

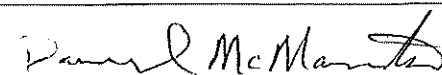



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	University of Tennessee Southern
Local Education Agency (LEA)	Giles County Schools
Academic Year of Agreement	2022-2023

EPP Contact/Designee	
Name: Janet Hanvy	Title: Director of Teacher Education
Email: jhanvy@utsouthern.edu	Phone Number: 931-363-9852

LEA Contact/Designee	
Name: Vickie Beard	Title: Director of Schools
Email: vbeard@gcboe.us	Phone Number: 931-363-4558

Certification (signatures verify partnership)	
EPP Head Administrator: Daniel McMasters	Title: Chair, Grissom School of Education
Signature: 	Date: 9-30-22

LEA Head Administrator: Vickie Beard	Title: Director of Schools
Signature: 	Date: Sept. 30, 2022

**Prompt
1**

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

1. In order to recruit candidates for the program, UTS will hold events to encourage students' interest in teaching through FAFSA nights, career fairs, fine arts productions, and Teacher Education events, with an information booth to provide information about becoming a K-12 teacher and encourage interest in education as a profession.

2. University of Tennessee Southern students who wish to enter the Teacher Education Program come before an interview committee and are recommended to the Teacher Education Committee. Giles County has two representative positions on the Teacher Education Committee along with UTS faculty and representatives from other districts.

3. UTS continues to provide a program to assist paraprofessionals in achieving teacher licensure. TATL (Teacher Assistant to Teacher License) is designed to provide, to currently employed teacher assistants, a pathway to achieving a teaching license. In addition, the Tennessee Department of Education and Tennessee Workforce Development have created an Apprenticeship pathway to teacher licensure through non-traditional ways. UTS and GCS will collaborate to develop a plan to prepare teachers in high needs areas for the LEA.

4. To be admitted to the Teacher Education Program, a student must have an ACT of 21 or ACT of 19 and pass CORE; have at least three dispositions checklists from the student, college faculty and community person. The student must also pass a background check and have a GPA of at least 2.75.

5. UTS is partnering with GCS to provide students with Dual Enrollment/Dual Credit opportunities while in high school. These classes will encourage a college-going culture in high schools. UTS will also collaborate with GCS to encourage high school students to pursue education as a profession through their Teaching as a Profession class and the Future Teachers clubs at the high schools. The College will plan time for school counselors to come to campus to learn about resources for students.

6. UTS, through community and state resources, will aid students in need.

7. Ongoing discussions with GCS about their needs will continue to determine the areas of greatest need to encourage those students entering the program to seek licensure in those areas. UTS has begun a bachelor's level licensure program for Special Education as well as a Job-embedded pathway for all current licensure programs. Data from program enrollment and completion at UTS, data from GCS human capital reports and discussions with GCS staff will determine the needs of the district for high needs endorsements as well as under-represented groups. When data is collected, it will be used to inform potential student candidates who are interested in attending University of Tennessee Southern, who wish to become teachers, or who are attending the college and have not yet considered teaching as a profession. With this data, those people can make decisions about careers in areas of high need. This same data may also be used to inform university faculty in math, science, history, and English departments so that they might identify those students who could be interested in teaching in high needs endorsement areas as well as those students who are in underrepresented groups.

8. UTS faculty and GCS meetings with the local NAACP chapter as well as local civic groups, school groups and the media will continue to encourage minority students to enter the teacher education program. Teaching as a Profession classes will work to recruit minority males into the profession.

**Prompt
2**

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.*

1. Giles County and UTS have collaboratively developed a process by which clinical educators are selected.

A) UTS provides a list of teacher candidates, with areas of licensure, needing placements for the upcoming semester to the Instructional Supervisors of GCS.

B) The designee contacts principals for recommendations for placements. Giles County asks for a level 4 or 5 teacher and the licensure area of the teacher candidate. The principal pairs the teacher candidate with the mentor.

C) The list is reviewed by the designee ensure that the teacher mentor is highly effective and is appropriate to mentor a teacher candidate.

D) The list is returned to UTS for review. If there are concerns, a discussion is held with the designee and/or principal.

E) An orientation meeting is held with the teacher candidates and clinical mentors to share placements and expectations with placements.

2. Clinical supervisors are full-time and adjunct faculty. When clinical supervisors are hired, input from GCS will be sought by the School of Education/Field Experience Coordinator.

