



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

Educator Preparation Provider (EPP)	University of Tennessee Southern
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Local Education Agency (LEA)	Moore County Schools
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Term of Agreement	2022-2023
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<b>EPP Contact/Designee</b>	
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<b>LEA Contact/Designee</b>	
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<b>Other Key Staff</b>	
Name: <b>Melissa Eslick</b>	Name: <b>Super./Teaching&amp;Learning</b>
Title:	Title:
Name:	Name:
Title:	Title:

<b>Certification (signatures verify partnership)</b>	
EPP Head Administrator	Name: <i>DANIEL N. McMASTERS</i> Date: <i>9-29-22</i> Title: <i>Chair, Grissom School of Education</i> Signature: <i>[Handwritten Signature]</i>
LEA Director of Schools	Name: <b>Chad Moorehead</b> Date: <b>9/29/22</b> Title: <b>Director of Schools</b> Signature: <i>[Handwritten Signature]</i>

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

**Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals.  
(500 words)**

1. In order to recruit candidates for the program, The University of Tennessee Southern School of Education and Office of Admissions will be available to attend University/Career Fairs held for middle and high schools. University staff will provide attendees with information about becoming a K-12 teacher and encourage their interests in education.
2. UTS will host high school and middle school counselors on campus to provide information about university offerings and financial aid.
3. UTS continues to provide a program to assist paraprofessionals in achieving teacher licensure. TATL (Teacher Assistant to Teacher License) is designed to provide support to currently employed teacher assistants a pathway to achieving a teaching license. Through the Tennessee Department of Education, UT GYO Center and the Tennessee Department of Labor, we are able to offer the Grow Your Own Apprenticeships as well.
4. In order to be admitted to the UTS Teacher Education Program, a student must have an ACT composite of 19 and pass CORE/ACT of 21 and 2.75 GPA, have at least three dispositions assessments from the student, university faculty and student advisor/mentor. The student must also pass a background check.
5. UTS, through community and state resources, will aid teacher candidates in need.
6. Ongoing discussions and surveys regarding needs of participating Local Education Agencies will continue to determine the areas of greatest need to encourage those candidates entering the program to seek licensure in those areas. Data from program enrollment and completion at UTS, data from LEA human capital report and discussions with the LEA staff.

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**Prompt 2: Identify how entities will collaborate to select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. (500 words)**

1. Clinical supervisors and clinical mentors are agreed upon by both UTS School of Education and the LEA. The School of Education will continue to seek to recruit staff who have the skills to provide feedback to the clinical practice students as well as to the clinical mentors. The clinical supervisors shall have appropriate training in TEAM (or other state approved evaluation system). If a problem should arise with a clinical supervisor, the appropriate district staff will bring concerns to the School of Education chair to rectify. Because the LEA is more familiar with the teachers and schools, the district recommends placements for the teacher candidates. The LEA chooses the clinical mentors with an effectiveness score of 4 or 5 in the previous year; they are licensed to teach in the area they are supervising and have at least 3 years of experience as a teacher. As with the clinical supervisors, should an issue develop, the LEA and the university have an open dialogue that allows for discussions to seek resolution.
2. Orientation for new and experienced mentors for both Field Experience and Clinical Practice will be conducted by the School of Education. Mentor training will be developed to address coaching and observation of teacher candidates as well as providing actionable feedback.
3. UTS will work with mentors to determine individual needs throughout the semester and provide coaching. LEAs will inform the School of Education when change is made in the evaluation instrument used by the district. This will allow the School of Education faculty an opportunity to learn and incorporate these into classes as appropriate.
4. Discussions will be held with mentors throughout the clinical experience to discuss further needs and concerns. The supervisor and the mentor will discuss the needs and successes of the student and how the supervisor can provide additional support. The mentor and supervisor will have conversations about the effectiveness of the coaching provided to the teacher candidate. There will be a minimum of five visits (in-person and/or virtual) during the clinical placements. Others may be scheduled upon request by the administrator, teacher and/or student. UTS will work with the LEA to develop a plan for providing clinical mentors professional development in the areas of coaching and evaluation in order to observe, evaluate and give feedback. Data from surveys will be used to determine other PD topics needed to support mentors. An important component of the plan will be to increase the number of clinical mentors in the district as well as retaining current mentors.
5. Exit interviews/surveys will be conducted with all student candidates, clinical mentors, and School of Education clinical supervisors. Building administrators may also provide feedback as well. Data from the interviews/surveys will be shared with the School of Education faculty and LEAs. Data will be used to inform improvements in the program.
6. Clinical Mentors 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. Should a clinical mentor not meet the expectations of the EPP, a discussion will be held with the LEA to decide about future placements and/or additional coaching.