



Please see following our annual State Recognized Partnership Agreement as well as our Operational Expectations Addendum.

Please have your superintendent and/or director of schools review, sign and return this document in its entirety and maintain a copy for your system's records.

We look forward to working with your district as we partner to provide the best preparation for future educator's as they seek to impact students and schools in Tennessee.

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

Educator Preparation Provider (EPP)	The University of Tennessee at Chattanooga
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Local Education Agency (LEA)	Rhea County Schools
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Term of Agreement	9/1/2020-8/31/2021
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EPP Contact/Designee	
Name: Renee Murley	Title: Director, School of Education
Email Address: renee-murley@utc.edu	Phone Number: 423-425-4684

LEA Contact/Designee	
Name: Lori Derlak	Title: Assistant Director Rhea County
Email Address: derlakl@rheacounty.org	Phone Number: 423-775-7812

Other Key Staff	
Name: Christopher Brown	Name: Bryant Collins
Title: Clinical Experience Coordinator	Title: Assistant Director Rhea County
Name: Avalon Gourlay	Name:
Title: Certification Officer	Title:

Certification (signatures verify partnership)	
EPP Head Administrator	Name: Renee Murley Date: 1-7-2021 Title: Director - School of Education Signature: Murley, Renee <small>Digitally signed by Murley, Renee Date: 2021.01.07 12:50:26 -0500</small>
LEA Director of Schools	Name: Mr. Jerry Levengood Date: 1-7-21 Title: Director of Rhea County Schools Signature: 

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

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

This agreement formalizes the process of collaboration between the EPP and the LEA in identifying, setting, and monitoring recruitment and selection strategies and goals.

During the 2020-21 reporting year, the EPP and LEA will work to strengthen the partnership through the formalization of communication, information sharing, and feedback. While informal partnerships have existed in the past between the LEA and the EPP, the goals identified for the 2020-21 year are indicative of the newness of this formalization and will set the benchmarks for moving forward to strengthen the collaborative nature of the partnership. The EPP will convene with its State Recognized Partners Fall 2020 to review the current collaborative practices and plans for continuous improvement based off of previous informal communication. During the Fall 2020 meeting, EPP and LEAs will identify the appropriate representatives for the EPP and partner LEA, expectations for the formal partnership work will be reviewed, and the Partnership Data Retreat goals and objectives will be co-constructed and agreed upon, therefore setting the 2020-21 partnership goals.

The collaboratively-developed goals for 2020-21 reporting year are:

*Identify the appropriate representatives for the EPP and partner LEA;

*The EPP will plan an annual Partnership Data Retreat to occur in the Spring at which the EPP and LEA will present data and set recruitment and selection goals for the 2021-22 reporting year along with indicators of success.

At the Partnership Data Retreat, the EPP will:

*provide program enrollment numbers to predict future numbers of Candidates prepared;

*present the previous years' recruitment plan and outcomes, and present any updates on clinical experience, program, or curriculum changes;

*review the Annual Report/Insights tool to inform recruitment efforts in high-needs areas as identified by the LEA's Human Capital Data;

*share with the LEA its Recruitment Plan which includes data on candidate recruitment and selectivity;

*review clinical experience expectations to ensure the clinical experience meets the requirements per the Educator Preparation Policy.

During the Partnership Data Retreat the LEA partner representatives will:

*provide upcoming, critical areas of need in the district. This will include, but is not limited to review of Human Capital Report data;

*provide data related to employer satisfaction, provider impact for review;

*address completer strengths and areas for improvement to help inform the preparation program.

At the end of the Partnership Data Retreat, the EPP and LEA work together to discuss the shared data to forecast pipeline need and thus set the goals and outcomes for the subsequent reporting year to ensure a strategic and united recruitment effort.

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

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)**

This agreement signifies the commitment of both the EPP and LEA to collaborate in order to enhance the experience of clinical educators and their impact on the educators and preparation pipeline.

The Clinical Experience Handbook will be made available at the beginning of each academic year and then reviewed at the Partnership Data Retreat for clarification purposes or to update to meet the current clinical experience requirements set by the Educator Preparation Policy.

The Clinical Experience Handbook will be the shared resource that identifies the roles and responsibilities for clinical expectations and the provider and school-based clinical educators. Each preparation program type will have its own clinical experience handbook.

The EPP and LEA will work together to identify qualified and effective school-based clinical educators. For each preparation program type, the LEA and EPP will identify the indicators of effectiveness for the clinical educators. The LEA will provide to the EPP the school-based mentor's information placed with the candidate to ensure that the mentor meets the requirements in the Educator Preparation Policy.

The EPP will request from the LEA recommendations of effective educators no longer employed by the LEA to serve as clinical educators. The EPP will involve the LEA in the interview process for provider-based clinical educators.

The EPP will assess clinical practice experience by soliciting feedback from program completers, school-based mentors, and provider-based clinical supervisors. Data will be summarized and shared with the LEA to address any areas for improvement in clinical experience. Clinical educators will receive actionable feedback on their performance through observation and assessment for purposes of improvement.

School and provider-based clinical educators will have the opportunity to participate in EPP and LEA training and professional development in order to increase their effectiveness as clinical educators. School-based clinical educators will sign an agreement that lists the expectations for any required training necessary to serve as a clinical educator. LEAs will allow EPP representatives to attend professional development opportunities as appropriate in order to stay informed of best practices in the field.

With the goal of retaining high-quality clinical educators, the LEA and the EPP will work toward identifying ways the clinical educator is recognized for their work and training. The EPP will seek feedback from the clinical educators for the purpose of improving their experience and, in turn increase the retention of high-quality clinical educators.



Operational Expectations Addendum

These expectations are being attached to the State-Recognized Partnership Agreement to confirm operational duties not covered in the document. Expectations are as follows:

1. All changes in Clinical Placements by the Institution will be made in cooperation with administration of the LEA.
2. The Institution and LEA shall keep confidential all candidate information from outside individuals and organizations as described by the Family Educational Rights and Privacy Act (FERPA) unless such disclosure is ordered by a court.
3. All Institutional representatives and candidates will observe all rules and regulations of their attending school and LEA.
4. All Institutional candidates will be familiar with the *Tennessee Teacher Code of Ethics*.
5. No Institutional candidate will be considered an employee of the LEA nor receive compensation from the LEA unless designated as a 'Job-Embedded Practitioner.'
6. All Institutional candidates will undergo a criminal background check pursuant to *TN Code Annotated* 49-5-413. Cost of such checks are not the responsibility of the LEA.
7. Audiovisual recording of the candidate is allowed by the LEA for purposes of improving instruction and assessment. Protocol for recording data inside the LEA requires a parental consent and release form provided by the Institutions and approved by the LEA.