

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 Midland ISD to improve educator preparation, with the end goal of improving Midland 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").

1) Residency Model Commitment

The Parties further agree to incorporate a paid, yearlong Teacher Residency model into this Memorandum of Understanding. The Residency model is designed to:

- 1) Provide a paid yearlong residency for Teacher Residents;
- 2) Offer structured mentorship and coaching from certified Midland ISD educators throughout the residency year; and
- 3) Lead to priority hiring within Midland ISD upon successful completion of the residency program and fulfillment of all certification requirements.

This Residency model shall be implemented in alignment with district staffing needs and shall serve as a critical pipeline for preparing, supporting, and retaining high-quality teachers in Midland ISD.

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Midland 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 (2nd) 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 Midland ISD and TTUCOE for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Midland ISD. The data transfer process must be a secure method of transmission approved by the TTU Chief Information Security Officer. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

- 1) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Midland ISD need.
- 3) 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

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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 Midland ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Mentor Teachers (Midland 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 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).
- 4) Work with Midland ISD personnel to collaboratively select, train, support, and evaluate Midland ISD teachers serving as Mentor Teachers to Teacher Candidates.

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- 5) Require its Teacher Candidates to abide by the rules of conduct contained within the TTU Student Handbook and the Midland ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Midland ISD and TTU policies will be followed.
- 6) 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.
- 7) Prior to working with Midland ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Midland ISD, including a fingerprint background check.
- 8) Provide a TTUCOE liaison to work with Midland ISD technology operations.
- 9) 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.
 - 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.
- 10) With district approval, in the event TTUCOE provides training or support to the Site Coordinator at Midland ISD, TTUCOE will bill the district accordingly. If the district changes Site Coordinators and additional training is required, TTUCOE will also bill the district for the training of the new Site Coordinator.
 - 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.
- 10) TTUCOE will provide Midland ISD with the names of specific Mentor Teachers to be included in the data request as outlined in the Goal 2 text.
- 11) TTUCOE will provide Midland ISD with the names of specific Teacher Candidates hired by Midland ISD for whom data is requested as outlined in Goal 2 text.

C. Midland ISD RESPONSIBILITIES

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

- 1) Dedicate an employee to serve as a Site Coordinator and district liaison. On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Midland ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Midland ISD and community college partners; Collaborate with TTUCOE to identify schools, principals, and up to twenty (20) 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 district Site Coordinator on at least one (1) 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 Midland ISD administrative office location;

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- 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 TTUCOE, Midland ISD will provide a collection of data tables containing the following information about Midland 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:

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

When available, Value-Added scores will be provided by Midland ISD annually to TTUCOE, but in years when this variable was not calculated, Midland ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Midland 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 TTUCOE Value-Added scores for the Midland 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, Midland 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 Midland ISD students in the classes taught by Teacher Candidates ultimately hired by Midland ISD.
 - c. The data compiled for Teacher Candidates hired by Midland ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.
- 7) In the event the Site Coordinator designated by Midland ISD cannot fulfill his or her duties as described above

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in section C (1), Midland ISD agrees to the following:

- a. Replace the Site Coordinator as soon as possible and allow the Teacher Candidate to complete the remainder of his or her obligations for the academic year with Midland ISD, or
- b. Allow TTUCOE to assign a replacement Site Coordinator and pay the replacement Site Coordinator the lesser of the rate of \$.65 a mile or the rate set by the Texas Comptroller in addition to a payment of \$2,000.00 per candidate per semester for the remainder of the Teacher Candidate's obligations for the academic year, or
- c. Reimburse TTUCOE for any monies paid to the Teacher Candidate to supplement the funds owed to the Teacher Candidate by Midland ISD, in the event the Site Coordinator becomes unable to fulfill his or her duties at any point during the academic year resulting in the relationship between the Teacher Candidate and Midland ISD terminating.

D. JOINT TTUCOE AND Midland ISD RESPONSIBILITIES

- 1) Meetings. Representatives of Midland 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 Midland 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, 3rd - 12th 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.
 - 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 into the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

- 1) 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.

