

**Notice of Special-Called Board Meeting
Board of Trustees
Wednesday, August 26, 2026**

A Special-Called Board Meeting of the Board of Trustees will be held on Wednesday, August 26, 2026, beginning at 5:00 PM, in the Boardroom of the Mark Henry, Ed.D. Administration Building, 11440 Matzke Road, Cypress, Texas 77429.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on August 21, 2026, at 7:30 a.m.

MEETING OPENING

1. Call to Order

MEETING AGENDA

2. Public Comments

A. Agenda

Comments

Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will be heard at the beginning of the Board meeting. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

3. Action Items

- A. The Board will consider approving the 2025-2026 Superintendent's Evaluation. [This matter will be discussed in closed session.]
- B. The Board will review and consider approval of an amendment to the contract of employment for the superintendent of schools. [This matter will be discussed in closed session pursuant to Section 551.071 and 551.074.]
- C. The Board will consider authorizing the Superintendent to execute memorandums of understanding with participating colleges and universities for the Texas Education Agency student-teacher residency program.

4. Closed

Session

If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government

Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.	
B. Section 551.071	C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
D. Section 551.072	E. For the purpose of discussing the purchase, exchange, lease or value of real property.
F. Section 551.073	G. For the purpose of considering a negotiated contract for a prospective gift or donation.
H. Section 551.074	I. For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
J. Section 551.076	K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
L. Section 551.0821	M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
N. Section 551.082	O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
P. Section 551.083	Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
R. Section 551.084	S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

5. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections

of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On August 21, 2026, at 7:30 a.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

For the Board of Trustees

Contract | Articulation/Educational Agreement | Memorandum of Understanding (MOU)
Routing Approval Form

Purpose: To renew a partnership between SHSU COE and Cy Fair ISD to provide clinical teaching and PREP Allotment opportunities as required by the State of Texas and the State Board for Educator Certification for candidates seeking initial teacher certification and advanced certification.

New Request ☐

Renewal ☒

MOU ☒

**ALL MOUs must have approval from Transfer Partnerships & Early College Credit Director*

*TSUS Office of General Counsel Review Date: 4/20/2026

+Dean, The Graduate & Professional School _____

+Director, Transfer Partnerships & Early College Credit Edgard Sanchez

*Originating College/Department: COE/Student Success

+Department Head Approval:  Helen Berg (Jul 20, 2026 09:59:44 PDT)

*Dean/Executive Director/Director Approval: Abbie R. Stunc

+Vice President/Associate Provost Approval: _____

+Vice Provost Approval: _____

*Provost & Sr. Vice President Approval: _____

**Required | +If applicable*

Memorandum of Understanding

SHSU Clinical Teaching

Parties. This Memorandum of Understanding (MOU) is entered into as of the date of full and final execution below (the Effective Date), by and between Sam Houston State University (SHSU or University), an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cypress Fairbanks Independent School District (hereinafter Cy Fair ISD or the District), individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

WHEREAS, the parties to this MOU desire to continue their support of SHSUCOE Teacher Candidates, serving elementary and secondary grade-levels, for the completion of the clinical/student teaching experience required by the State of Texas and the State Board for Educator Certification for the certification of teachers.

Purpose. The purpose of this MOU is to articulate the goals of the collaboration and to specify each Party's expected responsibilities associated with implementing SHSUCOE Clinical/Student Teaching and improving educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain a teacher workforce that is prepared to meet the needs of students in schools within Cy Fair ISD.

Goal 2

Support in-service educators in Cy Fair ISD in their professional learning goals and in their development as teacher leaders.

Goal 3

Develop and sustain district-university partnerships that support novice teachers' induction experiences.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Cy Fair ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The

Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or site supervisor, assigned as required by TAC §228.63(c), may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE RESPONSIBILITIES

- 1) Recommend for placement only those Teacher Candidates who have earned a satisfactory record and have met the requirements established by the University.
- 2) Request specific placement consideration for Teacher Candidates in certain fields (e.g., music, art, dance, agriculture, family and consumer science) due to the specialized nature of those disciplines.
- 3) Provide Cy Fair ISD the right to refuse placement for any Teacher Candidate based on any information obtained during the application process that does not meet with Cy Fair ISD standards.
- 4) Inform the Teacher Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Providing any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
 - c. Completion of a Pre-Service provider affidavit pursuant to Texas Education Code Section 22A.055.
- 5) Dedicate and support Field Supervisors to serve as a support system to Teacher Candidates who complete Clinical Teaching in Cy Fair ISD. On a day-to-day basis, the Field Supervisor will provide support to Teacher Candidates placed in Cy Fair ISD schools and collaborate with building administrators and Cooperating Teachers.
- 6) Recruit and screen talented, committed Teacher Candidates prepared to teach in high-needs areas.
- 7) Provide Teacher Candidates coursework leading to the conferral of a bachelor's degree in education.
- 8) Train and require Teacher Candidates to abide by the rules of conduct contained within the SHSUCOE Guidelines for Clinical Teaching, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, responsibilities for participation in clinical teaching, and the Cy Fair ISD Policies and Procedures. In the event of student misconduct that violates criminal law or requires disciplinary action, all applicable Cy Fair ISD and SHSUCOE policies will be followed.
- 9) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.

- 10) Conduct observations of Teacher Candidates using the T-TESS Observation Instrument. Copies of each observation will be provided to the observed Teacher Candidate and Cooperating Teacher.
- 11) Provide candidate training on their responsibilities regarding participation in clinical practice, including professional conduct, rules set by the University, and state and federal laws relating to education with specific attention to FERPA and Texas Educator Code of Ethics.
- 12) To the extent SHSUCOE has access to student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.
- 13) Advise all candidates of the District's requirement that they sign an agreement that they will not share videos relating to their student teaching assignment with anyone on any platform other than for the purpose of feedback, reflection, and learning with the cooperating teacher or mentor and University Faculty Supervisor.
- 14) Inform candidates that they must comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and all other applicable laws concerning the privacy of the data of the District's students.
- 15) Recommend for placement in Clinical Teaching only those Teacher Candidates who have earned a satisfactory record and met the requirements established by SHSU.
- 16) Request Teacher Candidate placements that align with the certification area and grade span of the Teacher Candidate.
- 17) Inform all Teacher Candidates that they must complete all appropriate paperwork and applications for placement with Cy Fair ISD and return them in accordance with all deadlines set by Cy Fair ISD.
- 18) Provide Teacher Candidates, Field Supervisors, Cooperating Teachers, Cy Fair ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the Teacher Candidates during clinical teaching.

D. CY FAIR ISD RESPONSIBILITIES

- 1) Allow digital video recording of the candidate in the classroom setting to facilitate reflection and feedback between the candidate and the University Faculty Supervisor and meet state-required mandates for performance assessment of teaching. The video documentation will be shared only among the candidate, the cooperating teacher or mentor, and the University Faculty Supervisor as appropriate. Digital files will not be stored on a University server. Prior signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy prior to digital recording of the candidate in the classroom setting.
- 2) Cy Fair ISD will inform parents of the use of video capture technology in Cy Fair ISD classrooms and explain the measures taken to specifically avoid video capturing their students.
- 3) Allow SHSUCOE personnel to conduct observations of Teacher Candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
- 4) Allow Teacher Candidates to attend Cy Fair ISD campus and district orientations and trainings.
- 5) Provide access to Cy Fair ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
- 6) Provide a Cooperating Teacher for each Teacher Candidate who meets the requirements outlined in Section B of this MOU.
- 7) Train each Cooperating Teacher according to TEA/SBEC rules outlined in TAC 228.101.

- 8) Keep the University informed of Teacher Candidate performance and notify SHSUCOE any time the Teacher Candidate fails to make satisfactory progress.
- 9) Direct Cooperating Teachers to complete all assessments of Teacher Candidates as required by SHSUCOE in the platform designated by SHSUCOE.
- 10) CFISD may discontinue placement of a University student who is not judged to have requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in activities at CFISD, upon communication with University.
- 11) CFISD may remove a University student enrolled in the field instruction if the student fails to comply with the rules and regulations of CFISD while on CFISD premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by CFISD.

E. JOINT SHSUCOE AND CY FAIR ISD RESPONSIBILITIES

- 1) Ensure parental/guardian authorization is obtained prior to any scheduled digital recording of a candidate within the classroom setting.
- 2) Representatives of Cy Fair ISD and SHSUCOE will meet two (2) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Cy Fair ISD.
- 3) Select, train, support, and evaluate Cy Fair ISD teachers serving as Cooperating Teachers.
- 4) Dismiss, reassign, or take other appropriate action against a Teacher Candidate if it is deemed to be in Cy Fair ISD's and SHSUCOE's best interest.
- 5) Collaborate with SHSUCOE to identify schools, principals, and Cooperating Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation.
- 6) Collaborate to provide appropriate Teacher Candidate placements that allow the Teacher Candidate to meet all certification requirements.
- 7) Approve all Teacher Candidate placements.
- 8) Establish ongoing, open communication between the University staff and the District to ensure understanding of the expectations and roles of both institutions.
- 9) Comply with all state and federal laws and regulations.
- 10) For the purpose of the Agreement, pursuant to FERPA, the University hereby designates the District as a school official with a legitimate educational interest in the educational records of Student Teachers who participate in educational programs with the District to the extent that such records are required or provided to the District to facilitate this Agreement. The District agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
- 11) Either University or CFISD may remove a University student enrolled in field instruction if, in the opinion of either party, the student is not making satisfactory progress in the field instruction. Any student who does not satisfactorily complete the field instruction or any portion thereof may repeat the field instruction at CFISD only with the written approval of both parties.
- 12) No participating faculty member or traditional Teacher Candidate shall for any reason be deemed to be an employee, agent, ostensible or apparent agent, or servant of the District.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

SHSUCOE
Dr. Angie Taylor
Director of Innovative Partnerships

Cy Fair ISD
Dr. Douglas Killian
Superintendent

Sam Houston State University
ataylor@shsu.edu
(936) 294-1041

Cy Fair ISD
douglas.killian@cfisd.net
281-897-4000

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to SHSU: Sam Houston State University
Attn.: Dr. Angie Taylor
PO Box 2119
Huntsville, Texas 77341
ataylor@shsu.edu

If to ISD: Cy Fair ISD
Attn.: Jose Munoz
11440 Matzke
Cypress, TX 77429
jose.munoz@cfisd.net

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires five (5) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party. Either Party may immediately terminate this MOU for cause in the event that the other Party (a) fails to satisfactorily perform its obligations under this MOU; (b) commits an act or omission that adversely affects a student; (c) becomes insolvent or commits acts of bankruptcy; and/or (d) in the event that the other Party loses its academic accreditation. In the event of breach or default subject to the ability to cure, the Party alleging the breach will provide the other Party written notice of such breach and will provide that Party twenty (20) calendar days in which to cure or otherwise comply. If the Party alleged to have committed a breach fails to cure within such twenty (20) day period or otherwise fails to comply in a manner that is satisfactory to the Party alleging the breach, the Party alleging the breach has the right to terminate the MOU immediately at any time thereafter and the right to seek any other remedy available to the Party for such breach. The District shall have the right to terminate this MOU in the event of any material changes in the degree programs or the academic or admission standards applicable thereto. The term of this MOU may be amended in writing upon approval of the Parties. After the initial term ending on June 1, 2029, the MOU may be renewed annually for one (1)-year periods upon written agreement for up to three (3) years.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each Party shall be solely responsible for data in its possession. Each Party will maintain the records created and maintained by that Party applicable to its performance under this MOU and in accordance with applicable law. Each Party will share records and documents that may be required for the other Party to undertake its obligations under the MOU. Except as required by applicable law, neither Party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The Parties agree to abide by all federal, state, or local laws, regulations, executive orders, and interpreting authorities, and SHSU,

TSUS, and SHSUCOE and Cy Fair ISD Policies and Procedures as applicable to performance under this MOU. Applicable law includes, but is not limited to, FERPA and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither Party will disclose data to another party for any reason unless required by law.

J. LIMITATION ON LIABILITY

It is understood and agreed that the Parties will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed to the other Party or to any third party. Neither Party waives or relinquishes any immunity or defense on behalf of itself, its trustees, regents, officers, employees, volunteers, or agents as a result of the execution of this MOU or its performance under this MOU. Nothing herein constitutes a waiver of the constitutional, statutory or common law rights, privileges, immunities or defenses of the Parties.

K. NOT EXCLUSIVE

The Parties acknowledge and agree that this MOU is non-exclusive and either Party may enter into similar arrangements with other institutions and entities for similar or identical scopes of work.

