


## Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

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

EPP Contact/Designee	
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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Matt Smith	<b>Title:</b> Associate Dean, College of Education
<b>Signature:</b> 	<b>Date:</b> September 22, 2023

<b>LEA Head Administrator:</b> David Treece	<b>Title:</b> Director/Superintendent
<b>Signature:</b> 	<b>Date:</b> 09/25/2023

**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

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 candidate▲ 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 on 8 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, contracts*