



***Note:** This document reflects PREPARED TO TEACH’s best learning to date from the last two years. Partners can proceed in their work without a formal MOU in place, and develop one at an appropriate time to best support their needs and partnership.*

MOU Skeleton

Parties. (Teacher Preparation Program) (“TPP”) is entering into an agreement with _____ School District (“District”) to improve educator preparation, with an end goal of providing the opportunity for every learner to succeed.

Purpose. The purpose of this Memorandum of Understanding (MOU) is to articulate the goals and responsibilities for renewal and reform, and to specify each party’s responsibilities associated with developing a partnership to implement a Teacher Residency Program (the “Program”).

A. COLLABORATIVE GOALS

Working in partnership, design and implement a rigorous, clinically intensive teacher education program that shall include a funded, year-long residency experience for teacher candidates and that reflects the following principles:

- Creates a shared space across the P-20 partners to bring the strengths and expertise of both the school district and teacher preparation program to the work of developing strong, effective novice teachers
- Builds structures to support equitable access to the high quality residency program, and focuses on diversity and inclusion
- Recruits and prepares teacher candidates in prioritized certification areas to meet district hiring needs
- Aligns program focus and resources with school improvement strategies, including by embedding university strengths and expertise inside P-12 schools
- Includes funding for candidate stipends, and a long-term plan for strategic resource reallocation to sustainably fund the year-long residency program
- Develops processes and data sharing agreements to support continuous improvement efforts and a long-term learning agenda

B. SHARED RESPONSIBILITIES

- 1) Form a steering committee to jointly develop, monitor, and revise the residency program model and structures as needed on an ongoing basis
 - a. Comprised of key leaders, collective bargaining units, and other stakeholders from both the District and TPP

- b. Meet regularly (at least quarterly) on shared agenda items, including review of program data to inform learning and improvement decisions
 - c. Develop shared program processes and responsibilities including processes for selecting residency sites, mentor teachers, and residents
- 2) Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis
- 3) Create a long-term strategic plan to grow and sustain the residency program
 - a. Commit to developing a sustainable funding model for year-long residency programs
 - b. Align program structures and resources with existing school- and district-level instructional needs
 - c. Draw on partner strengths to maximize impact and efficiencies
 - d. Prioritize residency for high-need certification areas while planning for longer-term shift for residency partnership across program areas
- 4) Create a learning plan to inform ongoing program improvement efforts
 - a. Identify shared input and outcome measures
 - b. Execute data sharing agreements

C. *TEACHER PREPARATION PROGRAM'S RESPONSIBILITIES*

- 1) Review and revise as needed the structure, scope and sequence of teacher preparation program course work and staffing for the [identified residency licensure area(s)] to align with intensive clinical experiences during field and residency placements
 - a. Ensure field experiences provide authentic learning opportunities for candidates and meet student learning needs inside schools
 - b. Align residency placements with the District calendar
 - c. Assign a regular faculty member to the district whose duties may include: ongoing support and supervision of residents, delivering embedded coursework, supporting mentor teachers, supporting professional development
 - d. Review curricular scope and sequence to ensure teacher candidates have requisite skills and knowledge prior to beginning their residency placement, and have aligned coursework supportive of their placements throughout the residency year, and revisit on a regular basis
- 2) Commit to redirecting and/or realigning existing resources to support candidates during their residency placements
 - a. Explore tuition discount possibilities based on projected cohort/class sizes.
 - b. Analyze current student aid & scholarship patterns to consider directing additional aid to students during their full-time residency placements
 - c. Analyze potential cost savings to the institution by embedding coursework inside district schools
- 3) Commit to redirecting and/or realigning existing resources to support teacher development and school improvement needs within partner districts including by

- a. Reviewing field office structures and staff roles to assess the feasibility of reorganization/restructuring to provide more direct services inside districts and schools
 - b. Provide opportunities for classroom teachers to participate in resident coursework to support professional development goals
 - c. Align student and faculty research with school and district learning and improvement priorities
 - d. Consider possibilities of providing reduced tuition to mentors or other district teachers to enroll in leadership development programs
- 4) Ensure internal policies align with the responsibilities of faculty supporting full-time residents, including policies for assigning load and granting tenure
 - 5) Develop program agreements with residency sites and mentor teachers to clarify particular roles and responsibilities for all relevant program stakeholders

D. SCHOOL DISTRICT RESPONSIBILITIES

- 1) Review use of instructional dollars and budget patterns to identify resource reallocation possibilities in order to financially support teacher candidates during the residency year
 - a. By X, District commits to shifting resources to support ____ number of residents per year at a stipend level of \$__
 - b. By Y, District will explore opportunities to shift additional resources to support an increased number of residents in additional certification areas
- 2) Review and revise as needed district policies, including any applicable collective bargaining agreements, related to teacher leader positions and career ladder opportunities to ensure the mentor teacher position is a recognized and appropriately compensated opportunity for experienced, effective educators
- 3) Position residents as full-time school staff, including by welcoming them to all professional development opportunities and other district initiatives
- 4) Review the possibility of providing classroom space in which to hold onsite resident courses, and office space for embedded Clinical Faculty
- 5) With the TPP, explore existing district professional development and school improvement initiatives to identify areas where TPP resources and strengths can support district needs and priorities
- 6) Analyze potential and realized cost savings through impacts on teacher retention and teacher development

We've moved!

As of July 2023, *Prepared To Teach* has transitioned into a national organization. Resources produced while we were incubated at Bank Street remain on Educate.

For the latest updates from *Prepared To Teach*, please visit our website, preparedtoteach.org. There, you can find new resources, see current events, and subscribe to our monthly update.