L. PUBLIC INFORMATION ACT

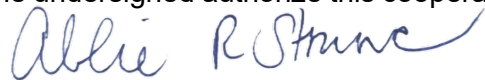
The Parties strictly adhere to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the Texas Public Information Act, Chapter 552, Texas Government Code. The Parties are required to make any information created or exchanged with the State pursuant to this MOU, that is not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the State. The following format(s) shall be deemed to be in compliance with this provision: electronic files in Word, PDF, or similar generally accessible format.

M. NONDISCRIMINATION

The Parties hereto are committed to providing an inclusive education and work environment that offers equal opportunity and access to all qualified persons. In their execution of this MOU, the Parties, and others acting by or through them shall comply with all federal and State policies and laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state law, the Parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or gender expression. Furthermore, nothing in this MOU shall be construed to create a claim or cause of action against either Party for which it is not otherwise liable, or to create an impermissible deficiency debt of either Party. Any breach of this covenant may result in termination of this agreement.

N. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.



Abbie Strunc, Ph.D. Date
Interim Dean, College of Education
Sam Houston State University

Dr. Douglas Killian Date
Superintendent
Cy Fair ISD

ADDENDUM #1 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU YEARLONG CLINICAL TEACHING BETWEEN
SAM HOUSTON STATE UNIVERSITY & CY FAIR ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cy Fair Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Yearlong Clinical Teaching program to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Cy Fair ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Cy Fair ISD is that it will enable SHSU to create an opportunity for Teacher Candidates to receive a more intensive yearlong clinical teaching experience than with a single placement. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Cy Fair ISD.

B. DEFINITIONS

- 1) Site Coordinator: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Teaches courses in the Teacher Preparation Program
- c. Plans/facilitates data-driven, quarterly trainings for Cooperating Teachers
- d. Plans/facilitates data-driven, quarterly governance meetings

- e. Conducts walkthrough observations/coaching
 - f. Conducts formal observations/coaching
 - g. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Teacher Candidate data, Cooperating Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement within the Yearlong Clinical Teaching Program by the educator preparation program (EPP) and campus administrator in Cy Fair ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators (“SHSU Site Coordinator”).
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Cy Fair ISD need.
- 3) Share program and Teacher Candidate data with Cy Fair ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative’s Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students’ backgrounds, strengths, and interests.
 - c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. CY FAIR ISD RESPONSIBILITIES

- 1) If space is available, provide a school-based classroom to be used for SHSU Teacher Candidate coursework that is sufficient in size to hold up to twenty-four (24) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building.
- 2) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Cy Fair ISD administrative office location.
- 3) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Cooperating Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.
- 4) Video-capture of Teacher Candidates' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND CY FAIR ISD RESPONSIBILITIES

- 1) Representatives of Cy Fair ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Cy Fair ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered by the Teacher Candidate and data is entered by the Teacher Candidate into a secure survey portal, Qualtrics. The survey is administered two times during the school year (i.e., once in September and once in April) by each Cooperating Teacher/Teacher Candidate pair (see Joint responsibilities, Section E). Teacher Candidates with a spring-to-fall placement will administer the survey during the fall semester (only).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Cooperating Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter (de-identified) students' responses into Qualtrics in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique alpha code. This code will allow students' responses to be linked to demographic variables and past achievement results. Student names are de-identified in the survey. These results will be viewable only by the Cooperating Teacher, the Teacher Candidate, and the Site Coordinator much like any classroom-based formative or summative assessment.
 - c. Via Qualtrics, student responses will be used to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to teaching pairs.

- d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4) survey areas.
- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for SHSU's Teacher Candidates.
- f. Paper surveys will be destroyed by Teacher Candidates after entering data into Qualtrics.

All terms and provisions from the original MOU also apply to this Addendum.



Abbie Strunc, Ph.D. Date
Interim Dean, College of Education
Sam Houston State University

Dr. Douglas Killian Date
Superintendent
Cy Fair ISD

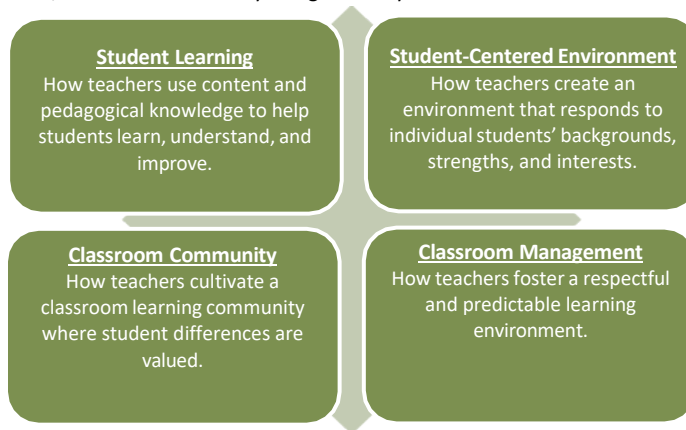
Appendix A Description of the CEI-SPS



THE
COLORADO
EDUCATION
INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#), not by survey element.

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My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade (): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what YOU think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**

Anecdotal Note? ()::

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
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18-								
19-								
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21-								
22-								
23-								

ADDENDUM #2 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU RESIDENCY BETWEEN
SAM HOUSTON STATE UNIVERSITY & CY FAIR ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cy Fair Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Residency Program for Clinical Teaching and to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Cy Fair ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Residents") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Cy Fair ISD is that it will enable SHSU to create an opportunity for Residents to receive a more intensive clinical teaching experience than with a single placement. Upon successful completion of the program, Residents will be exempt from the Pedagogy and Professional Responsibilities EC-12 TExES exam. Upon graduation and certification, these Residents will receive an Enhanced Standard Certificate and then be eligible to teach in Cy Fair ISD.

B. DEFINITIONS

- 1) Site Coordinator or Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe Residents, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Resident being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Resident by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and host teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Teaches courses in the Teacher Preparation Program
- c. Plans/facilitates data-driven, quarterly trainings for Host Teachers

- d. Plans/facilitates data-driven, quarterly governance meetings
 - e. Conducts informal observations/coaching
 - f. Conducts formal observations/coaching
 - g. Collaborates with the Resident, campus supervisor, and the Host Teacher throughout the residency, including regular meetings and/or collaborative support at least three times each semester with the campus supervisor and twice monthly with the Host Teacher.
 - h. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Resident data, Host Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Residency: A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.
- 4) Resident: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for residency; and who is collaboratively assigned to a residency placement within the Residency Program by the educator preparation program (EPP) and campus administrator in Cy Fair ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators (“SHSU Site Coordinator”).
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Cy Fair ISD need.
- 3) Share program and Resident data with Cy Fair ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative’s Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students’ backgrounds, strengths, and interests.

- c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
- d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. CY FAIR ISD RESPONSIBILITIES

- 1) Agree to host and pay Residents according to the laws of Texas House Bill 2 of the 89th Texas Legislature regarding allotments for educator preparation.
- 2) Agree to host Residents for a minimum of one full school year, including the first and last instructional days with students. The residency must meet a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include district or campus closures or disruptions (e.g. inclement weather, holidays). A resident must experience a full range of professional responsibilities during the residency and be held accountable as an educator in the district for the duration of the residency.
- 3) If space is available, provide a school-based classroom to be used for SHSU Resident coursework that is sufficient in size to hold up to twenty-four (24) Residents and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 4) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Residents are placed. The space should be secure, and adequate for administrative duties and conferences with individual Residents. If no space can be provided at a campus, then a similar space can be utilized at a Cy Fair ISD administrative office location.
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Host Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Residents to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Residents' courses. At no time will student-level results be reported in an identifiable manner.
- 6) Video-capture of Residents' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND CY FAIR ISD RESPONSIBILITIES

- 1) Representatives of Cy Fair ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Cy Fair ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered by the Resident and data is entered by the Resident into a secure survey portal, Qualtrics. The survey is administered two times during the school year (i.e., once in September and once in April) by each Host Teacher/Resident pair (see Joint responsibilities, Section E). Residents with a spring-to-fall placement will administer the survey during the fall semester (only).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Host Teacher, Residents will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in

Kindergarten through Grade 2, the abbreviated survey will be administered using a “small-group response” paper/pencil form; and Residents will manually enter (de-identified) students’ responses into Qualtrics in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).

- b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique alpha code. This code will allow students’ responses to be linked to demographic variables and past achievement results. Student names are de-identified in the survey. These results will be viewable only by the Host Teacher, the Resident, and the Site Coordinator much like any classroom-based formative or summative assessment.
- c. Via Qualtrics, student responses will be used to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to teaching pairs.
- d. Using the aggregate, disaggregated, and identifiable reports, Residents will develop data-guided goals and action plans for improving their students’ perceptions in the four (4) survey areas.
- e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for SHSU’s Residents.
- f. Paper surveys will be destroyed by Residents after entering data into Qualtrics.

All terms and provisions from the original MOU also apply to this Addendum.



Abbie Strunc, Ph.D. Date
Interim Dean, College of Education
Sam Houston State University

Dr. Douglas Killian Date
Superintendent
Cy Fair ISD

Appendix A

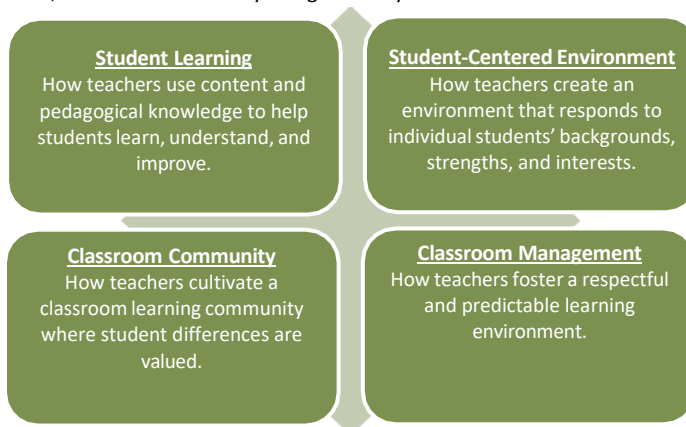
Description of the CEI-SPS



THE
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INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:



There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(s): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what YOU think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**

Anecdotal Note? ()::

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
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23-								

**ADDENDUM #3 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR ADVANCED CERTIFICATIONS BETWEEN
SAM HOUSTON STATE UNIVERSITY & CY FAIR ISD**

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cy Fair Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Parties' expected responsibilities associated with implementing SHSUCOE Practicum/Internship and improving educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain an educator workforce that is prepared to meet the needs of students in schools within Cy Fair ISD.

Goal 2

Support in-service educators in Cy Fair ISD in their professional learning goals and in their development.

Goal 3

Develop and sustain district-university partnerships that support educator growth and development.

B. DEFINITIONS

1. Candidate: An SHSU student admitted to the educator preparation program but not yet a practicum or intern student.
2. Practicum or intern candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for practicum or internship; and who is collaboratively assigned to a practicum/internship placement by the educator preparation program (EPP) and campus administrator in Cy Fair ISD.
3. Practicum: A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.
4. Internship: A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
5. Site Supervisor or Mentor: For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in

how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

6. Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or Site Supervisor, assigned as required by TAC §228.101, may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Clinical Teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE Responsibilities

1. Recommend for placement only those Candidates who have earned a satisfactory record and have met the requirements established by the University.
2. Inform Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
 - c. Become familiar with and comply with applicable District policies and requirements for candidates, unless otherwise prohibited by law.
 - d. Become familiar with and comply with applicable departmental policies and requirements for candidates.
3. Provide departmental personnel to liaise with Cy Fair ISD and timely facilitate candidate's internship and/or clinical rotations at the site.
4. Dedicate and support Field Supervisors to serve as a support system to practicum or intern candidates who complete practicum or internship in Cy Fair ISD. On a day-to-day basis, the Field Supervisor will provide support to practicum or intern candidates placed in Cy Fair ISD schools and collaborate with building administrators and site supervisors.
5. Recruit and screen talented, committed Candidates prepared to work in high-needs schools.
6. Provide Candidates coursework that meets the requirements for educator certification.
7. Train and require practicum and internship students to abide by the rules of conduct contained within the SHSUCOE Student Handbook, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, and the Cy Fair ISD Policies and Procedures. In the event of misconduct that violates criminal law or requires disciplinary action, all applicable Cy Fair ISD and SHSUCOE policies will be followed.
8. Brief all staff involved in the practicum or internship candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
9. Conduct observations of practicum or internship candidates. Copies of each observation will be provided to the observed candidate and site supervisor.

