

Teacher Residency Partnership Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between Texas State University, acting on behalf of its College of Education ("TXST"), and Hays Independent School District (the "District"), hereinafter referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, subject to the terms and provisions of this MOU, the Parties desire to improve preparation opportunities for aspiring teachers through the establishment and implementation of a high-quality teacher residency program; strengthen teaching and learning methodologies in District schools; and encourage the subsequent hiring and retention of residency participants in District schools;

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

WHEREAS, the Parties intend this MOU to establish a learning-centered partnership that aligns with the Preparing and Retaining Educators through Partnership (PREP) Program Allotment and applicable Texas educator preparation requirements;

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

1. Purpose

The purpose of this MOU is to establish a learning-centered partnership between the District and TXST that supports a high-quality teacher residency, complies with applicable PREP Program Allotment requirements, and promotes effective classroom practice and positive PK-12 student outcomes.

2. Authority and Citations

This MOU is intended to satisfy applicable partnership components and requirements associated with the PREP Program Allotment and to align with Texas Education Code sections 21.902, 21.904, and 48.157, and Texas Administrative Code Chapter 228, as applicable.

3. Term, Renewal, and Amendment

This MOU shall be effective for a period of three (3) years from the date of final execution, intended to cover the residency cohorts for the 2026-2027, 2027-2028, and 2028-2029 academic years, subject to annual funding availability and mutual written agreement on cohort sizes for each subsequent year.

4. Program Structure

The Parties agree that up to forty (40) Resident Teachers may be selected to participate in the Residency Program, subject to District budgetary availability and program capacity. The Parties will jointly determine annual cohort size, placement sites, certification areas, and implementation supports based on District staffing needs, EPP capacity, and available funding.

5. Collaborative Goals

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

- Develop and sustain a high-quality Residency Program that prepares a highly qualified teacher workforce to serve the educational and other needs of Texas PK-12 students through practice-based preparation, integrated coursework, and an intensive clinical teaching experience.
- Provide Residents with professional instructional coaching and structured opportunities to engage in co-teaching with a qualified mentor or Host Teacher throughout the clinical placement.
- Ensure compliance with State Board for Educator Certification requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish, document, and communicate procedures associated with participation in PREP and residency implementation.
- Recruit and prepare Residency Program participants in certification areas that meet the District's greatest staffing needs and align with EPP admissions criteria and capacity.
- Align program focus and resources with school improvement strategies and with the learning needs of PK-12 students most in need of effective instruction and support.

- Include funding for Resident stipends and work toward a long-term, sustainable resource allocation model to support year-long residencies.
- Engage in shared continuous learning and joint review of program outcomes in order to improve Residency Program quality.
- Ensure that appropriate data-sharing and related agreements are in place during the term of this MOU.

6. Shared Responsibilities and Governance

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

6.1 Governance Structure

The Parties will form a governance committee to jointly develop, monitor, and revise the Residency Program model and structures as needed. The governance committee will meet at least quarterly, for a minimum of four (4) meetings per academic year. Each Party will identify expected participants and their roles within the governance structure, which may include district leadership, program managers, campus leaders, residency program leadership, field supervision leadership, and other relevant stakeholders.

The governance committee will address both short-term implementation needs and long-term planning and will review current Resident data, Host Teacher supports, implementation needs, and continuous improvement priorities in order to make timely program adjustments.

6.2 Communication and Cohort Management

The Parties will establish regular communication processes and expectations to ensure information and feedback are shared on an ongoing basis. Each Party will designate named personnel responsible for direct communication with and management of Residents, and those responsibilities should be reflected in job descriptions or official role assignments where appropriate.

The Parties will create and maintain a clear handbook or similar written resource for Residents and mentors that outlines program goals, structures, expectations, compliance requirements, key contacts, and other relevant information.

6.3 Recruitment

In accordance with federal and state law, the Parties will collaborate to recruit and advertise for a pool of applicants, with emphasis on certification areas and campuses that meet the District's greatest staffing needs and align with EPP admissions requirements and program capacity.

6.4 Curriculum and School Improvement

The Parties will collaborate on curricular integration and on program and school improvements. This collaboration may include streamlining and strengthening program curriculum, co-designing workshops and learning supports for Residents and mentors and examining school-based practices that could be enhanced to strengthen PK-12 student learning and support.

6.5 Sustainability and Continuous Improvement

The Parties will create a long-term strategic plan to grow and sustain the Residency Program, including development of a sustainable funding model for year-long residencies and alignment of program structures and resources with school- and district-level instructional needs.

The Parties will also create and maintain a learning plan to inform ongoing program improvement efforts, including shared input and outcome measures and a collaborative team responsible for interpreting findings and recommending improvements.

7. Teacher Preparation Program Responsibilities

TXST agrees to the following responsibilities:

- Review and revise, as needed, the structure, scope, and sequence of Residency Program coursework and staffing to align with the intensive clinical experiences of the Residency Program.
- Ensure field experiences provide authentic learning opportunities, and that coursework is aligned to Resident placements throughout the residency year.
- Align residency placements and expectations with District and university academic calendars so that Residents are expected to work in assigned schools continuously from the first PK-12 instructional day through the final instructional day of the school year.

