

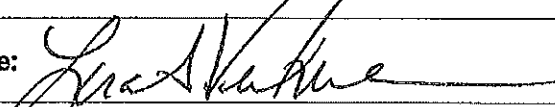


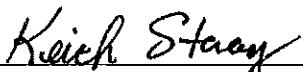
# Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	University of Tennessee Southern
<b>Local Education Agency (LEA)</b>	Maury County Public Schools
<b>Academic Year of Agreement</b>	2022-2023

EPP Contact/Designee	
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LEA Contact/Designee	
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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Daniel McMasters	<b>Title:</b> Chair, Grissom School of Education
<b>Signature:</b> 	<b>Date:</b> 10/10/22

<b>LEA Head Administrator:</b> Keith Stacey	<b>Title:</b> Assistant Superintendent of Schools
<b>Signature:</b> 	<b>Date:</b> 10/10/22



**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. Maury County has 2 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 MCPS 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, through community and state resources, will aid students in need.

6. Ongoing discussions with MCPS 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 MCPS human capital reports and discussions with MCPS 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 university 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 MCPS will meet with local civic groups, school groups and the media to continue to encourage minority students to enter the teacher education program. Teaching as a Profession classes will work to recruit underrepresented students 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. Maury 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 Maury County Public Schools.

B) The designee contacts principals for recommendations for placements. Maury 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 to 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 include full-time and adjunct faculty. When clinical supervisors are hired, input from MCPS 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. In collaboration with MCPS, the School of Education will develop a "principal academy" to help principals understand the purpose and responsibilities of both the Teacher Candidate and the Mentor Teacher.

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.) Providing 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 supervisors are used to evaluate program/placement strengths and needs.

Data from the interviews/surveys which is read by the Coordinator of Field Experiences is shared with supervisors through school meetings and MCPS 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. MCPS 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 candidates. 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. Maury County Public Schools' staff assists in placement of Teacher Candidates in schools that are more diverse. Maury County is both a rural and suburban area. Agriculture and industry are represented in this district with at least 9 out of 22 of its schools being Title I schools. MCPS does have 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 in 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 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.*

Maury County Public 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. Full-time UTS EPP faculty members shall further their professional development through direct personal Involvement in Maury County Public Schools. MCPS 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 continue to attend Reading 360 training and other opportunities offered by TDOE in order to stay abreast of current practice.

2. Linking Theory to Practice: UTS, with the support of a benefactor, will provide professional development opportunities to MCPS teachers. The focus of the first "symposium" will focus on literacy in elementary schools. Other key topics and areas of need will be determined through surveys and partnership meetings.

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. MCPS 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, MCPS and UTS will share data related to UTS teacher candidates, UTS completers employed by MCPS and mentor teachers. Data shared will be confidential, 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.*

Maury County Public Schools will share information about the curricular materials being used in Maury 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.

**Primary Partnership Outcomes**

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.

Short term goals--

1. Identifying the high needs areas for MCPS.
2. Determining how MCPS and UTS can work together to meet those needs through GYO-Apprenticeship

Long term goals--

1. Continuing human resource review--teacher retention, retirements, resignations.
2. Focusing on what we can do together to improve retention.

Timeline:

September 2022--

Discussion of GYO Apprenticeships--additional areas of need? Review of current MCPS apprentices.

October 2022--

Partnership meeting--discussion of current candidates and licensure areas. How many are potential Maury County employees? Planning for mentor training. Review of requirements in the program. Placement of Teacher Candidates--review the process

December 2022--

TEC meets--Clinical practice placements, new admits to the program,

January 2023

Check In--How many apprentices are beginning the program? Review of continuing apprentices. Discuss Principal Academy.

February 2023--

Check In--apprenticeship progress. What other offerings are needed?

March 2023--

Partnership meeting--data check on apprentices, planning for next year

April 2023--

Check In--apprentice progress

May/June 2023--partnership meeting: Partnership agreement for 2023-24 discussion