10. To the extent SHSUCOE has access to Cy Fair ISD student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.
11. Recommend for placement in practicum or internship only those candidates who have earned a satisfactory record and met the requirements established by SHSU.
12. Provide Cy Fair ISD the right to refuse placement for any practicum or intern candidate based on any information obtained during the application process that does not meet Cy Fair ISD standards.
13. Provide practicum and intern candidates, Field Supervisors, site supervisors, Cy Fair ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the practicum or internship.

D. Cy Fair ISD Responsibilities

1. Allow SHSUCOE personnel to conduct observations of practicum or internship candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
2. Allow practicum or intern candidates to attend Cy Fair ISD campus and district orientations and training relevant to the certification the candidate is seeking.
3. Provide access to Cy Fair ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
4. Provide a site supervisor for each practicum or intern candidate who meets the requirements outlined in Section B of this Addendum.
5. Keep the University informed of practicum or intern candidate performance and notify SHSUCOE any time the practicum or intern candidate fails to make satisfactory progress. Inform designated liaisons of changes in District policy, procedures, and personnel that might affect the clinical experience.
6. Direct site supervisors to complete all assessments of practicum or intern candidates as required by SHSUCOE in the platform designated by SHSUCOE.
7. Support continuing education and professional growth and development of those staff who are responsible for candidate supervision.
8. Video-capture of candidate observations is addressed in the MOU for SHSU Clinical Teaching.
9. For Districts supporting candidates seeking advanced certification in School Counseling, the District agrees to:
 - a. Provide an experience pertinent and meaningful for the candidate's degree program. This includes the following:
 1. Work with candidates to obtain required direct and indirect hours of service that meet definition set forth by department clinical experience handbook:
 - a) direct k-12 student/parent contact as a school counselor 40 hours semester with 60 hours minimum indirect hours in practicum
 - b) for each of the 2 internship semesters, 100 direct k-12 student/parent contact and 150 minimum indirect hours
 - c) Over the course of the 3 semesters the total is 600 hours with 40% being direct contact hours (e.g., counseling, coordination, consultation, classroom guidance, small groups)
 2. Ensure that cases and client load do not exceed reasonable frequency and match appropriate skill level.
 3. Ensure use of office space for private counseling, available equipment, office supplies, and clerical assistance as needed.
 4. Ensure candidates are either not left alone to conduct work or are provided safe procedures for conducting services.

5. Ensure completion of two audio or video recordings (with client and district consent) of counseling sessions as two recordings are required for course evaluation and candidate grading.
- b. Allow the program of on-site education to be reviewed by the candidate's faculty or designated liaison.
- c. Provide quality supervision of the candidate(s) in the on-site education program with an average of one (1) hour per week of individual/triadic supervision, conducted by agreed upon and approved supervisor throughout the clinical experience. No more than half of individual/triadic supervision will occur via online or distance formats (i.e. Zoom). Phone supervision is not permitted.
- d. Agree upon schedules for individual candidates.

E. JOINT SHSUCOE and Cy Fair ISD Responsibilities

1. Representatives of Cy Fair ISD and SHSUCOE will meet once each year to review Program data, discuss implementation of the Program, and plan for future needs of Cy Fair ISD.
2. Select, train, support, and evaluate Cy Fair ISD relative staff members serving as site supervisors.
3. Dismiss, reassign, or take other appropriate action against a practicum or intern candidate if it is deemed to be in Cy Fair ISD's and SHSUCOE's best interest.
4. Collaborate to provide appropriate practicum or internship placements that allow the candidate to meet all certification requirements.
5. Approve all practicum or internship placements.
6. The parties acknowledge that the University is not a covered entity under the Health Insurance Portability and Accountability Act (HIPAA) and is not a business associate of the District.

All terms and provisions from the original MOU also apply to this Addendum.



Abbie Strunc, Ph.D. _____ Date _____
Interim Dean, College of Education
Sam Houston State University

Dr. Douglas Killian _____ Date _____
Superintendent
Cy Fair ISD

ADDENDUM #4 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ParaPath PROGRAM BETWEEN
SAM HOUSTON STATE UNIVERSITY & CY FAIR ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cy Fair Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE ParaPath program to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOAL

Collaborate with Cy Fair ISD to produce effective teachers in the areas of core, bilingual and special education through the SHSU ParaPath Program. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Cy Fair ISD.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Cy Fair ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master

teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or site supervisor, assigned as required by TAC §228.63(c), may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE RESPONSIBILITIES

- 1) Provide cohort that specifically trains teachers to certify in high needs areas such as core, bilingual, and special education.
- 2) Provide more than 50% of cohort classes either on-site or in close proximity to Cy Fair ISD.
- 3) Provide remaining classes through a combination of online and/or distance learning.

D. CY FAIR ISD RESPONSIBILITIES

- 1) Work collaboratively with SHSU stakeholders to assist with program/candidate needs.
- 2) Conduct Support Surveys with Teacher Candidates to determine effectiveness of support already in place and to identify additional support that may be needed.
- 3) Work collaboratively with principals to set progress monitoring meetings with Teacher Candidates to ensure they have opportunities needed to complete projects and requirements.
- 4) District recruitment staff will visit the cohort to train on interview and resume skills and assist with placement once certification and degree is complete.
- 5) Ensure that Teacher Candidates have met initial Program requirements, such as achieving "Core Complete" prior to entering cohort.
- 6) Provide release time for Teacher Candidates to fulfill degree and certification requirements.
- 7) Video-capture of Teacher Candidates' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND CY FAIR ISD RESPONSIBILITIES

- 1) Conduct quarterly meetings with university personnel and Teacher Candidates to ensure ongoing alignment of coursework and certification specialization.
- 2) Conduct test preparation sessions to be held in collaboration with SHSU to prepare candidates for required certification exams.

All terms and provisions from the original MOU also apply to this Addendum.



Abbie Strunc, Ph.D. Date
Interim Dean, College of Education
Sam Houston State University

Dr. Douglas Killian Date
Superintendent
Cy Fair ISD

ADDENDUM #5 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ALTERNATIVE CERTIFICATION PROGRAM (ACP) INTERNSHIP
SAM HOUSTON STATE UNIVERSITY & CY FAIR ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cy Fair Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Alternative Certification Program (ACP) Internship and to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Cy Fair ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are ACP Interns preparing to be teachers to become highly competent in their subject-area, and pedagogy to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Cy Fair ISD is that it will enable SHSU to create an opportunity for ACP Interns to receive a more intensive ACP Internship experience with a single placement as a supervised intern. Upon completion of the program and certification, these Interns will then be eligible to teach in Cy Fair ISD.

B. DEFINITIONS

- 1) University Site Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A University Site Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A University Site Supervisor shall be an accomplished educator as shown by student learning. A University Site Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A University Site Supervisor shall not be employed by the same school where the ACP Intern being supervised is completing his or her internship. The University Site Supervisor shall not be related to the ACP Intern by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The University Site Supervisor role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Plans/facilitates data-driven, ACP governance meetings every semester
- c. Conducts walkthrough mentoring/coaching
- d. Conducts formal observations/coaching
- e. Serves as ACP liaison to the district liaison.

2) ACP Governance Committee Meeting: A committee meeting held every semester, comprised of representatives/key stakeholders that may include the following parties:

- a. School site representatives
- b. District representatives
- c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
- b. Continually assesses the effectiveness of the program by: reviewing ACP Intern data, Cooperating Teacher feedback, providing support
- c. Coordinates calendars between the University and the District and seeks opportunities for professional development

C. CY FAIR ISD RESPONSIBILITIES

- 1) If space is available, provide a school-based classroom to be used for SHSU ACP Internship coursework that is sufficient in size to hold up to twenty-four (24) ACP Interns and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 2) Provide office space for the SHSU University Site Coordinator on at least one campus where SHSU ACP Interns are placed. The space should be secure, and adequate for administrative duties and conferences with individual Interns. If no space can be provided at a campus, then a similar space can be utilized at a Cy Fair ISD administrative office location.

D. JOINT SHSUCOE AND CY FAIR ISD RESPONSIBILITIES

- 1) Representatives of Cy Fair ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Cy Fair ISD.

All terms and provisions from the original MOU also apply to this Addendum.



 Abbie Strunc, Ph.D. Date
 Interim Dean, College of Education
 Sam Houston State University

 Dr. Douglas Killian Date
 Superintendent
 Cy Fair ISD

ADDENDUM #6 TO MEMORANDUM OF UNDERSTANDING (MOU) FOR PREP RESIDENCY 2026-2027 Between

Sam Houston State University & Cy Fair ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cypress Fairbanks Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

A. Purpose

- To supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Enhanced Residency program to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.
- To facilitate a learning-centered partnership between the District and SHSUCOE in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment, and
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

B. Authority & Citations

This Addendum is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

C. Term & Renewal

This Addendum begins on the Effective Date and ends on June 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

D. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

E. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.
- Data-Sharing Framework: Establish processes to share non-identified district performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

F. Recruitment

The Parties will collaborate to recruit candidates that meet the District's greatest staffing needs and align with SHSUCOE admissions and program capacity.

G. Support for Residents

1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

2 Clinical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

4 Evaluation & Coaching

- Formal Evaluation: Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- Informal Coaching: Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

5 Observation Logistics

- Data Collection & Dissemination: Ensure compliance with FERPA and District policies in any collection, storage, or sharing of data.
- Communication of Schedules & Results: Field Supervisors and/or SHSUCOE faculty will communicate observation schedules and results to designated District personnel via email and the SHSUCOE compliance software (e.g. TK20).
- Campus Visit Procedures: SHSUCOE personnel will adhere to District campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the District will provide in writing and update as needed.

H. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

I. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

J. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of SHSUCOE.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the District designates SHSUCOE as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Addendum. The FERPA Designee shall comply with FERPA as to any such educational records.

K. Additional District Specific Obligations

- Provide opportunities for Residents to attend District- and school-level professional development.
- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., 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; obtain signed parental consent forms as required.

L. Additional SHSUCOE Specific Obligations

- Comply with District policies and procedures and ensure SHSUCOE instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by SHSUCOE policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.

M. Miscellaneous

1 Governing Law & Venue

This Addendum is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas.

2 Termination

Except as otherwise provided, this Addendum may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the District will notify appropriate Texas Education Agency staff of the termination of this Addendum.

3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, 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.

4 Sovereign Immunity

Nothing in this Addendum waives or relinquishes the Parties' rights to claim any exemptions, privileges, immunities, or defenses, whether constitutional, statutory or common law. To the extent the terms of this paragraph conflicts with any other provision in this Addendum, the terms of this paragraph shall control.

All terms and provisions from the original MOU also apply to this Addendum.

Signatures

IN WITNESS WHEREOF, the Parties to this Addendum, through their duly authorized representatives, have executed this Addendum and certify that they have read, understood, and agreed to its terms. This Addendum may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

Cy Fair ISD (Superintendent's Designee)

- Signature: _____
- Name: Dr. Douglas Killian
- Title: Superintendent
- Date: _____

Cy Fair ISD (Program Manager)

- Signature: Jose Munoz
- Name: Jose Munoz
- Title: Director, HR
- Date: 8/6/26

SHSU (Legal Authority)

- Signature: Abbie R Strunc
- Name: Abbie Strunc, Ph.D.
- Title: Interim Dean, College of Education, Sam Houston State University
- Date: _____

SHSUCOE (Residency Program Leadership)

- Signature:  Helen Berg (Jul 20, 2026 09:59:44 PDT)
- Name: Helen Berg, Ph.D.
- Title: Associate Dean, College of Education, Sam Houston State University
- Date: _____

ADDENDUM #7 TO MEMORANDUM OF UNDERSTANDING (MOU) FOR PREP GROW YOUR OWN 2026-2027 Between

Sam Houston State University & Cy Fair ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is [EFFECTIVE DATE], between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Cypress Fairbanks Independent School District, (hereinafter Cy Fair ISD or the District. Individually, Cy Fair ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

A. Purpose

- To supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Grow Your Own program, serving EC-6 grade-levels, to improve educator preparation, with the end goal of improving Cy Fair ISD student achievement.
- To articulate the nature and expectations of the partnership between the parties associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter PREP GYO Program) in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified institutions of higher education (hereinafter IHE) and educator preparation programs (hereinafter EPP), to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter GYO participants) in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

B. Authority & Citations

This Addendum is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

C. Term & Renewal

This Addendum begins on the Effective Date and ends on June 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

D. Collaborative Goals

- Establishing structures for quality implementation, including:
 - Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
 - Selection of GYO participants according to a set of mutually determined criteria.
 - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
 - Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in earning a bachelor's degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program.

- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
 - Completion of the bachelor's degree and acceptance into an EPP within three (3) years.
 - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
 - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
 - On-the-job training aligned with the standards for educator certification established by the board.
 - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

E. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key IHE leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness.

F. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
 - Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
 - Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
 - Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

G. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the District designates SHSUCOE as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Addendum. The FERPA Designee shall comply with FERPA as to any such educational records.

H. Additional District Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the

partnership.

- Employ GYO participants in a certification-aligned job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the District.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The District must work with SHSUCOE to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.

I. Additional SHSUCOE Specific Obligations

- Provide key faculty member(s) to support the implementation of the PREP GYO Program.
- Ensure that GYO participants earn their bachelor's degree within three years of beginning participation in the PREP GYO Program.
- Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

J. Miscellaneous

1 Governing Law & Venue

This Addendum is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas.

2 Termination

Except as otherwise provided, this Addendum may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for GYO participants to complete the year prior to the effective date of termination. Upon termination, the District will notify appropriate Texas Education Agency staff of the termination of this Addendum.

3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, 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.

4 Sovereign Immunity

Nothing in this Addendum waives or relinquishes the Parties' rights to claim any exemptions, privileges, immunities, or defenses, whether constitutional, statutory or common law. To the extent the terms of this paragraph conflicts with any other provision in this Addendum, the terms of this paragraph shall control.

All terms and provisions from the original MOU also apply to this Addendum.

Signatures

IN WITNESS WHEREOF, the Parties to this Addendum, through their duly authorized representatives, have executed this Addendum and certify that they have read, understood, and agreed to its terms. This Addendum may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

Cy Fair ISD (Superintendent's Designee)

- Signature: _____
- Name: Dr. Douglas Killian
- Title: Superintendent
- Date: _____

Cy Fair ISD (Program Manager)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

SHSU (Legal Authority)



- Signature: _____
- Name: Abbie Strunc, Ph.D.
- Title: Interim Dean, College of Education, Sam Houston State University
- Date: _____

SHSUCOE (GYO Program Leadership)

- Signature: _____
 [Helen Berg \(Jul 20, 2026 09:59:44 PDT\)](#)
- Name: Helen Berg, Ph.D.
- Title: Associate Dean, College of Education, Sam Houston State University
- Date: _____

CyFairISD_SHSUCOE MOU

Final Audit Report

2026-07-20

Created:	2026-07-20 (Central Daylight Time)
By:	Angie Taylor (agb003@shsu.edu)
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Transaction ID:	CBJCHBCAABAALiHNbUIpna_Vqzwjka0WajNLJHMkyaby

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-  Document created by Angie Taylor (agb003@shsu.edu)
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-  Document emailed to Edgard Sanchez (exs002@shsu.edu) for signature
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-  Document e-signed by Edgard Sanchez (exs002@shsu.edu)
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-  Signer Jessica Sides (jjs083@shsu.edu) entered name at signing as Abbie R. Strunc
2026-07-20 - 12:49:05 PM CDT- IP address: 158.135.150.113

 Document e-signed by Abbie R. Strunc (jjs083@shsu.edu)

Signature Date: 2026-07-20 - 12:49:07 PM CDT - Time Source: server- IP address: 158.135.150.113 - Signature Appearance Selected:
IMAGE

 Agreement completed.

2026-07-20 - 12:49:07 PM CDT

Cypress-Fairbanks ISD-RES-Sam Houston State University

Final Audit Report

2026-08-06

Created:	2026-08-06
By:	Laura Nichols (Laura.Nichols@cfisd.net)
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-  Agreement viewed by JOSE MUNOZ (jose.munoz@cfisd.net)
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-  Document e-signed by JOSE MUNOZ (jose.munoz@cfisd.net)
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MEMORANDUM OF UNDERSTANDING

CyFair ISD and University of Houston - Downtown

High Quality Grow Your Own, Clinical Teaching, Teacher Residency, and/or Alternative Certification Partnership Program

This Memorandum of Understanding ("Agreement" or "MOU") is made by and between **CyFair ISD** a Texas public school district ("District") and the University of Houston -Downtown, a Texas Public Institution of Higher Education and Educator Preparation Program ("University" or "IHE/EPP") (hereinafter collectively referred to individually as a "Party" or jointly as the "Parties").

WHEREAS, "District" has been awarded, or may seek, funding for preparing and retaining educators through the Preparing & Retaining Educators through Partnerships (PREP) Program Allotment, including PREP Grow Your Own, PREP Preservice Residence, PREP Preservice Traditional, and PREP Preservice Alternative Certification, as applicable;

WHEREAS, the University of Houston–Downtown operates a Texas Education Agency-vetted and approved Educator Preparation Program ("EPP") and Teacher Residency Program ("Residency Program");

WHEREAS, "District" and the University desire to enter into an agreement to improve preparation opportunities for aspiring educators through an aligned educator pipeline that may include a Grow Your Own pathway ("GYO Pathway"), clinical teaching experiences ("Clinical Teaching"), teacher residencies ("Teacher Residency"), or internship experiences for ACP candidates ("Internship") with the shared goal of improving teaching and learning in "District" schools through mutual collaboration in the preparation of GYO Participants, Student Teachers, Teacher Residents, or Interns as applicable, and supporting the potential hiring and retention of successful graduates;

WHEREAS, "District" and the University wish to collaborate to achieve shared goals for a high - quality GYO Pathway, Clinical Teaching Experience, and/or Teacher Residency Program, and to specify shared and individual responsibilities to plan, implement, and continuously improve a collaborative educator pipeline partnership ("Program");

WHEREAS, the Parties intend for this Agreement to meet applicable requirements under Texas Education Code §§ 21.902, 21.906, 21.04421–21.04423, and 48.157, as applicable, and Texas Administrative Code Title 19 Chapter 228, including requirements for Clinical Teaching, Teacher Residency, Internship, and Cooperating Teachers ("Cooperating Teachers"), as applicable;

NOW, THEREFORE, in consideration of the mutual covenants herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

Term and Termination. This Agreement shall be effective beginning August 1, 2026, and shall remain in effect through August 31, 2031, unless earlier terminated in accordance with this Article. The Agreement may be renewed, revised, or extended by mutual written consent of both Parties.

Either Party may terminate this Agreement by providing written notice to the other Party at least thirty (30) days before the desired termination date.

In the event this Agreement is terminated prior to the termination date, the Parties agree to allow candidates who have already begun work under this Program, and who are performing to District's satisfaction, to complete the academic year in which they have begun work for District.

ARTICLE II

This Agreement is intentionally designed as a single, unified MOU that differentiates programmatic requirements while ensuring coherence across the educator pipeline.

The Program may include the following Pathways: Grow Your Own (GYO), Teacher Residency, Clinical Teaching, and/or Internship. The specific pathway will be determined by the shared goals for the partnership, the candidate's eligibility, EPP design, and District staffing needs.

- A. Grow Your Own (GYO) Pathway.** The GYO pathway supports eligible "District" employees prior to admission into the University's EPP. Such employees shall be referred to in this Article as "GYO Participants." GYO Participants are employed by "District", are working toward completion of a bachelor's degree, and are not yet EPP candidates, Student Teachers, or Teacher Residents.

Components of the GYO Pathway include:

I. Pre-EPP Phase:

- i. Scheduled release time to support coursework, field-based experiences, and degree completion;
- ii. Employment in an instructional support role for a minimum of twenty-five percent (25%) of the workday, including guided instructional practice;
- iii. Supervised opportunities to work with students, including small-group instruction and instructional routines;
- iv. Progress monitoring toward bachelor's degree completion and EPP admission within three (3) years of program entry;
- v. Attainment of Educational Aide III certification during the first year of participation.
- vi. GYO participants will transition into the Teacher Residency Pathway upon admission to the EPP and the beginning of their senior year at IHE/EPP, and at that point will be subject to all residency requirements outlined herein.

II. Transition from GYO to EPP Teacher Residency Pathway:

Upon formal admission into the EPP and completion of coursework and field experience requirements prior to senior year, GYO Participants will transition into the Teacher Residency Pathway. 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 Teacher Residents.

Clinical Experiences (EPP Phase)

Once admitted to the EPP, candidates may participate in ONE of the following pathways, based on eligibility, EPP program design, and District staffing needs.

- B. Teacher Residency Pathway.** The Teacher Residency is a full-year, school-embedded clinical experience aligned with TAC §228.65. Teacher Residents complete a minimum of twenty-eight (28) weeks and seven hundred fifty (750) hours across a full academic year in one distinct field site.

Teacher Residents spend at least three (3) full days per week, or twenty-one (21) hours, during the first semester, and at least four (4) full days per week, or twenty-eight (28) hours, during the second semester, on the assigned District campus under the supervision of a Cooperating Teacher until the 750-hour requirement is met.

Teacher Residents engage in gradual release of responsibility through co-teaching and leading instruction for at least four hundred (400) hours. Teacher Residents also participate in planning, instruction, assessment, parent communication, professional development, and other core responsibilities of classroom teachers.

- C. Traditional Clinical Teaching Pathway (Non-Residency).** Clinical Teaching is a single-semester capstone experience aligned with TAC §228.67. Student Teachers complete a minimum of fourteen (14) weeks and four hundred ninety (490) hours in a clinical teaching assignment.

Student Teachers spend at least four (4) full days per week on the assigned Spring Branch ISD campus under the supervision of a Cooperating Teacher. Student Teachers participate in instructional planning, classroom instruction, assessment, and professional duties under supervision of a qualified cooperating teacher.

- D. Internship Pathway (Non - Residency).** The Internship experience is only available for candidates in the Alternative Certification Program. An eligible candidate must successfully complete the required certification exams prior to the start of the internship. Additionally, internship candidates 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 §228.73.

Interns must complete one full school year as teacher of record for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

Interns participate in instructional planning, classroom instruction, assessment, and professional duties under supervision of a qualified cooperating teacher.

ARTICLE III

“District” agrees to the following:

- A. Cooperate with the University in selecting qualified Student Teachers, Teacher Residents, or Interns for the Program as applicable. Potential Participants will be carefully screened by the University prior to recommendation for placement in accordance with policies and procedures of the University’s Program.
- B. Participate in ongoing collaborative assessment of the University’s EPP and the District teacher residency program through review of available Participant, Cooperating Teacher, field supervisor, and program data, as permitted by law, including FERPA.
- C. Encourage communication between the Parties by designating appropriate personnel to jointly oversee implementation of this Agreement and foster an ongoing collaboration capable of supporting a sustainable teacher residency and clinical practice program within District.
- D. Encourage District staff to engage in constructive and solutions-oriented discussions about the University when engaging with Participants and University staff to foster a supportive environment for collaboration and growth.
- E. Report to the Texas Education Agency the following:
 - 1. Number of Participants in each Program;
 - 2. Demographics of Participants in each Program;
 - 3. Number and type of teacher certifications awarded to Participants; and
 - 4. Number of Participants hired as full-time teachers within the District the following year.
- F. Collaboratively develop with the University a student teacher/teacher resident profile, aligned with the District’s educator pipeline needs, that will be used to recruit, select, and place student teachers and teacher residents.
- G. Collaboratively develop with the University a Cooperating Teacher profile that includes consideration of the Cooperating Teacher’s impact on student achievement, to recruit and select high-quality Cooperating Teachers.
- H. Comply with educator preparation program requirements in Texas Administrative Code Title 19, Chapter 228 for Clinical Teaching (§228.67), Residency (§228.65), or Internship (§228.73) as applicable.

