

MEMORANDUM OF UNDERSTANDING

Between _____ ("School System")

And University of Houston - Downtown ("IHE/EPP")

Effective Dates: Start Date: _____ and End Date: _____

1. Purpose and Scope

The purpose of this Memorandum of Understanding ("Agreement" or "MOU") is to define the roles, responsibilities, and expectations of the collaboration between the School System and the IHE/EPP for the following aligned educator pipeline components:

1. **Preparing & Retaining Educators through Partnerships – Grow Your Own Program (PREP GYO);** and/or
2. **Clinical Teaching, Teacher Residency, and Internship Experiences** required for educator certification.

This Agreement is intentionally designed as a single, unified MOU that differentiates programmatic requirements while ensuring coherence across the educator pipeline. Grow Your Own (GYO) participants will transition into the Teacher Residency route upon admission to the Educator Preparation Program (EPP) and the beginning of their senior year at IHE/EPP, and at that point will be subject to all residency requirements outlined herein.

2. Authority and Regulatory Alignment

This Agreement is intended to meet all applicable requirements under:

- Texas Education Code (TEC) §§ 21.902, 21.906, 21.04421–21.04423, and 48.157; and
 - Texas Administrative Code (TAC) Title 19 Chapter 228, including Clinical Teaching (§228.67), Teacher Residency (§228.65), and cooperating teacher requirements (§228.93–§228.95), as applicable.
-

3. Term and Renewal

3.1 This Agreement shall be effective for the period noted above. The Agreement may be renewed, revised, or extended by mutual written consent of both Parties.

3.2 Either Party may terminate this Agreement with six (6) months' written notice. Every reasonable effort will be made to allow candidates already placed in clinical teaching or residency assignments to complete the academic year.

4. Program Pathways Defined

4.1 Grow Your Own (GYO) Pathway – Pre-EPP Phase

The GYO pathway supports eligible School System employees prior to admission into the EPP.

GYO participants during this phase:

- Are employed by the School System;
- Are working toward completion of a bachelor's degree;
- Are not yet EPP candidates and are **not serving as student teachers or residents**.

Program components include:

- Scheduled release time to support coursework, field-based experiences, and degree completion;
- Employment in an instructional support role for a minimum of **25% of the workday**, including guided instructional practice;
- Supervised opportunities to work with students, including small-group instruction and instructional routines;
- Progress monitoring toward bachelor's degree completion and EPP admission within three (3) years of program entry;
- Attainment of **Educational Aide III certification** during the first year of participation.

4.2 Transition from GYO to EPP Residency Route

Upon:

- Formal admission into the Educator Preparation Program;
- Completion of coursework and field experience requirements prior to senior year.

GYO participants will formally transition into the Teacher Residency pathway described in Section 4.3. Upon transition, candidates will:

- Be designated as **Teacher Residents**;

- Follow all EPP coursework, evaluation, and clinical requirements; and
- Function under the same residency expectations as non-GYO Residents.

4.3 Clinical Teaching, Teacher Residency, and Internship Pathways (EPP Phase)

Once admitted to the EPP, candidates may participate in either of the following pathways, based on EPP program design and School System staffing needs.

A. Teacher Residency Route

Teacher Residency is defined as a **full year, school embedded clinical experience** aligned with TAC Title 19 §228.65 and includes the following minimum requirements:

- **Duration:** Minimum of **28 weeks / 750 hours** across a full academic year;
- **Placement:** One consistent campus and cooperating teacher for the duration of the residency;
- **Weekly Commitment:**
 - At least **3 full days per week (21 hours)** during the first semester; and
 - At least **4 full days per week (28 hours)** during the second semester;
 - With assigned cooperating teacher, until the 750-hour requirement is met.
- **Instructional Responsibility:**
 - Gradual release of responsibility through co-teaching;
 - A minimum of **400 hours** engaged in co-teaching and leading instruction;
- **Supervision:**
 - Daily supervision by a cooperating teacher who meets TAC residency criteria;
 - Ongoing observation and feedback from an EPP field supervisor.

Residents will participate in planning, instruction, assessment, parent communication, professional development, and other core responsibilities of classroom teachers.

B. Clinical Teaching Route (Non-Residency)

Clinical Teaching is defined as a **single semester capstone experience** aligned with TAC Title 19 §228.67 and includes the following minimum requirements:

- **Duration:** Minimum of **14 weeks / 490 hours**;

- **Weekly Commitment:**
 - At least **4 full days per week** on the assigned campus;
- **Supervision:**
 - Placement with a cooperating teacher who meets TAC clinical teaching criteria;
 - Regular observation and evaluation by an EPP field supervisor;
- **Responsibilities:**
 - Participation in instructional planning, classroom instruction, assessment, and professional duties under supervision.