Clinical supervisors have K-12 experience, elementary, middle and high school, and have been trained in TEAM evaluation process. The supervisors are instructors in the EDU program and have worked with the teacher candidates in their coursework, providing feedback as they have progressed through the program.

3. Formal orientation for new and experienced mentors will be conducted by the School of Education. The School of Education will provide names of those attending/completing training to the district. Support for mentors will be provided as needed throughout the placement.

4. The criteria to retain clinical mentors is as follows: a.) Continued effectiveness level of 4-5 b.) Teaching in content/grade level appropriate for needs of candidate c.) Provides appropriate feedback to teacher candidate d.) helping candidates develop problem-solving and critical thinking skills to demonstrate in the classroom e.) Professionalism f.) Serving as role model for teacher candidates and others g.) Continuing good rapport with supervisor, teacher candidate and school staff

5. Clinical Educators will be evaluated through the surveys completed by teacher candidates, discussions with Teacher Candidates and Mentors by Clinical Supervisors, TEAM observation data, and other anecdotal data that may present itself.

Exit interviews/surveys with teacher candidates, clinical mentor, and UTS School of Education clinical supervisor are used to evaluate program/placement strengths and needs.

Data from the interviews/surveys which is read by the Coordinator of Field Experiences and is shared with supervisors through school meetings and GCS during partner meetings. Data will be used by the clinical supervisors to improve their interactions with both clinical mentors as well as teacher candidates.

Prompt
3

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.*

1. Field experiences are required for all teacher education candidates. The field experience hours will vary depending on the licensure being sought-- 50-110 hours (P.E., secondary, elementary). Job-embedded candidates, apprenticeship candidates and TATL candidates will use their job placements as their field experience, unless otherwise assigned by the administrator and/or University Supervisor. GCS and UTS ensure that the teacher education programs meet minimum expectations for clinical practice as outlined in the educator preparation policy of the Tennessee State Board of Education (5.504). (Clinical Practice Assignments, Clinical Practice Handbook)

2. Clinical experiences are required for all teacher education students. Students are required to complete 15 weeks (8 in first placement and 7 in the second), one in the lower grade band and one in the upper grade band. Apprentice and Job-embedded candidates will remain in their job placements, observing other teachers as assigned by the LEA/administrator.

3. All candidates will be placed in diverse schools/classrooms. Schools with diverse populations based on ethnicity and poverty will be sought. Giles County Schools' staff assists in placement of Teacher Candidates in schools that are more diverse. Giles County is a rural area but includes students from small and mega farms, small rural communities, with the largest percentage of ethnic diversity and economically disadvantaged in the small town (Pulaski). Teacher candidates complete a diversity questionnaire after each placement for the university to review diversity placements and make adjustments as needed. UTS uses the diversity categories that are required and reported on in the state reports and CAEP.

4. Candidates, early their coursework, do more observing and learning from the mentor teacher. For each field experience placement, the candidates observe the first 1-3 hours and reflect on that observation, discussing in class what they saw and compares to the methods/techniques discussed previously in class, putting theory into practice. The first few field experiences culminate in the candidate doing individual or small-group instruction, supervised by the mentor teacher. Observations by university personnel are done to ensure the use of evidence-based practices. As candidates become more proficient, they teach lessons that they plan themselves, using data from assessments, and showing differentiated instruction. They also begin co-assessing assessments with the cooperating teacher. During these experiences they analyze materials, resources, and curriculum, often bringing materials back to the university classroom, to participate in a discussion about best practices with the specific student needs in the classroom. The discussion and reflections include the strategies, observations regarding clinical mentors, addressing the clinical mentors used to assist students in learning the vocabulary, content specific writing (i.e. journal results of experiments, historical writing, narrative/persuasive writing, mathematical writing, etc.), and communicating their reasoning in class through discussion.

By the time candidates begin clinical experience, they have become much more proficient in designing lessons and teaching, as well as selecting appropriate instructional materials and implementing solid instructional practices. They begin the clinical practice by observing the first week and getting to know the students and classroom procedures. They also participate in departmental meetings/grade-level meetings, IEP meetings, etc.

Lesson plans are developed incorporating student interests and cultural heritage and are relevant to students' prior knowledge. Use of TEAM is essential in this strategy. Lesson plans are reviewed by the Clinical Mentor prior to the Teacher Candidate's instruction.