- I. Participate in a collaborative placement process with the University for Participants. The placement process shall include considerations for both campus and Cooperating Teacher qualifications, as determined by District. Teacher residents shall complete an application and submit a video interview. Video interviews shall be reviewed by District's Human Resource Department Staff, in consultation with the University. Notwithstanding anything contained herein to the contrary, the final selection, placement, reassignment, and removal decisions shall be made in the sole discretion of District. Individuals selected for the residency pathway shall be placed for both semesters, subject to continued eligibility and District approval. Teacher residents shall apply for the student teacher resident position posted on the District's website and shall be subject to a criminal background check prior to placement as described in Article IV, Section Y.
- J. Program participants shall complete a Pre-Service Affidavit in compliance with the requirements in Texas Education Code Section 22A.055, as described in Article IV, Section Z.
- K. Support the Teacher Residency Route described in Article II by providing an assigned District campus placement and a qualified Cooperating Teacher, subject to District staffing needs, placement availability, continued eligibility, and District approval.
- L. Support opportunities for Teacher Residents to engage in increased instructional responsibility, including co-teaching and leading classroom instruction, consistent with the Teacher Residency requirements described in Article II.
- M. Support the Clinical Teaching Route described in Article II by providing an assigned District campus placement and a qualified Cooperating Teacher, subject to District staffing needs, placement availability, continued eligibility, and District approval.
- N. Allow Participants the opportunity to experience a full range of professional responsibilities including but not limited to carrying out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided and professional practice.
- O. Participate in candidate evaluation and provide documentation, feedback, and recommendations to the University regarding Participant performance, as applicable. If the field supervisor, cooperating teacher or campus supervisor do not recommend that the candidate should be recommended for certification, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and the field supervisor, the cooperating teacher or the campus supervisor.
- P. Maintain sole responsibility for the instruction, education, and welfare of its students. District shall be responsible for providing adequate staffing necessary to carry out the goals and objectives of the District, as determined in the sole discretion of District.
- Q. Acknowledge that Participants assigned to District for the purposes set forth in this Agreement will be under the supervision, control, and responsibility of District while placed at District campuses

and shall work in the presence of, and in partnership with, a certified teacher of record, to the maximum extent practicable.

- R. Employ a clearly designated, actively licensed, and appropriately qualified professional who shall be responsible for oversight of the integrity and quality of the training program, as determined by District.
- S. Provide qualified Cooperating Teachers for Participants. Cooperating Teachers selected by District shall be District employees assigned to supervise Participants and serve as resource persons for Participants and University faculty. Cooperating Teachers selected by District will:
 - 1. meet the selection criteria of the Cooperating Teacher profile established by the District;
 - 2. meet the criteria set forth in Section §228.93 of the Texas Administrative Code for Cooperating Teachers or Section §228.95 for residency including at minimum three years of teaching experience, appropriate teacher certification, and demonstration of having positive impact on student learning as evidenced by either state accountability exam student scores or annual teacher performance appraisals.
 - 3. assist in orienting Participants to District and the campus within which they will be assigned;
 - 4. explain school and District policies, rules, and regulations to Participants;
 - 5. co-teach with the Participants, gradually releasing instructional responsibility and lead instruction time;
 - 6. provide prompt and substantive feedback to Participants regarding all performance activities and interactions with school personnel, students, and parents;
 - 7. complete written evaluations (form provided by the University) of Participant's progress and submit them to the University faculty/site supervisor, after reviewing them with the applicable Participant;
 - 8. immediately inform campus and/or District administrators as well as the University faculty/site supervisor of any concerns regarding Participant;
 - 9. establish a time to meet weekly and discuss with Participants regarding their activities, impressions, reflections, and suggestions for goals and areas of improvement;
 - 10. supervise Participants daily. If the assigned cooperating teacher is absent for any reason, a qualified, licensed professional, as designated by District, will be assigned to supervise the Participant; and
 - 11. participate in training and supports for mentoring and co-teaching best practices.

- T. Shall provide University and Participant with copies and/or electronic access to the policies and procedures, and other relevant materials of District to allow Participants to be fully informed of the District's rules, policies, and procedures. Failure to follow District policies and procedures can result in removal of the Participant from the program, as determined in the sole and absolute discretion of District.
- U. Shall retain the right, in its sole discretion, to remove any individual from any District property, including, but not limited, to the assigned campus. Participants shall be instructed by the University to promptly and without protest leave any District property whenever they are requested to do so by an authorized District representative.
- V. Shall make every effort to obtain necessary emergency medical services to Participants. District will call emergency medical services should it become necessary. Participants shall follow District protocols for health and safety.
- W. Shall permit Participants access to the library facilities, curriculum laboratories, and provide materials which are made available to District employees. Participants are prohibited from removing any materials from a campus or District site without appropriate written approval.

ARTICLE IV

The University agrees to the following:

- A. Cooperate with District in selecting qualified Participants for each Program. Potential Participants shall be carefully screened by the University prior to recommendation for placement in accordance with policies and procedures of the University's program.
- B. Establish and participate in a framework with District for sharing de-identified performance data and, where a data-sharing agreement has been executed by the Parties, identified performance data for the purposes of monitoring and evaluating the preparation and effectiveness of Participants to the extent permitted by law.
- C. Participate in ongoing collaborative assessment of the University's EPP and the District teacher residency program through review of available Participant, Cooperating Teacher, field supervisor, and program data, as permitted by law, including FERPA.
- D. Designate appropriate personnel to jointly oversee implementation of this Agreement and maintain regular communication with District to support a sustainable Program within District.
- E. Direct university staff to engage in constructive and solutions-oriented discussions with District personnel and Participants to foster a supportive environment for collaboration and growth.
- F. Certify, prior to placement of any Participant, completion of:
 - a. Required coursework for teacher preparation applicable to the placement; and

- b. A formal introduction to ethical and professional standards.
- G. Maintain accreditation of its educational programs by appropriate accrediting organizations; and determine standards of education, hours of instruction, learning experiences, administration, matriculation, promotion, and graduation.
- H. Maintain all records and reports on Participants' experiences in accordance with University policy and regulatory requirements.
- I. Collaboratively develop with the District a Participant profile, aligned with the District's educator pipeline needs, that will be used to recruit, select, and place student teachers and teacher residents.
- J. Collaboratively develop with the District a Cooperating Teacher profile, which includes consideration of the Cooperating Teacher's impact on student achievement.
- K. Provide training and support in coaching and co-teaching best practices for Cooperating Teachers.
- L. Participate in structured governance meetings with the District quarterly, or as needed, to discuss Participant progress, analyze data, and develop plans for the Program's continuous improvement, and inform professional development provided to Cooperating Teachers. All data sharing shall comply with FERPA confidentiality obligations of District or University, or other applicable law.
- M. Comply with all educator preparation program requirements in Texas Administrative Code Title 19, Chapter 228 for Clinical Teaching (§228.67), Residency (§228.65), or Internship (§228.73) as applicable.
- N. Coordinate with District to provide Teacher Residents with a full academic year residency experience consistent with the Teacher Residency Route described in Article II and applicable TAC requirements.
- O. Ensure that Teacher Residents are prepared to engage in increased instructional responsibility, including co-teaching and leading classroom instruction, consistent with the Teacher Residency requirements described in Article II.
- P. Coordinate with District to provide Student Teachers with a single-semester clinical teaching experience consistent with the Clinical Teaching Route described in Article II and applicable TAC requirements.
- Q. Maintain proper documentation of successful completion of program requirements and provide recommendations for teaching certification. If the field supervisor, cooperating teacher, or campus supervisor do not recommend that the candidate should be recommended for certification, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of

recommendation to the candidate and the field supervisor, the cooperating teacher, or the campus supervisor.

- R. Coordinate with District regarding the Participants' anticipated schedules and campus assignment. Provided, however, that final placement, reassignment, and removal decisions shall be made in the sole discretion of District.
- S. Inform Participants that they shall be responsible for adhering to all rules and regulations of District including recognition of the confidential nature of information regarding District students and their records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act ("FERPA").
- T. Assign a faculty/field supervisor who will collaborate with District's assigned Cooperating Teachers and District's Human Resource Department.
- U. To the extent not in conflict with University policies and procedures, comply with District policies and procedures that are made known to the University and ensure that all course instructors and faculty/field supervisors are aware of these policies.
- V. Assist any Participant falling below the University's academic and/or professional standards with a Growth Plan - a detailed improvement and accountability plan of action developed to ensure improved performance by the student teacher or teacher resident.
- W. The University acknowledges that District has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically FERPA. The University is receiving information in compliance with the requirements and expectations outlined in FERPA. The University acknowledges that it must comply with said law and regulations and safeguard student information. The University is prohibited from re-disclosing the information to a third party without prior written consent from the parent or the eligible student. University must destroy any student information received from the District when no longer needed for the purposes listed in this Agreement.
- X. Immediately remove, upon written request of District, any Participant whose performance is unsatisfactory, whose personal characteristics prevent a desirable relationship with District, or who fails to follow District's policies and procedures, as determined in the sole and absolute discretion of District.
- Y. Ensure that a full background check of all Participants is conducted prior to the first day of the Program. University shall be solely responsible for ensuring that all Participants cooperate fully with District's procedure to complete background check. Participation in the Program by any Participant is expressly contingent upon District's approval of the results of the background check. Participants will not be permitted to begin the Program (or any related activities) at District until all criminal history requirements have been satisfied. Participants must not have been convicted of any offense identified in Texas Education Code Section 22.085 or any higher standard established by District or its Board of Trustees.

- Z. Ensure that Participants complete a Pre- Service Affidavit in compliance with the requirements in Texas Education Code Section 22A.055. Participation in the Program by any Participant is expressly contingent upon District's approval of the results of the Pre- Service Affidavit. Participants will not be permitted to begin the Program (or any related activities) at District until all Pre- Service Affidavit requirements have been satisfied.

ARTICLE V

It is mutually agreed by the Parties:

- A. The Participants shall function within the policies of District.
- B. If a Participant is expelled from the University, withdrawn from the Educator Preparation Program, or removed from the District Program under this Agreement, such action will terminate all contractual obligations between District and the Participant, if any.
- C. Notices. All notices under this Agreement shall be in writing and shall be delivered personally or sent, postage prepaid, by certified mail, return receipt requested, or by overnight delivery service to the authorized representative of the Party to be notified. Either Party may change the person or address to which notice should be given by giving written notice (in accordance with this section) to the other party of such change. Notice shall be deemed to be duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to District:

Name: Jose Munoz

Title: Director, HR

School District: Cypress-Fairbanks ISD

Address: 11440 Matzke, Cypress, TX 77429

If to University:

Name: Dr. Patricia Siller

Title: Clinical Asst. Professor/Director of Field Experience

University: University of Houston-Downtown

Address: One Main Street Houston, TX 77002

- D. Public Information:

1. Both Parties are obligated to strictly comply with the Public Information Act, Chapter 552. Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
 2. Both Parties will fully cooperate in responding to public information requests. This includes, but is not limited to, providing requested documentation. In the event that the request involves documentation that either Party has clearly marked as confidential and/or proprietary, the other Party will provide the required notices under the TPIA.
- E. District shall timely notify the University when any University employee or Participant has been involved in a reported incident involving District.
- F. Neither Party shall be entitled to compensation from the other Party for services or actions of benefit to either Party, which are part of or related to the educational program.
- G. Entire Agreement. This Agreement constitutes the entire Agreement as to the rights and obligations of the Parties hereto and supersedes all prior and contemporaneous agreements and undertaking of the Parties pertaining to the referenced subject matter.
- H. Modifications. This Agreement and each of its provisions shall be binding upon the Parties and may not be waived, modified, amended or altered except by a written amendment signed by District and University.
- I. Captions. The captions of paragraphs in this Agreement are for convenience only and shall not be considered or referred to in resolving questions of interpretation or construction.
- J. Governing Law and Venue. The substantive laws and the Constitution of the State of Texas (and not its conflicts of law statutes or principles), USA, govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates. Venue for any proceeding initiated under this Agreement shall lie in Harris County, Texas.
- K. Severability. In case any provision hereof shall, for any reason, be held invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein.
- L. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.
- M. Assignment. No Party may this Agreement without the written permission of the other Party.
- N. Limitations of Authority.
1. Neither Party has authority for and on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied.
 2. Neither Party may incur any debt, obligation, expense, or liability of any kind against the other without the other's express written approval.

- O. Waiver. The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
- P. Force Majeure. Neither Party is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, epidemic or pandemic, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of which is not reasonably within the control of such Party and which by due diligence it is unable to prevent or overcome.
- Q. Intellectual Property. The Parties shall maintain all rights and privileges relating to their respective intellectual property, including, without limitation, patents, trademarks, service marks, trade names, copyrighted materials, domain names, and other property protected by state and/or federal intellectual property laws. No use of a Party's intellectual property may be made without that party's prior written approval.
- R. Use of Name. Except as otherwise required by law or regulation, neither Party will use, release, or distribute any materials or information containing the name or logo of the other party or any of its employees without the prior written approval of an authorized representative of the non-releasing party, such approval not to be unreasonably withheld.
- S. No Third-Party Beneficiaries. Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.
- T. Interpretation. The parties agree that the normal rules of construction that require that any ambiguities in this Agreement are to be construed against the drafter shall not be employed in the interpretation of this Agreement.
- U. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the University hereby designates District as a school official with a legitimate educational interest in the educational records of the Participants who participate in the Program to the extent that access to the records are required by District to carry out the Program. District agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
- V. Non-Monetary Agreement. Each Party shall bear its respective costs, risks, and liabilities incurred by it as a result of its activities under this Agreement. This is a non-monetary Agreement; neither Party has any right to reimbursement, payment, or compensation from the other Party under this Agreement.
- W. Miscellaneous Provisions.

