

**Memorandum of Understanding  
Teacher-Preparation Program**

**Parties.** Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Roscoe Collegiate ISD to improve educator preparation, with the end goal of improving Roscoe Collegiate ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

**Purpose.** The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

**A. COLLABORATIVE GOALS**

*Goal 1*

Design and implement within Roscoe Collegiate ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2<sup>nd</sup>) year of teaching, to produce student achievement gain scores greater than the district average; and

*Goal 2*

Establish a framework for transferring teacher-level data between the Roscoe Collegiate ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Roscoe Collegiate ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

**B. TTUCOE RESPONSIBILITIES**

*Related to Goal 1:*

- 1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Roscoe Collegiate ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Roscoe Collegiate ISD and community college partners.
- 2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Roscoe Collegiate ISD need.
- 4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
  - a. Capture of video. TTUCOE will:
    - i. Center the Teacher Candidate as the focal point of the video;
    - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Roscoe Collegiate ISD students' faces, though some incidental exposure is likely; and
    - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Roscoe Collegiate ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The

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Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.

- b. Handling and storage of video capture. TTUCOE will:
  - i. Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;
  - ii. Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;
  - iii. Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;
  - iv. Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;
  - v. Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and
  - vi. In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.
- c. Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:
  - i. For purpose of self-observation and self-evaluation of instructional practices;
  - ii. To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;
  - iii. To be used for purposes of Program evaluation;
  - iv. To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and
  - v. In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
- 5) Work with Roscoe Collegiate ISD personnel to collaboratively select, train, support, and evaluate Roscoe Collegiate ISD teachers serving as Mentor Teachers to Teacher Candidates.
- 6) Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Roscoe Collegiate ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Roscoe Collegiate ISD and TTUCOE policies will be followed.
- 7) 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.
- 8) Prior to working with Roscoe Collegiate ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Roscoe Collegiate ISD, including a fingerprint background check.
- 9) Provide a TTUCOE liaison to work with Roscoe Collegiate ISD technology operations.
- 10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.
  - a. The CEI-SPS collects information about four (4) relevant educational constructs:
    - i. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

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- ii. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
  - iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
  - iv. Classroom Management: How teachers foster a respectful and predictable learning environment.
- b. The CEI-SPS survey instrument (see Appendixes A and B) 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.

*C. ROSCOE COLLEGIATE ISD RESPONSIBILITIES*

*Related to Goal 1:* Roscoe Collegiate ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Roscoe Collegiate ISD will:

- 1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;
- 2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;
- 3) Provide office space for the TTU Site Coordinator on at least one campus where TTU 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 Roscoe Collegiate ISD administrative office location;
- 4) **Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates;** and
- 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 Mentor Teacher, TTU 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.

*Related to Goal 2:*

Using the list provided by TTUITD, Roscoe Collegiate ISD will provide a collection of data tables containing the following information about Roscoe Collegiate ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

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- TTUITD will send the list to Roscoe Collegiate ISD using the TTU Large File Transfer program (<http://largefiles.ttu.edu>);
- Roscoe Collegiate ISD will access the transferred data, and provide the aforementioned data; and
- Roscoe Collegiate ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Roscoe Collegiate ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at [ithelpcentral@ttu.edu](mailto:ithelpcentral@ttu.edu)).

When available, Value-Added scores will be provided by Roscoe Collegiate ISD annually to TTUCOE, but in years when this variable was not calculated, Roscoe Collegiate ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Roscoe Collegiate ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

- 6) Provide to TTUITD Value-Added scores for the Roscoe Collegiate ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
  - a. If available, Roscoe Collegiate ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
  - b. Where possible, permit TTUCOE to administer the CEI-SPS to Roscoe Collegiate ISD students in the classes taught by Teacher Candidates ultimately hired by Roscoe Collegiate ISD.
  - c. The data compiled for Teacher Candidates hired by Roscoe Collegiate ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

*D. JOINT TTUCOE AND ROSCOE COLLEGIATE ISD RESPONSIBILITIES*

- 1) Meetings. Representatives of Roscoe Collegiate ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Roscoe Collegiate ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
  - a. Under the supervision of the Mentor 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 students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
  - b. To complete the electronic survey, 3<sup>rd</sup> - 12<sup>th</sup> grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
  - c. Via the portal, NIET will use student responses 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 MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.

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- 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 TTU's Teacher Candidates.
- f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

**E. TTUITD RESPONSIBILITIES**

*Related to Goal 2:*

- 1) TTUITD will provide Roscoe Collegiate ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.
- 2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.
- 3) TTUITD will provide Roscoe Collegiate ISD with the names of specific Teacher Candidates hired by Roscoe Collegiate ISD for whom data is requested as outlined in Goal 2 text.

