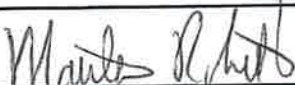


## Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Tennessee Tech University
<b>Local Education Agency (LEA)</b>	Alcoa City Schools
<b>Academic Year of Agreement</b>	2024-2025

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 23, 2024

<b>LEA Head Administrator:</b> Rebecca Stone	<b>Title:</b> Director/Superintendent
<b>Signature:</b> 	<b>Date:</b> 9.25.24



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.

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. Additionally, candidates attend 4 edTPA seminars to receive guidance from Teacher Education and edTPA coaches and, are expected/required to attend LEA professional development opportunities.

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 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); 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 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.

**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 - Clinical mentor (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).

**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.