1. Neither Party shall have control over the other Party with respect to its hours, times, employment. etc. It is understood and agreed that the University is an independent employer and none of its employees or agents shall be deemed for any purposes to be employees or agents of District.
 2. Relationship between District and the Participants exists only for the duration of the Program.
 3. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, the Parties shall be considered independent contractors and are not employees, partners, joint venturers, or agents of the other Party. Neither Party will bind nor attempt to bind the other Party to any agreement or contract. As independent contractors, the Parties are solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance. To the extent authorized under Texas law, the Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules, and regulations. Parties to this Agreement shall comply with all federal, state and local laws.
 4. Neither District nor the University waives or relinquishes any immunities or defenses on behalf of themselves, their regents, trustees, officers, employees, and agents as a result of the execution of this Agreement and performance of the functions or obligations described herein.
- X. Signatory Clause. The individuals executing this Agreement on behalf of the University and District acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All Parties hereby acknowledge that they have read and understood this Agreement.

[Signatures on following page]

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

District/School System

Name: Douglas Killian

Title: Superintendent

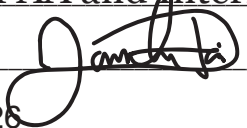
Signature: _____

Date: _____

University of Houston - Downtown

Name: Jonathan Davis

Title: SVP of AA and Interim Provost

Signature:  _____

Date: 7/27/26

MEMORANDUM OF UNDERSTANDING

Cypress-Fairbanks ISD and the University of Houston for the benefit of its College of Education

High-Quality Educator Preparation Partnership (Residency, Traditional, and Alternative Certification Pathways)

This Memorandum of Understanding ("Agreement") is entered into effective as of July 24, 2026 by and between:

- Cypress-Fairbanks ISD ("District"), and
- University of Houston for the benefit of its College of Education ("University").

The District and the University may be referred to individually as a "Party" and collectively as the "Parties."

I. PURPOSE

The purpose of this Agreement is to establish a comprehensive, high-quality educator preparation partnership aligned to Texas House Bill 2 (HB 2) Preparing and Retaining Educators through Partnerships ("PREP") Allotment pathways. This Agreement supports the design, implementation, and continuous improvement of multiple educator preparation pathways, including:

- Traditional Preservice Pathway
- Teacher Residency Preservice Pathway
- Alternative Pathway and Alternative Preservice Pathway
- Grow Your Own Pathway

The shared goal of the Parties is to strengthen the educator pipeline, improve educator effectiveness and retention, and positively impact PK–12 student outcomes through coherent, school-embedded preparation models.

II. PATHWAY-SPECIFIC ROLES AND RESPONSIBILITIES

A. Traditional Preservice Pathway

District agrees to:

1. Provide early field-based observation and supervised clinical teaching or student teaching placements aligned to District staffing and instructional needs.
2. Assign qualified cooperating teachers to mentor and supervise candidates.
3. Ensure cooperating teachers receive training consistent with HB 2 PREP Allotment requirements.
4. Provide candidates access to District curriculum, instructional resources, and applicable policies.
5. Provide timely feedback on candidate performance and complete required evaluations.
6. Provide candidate stipends aligned with HB 2 PREP Allotment requirements, as applicable.

The University agrees to:

1. Ensure candidates have completed required coursework and preparation prior to placement.
2. Assign qualified faculty or field supervisors to support and evaluate candidates.
3. Maintain compliance with Texas Administrative Code Title 19 Chapter 228, HB 2 PREP Allotment, and all Educator Preparation Program (“EPP”) requirements.
4. Support candidates who fall below academic or professional standards through documented improvement plans.

B. Teacher Residency Preservice Pathway

District agrees to:

1. Provide early field-based observation and year-long, clinically intensive residency placements (minimum of 28 weeks) aligned to District workforce needs.
2. Ensure host teachers receive training consistent with HB 2 PREP Allotment requirements.
3. Provide residents access to District systems, curriculum, and instructional resources.
4. Provide candidate stipends aligned with HB 2 PREP Allotment requirements, as applicable.

The University agrees to:

1. Ensure candidates have completed required coursework and preparation prior to placement.
2. Assign qualified faculty or field supervisors to support and evaluate candidates.
3. Maintain compliance with Texas Administrative Code Title 19 Chapter 228, HB 2 PREP Allotment, and all EPP requirements.
4. Support candidates who fall below academic or professional standards through documented improvement plans.

C. Alternative and Alternative Preservice Pathway

The Alternative Preservice Pathway prepares candidates through a preservice alternative certification model aligned to state statute, TEA requirements, and District workforce needs.

District agrees to:

1. Provide early field-based observation and supervised clinical placements for alternative certification candidates, including interns or teachers of record, as permitted by TEA rules and District policy.
2. Assign campus-based mentors or supervisors to support candidate development.
3. Ensure host teachers receive training consistent with HB 2 PREP Allotment requirements.

The University agrees to:

1. Operate a preservice alternative certification program in compliance with Texas Education Code §21.04423, Texas Administrative Code Title 19 Chapter 228, and applicable HB 2 PREP Allotment requirements.
2. Implement a preparation model that:
 - a. requires candidates to complete substantial preservice practice, which may include time spent serving as a paraprofessional; and
 - b. provides training synchronously, unless the University has received approval from the Texas Education Agency to deliver training asynchronously.
3. Provide required coursework, training, and supervision for alternative certification candidates.
4. Monitor candidate progress and address performance concerns through documented support or improvement plans.

D. Grow Your Own (GYO) Pathway

The GYO pathway provides a variety of opportunities for University and District partnership. These may include:

- Creating structured pathways for high school students and District employees serving in instructional capacities (e.g., paraprofessionals) to enter the teaching profession.
- Providing access to approved educator preparation programs (Pre-Service ACP, Traditional, and/or Residency).
- Supporting participants in completing an associate degree (if applicable), enrolling in a teacher preparation pathway leading to a bachelor's degree, and obtaining Texas teacher certification.

If the University and the District agree to establish a partnership around a GYO pathway, the following roles and responsibilities most appropriate for the partnership may be utilized.

As applicable, the District agrees to:

- Identify and recruit eligible high school students and District employees.
- Provide release time, where feasible, for coursework and clinical experiences.
- Assign qualified mentor teachers for participants.
- Support strategic staffing planning aligned with District needs.
- Maintain required documentation for HB 2 compliance and reporting.
- Ensure participants meet employment eligibility and district standards.

As applicable to the partnership, the University agrees to:

- Maintain SBEC approval for applicable certification pathways.
- Provide high-quality preparation aligned with Texas certification standards.
- Coordinate clinical teaching, internship, or residency placements with the District.
- Provide instructional coaching and supervision.
- Monitor candidate progress and certification milestones.

II. TERM AND TERMINATION

This Agreement shall be effective as of the date listed above and shall remain in effect for a term of five (5) years unless terminated earlier.

Either Party may terminate this Agreement with thirty (30) days written notice. In the event of termination, the Parties agree to allow candidates currently placed in District schools and performing satisfactorily to complete the academic year or pathway in which they are enrolled, subject to applicable law and policy.

III. DISTRICT RESPONSIBILITIES

The District agrees to:

1. Provide appropriate campus placements aligned to District staffing needs across all approved pathways.
2. Designate qualified, trained cooperating teachers or mentors to support candidates.
3. Provide candidates access to relevant District policies, procedures, curriculum materials, and instructional resources.
4. Provide the Pre-Employment Affidavit to candidates and University staff for completion as necessary in-compliance with requirements in Texas Education Code Section 22A.055.
5. Notify the University promptly of any concerns regarding candidate performance, conduct, or compliance with District policies.
6. Retain the right to request removal of any candidate whose performance or conduct is unsatisfactory.
7. Retain the right to remove any candidate or University staff who fails to comply with the rules and regulations of District while on District premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by District.
8. Ensure candidates comply with District health, safety, confidentiality, and professional conduct requirements.
9. Provide criminal background check and fingerprint clearance in accordance with District policy and state law.
10. Designate District representatives to participate in joint governance, strategic staffing, and sustainability planning aligned to HB 2 PREP allotment requirements.

IV. UNIVERSITY RESPONSIBILITIES

The University agrees to:

1. Maintain all required approvals, accreditation, and compliance with TEA, HB 2 PREP allotments, and Texas Administrative Code Title 19 Chapter 228.
2. Ensure candidates have completed required coursework and professional preparation prior to placement, as applicable by pathway.
3. Collaborate with the District to recruit, select, and place candidates aligned to District workforce needs.
4. Assign qualified faculty, field supervisors, or program staff to support and evaluate candidates.
5. Provide training and ongoing support for cooperating teachers and mentors, including co-teaching and mentorship best practices.

6. Maintain candidate records in accordance with applicable policies and laws.
7. Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
8. Remove candidates from placement upon request of the District or when required by EPP policy or law.
9. Inform all candidates participating in the Program that they will be required to submit to a background check and will be required to complete a Pre-Employment affidavit pursuant to the requirements in Texas Education Code Section 22A.055. as deemed necessary by the District.
10. Designate EPP representatives to participate in joint governance, data review, and continuous improvement efforts.
11. Inform all candidates and University staff that they are required to comply with the rules and regulations of the District while on premises of the district.
12. To the extent that candidates and University staff participating in the field instruction may have access to educational records of students enrolled at the District during the performance of their function under this Agreement, University shall require candidates and faculty to maintain the confidentiality of such education records in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA).

V. JOINT GOVERNANCE AND CONTINUOUS IMPROVEMENT

The Parties agree to:

1. Establish a joint governance structure with designated District and University leaders.
2. Meet regularly to review data related to candidate performance, retention, certification, and hiring outcomes.
3. Collaboratively refine pathway design, staffing models, and sustainability strategies.
4. Align program implementation to HB 2 PREP allotment requirements and TEA guidance.

VI. CONFIDENTIALITY AND DATA SHARING

The Parties shall comply with all applicable federal and state laws regarding confidentiality and data privacy, including the Family Educational Rights and Privacy Act (FERPA). Student and personnel data shall be used solely for purposes related to this Agreement and shall not be re-disclosed without proper authorization.

VII. COMPENSATION AND FUNDING

Nothing in this Agreement obligates either Party to provide direct compensation to the other unless explicitly stated in a written amendment. Funding and compensation structures for

residents, mentors, or candidates may be supported through District funds, HB 2 PREP allotments, grants, or other allowable sources, as mutually agreed.

VII. LIABILITY AND INDEPENDENT STATUS

Candidates participating under this Agreement are not employees of the University unless otherwise specified. Nothing herein creates a partnership, joint venture, or agency relationship between the Parties.

IX. PUBLIC INFORMATION

The Parties shall comply with the Texas Public Information Act and other applicable disclosure laws. Each Party shall cooperate in responding to public information requests related to this Agreement.

X. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any dispute arising under this Agreement shall lie in the appropriate Texas court of competent jurisdiction.

XI. MISCELLANEOUS

- Entire Agreement: This Agreement constitutes the entire agreement between the Parties.
- Non-Exclusivity: This Agreement does not prevent District from participating in any other program, nor does this Agreement prevent University from placing candidates with other entities.
- Amendments: Any amendments must be in writing and signed by both Parties.
- Severability: If any provision is held invalid, the remaining provisions shall remain in effect.
- Assignment: Neither Party may assign this Agreement without written consent of the other.
- Counterparts: This Agreement may be executed in counterparts.

Executed effective as of the date listed above.

Cypress-Fairbanks Independent School District

Name: _____

Title: Dr. Douglas Killian

Date: _____

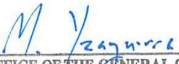
University of Houston for the benefit of its College of Education

Name:  _____

Title: Diane Chase, Sr VC/VP, Acad Affairs/Provost

Date: 07-28-2026

APPROVED AS TO FORM BY:



OFFICE OF THE GENERAL COUNSEL
UNIVERSITY OF HOUSTON SYSTEM

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 Cypress Fairbanks 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.

