

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee at Martin
Local Education Agency (LEA)	Rutherford County Schools
Academic Year of Agreement	2023-2024

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Certification (signatures verify partnership)	
EPP Head Administrator: Staci Fuqua	Title: EPP Director
Signature: <i>Staci Fuqua</i>	Date: 2-2-24

LEA Head Administrator: Dr. James Sullivan	Title: Director of schools
Signature: <i>J Sullivan</i>	Date: 1-31-24

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.

The UT Martin EPP collaborates with P-12 partners during the field placement process to co-select, prepare, evaluate, and support high-quality clinical educators in both provider and school-based settings, to ensure a positive impact on the candidates' pre-K-12 learning and development. This is achieved by continuous review and refinement of clinical experience protocols.

The UT Martin EPP and its P-12 partners commit to meeting biannually to revisit and evaluate these collaboratively developed processes based on shared data and observations and to review the effectiveness of collaborative partnership activities.

The collaboration to determine the best process for selecting high-quality clinical educators includes:

- The EPP Placement Coordinator organizes and submits requests to partnering districts. The P-12 partner reviews the autobiographical data form for the candidate and assigns a clinical mentor based on state policy.
- The EPP Placement Coordinator outlines the minimum requirements for the P-12 partners' selection of clinical mentors as follows:
 - For Field Experience teacher candidates, the mentor
 - Must have completed at least one year in their current position,
 - Must be certified in the content area they are teaching, and
 - Must be willing to effectively train and mentor the candidate.
 - For Residency I and II teacher candidates, the mentor
 - Must have at least three years of full-time teaching experience,
 - Must hold appropriate teaching certification (licensure),
 - Must have evaluation data demonstrating they are a highly effective (Level 4 or 5) teacher through local assessment and/or state evaluation procedures,
 - Must be willing to assume the roles expected of a mentor (i.e., professional mentor, advocate, coach, and critic), and
 - Must possess the ability to work as a team member and facilitate learning experiences, including pedagogical instruction.
- The UT Martin EPP and its P-12 partners will work to develop a process that allows teachers within each district to indicate interest in serving as a clinical mentor. This process will allow teachers to self-report their qualifications for serving as a CM, why they want to serve, and what characteristics they possess that would make them quality mentors. Applicants would secure recommendations from their principals as part of the process. This would provide a pool of willing prospective CMs for future placements, including new teachers who do not yet have the years of experience but would be interested in serving as a CM later in their careers.
- Clinical Mentor Support and Retention
 - The UT Martin EPP provides a "Cooperating Teacher" packet outlining all expectations of mentor and candidate prior to the first day of the placement.
 - The EPP Field Placement Coordinator provides an online training for all mentors to clarify expectations of the mentor and student during the placement.
 - The EPP Field Placement Coordinator prepares and provides an asynchronous online learning module via the Canvas LMS to help familiarize with the expectations and resources necessary for effective mentorship.
 - The EPP provides a "Cooperating Teacher" stipend of \$200 per placement during Residency II for success of mentoring responsibilities and completion of the asynchronous online learning module.
 - Candidates and University Supervisors evaluate clinical mentors via Student Learning & Licensure at the end of each placement.
 - The EPP uses evaluation data to determine future mentor opportunities to host a candidate and to offer mentorship remediation training or counseling where necessary.
 - The EPP Field Experience Coordinator hosts a "Debrief Meeting" at the end of each term to collaborate with clinical mentors and administrators to discuss strengths and weaknesses of candidates and program requirements in an effort to ensure continuous program improvement.
- The UT Martin EPP collaborates with P-12 partners for recommendations of former P-12 administrators and/or teachers to serve in a University Supervisor role.
 - EPP faculty supervise ILL and School Counseling candidates each term.
 - EPP faculty and university adjuncts supervise teacher candidates each term.
- Higher education faculty who serve as University Supervisors for candidates will meet the following criteria and requirements for selection:
 - Current resume and application,
 - Interview with Field Placement Coordinator,
 - TEAM evaluation experience—TEAM Evaluator Certification required,
 - Evaluation as a highly competent role model for teachers,
 - Appropriate professional teaching experience for grade levels supervised; P-12 experience preferred,
 - Ability to demonstrate effective teaching strategies and methods,
 - Participate in University Supervisor training each term,
 - Participate in required trainings for professional development,
 - Willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic),
 - Willingness to stay current with the latest research and best practices in teaching and learning, and
 - Ability to work as a team member and facilitate professional learning experiences, including pedagogical instruction.
- University Supervisor Observations and Feedback:
 - Candidates and Clinical Mentors evaluate University Supervisors via Student Learning & Licensure at the end of each placement.
 - The EPP Field Experience Coordinator holds a "Debrief Meeting" at the end of each term with University Supervisors to share evaluation data of candidates and university supervisors to discuss strengths and weaknesses in an effort to ensure continuous program improvement.

Strategies that the UT Martin EPP employs to retain clinical educators and university supervisors are compensation and training. The UT Martin EPP provides stipends to CMs and USs for their work. The EPP provides training centered around procedures and materials based on pedagogical best practices to CMs and USs to enhance impact and retention. The EPP and its P-12 partners will continue to collaborate on methods for incentivizing teacher participation as CMs.