- Assign qualified Field Supervisors and/or faculty members to support and supervise Residents, deliver embedded coursework where appropriate, support Host Teachers, and provide professional learning opportunities.
- Redirect and/or realign available resources to support candidates during their residency placements, including support for access to financial aid and other financial assistance where available.
- Enter into program agreements or role-based expectations with residency sites and mentor/Host Teachers to assign specific responsibilities to relevant stakeholders.
- Recommend for placement only those Residents who have met program and state eligibility requirements.
- Provide Residents with training regarding professional responsibilities, university policies, and applicable state and federal laws, including FERPA and the Texas Educator Code of Ethics.
- Inform Residents in writing that they may not share student information, videos, photographs, or identifiable student work except as permitted for feedback, reflection, and learning with authorized school and program personnel.
- Comply with District policies and procedures and ensure that EPP instructors, Site Coordinators, Field Supervisors, and Residents are informed of and adhere to applicable District policies and procedures.
- Ensure compliance with applicable teacher resident preparation requirements under Texas Administrative Code Chapter 228.
- Maintain candidate records in accordance with applicable law and institutional policy.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan and remove candidates from placement when required by District request, EPP policy, or law.
- Design, when feasible and mutually agreed, differentiated preparation models responsive to District workforce needs, including accelerated and employment embedded Grow Your Own pathways.

- TXST Field Supervisors and Residents shall strictly adhere to all applicable state laws and District Board Policies regarding the mandatory reporting of suspected child abuse or neglect. Pursuant to Texas Family Code § 261.101, any Resident or TXST representative who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report to state or local law enforcement or the Texas Department of Family and Protective Services (DFPS) within 48 hours, and subsequently notify the District campus principal.

8. District Responsibilities

The District agrees to the following responsibilities:

- Review use of instructional dollars and budget patterns to identify resource reallocation possibilities to support teacher candidates financially during the residency year.
- Commit resources to support the agreed number of Resident Teachers for the applicable academic year, subject to District approval and available funding.
- Review, and revise as needed, district policies related to teacher leadership roles, compensation structures, and professional recognition so that mentor or Host Teachers are appropriately recognized and supported.
- Position Residents as full-time school staff, including by providing access to human resources, district instructional systems, curriculum, and instructional resources necessary to fulfill residency responsibilities.
- Notify the Program in a timely manner regarding any concerns about a Resident.
- Provide Residents with opportunities to attend district- and campus-level professional development, as appropriate.
- Supply facility resources, such as meeting space with furnishings and technology, to support partnership activities as available and appropriate.
- Permit Resident video recording for licensure and professional development purposes in accordance with District policy and ensure that required parental consent procedures are followed. No video, audio, or photographic recording of District students by Residents or TXST staff may occur without prior, written, affirmative consent from the student's parent or

legal guardian using a District-approved consent form. Any recordings obtained shall be used exclusively for internal licensure evaluation and professional development purposes. Furthermore, no District student data or recordings shall be utilized for secondary research, academic publication, or public presentation without separate, explicit approval from the District. Recordings will not be uploaded to an external drive.

- Pay participating undergraduate Resident Teachers a \$20,000.00 stipend. The District will pay stipends directly to the Resident unless otherwise agreed in writing.
- Notwithstanding any other provision in this MOU, the District reserves the right to immediately remove any Resident or Field Supervisor from a District campus or from the District entirely if the District determines, in its sole and absolute discretion, that the individual's presence disrupts the educational environment, violates District policy, fails to meet professional standards, or poses a risk to the health, safety, or welfare of students or staff.

9. Support for Residents

9.1 Clinical Experience

Program design and residency site scheduling will ensure that each Resident completes a minimum of seven hundred fifty (750) hours of co-teaching under the supervision of a qualified Host Teacher during the residency year. The Parties will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including, if needed, release time or designated professional learning periods.

9.2 Intervention and Support

When a Resident is not meeting academic, professional, or performance expectations, the Parties will collaborate to develop an individualized support plan that identifies areas of concern, specific interventions, responsible personnel, monitoring timelines, and possible next steps. The Parties may use the TXST University Educator Preparation Program Improvement Growth Plan or a comparable documented process to identify, document, and address such concerns.

9.3 Evaluation and Coaching

The Parties will identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance and will document how performance data will be collected, communicated, and used for support and decision-making. The Parties will use the modified Texas Teacher Evaluation and Support System (T-TESS) TXST rubric, or another mutually approved framework, as a common basis for formal evaluation of Resident instructional performance.

The Parties will also adopt a shared informal observation or walkthrough tool for coaching and progress monitoring and will calibrate on its use at least annually. Mentor/Host Teachers and university supervisors will gather evidence through formal observations, walkthroughs, feedback cycles, and coaching interactions to support Resident growth and program quality.

