and expectations;
- Structured follow-up meetings between EPP organization and [REDACTED] faculty to coordinate delivery of assignments within the [REDACTED] classroom context and to monitor progress of student interns;
- Designated classroom space for housing block classes with guidelines for access to parking, cafeteria, storage, technology, copying, keys determined in advance;
- Inclusion of EPP students in extracurricular activities, team meetings, parent conferences, ARDs, Professional Learning Communities, as appropriate;
- Appropriate permission procedures for use of videotaping lessons by EPP students;
- As allowable, inclusion of EPP students in the accountability testing process.

Background

In order to develop competent new educators with appropriate field experience in real world settings, educator preparation programs (EPPs) and schools need to collaborate in structuring the process. EPPs need to work with willing school district faculty, establishing classroom placements for students in training and student teachers that model best practices. While such placements began widely in the 1990's and continues, the relationship has always been one of host and guest. This Agreement seeks to establish a more formal agreement between the two parties establishing needs, expectations, and responsibilities. While EPPs remain solely accountable to state entities for training and retention of new educators, this Agreement acknowledges that developing effective professionals is a joint responsibility.

Communication and Information Sharing

Within FERPA guidelines, [REDACTED] will share assessment data gathering (e.g. benchmarks, AEIS or TAPR results) to be used with EPP students for both data and test item analysis, requisite to data-based decision making.

Conflict Resolution

Because this is a human enterprise, personnel problems and conflicts will arise both from EPP and [redacted] perspectives. When unprofessional or problematic behavior occurs, both parties must be able to raise the issue and process it. If there are problems with student placements, EPP faculty shall report them to the principal. If [redacted] faculty experience difficulty with EPP students, they should report to EPP faculty in charge. Resolutions will be case specific and in accordance with existing policies of both parties.

Terms of Agreement

Both parties agree to participate in planning, monitoring, and assessment meetings to ensure the Project is meeting its stated goals and objectives. The Agreement is viewed as a “living document,” which is formative and subject to change that is mutually agreed upon. The Agreement can be terminated by either of the formal designees from each organization with 60 days’ notice to the other party.

Revival Date of the Agreement

The Agreement will be re-evaluated annually for modification or termination as needed.

Authorization

Partnering Organization: EPP

Contact Name
Dean/Director/CEO EPP

Date

Partnering Organization: [redacted]

Contact Name
Asst Superintendent/Executive Director/
Director ISD

Date

2013 - 2014 _____ ISD Student Teacher Agreement

This Agreement made on _____ 2013 between Texas State University-San Marcos (hereinafter "the University") and the _____ Independent School District (hereinafter "the District") for the completion of student teaching experience required by the State of Texas and the State Board for Educator Certification for the certification of teachers.

The District agrees to:

1. Provide an appropriate student teacher placement that allows the student teacher to meet all certification requirements.
2. Provide a highly qualified cooperating teacher with appropriate certification and at least three years successful teaching experience.
3. Provide the University with the number of student teachers who may be placed in the District's schools. The District has sole authority to determine where student teachers will be placed.
4. Provide opportunities for student teachers to attend campus and district orientations and trainings.
5. Provide access to appropriate district resources including but not limited to curriculum documents, email, online resources, libraries, forms, and professional development opportunities.

The University agrees to:

1. Recommend for placement in the student teacher program only those students who have earned a satisfactory record and have met the requirements established by the University.
2. Inform all student teachers that they must complete all appropriate paperwork and applications for placement with the _____ ISD and return them to the district and meet all deadlines set by the school district.
3. Provide the District the right to refuse placement to any student based on any information obtained during the application process that does not meet district standards.
4. Provide the District the authority to dismiss, reassign, or take other appropriate action against a student teacher deemed to be in the District's best interest.
5. Allow all student teachers accepted and placed in the District to complete two gratis day of substitute teaching on the campus to which the student teacher is assigned.
6. Provide student teachers training on their responsibilities regarding participation in the student teaching experience, including professional conduct, the District Board Policies, rules set by the University, rules and procedures set by the District as set out in the Employee Handbook, as furnished to the University, and state and federal laws relating to education with specific attention to FERPA and the Texas Educator Code of Ethics.