Prompt
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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.*

In past collaboration between the UT Martin EPP and its P-12 partners, all parties agreed that UT Martin candidates needed more robust clinical experiences in addition to the student teaching experience. The concept of the Residency I and II model was initially discussed during a regional Northwest Tennessee CORE office meeting of instructional supervisors. This initiative is regarded as a success.

In Residency I (RI), candidates now begin clinical experience when P-12 schools start as part of the "First Days of School" experience, not when college courses start, increasing the duration, the depth, and the breadth of the clinical experience. This experience enables candidates to experience important factors of the teaching profession that they would not have otherwise observed or encountered, including communicating course expectations, establishing effective classroom management systems, participating in emergency preparedness activities, classroom- and school-level organizational concerns, and setting up parental contact methods. Clinical observation time has also increased as a result of the creation of the RI component. As part of the RI component, candidates see their teaching responsibilities gradually increased from pure observation to teaching multiple sections. This method allows them to gain valuable teaching experience and familiarity with their students prior to RII. P-12 partners have reported that this joint initiative had made a positive impact on overall student success.

In Residency II (RII), otherwise referred to as the "traditional" student teaching experience, students complete clinical experiences in two placements. In Placement I of RII, students continue the work they began in RI by returning to the same classroom and completing nine weeks of active student teaching with that same group of students. Candidates are now able to witness and participate in establishing routines, procedures, rules, etc. from Day 1 of the school year. They can see how those components translate across the course of the year into the second semester. Candidates have stated that this experience is extremely valuable to their preparation to understand the school year in its entirety. During the RII field experience, candidates are to assume the complete role of the daily classroom teacher to ensure exposure to the depth, breadth, and diversity of the teaching profession. Under the supervision and mentorship of clinical mentors and university supervisors, candidates gain daily experience in lesson planning, establishing welcoming and appropriate learning environments, and delivering effective classroom instruction to the degree of the criteria outlined in the TEAM Educator Rubric. These expectations, responsibilities, and experiences ensure candidates have the opportunity to make application of pedagogical content knowledge, develop their instructional effectiveness, and demonstrate a positive impact on pre-K-12 students.

In RII, candidates remain in Placement 1 for nine weeks; immediately after Placement 1 ends, Placement 2 begins and continues for seven weeks. Because candidates complete two placements during Residency II, they can experience greater variety and diversity in their placement settings such as grade level, diverse content in elementary school, and racial and social diversity. P-12 partners understand our candidates' needs and assists us along with other LEAs to ensure this variety. Every effort is made to place students in two diverse placements; diversity may be based on the following criteria: special or regular education, socio-economic status, diversity of administration or cooperating teachers, diversity of academic grades, race, gender, and ethnicity. P-12 clinical mentors commit to modeling the use of instructional practices to meet the diverse needs of today's learners and coaching the candidates on making application of those practices in their own instruction.

The UT Martin EPP and its P-12 partners commit to continuous collaboration with P-12 partner districts and advisory boards to develop a responsive EPP curriculum and effective clinical experiences. The EPP and its P-12 partners will share relevant teacher and student data to highlight areas of needs and strengths in EPP candidates' preparation (classroom management, assessment, pedagogical content knowledge, trauma-informed practices, etc.). The EPP will make necessary adjustments to its curriculum and preparation activities based on collaboration with P-12 partners and shared data.

P-12 partners commit to providing the UT Martin EPP with access to current HQIM, classroom curricula, and online resources to ensure the classroom preparedness of EPP candidates. The UT Martin EPP will use these materials to teach and prepare candidates for current practices and expectations of the curricula being used in partner districts. In response to growing efforts to implement sounds-first foundational skills instruction and a renewed emphasis on disciplinary literacy across the state, UTM EPP faculty and staff are working to prepare candidates for the expectations of current curricular content and materials. P-12 partners will maintain close communication and collaboration to inform EPP faculty of necessary knowledge and skills, as well as training and licensure expectations, required of EPP teacher candidates. The EPP has also integrated the Tennessee Early Literacy Assessment and the Early and Secondary Literacy trainings into coursework so students pursuing relevant endorsement areas will meet licensure requirements.

P-12 partners commit to providing the UT Martin EPP with UT Martin completer demographic information and effectiveness data. P-12 partners will assist UT Martin in identifying UT Martin EPP graduates employed as teachers in their school districts for the purposes of performance tracking and support. The EPP will provide ongoing support to completers in the first three years of their professional careers in P-12 partner districts. Additionally, the EPP will make use of shared completer data to continue to modify and enhance candidates' pre-service preparation.

The UT Martin EPP and its P-12 partners commit to collaborating on clinical and curricular experiences to more intentionally incorporate technology into the candidates' practices for teaching and learning. This will include experiences for candidates to practice delivering instruction through multiple modalities, including classroom technology, hybrid instruction, online learning through Zoom, and asynchronous online learning.

The UT Martin EPP and its P-12 partners commit to collaborating on opportunities for candidates to meaningfully engage with students' families and the districts' surrounding communities. Candidates will have access to experiences that demonstrate how to successfully communicate and engage with parents, families, and community partners in support of student learning and success.