9.4 Observation Logistics

The Parties will ensure that collection, storage, and sharing of observational data and related records comply with FERPA and District policies. Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated District personnel through a mutually agreed communication method. EPP personnel will follow written District campus-visit procedures, including check-in, scheduling, and observation protocols.

10. Support for Host Teachers

The Parties will collaborate to identify and select high-quality Host Teachers using agreed-upon criteria that may include demonstrated effectiveness, experience, certification status, and commitment to mentoring. The Parties will identify which entity is responsible for Host Teacher training during the applicable academic year and will develop a plan to ensure quality training that meets SBEC requirements.

The Parties will also define responsibilities for ongoing Host Teacher development during the academic year, including support, observation, and feedback related to coaching practices. A Host Teacher support and reassignment protocol will be implemented to address concerns and, when necessary, to support reassignment of a Resident or Host Teacher placement.

11. Monitoring, Accountability, Data Sharing, and FERPA

The Parties agree to implement a shared monitoring and accountability system that supports Resident growth, ensures compliance with Texas teacher certification requirements, and promotes continuous improvement of the Residency Program. The Parties will collect, review, and share required certification and program data, including certification exam status, exam performance, performance evaluation data, walkthrough trends, survey findings, and employment outcomes, as appropriate and as permitted by law.

The governance committee will review these data at least quarterly to identify strengths, areas for improvement, and interventions needed to strengthen the Residency Program. The Parties will share and co-analyze non-identified PK-12 performance data for the purpose of improving Resident preparation and supporting positive PK-12 student learning outcomes.

For purposes of FERPA, the District may designate in writing a FERPA Designee as a school official with legitimate educational interest to the extent necessary to fulfill obligations under this MOU. Any FERPA Designee shall comply with FERPA and other applicable law with respect to educational records accessed or shared under this MOU.

The Parties may produce an annual joint accountability summary that includes certification outcomes, performance trends, survey results, and recommended program improvements to inform future planning and resource allocation.

12. Criminal History Background Checks

Prior to placement at any District campus and prior to any direct contact with District students, all TXST Resident Teachers, Field Supervisors, and any other TXST faculty or representatives must clear a fingerprint-based criminal history background check in accordance with Texas Education Code Chapter 22. The District retains sole and absolute discretion to determine whether a Resident or TXST representative is eligible for placement based on the results of the background check.

13. Allocation of Costs and Resources

Each Party will act with fiduciary responsibility to ensure compliance with PREP Program Allotment requirements. In addition to Resident stipend support, the Parties will jointly identify and

plan for programmatic costs necessary for effective implementation, which may include field supervision, coaching calibration, professional learning, materials, and other supports necessary for residency quality.

14. Termination

Except as otherwise provided by law or regulation, either Party may terminate this MOU upon at least six (6) months' written notice to the other Party. The Parties will make reasonable, good-faith efforts to allow sufficient opportunity for Residents to complete the current academic semester to minimize disruption to District students and Resident licensure progress. Upon termination, the District will notify appropriate Texas Education Agency staff if such notice is required by law, rule, or PREP Program guidance.

15. Dispute Resolution

The Parties shall seek to resolve informally any dispute that arises between them under this MOU. If a dispute cannot be resolved informally, the dispute resolution process provided in Chapter 2260 of the Texas Government Code, and related rules adopted by the Texas Attorney General, shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. The Parties acknowledge that Texas Government Code Chapter 2260 applies only to certain claims asserted. Prior to initiating any formal legal or administrative action, the Parties agree to engage in good-faith local mediation in Travis County, Texas, to attempt to resolve any dispute arising out of this MOU.

16. No Waiver/Immunity

Both Parties are governmental entities under Texas law. Nothing in this MOU shall be construed as a waiver or relinquishment of the sovereign, governmental, or official immunity of either Party, its Board of Trustees, officers, employees, or agents. To the extent any provision of this MOU conflicts with this paragraph, this paragraph shall control. This MOU does not create any joint venture, partnership, or third-party beneficiary rights.

17. Nondiscrimination

In the 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 are committed to a policy of non-discrimination and equal opportunity for all persons on any basis protected by applicable federal or state law in employment, educational programs, and activities.

18. Governing Law and Venue

This MOU shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any action arising out of or relating to this MOU shall lie in Travis County, Texas, unless otherwise required by applicable law.

19. Signatures

IN WITNESS WHEREOF, the Parties, through their duly authorized representatives, have executed this MOU and acknowledge that they have read, understood, and agreed to its terms.

School District

Signature: _____ Date: _____

Name: Byron Severance

Title: Board President

Address: 21003 IH 35, Kyle, TX 78640

School District Program Manager

Signature: _____ Date: _____

Name: Christina Courson

Title: Chief Human Resources Officer

Texas State University

Signature: _____ Date: _____

Name: Glenna Billingsley, Ph.D.

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Signature: _____ Date: _____

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Signature: _____ Date: _____

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