To the extent that Residents or TXST employees participating in the Residency Program under this MOU need access to the education records of students enrolled in the District to fulfill their obligations under this MOU, they are required to maintain the confidentiality of such records as required under FERPA. TXST, its employees or students participating in the Residency Program under this MOU are prohibited from redisclosure of such education records except as provided for in this MOU or otherwise authorized by FERPA. TXST, its employees or students participating in the Residency Program under this MOU are only permitted to use such education records for the purpose of fulfilling their obligations under this MOU. TXST shall implement reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

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 and Pre-Employment Affidavits

Prior to placement at any District campus and prior to any direct contact with District students, all TXST Resident Teachers must clear a fingerprint-based criminal history background check in accordance with Texas Education Code Chapter 22 and also complete a Pre-Service Affidavit . The District retains sole and absolute discretion to determine whether a Resident Teacher is eligible for placement based on the results of the background check or the information provided in Pre-Service Affidavit.

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 three (3) 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: Dr. Douglas Killian

Title: Superintendent

Address: 11440 Matzke Rd., Cypress, TX 77429

Email: Douglas.killian@cfisd.net

Phone: 281-897-4000

School District Program Manager

Signature: _____ Date: _____

Name: Jose Munoz

Title: Director, HR

Texas State University

Signature: Glenna Billingsley Date: 07/27/2026

Name: Glenna Billingsley, Ph.D.

Title: Chair, Department of Curriculum and Instruction

Address: Department of Curriculum and Instruction, College of Education, Texas State University,
601 University Drive, San Marcos, Texas 78666.

Email: gb28@txstate.edu

Phone: 512-245-3701

Signature: Patricia Rocha Date: 07/28/2026

Name: Patricia Rocha, Ph.D.

Title: Director of Educator Preparation.

Address: Office of Educator Preparation, College of Education, Texas State University, 601
University Drive, San Marcos, Texas 78666.

Email: pr1120@txstate.edu

Phone: 512-245-7880

Signature: Elizabeth Gilbert Hartwig Date: 07/29/2026

Name: Elizabeth Hartwig

Title: Interim Dean, College of Education

Address: Dean's Office, College of Education, Texas State University, 601 University Drive, San Marcos, Texas 78666.

Email: ekk6@txstate.edu

Phone: 512-245-2150

PREP Residency Memorandum of Understanding: 2026–2027

This Memorandum of Understanding ("Agreement") is entered into on August 5th, 2026 between Cypress-Fairbanks Independent School System (hereinafter, "School System") and Texas A&M University-Victoria Educator Preparation Program (hereinafter, "EPP").

1. Purpose

- To facilitate a learning-centered partnership between the School System and the EPP in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on August 8th, 2026 and ends on August 8th, 2029. It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

5. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.

- **Data-Sharing Framework:** Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

6. Recruitment

The Parties will collaborate to recruit candidates that meet the School System's greatest staffing needs and align with EPP admissions and program capacity.

7. Support for Residents

7.1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

7.2 Practical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

7.3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

7.4 Evaluation & Coaching

- **Formal Evaluation:** Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- **Informal Coaching:** Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

7.5 Observation Logistics

- **Data Collection & Dissemination:** Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
- **Communication of Schedules & Results:** Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via the university chosen program.
- **Campus Visit Procedures:** EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

8. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

9. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

10. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of the EPP.

11. Additional School System Specific Obligations

- Provide opportunities for Residents to attend School System- and school-level professional development.
- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
- Allow digital video recording of the candidate in the classroom setting to facilitate reflection and feedback between the candidate and the University Faculty Supervisor and meet state-required mandates for performance assessment of teaching. The video documentation will be shared only among the candidate, the cooperating teacher or mentor, and the University Faculty Supervisor as appropriate. Digital files will not be stored on a University server. Prior signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy prior to digital recording of the candidate in the classroom setting.
- Cy Fair ISD will inform parents of the use of video capture technology in Cy Fair ISD classrooms and explain the measures taken to specifically avoid video capturing their students.
- CFISD may discontinue placement of a University student who is not judged to have requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in activities at CFISD, upon communication with University.

- CFISD may remove a University student enrolled in the field instruction if the student fails to comply with the rules and regulations of CFISD while on CFISD premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by CFISD.
- CFISD retains the right to remove any candidate or University staff who fails to comply with the rules and regulations of CFISD while on CFISD premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by CFISD.

12. Additional EPP Specific Obligations

- Inform the Candidates of their responsibilities, which shall include:
- Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
- Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
- Inform candidates of the requirement for completion of a Pre – Employment – Pre Service Affidavit pursuant to Texas Education Code (TEC) § 22A.055.
- Inform candidates that they must comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and all other applicable laws concerning the privacy of the data of the District's students.
- Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by EPP policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.
-

13. Miscellaneous

13.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Harris County, Texas, in any action arising out of or relating to this Agreement.

13.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

13.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, 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.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Dr. Douglas Killian
- Title: Superintendent
- Date: _____

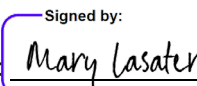
School System (Program Manager)

- Signature: Jose Munoz
- Name: Jose Munoz
- Title: Director, HR
- Date: Aug 6, 2026

EPP (Legal Authority)

- Signature:  _____
Signed by: BCA4BCB1F6424AA...
- Name: Alyssa Kiesow
- Title: Provost & Vice President
- Date: July 22, 2026 | 1:57:57 PM CDT

EPP (Residency Program Leadership)

- Signature:  _____
Signed by: 7380067C9383426...
- Name: Mary Lasater
- Title: Acting Dean and Legal Authority for CEHP
- Date: July 21, 2026 | 3:06:27 PM CDT

Cypress-Fairbanks ISD-RES-Texas A&M Victoria

Final Audit Report

2026-08-06

Created:	2026-08-06
By:	Laura Nichols (Laura.Nichols@cfisd.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAqEwlg1H7OST4Ceml5dFlvC-cB5HKDikC
Number of Documents:	1
Document page count:	6
Number of supporting files:	0
Supporting files page count:	0

"Cypress-Fairbanks ISD-RES-Texas A&M Victoria" History

-  Document created by Laura Nichols (Laura.Nichols@cfisd.net)
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2026-08-06 - 8:33:39 PM GMT
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2026-08-06 - 9:27:43 PM GMT
-  Agreement viewed by JOSE MUNOZ (jose.munoz@cfisd.net)
2026-08-06 - 11:22:21 PM GMT
-  Document e-signed by JOSE MUNOZ (jose.munoz@cfisd.net)
Signature Date: 2026-08-06 - 11:22:35 PM GMT - Time Source: server - Signature Appearance Selected: IMAGE
-  Agreement completed.
2026-08-06 - 11:22:35 PM GMT

Memorandum of Understanding
(Teacher Residency Programs)

Recital

The University of Texas at Austin ("University") on behalf of its Teacher Residency ("TR") Programs and Cypress Fairbanks Independent School District ("District") enter into this Memorandum of Understanding ("MOU") to provide teacher residents enrolled in the University's Teacher Residency Programs ("Program") with an educational experience utilizing the personnel, equipment, and facilities of the District. The District is located at 11440 Matzke Rd. Cypress, TX 77429. This Memorandum of Understanding ("MOU") begins on May 1, 2026 and extends through May 1, 2029.

Agreement

NOW THEREFORE, the parties agree as follows:

1. **PROGRAM.** A designated representative of the District and a designated representative of the University (the Partnership) will design an educational experience (Program) for University teacher residents utilizing the personnel, equipment, and facilities of the District and the personnel, equipment and resources of the University.
 - a. The duration of the Program and the educational experience provided will be consistent with the curriculum requirements of the University and with the standards of the accrediting entity for the school or division of the University in which the teacher residents are enrolled.
 - b. The Program will be reviewed periodically by the designated District representative and designated University representative and, when appropriate, will be revised to meet the University curriculum requirements, and District needs in order to increase or decrease the number of teacher residents in the Program, improve the quality of the Program and the standards of the accrediting entity.
 - c. The educational experience for residents in the Program will be an integral part of the services provided by the District and residents will be under the direct supervision of University personnel or District personnel who are credentialed to perform such services.
 - d. University faculty will complete evaluations of each University resident relating to their performance during the Program. The District's host teachers and the University's field supervisors will also complete evaluations of each resident relating to their performance during the Program. The University evaluations and District evaluations will be exchanged by the University Representative and the District Representative.
2. **COLLABORATIVE GOALS** Working together, the Partnership shall design, implement, and continuously improve a high-quality teacher residency. The Partnership's collaborative goals include the following:
 - a. Commit to developing a high-quality residency program where the District and the University prioritize their shared responsibility to provide programming that includes quality practice-based preparation that includes development of a teacher's content pedagogy and skills, integrated coursework and authentic clinical teaching experience that meets Texas Education Agency's ("TEA's") definition of a teacher residency: teaching under close supervision of a high

quality host teacher 3 days per week and the 4th day of the week to support the needs of the elementary campus.

- b. Create a shared Partnership space to bring the strengths and expertise of both the District and University to the work of developing strong, effective novice teachers.
- c. Recruit and prepare residents in certification areas to meet district hiring needs.
- d. Align program focus and resources with school improvement strategies, including by embedding university strengths and expertise inside P-12 schools.
- e. Include funding for candidate stipends and plan towards long-term strategic resource reallocation to sustainably fund residents in the year-long program.
- f. Focus on structures, processes, curriculum, and pedagogy that will ultimately support the learning needs of K-12 students most in need.

3. SHARED RESPONSIBILITIES

The Parties recognize that strong residencies embrace collaboration, mutual benefit, and recognition of strengths across the Partnership. Accordingly, Parties agree to work together to meet the following shared responsibilities:

- a. Form a governance committee to jointly develop, monitor, and revise the residency program model and structures as needed. The governance committee shall:
 - i. Include key leaders, Teacher Residency program staff, the District representative and other stakeholders such as hosts and residents, from both the District and the University.
 - ii. Meet at least quarterly on shared agenda items, addressing both short term needs and long-term planning to achieve the ultimate goals of the Partnership.
 - iii. Develop shared program processes and responsibilities including processes for selecting residency sites, host teachers, and residents.
- b. Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
 - i. Create a clear document or handbook for residents and host teachers that outlines the residencies' goals, structures, expectations, and other key information.
 - ii. Ensure relevant stakeholders understand key information and are able to clarify any questions they might have about the Partnership and the residency.
- c. Collaborate on curricular integration and on Program and School improvements.
 - i. Explore how the residency can augment, streamline, and deepen the Program curriculum.
 - ii. Examine practices in District schools that could be shifted to strengthen P-12 student learning and supports.
 - iii. Co-design workshops and other learning supports for residents and host teachers.
 - iv. Explore existing District professional learning priorities and school improvement initiatives to identify areas where Program resources and strengths can support District needs and priorities.
- d. Create a long-term strategic plan to grow and sustain the residency program.

- i. Commit to developing a sustainable funding model for year-long residency programs.
 - ii. Align program structures and resources with existing school- and district-level instructional needs.
 - iii. Draw on partner strengths to maximize impact and effectiveness.
 - iv. Prioritize residency development for high-need certification areas while planning for longer-term shift for residency partnership across program areas.
- e. Create a learning plan to inform ongoing program improvement efforts.
 - i. Identify shared input and outcome measures.
 - ii. Execute data sharing agreements as needed.
 - iii. Design a collaborative team to engage the learning plan and interpret findings.