7. Provide the District, the student teacher, the cooperating teacher, and the supervisor access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials which is necessary to effectively facilitate and support the student teacher during this experience.

The University and the _____ ISD jointly agree to:

1. Determine the number of student teachers assigned to the District based on availability of cooperating teachers, staff, and campuses.
2. Establish ongoing, open communication between the University staff and the District.
3. Comply with all state and federal laws and regulations.

Term of Agreement, Modification, Termination:

This agreement shall be effective when executed by both parties and shall remain in effect for a period of one (1) year from the date of inception. This agreement may be terminated without cause upon written notice by either party.

This agreement may be modified in writing upon approval of both parties.

AGREED:

Texas State University

_____ **ISD**

Signature

Signature

Betty Harrison, Ph. D.

Name

**Director
Office of Educator Preparation**

Title

Date

Date

MEMORANDUM OF UNDERSTANDING BETWEEN
TEXAS LUTHERAN UNIVERSITY
DEPARTMENT OF EDUCATION
AND
_____ INDEPENDENT SCHOOL DISTRICT

This MEMORANDUM OF UNDERSTANDING is between Texas Lutheran University, Department of Education, and the _____ Independent School District.

WHEREAS, this MEMORANDUM OF UNDERSTANDING (MOU) is a mutual agreement for the assignment and supervision of Texas Lutheran University's student teachers, clinical teachers, or interns; and

WHEREAS, Texas Lutheran University and _____ Independent School District, herein have agreed to enter into a MEMORANDUM OF UNDERSTANDING to set forth the services to be provided through this collaboration.

COLLABORATING INSTITUTIONS

TEXAS LUTHERAN UNIVERSITY, hereinafter referred to as "THE UNIVERSITY", located at 1000 West Court Street in Sequin, Texas, is a private, liberal arts university of the Evangelical Lutheran Church in America. The Department of Education is accredited by the Teacher Education Accreditation Council (TEAC) and the Texas Education Agency. The Educator Preparation Program, as part of the Education Department, requires a capstone experience of one semester or 1 year of being assigned to a collaborating school district as a student teacher, clinical teacher, or intern, hereinafter referred to as "TEACHER CANDIDATES."

School District (Information), hereinafter referred to as SCHOOL DISTRICT now, therefore, it is hereby agreed by and between the institutions as follows:

ARTICLE I
TERMS OF MEMORANDUM OF UNDERSTANDING

1. This MOU shall commence on _____, 201__, and terminate on _____, 201__ or prior to that date should either party give written notice of termination in accordance with Article I, Section 2.
2. Either party may terminate this MOU for any reason by giving the other party at least thirty (30) days written notice.
3. In the event this MOU is terminated prior to the termination date, the parties agree to allow TEACHER CANDIDATES who have already begun student teaching, clinical teaching or an internship under this program, and who are performing to the SCHOOL DISTRICT's satisfaction, to complete the semester in which they began this experience.

ARTICLE II
ROLES AND RESPONSIBILITIES

1. THE UNIVERSITY SHALL USE BEST EFFORTS TO :
 - a) Select and assign qualified TEACHER CANDIDATES for this collaboration. Potential TEACHER CANDIDATES will be carefully screened by THE UNIVERSITY prior to placement in according with the policies and procedures of THE UNIVERSITY and its Educator Preparation Program.
 - b) Provide information to the SCHOOL DISTRICT regarding the types of experiences, the number of students, and the dates and times requested for the assignment of TEACHER CANDIDATES.
 - c) Cooperate with the SCHOOL DISTRICT for securing criminal background checks (and fingerprinting if required by said SCHOOL DISTRICT) for TEACHER CANDIDATES. THE UNIVERSITY agrees that the SCHOOL DISTRICT reserves the right to reject any TEACHER CANDIDATES based upon criminal history, or if required by SCHOOL DISTRICT policy, practice, the State of Texas or other applicable laws, or fingerprinting results.
 - d) Appoint university supervisors to monitor the progress of the TEACHER CANDIDATES during student teaching, clinical teaching, or internship.
 - e) Require TEACHER CANDIDATES and university supervisors to adhere to all SCHOOL DISTRICT rules, regulations, requirements, policies and guidelines.
 - f) Require the TEACHER CANDIDATES to attend any required district-sponsored professional development before or during student teaching, clinical teaching, or internship.
 - g) Require the TEACHER CANDIDATES and university supervisors to maintain the confidentiality of all student records to which they might have access and comply with the Federal Educational Rights and Privacy Act (FERPA).
 - h) Assume responsibility for the evaluation of TEACHER CANDIDATES to determine the applicability for degree and or certification recommendations.
 - i) Require TEACHER CANDIDATES to provide proof of liability insurance.
 - j) Provide training for cooperating teachers; and provide copies of the TLU Student Teacher Handbook for cooperating teachers and school administrators.