**F. CONTACTS**

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

TTUITD

Katherine A. Austin, Ph.D.  
Assistant Vice President  
Office of the CIO  
Texas Tech University  
kathy.austin@ttu.edu  
(806) 742-5156

Mike Simmons  
Managing Director  
Application Development and Support, TTUITD  
Texas Tech University  
mike.simmons@ttu.edu  
(806) 834-5931

TTUCOE

Doug Hamman, Ph.D.  
Professor & Chair, Department of Teacher Education  
Texas Tech University  
doug.hamman@ttu.edu  
(806) 834-4113

Roscoe Collegiate ISD

Marsha Alexander  
Dean of Academics  
Roscoe Collegiate ISD  
malexander@roscoe.esc14.net  
(325) 766-3327

Jared Seals  
Director of Technology  
Roscoe Collegiate ISD  
jseals@roscoe.esc14.net  
(325) 766-3327

Linda Hatcher  
Network Coordinator  
Roscoe Collegiate ISD  
lah@roscoe.esc14.net  
(325) 766-3327

Implementation and further technical contacts will be exchanged upon execution of the MOU.

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Executive contacts for this MOU:

TTUITD

Sam Segran  
Chief Information Officer  
Office of the CIO  
Texas Tech University  
sam.segran@ttu.edu  
(806) 742-5151

Roscoe Collegiate ISD

Andy Wilson  
Provost  
Roscoe Colegiate ISD  
awilson@roscoe.esc14.net  
(325) 766-3629

*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 TTU:                      Texas Tech University  
   Contracting  
   PO Box 41094  
   Lubbock, TX 79409  
   contracting@ttu.edu

If to ISD:                        Roscoe Collegiate ISD  
   Andy Wilson  
   P.O. Box 579  
   Roscoe, TX 79545  
   awilson@roscoe.esc14.net

*H. MODIFICATIONS/TERMINATION*

This MOU shall be effective upon signature by both parties and expires eight (8) 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.

*I. USE OF DATA*

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and 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 and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (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. RELEASE OF INFORMATION*

The parties agree to coordinate the voluntary release of information related to this MOU.

*K. GOVERNING LAW; VENUE*

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

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*L. COSTS*

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

*M. DISASTER RECOVERY*

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

*N. DISPUTE RESOLUTION*

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

*O. LIMITATION ON LIABILITY*


It is understood and agreed that TTU 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 by TTU to Roscoe Collegiate ISD or to any third party.

*P. NOT EXCLUSIVE*

Roscoe Collegiate ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

*Q. EXECUTION OF UNDERSTANDING*

The undersigned authorize this cooperative understanding under the aforementioned terms.

<hr/> <p>Sam Segran Chief Information Officer Office of the CIO Texas Tech University</p>	Date	 <hr/> <p>Andrew J. Wilson Provost Roscoe Collegiate ISD</p>	Date
		<u>8/17/2018</u>	

<hr/> <p>Jennifer Adling Chief Procurement Officer Procurement Services Texas Tech University</p>	Date
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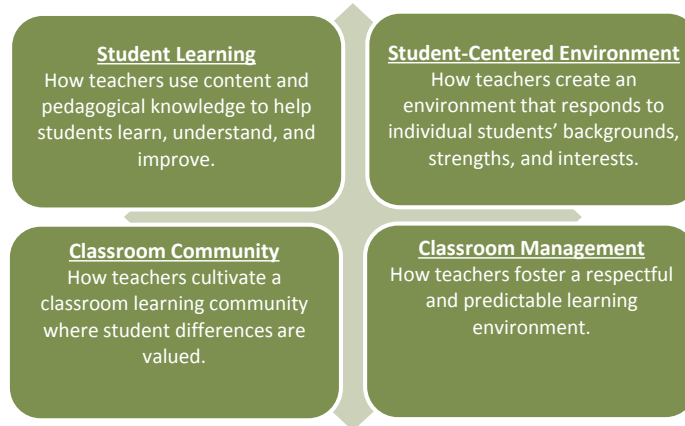
Appendix A  
Description of the CEI-SPS



THE  
COLORADO  
EDUCATION  
INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question<sup>1</sup> 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 elements<sup>2</sup>:



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.coloradoedinitiative.org/studentsurvey/](http://www.coloradoedinitiative.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.

<sup>1</sup> 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.

<sup>2</sup> 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 |

★ **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-								
11-								
12-								
13-								
14-								
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