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)	Maryville City Schools
Academic Year of Agreement	2026-2027

EPP Contact/Designee	
Name: Dr. Amy Brown	**Title:** Director-Teacher Education
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LEA Contact/Designee	
Name: Dr. Mike Winstead	**Title:** Director/Superintendent
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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Matt Smith	**Title:** Associate Dean, College of Education
Signature: 	**Date:** September 28, 2026

LEA Head Administrator: Dr. Mike Winstead	**Title:** Director/Superintendent
Signature: Mike Winstead Digitally signed by Mike Winstead Date: 2026.09.30 07:28:32 -04'00'	**Date:**

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.
• Received positive evaluations.
• Demonstrated 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 face-to-face trainings/orientations addressing expected roles/responsibilities. Candidates attend 3 seminars addressing classroom management, poverty training, personality-based methodology, ethics, school safety, family/community collaboration, and professional growth plan. Additionally, candidates are expected/required to attend LEA professional development opportunities.

-Candidates complete online clinical mentor and site evaluations. Mentors are evaluated on a Likert scale (i.e. teaching strategies, assessing student learning, classroom/behavior management). The EPP compiles and analyzes site evaluation data each semester to share with mentors and districts.

-EPP collaborates with LEAs participating in the Registered Teacher Apprenticeship Program (RTAP) Grant to co-select, evaluate, and support teacher candidates.

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.

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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 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) licensure 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 spanning multiple grades (e.g., 6-12 or K-12), the clinical experiences (field experiences, residency, student teaching) placement experiences across different grade spans.

Alignment of Clinical Experiences:
-Candidates pursuing initial licensure at the undergraduate level complete a one–semester clinical experience, 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, etc. are required.

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/Student Teaching experience - 1 mid-term observation, 1 summative evaluation by mentor teacher, 1 collaborative conference, 4 formal evaluations by and clinical supervisor. Residency 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 100 days as the teacher of record.

Design of 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.