



Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Tech University
Local Education Agency (LEA)	Knox County Schools
Academic Year of Agreement	Fall 2023-Spring 2024

EPP Contact/Designee	
Name: Dr. Amy Brown	Title: Director-Teacher Education
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LEA Contact/Designee	
Name: Alex Moseman	Title: Executive Director of Talent Acquisition
Email: alex.moseman@knoxschools.org	Phone Number: (865) 594-0236

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Matt Smith	Title: Associate Dean, College of Education
Signature: 	Date: September 22, 2023
LEA Head Administrator: Dr. Jon Rysewyk	Title: Director/Superintendent
Signature: 	Date: 11/10/2023

**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.*

Actions:

-EPP facilitates a Teacher Education Committee (TEC) that collaborates monthly on curriculum, selection criteria, criteria for clinical educators, partnership agreements, etc. Members of the TEC include EPP and district-level personnel (principals, teachers).

INSL:

-Uses the Lead and Literacy Future Growth Plan (LLFGP) to develop strategies, criteria, and protocols – plan requires INSL candidates and EPP faculty, to engage in a meaningful and sustaining conversation with current P-12 school administrators to align, develop, and integrate literacy strategies, as well as bolster existing and/or initial literacy implementations.

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.

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.

Clinical mentors observed and provided feedback:

-Candidates assess online clinical mentor/experience site evaluation form. 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.

INSL

-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.

Candidate Development Opportunities:

-Mentors and Supervisors provide open lines of communication, including formal and informal visits/observations to candidates.

INSL Development Opportunities:

-Open lines of communication including formal and informal visits to schools by the EPP to provide support to clinical educators
-45 field experience hours

-Two (2) assessments per semester: 1) Clinical Mentor assessment of candidate; 2) Completion of CARE document by candidate – must be reviewed with the P-12 school administrator/mentor for collaboration and feedback.

**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) edTPA; 3) TEAM Rubric/Aspiring Teacher Rubric [(ATR)-beginning 2023]; 4) disposition assessments; and 5) summative evaluations.
- Residency/Student teaching candidates complete supplemental placements during the clinical experience. Candidates transition to classroom settings different from the initial placement. Supplemental placements must be completed in candidates' initial licensure or add-on endorsement area. Coordination of supplemental placements is based on collaboration between the candidate and P-12 partner/clinical mentor.

Alignment of Clinical Experiences:

- Candidates pursuing initial licensure at the undergraduate level, including GYO complete a year-long clinical experience, known as Residency I (senior year, first semester), Residency II (senior year, second semester).
- 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.

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:

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. Teacher Education facilitates orientations/trainings. Additionally, candidates attend 4 edTPA seminars to receive guidance from Teacher Education and edTPA coaches.

NOTE: 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 TEAM rubric. Field experience hours range from 10-70 hours (varies by course).
- Residency experience - Clinical mentor (1 summative evaluation) and clinical supervisor (2 informal/drop-in visits and 5 formal evaluations). Residency is two semesters: Residency I and II totals 100-130 days, 5 days per week.
- Student Teaching experience - Clinical mentor (1 summative evaluation) and clinical supervisor (1 informal/drop-in visit and 3 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. Job-embedded experience is a minimum of one-half a school year, approximately 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.



**KNOX COUNTY SCHOOLS
STAFF COORDINATION ROUTING FORM FOR BOARD OF EDUCATION APPROVAL**

23-700

Instructions: This form (two pages) must accompany all actions that require the Board of Education's approval. Please follow Steps 1 and 2 in their entirety and then complete process with Final Step.

School/Department Originating Action: Human Resources Date 9.26.2023

Description: Renewal of EPP/LEA State Recognized Partnership Agreement with Tennessee Technological University for the 23-24 school year.

Step 1: All actions/documents must be approved by the appropriate Supervisor/Director/Executive Director/Chief/Assistant Superintendent of your department or school. [Documents that have a budgetary impact or regard internal school funds must be approved by the Chief Financial Officer, Budget Director, and/or Internal School Funds Director. Documents related to Federal funding must be approved by the Federal Programs Director. Grant documents and/or applications must be approved by the Grants Specialist. Documents related to personnel or employment positions must be approved by the Executive Director of Human Resources Operations.] If actions/documents are not approved or are overridden, comment section must be completed.

Routing Sequence	Position	Name	Approved (Initial)	Not Approved (Initial)	Comment (List Fiscal Implications)	Date
1	Requester	Alex Moseman	AM			9/26
	Supervisor/Director/Executive Director/Chief					
	Chief Financial Officer	Ron McPherson				
	Budget Director	Joe Snyder				
	Internal School Funds Director	Garrett Raiden				
	Federal Programs Director	Cheryl Martin				
	Grants Specialist	Laura Denton				
	HR Operations Executive Director	Scott Bolton				

Step 2: Once actions/documents have been approved by the Supervisor/Director/Executive Director/Chief of your department or school, they must be routed to the appropriate Assistant Superintendent for approval.

Routing Sequence	Assistant Superintendent/Chief	Name	Approved (Initial)	Not Approved (Initial)	Comment	Date
	Assistant Superintendent of Academics	Keith Wilson				
2	Assistant Superintendent of Business and Talent	Jennifer Hemmelgarn	JH			9/28/23
	Assistant Superintendent of Operations	Garfield Adams				
	Assistant Superintendent of Strategy	Kori Lauthner				
	Assistant Superintendent of Student Success	Jason Myers				



FINALIZE ROUTING PROCESS BY COMPLETING FINAL STEP A BELOW.

Final Step: All actions/documents requiring the Board's approval should be routed directly to the Board of Education office along with page 2 of this form by using the section below.

Routing Sequence	Position	Name	Agenda Date: <u>11/9/2023</u>	Publishing Date: <u>11/1/2023</u>
3	Executive Assistant to Board of Education	Terri Coatney	Verify all required documents have been submitted, and that packet is ready for legal review. If complete, submit to Law Department for review. If incomplete, route to originator for completion.	

FOR BOARD OF EDUCATION OFFICE USE ONLY.

Routing Sequence	Legal Review	Name	Approved (Initial)	Not Approved (Initial)	Comment	Date
N/A	Law Department	Gary Dupler	GTD			10/27/2023



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Tennessee Technological University State Recognized Partnership Agreement for the 23 - 24 school year.

Cost to Knox County Schools

No cost to Knox County Schools

Description and type of funding source:

N/A

For Grants: Letter of Approval from the KCS Grants Department must be attached.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 9th day of November, 2023, as reflected in its minutes, and certified by its Chairperson.

Betsy Henderson
Betsy Henderson, Chair
Date: 11/9/23

Approved by
Knox County Board of Education
11/9/2023 (90)

KNOX COUNTY GOVERNMENT

Glenn Jacobs
Glenn Jacobs, Mayor
Date: 11/13/23

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 23-700
APPROVED AS TO LEGAL FORM
Gary Dupler
Gary Dupler, Deputy Law Director
Date: 10/27/2023