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F. CONTACTS

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

TTUITD

Jeff Barrington
Associate Vice President for IT
Office of the CIO
Texas Tech University
jeff.barrington@ttu.edu
(806) 834-2941

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

TTUCOE

Sherre Heider, Ph.D.
Assistant Dean of Teacher Education
Texas Tech University
Sherre.heidert@ttu.edu
(806) 834-1510

Midland ISD

Chelsea Reyes
Director of Talent Development
Midland ISD
chelsea.reyes@midlandisd.net
432-240-1392

Dr. Stephanie Howard
Superintendent
Midland ISD
stephanie.howard@midlandisd.net
432-240-1002

Joshua Guinn
Board President
Midland ISD
joshua.guinn@midlandisd.net
432-240-1000

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
Contract Management
PO Box 41094
Lubbock, TX 79409
contracting@ttu.edu

If to ISD: Midland ISD
Attn.: Chelsea Reyes
615 W. Missouri Ave
Midland, TX 79701
chelsea.reyes@midlandisd.net

H. MODIFICATIONS/TERMINATION

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

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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 the 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

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

L. COSTS

With the exception of the event described above in section C7, 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 Midland ISD or to any third party.

P. NOT EXCLUSIVE

Midland 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. FORCE MAJEURE

"Event of Force Majeure" means an event beyond the control of Midland ISD or TTU which prevents or makes a party's compliance with any of its obligations under the MOU illegal or impracticable, including but not limited to: act of God (including, without limitation, fire, explosion, earthquake, tornado, drought, and flood); war, act or threats of terrorism, hostilities (whether or not war be declared), invasion, act of enemies, mobilization, requisition, or embargo; rebellion, insurrection, military or usurped power, or civil war; contamination or destruction from any nuclear, chemical, or biological event; riot, commotion, strikes, go slows, lock outs, or disorder; epidemic, pandemic, viral outbreak, or health crisis; or directive of governmental authority. No party will be considered in breach of the MOU to the extent that performance of their respective obligations is prevented or made illegal or impracticable by

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an Event of Force Majeure that arises during the term (or after execution of the MOU but prior to the beginning of the term). A party asserting an Event of Force Majeure hereunder ("Affected Party") will give reasonable notice to the other party of an Event of Force Majeure upon it being foreseen by, or becoming known to, Affected Party. In the event of an Event of Force Majeure, Affected Party will endeavor to continue to perform its obligations under the MOU only so far as reasonably practicable.

R. EXECUTIVE ORDER NO GA—48.

Pursuant to Executive Order No GA—48, [REDACTED] certifies that it, and, if applicable, its holding companies or subsidiaries, are not:

- a. Listed in [Section 889 of the 2019 National Defense Authorization Act \(NDAA\)](#); or
- b. Listed in [Section 1260H of the 2021 NDAA](#); or
- c. Owned by the government of a country on the U.S. Department of Commerce's foreign adversaries list under [15 C.F.R. § 791.4](#); or
- d. Controlled by any governing or regulatory body located in a country on the U.S. Department of Commerce's foreign adversaries list under [15 C.F.R. § 791.4](#).

S. EXECUTION OF UNDERSTANDING

The undersigned authorizes this cooperative understanding under the aforementioned terms.

Joshua Deleon
Managing Director
Procurement Services
Texas Tech University

Date

Stephanie Howard
Superintendent

Date

Stephanie Howard 1.22.26

Joshua Guinn
Board President

Date

Joshua Guinn 1-22-26

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**Appendix A
Description of the CEI-SPS**

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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:

Student Learning

How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

Student-Centered Environment

How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

Classroom Community

How teachers cultivate a classroom learning community where student differences are valued.

Classroom Management

How teachers foster a respectful and predictable learning environment.

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/student/survey/.

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: _____

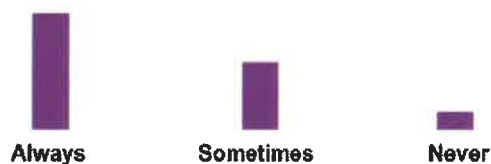
Grade (): K 1

★ **Student Name:** _____

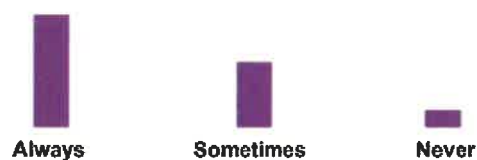
Directions: The sentences below will be read aloud to you! Circle the word that tells what YOU think about each statement!



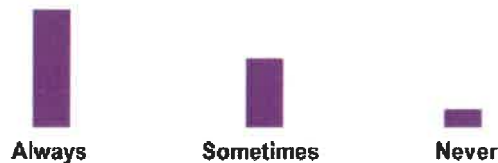
1. Students treat our teacher with respect. (They look, listen, & follow directions)



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



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



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Appendix B (continued)



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? ():

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Appendix B (continued)

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-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								