



## 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>	Giles County Schools
<b>Academic Year of Agreement</b>	2023-2024

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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> <i>Daniel McMasters</i>	<b>Date:</b> 7/26/2023

<b>LEA Head Administrator:</b> Vicki Beard	<b>Title:</b> Director of Schools
<b>Signature:</b> <i>Vickie Beard</i>	<b>Date:</b> <i>August 2, 2023</i>



**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 pass CORE; have at least three dispositions checklists from the student, college faculty and community person; 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 University 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 students 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, students 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 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. Both clinical supervisors and clinical mentors are agreed upon by both UTS and GCS. The University 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 and coordinate with the district about Project Coach (district level teacher evaluation).

The collaborative process by which clinical mentors are chosen is:

A) UTS provides a list of teacher candidates, with areas of licensure, needing placements for the upcoming semester to the Instructional Supervisors of GCS. GCS asks schools for recommendations from building principals and pairs the teacher with the candidate according to licensure area. The list is reviewed by the instructional supervisor to ensure that the teacher mentor is highly effective and is appropriate to mentor a teacher candidate.  
B) The list is returned to UTS for review. If there are concerns, a discussion is held with the instructional supervisor and/or principal.

C) 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. All are instructors in the School of Education and are involved in various meetings, professional development, and other activities with Giles County Schools. When other clinical supervisors are hired, input from GCS will be sought by the School Chair/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 University. Differentiation of meeting content for those groups will be determined at the beginning of each semester. The University will provide names of those attending/completing training to the district for Professional Development Points (PDP) as requested. Support for mentors will be provided as needed throughout the placement.

4. Criteria for retention of clinical educator: Surveys, completed by candidates, along with faculty input, help to determine the effectiveness of the clinical educator and whether the educator should continue to be a part of the mentoring process. Clinical educators are compensated for their time during the placements.

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 student, clinical mentor, and UTS clinical supervisor are used to evaluate program/placement strengths and needs. Data from the interviews/surveys read by the Assessment Team and shared with supervisors through school meetings and GCS during partner meetings. Data will be used by the clinical supervisors to improve their interactions with clinical mentors and 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, special education, and elementary). 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 candidates. Candidates must 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.

3. A concerted effort will be made to place candidates 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 adjust as needed. UTS uses the diversity categories required and reported on in the state reports and CAEP.

4. Candidates, at the beginning of 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 what they see, discussing in class what they saw and how it compares to the methods/techniques discussed previously in class, putting theory into practice. The first few field experiences will culminate in the candidate doing individual or small-group instruction, supervised by the mentor teacher. Observations by university personnel are done to ensure they are using evidence-based practices. As candidates become more proficient, the candidates 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 what practices work best with the specific student needs in the classroom. Included in the discussion and reflections are the strategies that the candidate observed the clinical mentors use to assist students in learning the vocabulary, and content specific writing (e.g. journal results of experiments, historical writing, narrative/persuasive writing, mathematical writing, etc.), and then 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, 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 (Individualized Education Programs) 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 Educator prior to 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.*

1. All full-time UTS EPP (Educator Preparation Provider) faculty members shall continue their professional development through direct personal involvement in Giles County Public Schools. Upon request, GCS will provide UTS with professional development activities planned during the year for staff to choose activities appropriate to their teaching assignments.
2. The Teacher Education Committee is an integral part of the EPP and LEA partnership. Giles County has two representatives on the committee. The committee has the following responsibilities:
  - Interviewing candidates desiring to be admitted to the education program
  - Admitting candidates to the education program
  - Admitting candidates to clinical practice
  - Approving candidates for recommendation for licensure from the State of Tennessee
  - Approving candidates in alternative license programs (apprenticeships and job-embedded)
  - Approving program policy changes
  - Approving additional programs
  - Discussing and voting on existing program changes/improvements
  - Approval of coursework for Admission to the Alternate Routes in licensure areas.
  - Hearing and voting on student appeals of program policies
  - Discussing and voting on special circumstances as they arise
3. Partnership meetings: These meetings occur throughout the year either as a whole group with all partners as well as individually as needed with districts. These meetings address new needs of the districts, an opportunity to share data with the districts, gather suggestions for current programs, and get input for long range planning. UTS SOE has discussed with the partners that there may be a need to have smaller committees that will report to the TEC about specific issues (e.g, Special Education, Clinical Practice/Field Experience).
4. Surveys from mentor teachers, both in Field Experience and Clinical Practice, regarding the candidates provide data to help the SOE determine the readiness of the candidate either to continue or to be placed in an improvement plan.



**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. This may occur during Partnership meetings or in individual meetings with GCS staff. 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, determine strategies to be used during Field Experiences, and create course assignments in Clinical Practice.

Teacher Candidates will be completing the HQIM modules, TN Early Literacy Modules, and Trauma Informed Practices 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. Identify the high needs areas for GCS.
2. Determine how GCS and UTS can work together to meet those needs through GYO-Apprenticeship

Long term goals--

1. Continue human resource review--teacher retention, retirements, resignations.
2. Formulate plans collaboratively to improve new teacher retention.

Timeline:

September 2023--

Discussion of GYO Apprenticeships--what next?

October 2023--

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.

December 2023-

TEC meeting--Clinical practice placements, new admits to the program.

January 2024

Check In--How many candidates are beginning the program? How many GCS students are enrolled in Dual Credit/Dual Enrollment? How many are also in TAPs?

February 2024-

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

March 2024-

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

April 2024-

Check In--Apprentice progress

May/June 2024-Partnership meeting: Partnership agreement for 2023-24 discussion