Prompt
4

Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

Giles County Schools and the University of Tennessee Southern collaborate using data collected through surveys (completer, mentor, supervisor and principal) to make program improvements. A fall meeting will focus on the data collected from the previous academic year.

1. All full-time UTS EPP faculty members shall further their professional development through direct personal involvement in Giles County Public Schools. GCS will provide UTS with professional development activities planned during the year for staff to choose activities appropriate to their teaching assignments. Appropriate UTS faculty will attend Reading 360 training as well as other opportunities offered by TDOE in order to stay abreast of current practice.

2. Linking Theory to Practice: UTS instructors have assisted in providing professional development to teachers who working in summer programs, assistance is provided in preparing text sets, lesson preparation, guest speakers, and special events during the summer. Discussions will continue to determine how this will continue with new programming.

During coursework, candidates begin their InTASC portfolio in EDU 101, thinking about their own experiences in the classroom and what their goals are. The portfolio is continued throughout the coursework and clinical practice with the candidate adding artifacts to show understanding and mastery of the InTASC standards.

As they move into higher levels of coursework, case studies are used to determine the teacher candidate's understanding of strategies and practices given a specific scenario. Candidate progress is tracked through VIA in order to provide actionable feedback to the candidate.

During Field Experiences, candidates keep journals reflecting on practices observed in classrooms. The reflections provide an opportunity for candidates to bring questions to class and to understand the connections between what has been discussed in classes and what it looks like in the classroom.

3. Coherence: A clear plan of study along with field experience has been developed. Candidates begin their "teacher education" journey with self-reflection and writing their philosophy of education. As they move into each level, they add not only skills but pedagogy. Candidates learn how to write lesson plans as they learn instructional strategies as well as classroom management strategies. As they complete Field Experiences, they observe the use of well-planned lessons and well managed classrooms and are able to reflect upon those observations. As the candidates transition to Clinical Practice, they have read and discussed strategies and pedagogy, they have observed those in practice in a classroom setting, and they have reflected on what they have observed. GCS mentors in both field experiences and clinical experiences will coach the teacher candidates in real-life situations provide constructive feedback that will help the student improve.

4. Through collaborative meetings, GCS and UTS will share data related to UTS teacher candidates, UTS completers employed by GCS and mentor teachers. Data shared will be confidential and not to be shared outside the professional meeting.

5. Program improvements will be made using data from surveys, TVAAS, teacher candidate evaluations, completer evaluations and the needs of the district.

Prompt 5 Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

Giles County Schools will share information about the curricular materials being used in Giles County classrooms in order to better familiarize teacher candidates with the materials and content chosen by the LEA. If available, copies of materials will be made available for use by Grissom School of Education within the professional education courses. Sources of materials will be made available to the SoE, so that materials unavailable for sharing can be obtained by the SoE. Teacher Candidates will be able to use these materials to prepare lesson plans, to develop strategies to be used during Field Experiences, course assignments and Clinical Practice.

Teacher Candidates will be completing the HQIM modules offered by Tennessee Department of Education.

<p>Primary Partnership Outcomes</p>	<p>As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.</p>
<p>Short term goals--</p> <ol style="list-style-type: none"> 1. Identifying the high needs areas for GCS. 2. Determine how GCS and UTS can work together to meet those needs through GYO-Apprenticeship <p>Long term goals--</p> <ol style="list-style-type: none"> 1. Continued human resource review--teacher retention, retirements, resignations. 2. What can we do together to improve retention? ' <p>Timeline:</p> <p>September 2022-- Discussion of GYO Apprenticeships--application</p> <p>October 2022-- Partnership meeting--discussion of current candidates and licensure areas. How many are potential Giles County employees? Planning a career fair for Teacher Candidates and GCS. Planning for mentor training. Review of requirements in the program.</p> <p>December 2022-- TEC meets--Clinical practice placements, new admits to the program,</p> <p>January 2023 Check in--How many apprentices are beginning the program? How many GCS students are enrolled in Dual Credit/Dual Enrollment? How many are also in TAPs?</p> <p>February 2023-- Check in--apprenticeship progress. What other offerings are needed?</p> <p>March 2023-- Partnership meeting--data check on apprentices, planning for next year</p> <p>April 2023-- Check in--apprentice progress</p> <p>May/June 2023--partnership meeting: Partnership agreement for 2023-24 discussion</p>	