

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	University of Tennessee Southern, Grissom School of Education
Local Education Agency (LEA)	Fayetteville City Schools
Academic Year of Agreement	2023-2024

EPP Contact/Designee	
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LEA Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: Daniel McMasters	Title: Chair, Grissom School of Education
Signature: <i>Daniel McMasters</i>	Date: 7-26-2023

LEA Head Administrator: Eric Jones	Title: Director of Schools
Signature: <i>Eric Jones</i>	Date: 7-26-23



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.*

1. Clinical supervisors and clinical mentors are agreed upon by both University of Tennessee Southern and the LEA. 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 (or other state approved evaluation system). If a problem should arise with a supervisor, the appropriate district staff will bring concerns to the UTS school 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 University. Mentor training will be developed to address coaching and observation of teacher candidates as well as providing actionable feedback.

3. University of Tennessee Southern will work with mentors to determine individual needs throughout the semester and provide coaching. LEA will inform the University when a change is made in the evaluation instrument used by the district. This will allow the 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 candidate and how the supervisor can provide additional support. The minimum of five visits (in-person and/or virtual) is conducted during the clinical placements. Others may be scheduled upon request by the mentor, administrator, teacher and/or candidate. 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 with student, clinical mentor, and University clinical supervisor. Building administrators may also provide feedback as well. Data from the interviews/surveys will be shared with University 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.



**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.*

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). The LEA 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. The South Central region is a rural area but includes students who live on farms and in small rural communities. There are also parts of the region that are more suburban. 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.