TN Department of Education

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Tech University
Local Education Agency (LEA)	Alcoa City Schools
Academic Year of Agreement	2026-2027

EPP Contact/Designee	
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LEA Contact/Designee	
Name: Jake Jones, Michelle Knight, Caleb Tipton	**Title:** Director/Superintendent, Directors of Ed.
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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Matt Smith	**Title:** Associate Dean, College of Education
Signature:	**Date:** August 26, 2026

LEA Head Administrator: Jake Jones	**Title:** Director/Superintendent
Signature:	**Date:** 8-31-2026

TN Department of Education

Prompt 1	Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. *NOTE: Responses should not exceed one page per prompt.*

Collaborate to prepare, evaluate, and support high-quality clinical educators:

-EPP organizes candidate requests to send districts. Upon receiving placement requests, P-12 partners provide the EPP with mentor matches. Clinical mentors chosen to work with candidates shall demonstrate necessary teaching and interpersonal skills.

*For field experience/practicum candidates, clinical mentors:
- Have completed at least one evaluation cycle.
- Are certified in area(s) they are teaching.

*For student teachers/residents, clinical mentors:
- Are identified as highly effective.
- Demonstrate necessary teaching and interpersonal skills.
- Have at least 4 years full–time teaching experience.
- Are certified in area(s) they are teaching.
- Receive positive evaluations.
- Demonstrate the potential to work collaboratively.

NOTE: Prior to clinical experience, clinical mentors attend virtual orientation addressing expected roles/responsibilities. Faculty, staff, and clinical supervisors attend virtual certification and face-to-face trainings/orientations addressing expected roles/responsibilities. Additionally, candidates attend 3 seminars to receive professional development and guidance from Teacher Education. Candidates are expected/required to attend LEA professional development opportunities during the clinical experience.

-Candidates complete a clinical mentor/experience site evaluation form. The EPP compiles and analyzes site evaluation data each semester to share with mentors and districts.

INSL

-EPP faculty meet with each INSL candidate and P-12 school administrator to identify a highly effective mentor. This mentor will remain with the candidate throughout the entire program (if mentor does not relocate). The EPP requires the mentor to be the current principal or assistant principal. INSL faculty supervises candidates – no temporary/hourly clinical supervisors are hired.
-INSL faculty members visit candidates' P-12 schools a minimum of one (1) time each semester. The frequency of visits allows faculty to collaborate and retain clinical mentors.
-INSL faculty supervise candidates and provide feedback to clinical mentors (P-12 school administration) via the Mentor Assessment and the Completion of Clinical Activities Reported Experiences (CARE) document.

Prompt 2	Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed one page per prompt.*

Design and Implementation of Clinical Experiences:
-50+ P-12 partners to secure placements for clinical experiences. Experiences consist of ethnically/racially and economically diverse students, students with disabilities, and English language learners.
-Clinical experiences align with InTASC and State standards. Clinical experiences provide training and practice directly aligned to categories such as learner and learning, content knowledge and application, instructional practice, and/or professional responsibility. Candidates are evaluated using the following assessments: 1) Praxis content exams; 2) TEAM Rubric/Aspiring Teacher Rubric (ATR); 3) disposition assessments; and 4) summative evaluations.
-Residency/Student teaching candidates completing an endorsement in an area covering multiple grades (e.g., 6-12 or K-12), the clinical experiences (field experiences, residency, student teaching) provide opportunities across different grade spans.

Alignment of Clinical Experiences:
-Candidates pursuing initial licensure at the undergraduate level complete a one–semester clinical experience, known as Residency.
-Candidates pursuing initial license at the graduate level (post-bacc) complete one–semester clinical experience, student teaching.
-Job-embedded candidates - P-12 partners and prospective candidates contact EPP to fill positions via job-embedded contracts. Proof of content knowledge, intent to hire letter from the P-12 partners, enrollment in pedagogical coursework, etc. are required.

INSL:

-Candidates complete 45 field experience hours per semester (MA degree = 33 hours, 6 semesters; EdS degree = 30 hours, 5 semesters). Tennessee Instructional Leadership Standards (TILS) and literacy standards must be addressed.
-Candidates are observed/evaluated by INSL faculty member a minimum of once per semester.

Expectations and Implementation of Clinical Experiences:
Expectations are communicated to candidates via course syllabi, course descriptions, general information seminars, information packets, and Teacher Education newsletters.

-Field/Practica experiences - EPP faculty place candidates in early field experiences, identified as practicum placements. Candidates are evaluated by both EPP faculty and P-12 mentors based on the ATR rubric. Field experience hours range from 10-70 hours (varies by course).
-Residency experience - (1 full/formal observation, 1 summative evaluation) and clinical supervisor (1 informal/drop-in visit, 2 formal evaluations). Residency one-semester (15-17 weeks, 5 days per week).
-Student Teaching experience - Clinical mentor (1 full/formal observation, 1 summative evaluation) and clinical supervisor (1 informal/drop-in visit, 2 formal evaluations). Student teaching is one-semester (15-17 weeks, 5 days per week).
-Job-embedded experience - Candidates complete a graduate degree while teaching in P-12 partner schools. Through coursework, candidates share P-12 evaluations with EPP faculty who then provide feedback/guidance. Candidates are observed/evaluated by EPP supervisors and closely monitored via advisor/mentor through experience. Job-embedded experience is a minimum of one-half a school year, at least 100 days.

INSL-Candidates are evaluated by clinical mentor (1 time per semester via mentor assessment and 1 time per semester via collaboration related to the CARE document) and clinical supervisor (minimum of 1 time per semester via face-to face meeting/visit with clinical mentor and candidate). This evaluation allows discussion regarding program progression, including but not limited to leadership and literacy outcomes.