4. ROLES AND RESPONSIBILITIES OF RESIDENCY PROGRAMS

The University agrees to:

- a. Assume responsibility for the management of the Teacher Residency program and personnel:
 - i. Contract with and provide training for faculty and field support to provide instruction, feedback, and coaching to the residents during the residency year.
 - ii. Collaborate with the District to provide training for campus host teachers.
 - iii. Complete all the necessary paperwork for certification application including, but not limited to, application process, collection of required evaluations, certification exam scores, principal recommendations, program evaluations, and program recommendations.
 - iv. Provide training and support for teacher residents throughout the program.
 - v. Maintain accurate records of teacher resident participation and progress.
 - vi. Provide timely and relevant communication to the residents concerning their admission, academic progress, performance, and status.
- b. Develop and deliver curriculum and training in preparation for certification throughout the residency year and provide instruction to candidates in the following areas:
 - i. Orientation to the Teacher Residency program
 - ii. Instruction aligned to standards for Texas educator candidates required from the relevant Texas Administrative Code.
 - iii. Preparation for educator certification exams
 - iv. District curriculum and program initiatives, as appropriate, with support from key District staff
- c. Recruit and select candidates for the Teacher Residency Program by:
 - i. Collaborating with District staff to understand district priorities, needs, and goals.
 - ii. Utilizing University Program marketing strategies.
 - iii. Utilizing a rigorous screening and application process.
 - iv. Admitting qualified teacher resident candidates to the program.
 - v. Sharing with teacher resident candidates any specific requirements regarding District employment, as provided by the district.
- d. Support and Manage Residents
 - i. Develop criteria for the evaluation of the performance of residents participating in the Program

- and provide those criteria, with appropriate reporting forms to District personnel and University personnel who are responsible for supervising those teacher residents.
- ii. Assign grades to residents participating in the Program on the basis of the performance evaluations submitted in the reporting forms.
 - iii. Inform all University teacher residents and personnel participating in the Program that they are required to comply with the rules and regulations of District while on premises of District and to comply with the requirements of federal and state laws and regulations, including FERPA, regarding the confidentiality of information in records maintained by District to the extent there is no conflict with the policies, rules and regulations of the University or the laws of the State of Texas which shall prevail.
 - iv. Provide information requested by the District relating to residents participating in the Program unless prohibited by federal or state law.
 - v. Remove a resident from the Program when the District determines that the resident has violated the rules and regulations of the District; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the District or threatens the safety of District personnel or other people.
 - vi. If requested by District and if University faculty are available, provide University faculty participation on the District's committees and/or task forces.
 - vii. Furnish District with the names of the residents assigned by the University to participate in the Program by the semester deadlines determined by the District and University representatives.
 - viii. Designate a member of the University faculty to coordinate the educational experience of residents participating in the Program.
 - iii. Inform all University teacher residents and personnel participating in the Program that they will be required to submit to a background check as deemed necessary by the District.

5. ROLES AND RESPONSIBILITIES DISTRICT

The District agrees to:

- a. Provide employment and compensation for Residents
 - i. Allocate a paid position appropriate for Program residents
 - ii. Identify and assign a host teacher for each Program resident
 - iii. Provide a stipend for the District host teacher
- b. Support
 - i. Work collaboratively with Program staff to secure placements for field experience during the summer semester at least 10 days prior to the beginning date of field experience to the extent possible - each resident requires 50 hours of field-based experience.
 - ii. Provide support for residents through principal interactions, team/department colleague interactions, and other support mechanisms as well as through frequent conversations with Program staff.
 - iii. Participate, if requested by the University, in any program review activities of the University to improve the Program if deemed appropriate by the District.
 - iv. Encourage its staff to participate in the Program.
 - v. Comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by University.
 - vi. Appoint a person to serve for the District as liaison/representative.

c. Share Information

- i. During the residency year, share requested resident performance data with the University Program for program analysis and follow up support and training as approved by the TR Program resident through signed TR agreement
- ii. Have open and frequent conversations between key District personnel and TR staff on District priorities, curriculum initiatives, staffing, etc.
- iii. Provide training and support through key District staff in District specific curriculum initiatives

d. Staffing Needs and Program Costs

- i. The University Program and District personnel will meet annually to determine the target number of teachers needed in each approved certification area. The target will be based on the needs of the district each school year.
- ii. Certification areas covered by this MOU initially include: EC-6th ESL. The University may add additional certification areas after the 2026-2027 school year. Certification areas can be adjusted to reflect changes by the State Board of Educator Certification.
- iii. District will provide a stipend to program residents, paid directly to the resident, during the residency year. The amount of the stipend is yet to be determined pending future budget allocation. No funds will be exchanged between the parties to the MOU.

6. NOTICES. All notices under this MOU shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party's designated representative.

7. ORAL REPRESENTATIONS. No oral representations of any officer, agent, or employee of District, University, or System shall affect or modify any obligations of either party under this MOU.

8. ASSIGNMENT. This MOU may not be assigned by either party without prior written approval of the other party.

9. PERFORMANCE. A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.

10. TERM AND EFFECTIVE DATE. This MOU shall continue in effect from May 1, 2026 through May 1, 2029 unless earlier terminated under the terms of this MOU. After such initial Term, this MOU may be renewed for another 3 year term in a writing signed by both parties. Either party may terminate this MOU by giving the other party 30 days prior written notice of its intention to terminate. If such notice is given, this MOU shall terminate: (a) at the end of such 30 days; or (b) when all students enrolled in the Program at the time such notice is given have completed their respective courses of study under the Program, whichever event occurs last.

11. APPLICABLE LAW. The validity, interpretation, performance, and enforcement of this MOU shall be governed by the laws of the State of Texas. Venue will be in Travis County, Texas.

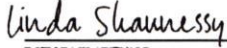
12. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Educational Institution as a school official with a legitimate educational interest in the educational records of the students who participate in the Program to the extent that access to the records are required by the Educational Institution to carry out the Program. Educational Institution agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA. The University of Texas at Austin will comply with all FERPA requirements.

13. SEVERABILITY. If any term in this MOU is held to be invalid for any reason, the remaining

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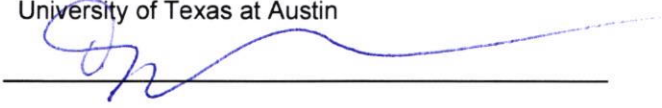
provisions of this MOU shall continue in full force and effect.

DocuSigned by:



Linda Shaunessy

Business Contracts Administrator
University of Texas at Austin



2026-02-06 | 10:35:35 PST

Date

3-2-26

Date

FIRST AMENDMENT TO AGREEMENT BETWEEN UNIVERSITY AND DISTRICT

This First Amendment to Agreement between University and District ("Amendment") is dated effective as of the date fully executed by both parties ("Effective Date"), and is entered into by and between The University of Texas at Austin ("University"), an agency and institution of higher education organized under the laws of the State of Texas, and Cypress-Fairbanks Independent School District, a Local Education Agency in the State of Texas ("District").

University and District entered into that certain Agreement between University and District dated effective May 1st, 2025 (the "Agreement").

University and District now desire to amend the terms of the Agreement as more particularly set forth below:

1. Section 2a: Collaborative Goals of the Agreement is hereby amended by deleting "elementary" in the phrase "elementary campus".
2. Section 2: Collaborative Goals of the Agreement is hereby amended by inserting the following as letter "g" after "f" in the agreement:

"Support for Residents and Mentors - The Partnership will provide structured and ongoing support to teacher residents throughout their preservice experience, including coaching, feedback, and professional development. Host teachers and mentors will also receive ongoing support, including training, coaching, and access to resources necessary to effectively support residents.

For the 2026-2027 school year host teacher training/support includes: 1. Coaching with Care online module provided by the University, 2. Co-Teaching Learning sessions provided to host teachers and their residents prior to October 1st by the University and, 3. Monthly Communities of Practice provided by the University. After the 2026-2027 school year host teachers will receive Texas Mentor Training paid for by the District and the University will continue to offer Communities of Practice and other professional learning and supports as needed."

3. Section 5: Roles and Responsibilities - District is hereby amended by inserting the following under 5a:
 - iv. Clinical Experience Alignment -Teacher residents will be provided with sustained, hands-on classroom experience, including clinical teaching opportunities in the subject area(s) and grade level(s) that align with the certification area(s) they are seeking.
4. Section 5: Roles and Responsibilities - District is hereby amended by inserting the following under 5a:
 - v. Host Teacher Requirements - Each teacher resident will be paired with an experienced host teacher who has successfully completed an approved host teacher training program in accordance with PREP Program requirements.
5. Section 3: Shared Responsibilities of the Agreement is hereby amended by deleting: "Form a governance committee to jointly develop, monitor, and revise the residency program model and structures as needed. The governance committee shall: i. include key leaders, Teacher Residency program staff, the District representative and other stakeholders such as hosts and residents, from both the District and the University. Meet at least quarterly on shared agenda items, addressing both short term needs and long-term planning to achieve the ultimate goals of the Partnership.iii. Develop shared program processes and responsibilities including processes for selecting residency sites, host teachers, and residents." and inserting the following in lieu "Shared governance and monitoring - The University and District will share governance responsibilities through a joint governance structure. The partnership will monitor program quality and progress over time through review of performance metrics, resident outcomes, and implementation fidelity. The governance committee shall: i. Meet at least quarterly and will include school system administrators, campus administrators, EPP administrators, and field

supervisors. ii. Review relevant data including resident performance data. lii. Use data to make programmatic decisions that support continuous improvement.”

6. Except as provided in this Amendment, all terms used in this Amendment that are not otherwise defined shall have the respective meanings ascribed to such terms in the Agreement.
7. This Amendment embodies the entire agreement between University and District with respect to the amendment of the Agreement. In the event of any conflict or inconsistency between the provisions of the Agreement and this Amendment, the provisions of this Amendment shall control and govern.
8. Except as specifically modified and amended herein, all the terms, provisions, requirements and specifications contained in the Agreement remain in full force and effect. Except as otherwise expressly provided herein, the parties do not intend to, and the execution of this Amendment shall not, in any manner impair the Agreement, the purpose of this Amendment being simply to amend and ratify the Agreement, as hereby amended and ratified, and to confirm and carry forward the Agreement, as hereby amended, in full force and effect.
9. THIS AMENDMENT SHALL BE CONSTRUED AND GOVERNED BY THE LAWS OF THE STATE OF TEXAS.

IN WITNESS WHEREOF, University and District have executed and delivered this Amendment effective as of the Effective Date.

Cypress-Fairbanks Independent School District

The University of Texas at Austin

By: _____

Name: Douglas Killian, Ph.D.

Title: Superintendent

Date: _____

Signed by:
By: Ebony Robles
2E219662378243B...

Name: Ebony Robles

Title: Associate Director Business Contracts

Date: 2026-07-22 | 16:48:49 PDT

PREP Residency Memorandum of Understanding: 2026–2027

This Memorandum of Understanding ("Agreement") is entered into on __06-01-26____ between Cypress-Fairbanks Independent School System (hereinafter, "School System") and Prairie View A&M University Educator Preparation Program (hereinafter, "EPP").

1. Purpose

- To facilitate a learning-centered partnership between the School System and the EPP in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on __06-01-26____ and ends on __05-31-27____ (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

5. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.

- **Data-Sharing Framework:** Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

6. Recruitment

The Parties will collaborate to recruit candidates that meet the School System's greatest staffing needs and align with EPP admissions and program capacity.

7. Support for Residents

7.1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

7.2 Clinical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

7.3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

7.4 Evaluation & Coaching

- **Formal Evaluation:** Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- **Informal Coaching:** Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

7.5 Observation Logistics

- **Data Collection & Dissemination:** Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
- **Communication of Schedules & Results:** Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via _____.
- **Campus Visit Procedures:** EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

8. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

9. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

10. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of the EPP.

11. Additional School System Specific Obligations

- Provide opportunities for Residents to attend School System- and school-level professional development.
- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
- Allow digital video recording of the candidate in the classroom setting to facilitate reflection and feedback between the candidate and the University Faculty Supervisor and meet state-required mandates for performance assessment of teaching. The video documentation will be shared only among the candidate, the cooperating teacher or mentor, and the University Faculty Supervisor as appropriate. Digital files will not be stored on a University server. Prior signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy prior to digital recording of the candidate in the classroom setting.
- Cypress-Fairbanks ISD will inform parents of the use of video capture technology in Cypress-Fairbanks ISD classrooms and explain the measures taken to specifically avoid video capturing their students.

- CFISD may discontinue placement of a University student who is not judged to have requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in activities at CFISD, upon communication with University.
- CFISD may remove a University student enrolled in the field instruction if the student fails to comply with the rules and regulations of CFISD while on CFISD premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by CFISD.
- CFISD retains the right to remove any candidate or University staff who fails to comply with the rules and regulations of CFISD while on CFISD premises and/or fails to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by CFISD.

12. Additional EPP Specific Obligations

- Inform the Candidates of their responsibilities, which shall include:
- Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
- Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
- Inform candidates of the requirement for completion of a Pre – Employment – Pre Service Affidavit pursuant to Texas Education Code (TEC) § 22A.055.
- Inform candidates that they must comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and all other applicable laws concerning the privacy of the data of the District's students.
- Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by EPP policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.
-

13. Miscellaneous

13.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Harris County, Texas, in any action arising out of or relating to this Agreement.

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13.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, 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.

Signatures

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School System (Superintendent's Designee)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

School System (Program Manager)

- Signature: JOSE MUNOZ
- Name: Jose Munoz
- Title: HR Director
- Date: 08/20/2026

EPP (Legal Authority)

- Signature: _____
- Name: _____
- Title: _____

- Date: _____

EPP (Residency Program Leadership)

- Signature: Cheryle Sneed-Greene
- Name: Cheryle Sneed-Greene
- Title: Associate Vice Provost
- Date: 08/20/2026