C. Internship Route (Non - Residency) – Alternative Certification Pathway Only

An eligible candidate must hold an intern or probationary certificate that is effective on or before the assignment start date of the internship and is valid for the entire duration of the internship per TAC Title 19 §228.73.

Duration: Minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

Supervision:

- Placement with a cooperating teacher who meets TAC clinical teaching criteria;
- Regular observation and evaluation by an EPP field supervisor;
- **Responsibilities:**
 - Participation in instructional planning, classroom instruction, assessment, and professional duties under supervision.

D. Internship Route (Residency) Alternative Certification Pathway Only

- **Duration:** First Semester: 3 days per week / Second semester: 15+ Full Weeks
- **Placement:** One consistent campus and cooperating teacher for the duration of the residency;
- **Instructional Responsibility:**
 - Gradual release of responsibility through co-teaching;
 - A minimum of **400 hours** engaged in co-teaching and leading instruction;

- **Supervision:**
 - Daily supervision by a cooperating teacher who meets TAC residency criteria;
 - Ongoing observation and feedback from an EPP field supervisor.

Residents will participate in planning, instruction, assessment, parent communication, professional development, and other core responsibilities of classroom teachers.

5. Shared Partnership Responsibilities

Both Parties agree to:

- Collaboratively recruit, screen, and select candidates for all pathways;
 - **Collaboratively develop and maintain a student teacher/teacher resident profile**, aligned with the School System’s educator pipeline needs, that will be used to recruit, select, and place student teachers and teacher residents;
 - **Collaboratively develop and maintain a cooperating teacher profile**, which includes consideration of cooperating teachers’ certification, experience, mentoring capacity, and demonstrated impact on student achievement;
 - Use a shared placement process for clinical teachers and residents, including campus and cooperating teacher considerations;
 - **Provide training and ongoing support in coaching, mentoring, and co-teaching best practices for cooperating teachers;**
 - Review candidate progress, program effectiveness, and continuous improvement data;
 - **Hold structured governance meetings at least quarterly, or as needed**, to review student teacher and teacher resident progress, analyze data, plan for continuous program improvement, and inform professional development provided to cooperating teachers;
 - Share non-identified candidate and PK–12 performance data strictly in compliance with FERPA and other applicable law. Data sharing under this Agreement shall not violate the FERPA confidentiality obligations of the School System or the IHE/EPP.
-

6. School System Responsibilities

The School System agrees to:

- Employ and support GYO, clinical teaching and residency participants in compliant instructional roles as applicable;
 - Provide qualified cooperating teachers, meeting TAC experience, certification, and effectiveness requirements;
 - Support training for cooperating teachers in mentoring and co-teaching best practices;
 - Ensure daily supervision of all clinical teachers and residents by certified educators;
 - Participate in candidate evaluation and feedback processes;
 - Require and verify criminal background checks and fingerprinting prior to campus placement;
 - Reserve the right to request removal of any candidate whose performance or conduct is deemed unsatisfactory;
 - Report required participation, certification, and hiring data to the Texas Education Agency, as applicable.
-

7. IHE/EPP Responsibilities

The IHE/EPP agrees to:

- Screen, admit, and prepare qualified candidates for clinical placement;
 - Ensure all coursework and clinical experiences comply with TAC Title 19 Chapter 228;
 - Assign trained field supervisors to observe, coach, and evaluate candidates;
 - Provide orientation to ethical and professional standards prior to placement;
 - Maintain records of candidate progress, evaluations, and completion;
 - Develop and implement growth plans for candidates not meeting expectations;
 - Recommend candidates for certification upon successful completion of all program requirements.
-

8. Data Sharing and FERPA Compliance

All data sharing shall:

- Be limited to non-identified or legally permitted educational records;
 - Support candidate success, accountability, and continuous improvement;
 - Fully comply with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.
-

9. Miscellaneous Provisions

- **Governing Law:** State of Texas
 - **Venue:** Harris County, Texas
 - **Amendments:** Must be in writing and signed by both Parties
 - **Assignments:** Any assignment of this Agreement must be approved by the non-assigning Party
 - **No Waiver of Immunity:** Nothing in this Agreement waives sovereign or governmental immunity by either Party
-

[Signatures on following page]

IN WITNESS WHEREOF, the Parties have executed this Agreement through their duly authorized representatives.

School System

Name: _____

Title: _____

Signature: _____

Date: _____

University of Houston - Downtown

Name: _____

Title: _____

Signature: _____

Date: _____