2. The SCHOOL DISTRICT SHALL USE BEST EFFORTS TO:
 - a) Assign the TEACHER CANDIDATES to cooperating teachers or mentors for internship who have a valid teaching certificate, at least three to five years of classroom teaching experience, satisfactory performance evaluation, excellent communication skills, and a willingness to serve and provide assistance to TEACHER CANDIDATES.

- b) Require cooperating teachers to participate in THE UNIVERSITY and SCHOOL DISTRICT's (if applicable) training program for the purpose of preparing cooperating teachers for their roles during student teaching, clinical teaching, or internship.
- c) Provide the TEACHER CANDIDATES all necessary equipment and supplies.
- d) Provide evaluative feedback to university supervisors as requested.
- e) Inform university supervisors of any unsatisfactory performance of the TEACHER CANDIDATES.
- f) Allow TEACHER CANDIDATES to have access to student records as appropriate.

ARTICLE III GENERAL PROVISIONS

1. The TEACHER CANDIDATES who are the subjects of this MOU will perform their duties and activities as required by THE UNIVERSITY and The Texas Education Agency.
2. The SCHOOL DISTRICT is not responsible for paying any fees related to student teaching, clinical teaching, or internship; TEACHER CANDIDATES are NOT compensated for any services rendered during student teaching or clinical teaching.
3. THE UNIVERSITY WILL NOT pay fees to the SCHOOL DISTRICT for any programs or related services, including payments to cooperating teachers for providing services to TEACHER CANDIDATES in student teaching or clinical teaching.

ARTICLE IV INDEMNITY/NO WAIVER OF IMMUNITY

THE UNIVERSITY agrees to indemnify and hold harmless the SCHOOL DISTRICT, its trustees, employees and agents from any and all claims for monetary damages that result from misconduct or negligence of any of its students or employees, agent or representative. Neither THE UNIVERSITY nor SCHOOL DISTRICT waives or relinquishes any immunities or defenses on behalf of themselves, their trustees, officers, employees, nor agents as a result of the execution of this MOU and performance of the functions or obligations described herein.

ARTICLE V AUTHORIZATION OF MEMORANDUM OF UNDERSTANDING

1. Each party represents and warrants to the other that the execution of the MOU has been duly authorized and that this MOU constitutes a valid and enforceable obligation of such party according to its terms.

2. No assignment of this MOU or of any duty or obligation of performance hereunder, shall be made in whole or in part by either party without the prior written consent of the other party.
3. This MOU supersedes all previous oral and written agreements and constitutes the entire agreement related to the subject contained herein between THE UNIVERSITY and the SCHOOL DISTRICT, and may only be amended by mutual written consent of both parties.

**ARTICLE VI
GOVERNING LAW/LEGAL CONSTRUCTION**

The laws of the State of Texas shall govern the validity of this MOU and any of its terms or provisions, as well as the rights and duties of the parties. In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such provisions had never been contained in the MOU.

The SCHOOL DISTRICT
By:

TEXAS LUTHERAN UNIVERSITY
By:

Dr. Deborah Cottrell,
Vice President of Academic Affairs

Name Printed

Title

Date

Signature

Date