



Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee at Chattanooga
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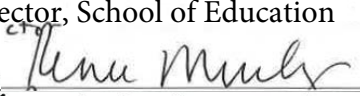

Local Education Agency (LEA)	Marion County Schools
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Term of Agreement	9/1/2020-8/31/2021
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EPP Contact/Designee	
Name: Dr. Renee Murley	Title: Director, School of Education
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LEA Contact/Designee	
Name: Dr. Larry Ziegler	Title: Assistant Director of Schools
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Other Key Staff	
Name: Christopher Brown, Clinical Experience Coordinator	Name: Avalon Gourlay, Certification Officer
Title:	Title:
Name: Kim Headrick, Principal MCS	Name:
Title:	Title:

Certification (signatures verify partnership)		
EPP Head Administrator	Name: Renee Murley	Date: 11/20/2020
	Title: Director, School of Education	
	Signature: 	
LEA Director of Schools	Name: Mark A. Griffith	Date: 11-20-2020
	Title: Director of Schools	
	Signature: 	

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

Formal partnership meetings, as well as informal, ongoing communication are critical for the strengthening and nurturing this critical partnership. Often the informal communication will occur during the placements of teacher candidates for Residency placements, field experience and observation time. Faculty will communicate and develop ways to better support teacher candidates. The formal partnership meetings will occur each semester to update and address any needs of the LEA and EPP. The LEA will be invited to share data and update needs within the LEA.

1. The School of Education will include representation from the LEA in various committees, advisory capacities and specific team meetings to assist in the co-development, co-selection and co-creation of Teacher Education Program policies and procedures. Through their participation in the stakeholder groups, the LEA representatives will provide feedback and support in the development of an admissions process, including the review of state guidelines for admission and selection. A review of the survey results collected from the EPP regarding the Pre-Service Instructive Mentor (PIMs), the Clinical Supervisors (CS) and the teacher candidates (TC). These results will guide discussions regarding the selection process, feedback results and necessary practices to implement in the recruitment and selection process.
2. The LEA will work with the EPP in the selection and admissions process for Job-Embedded teachers for licensure. The LEA and UTC have a strong CTE connection with job-embedded teachers.
3. The LEA will communicate annually to discuss teacher pipeline goals for the district bi-annually. Additionally, during an annual data retreat of the School of Education, the LEA will provide trend data in order to plan for anticipated needs within the district. The LEA will also share permissible data of EPP completers for the EPP to use in the development of continuous improvement plans and ongoing growth.
4. The LEA will be given time during Residency II to pitch Marion County Schools as a possible place to work post-graduation to current teacher candidates. The LEA will also have space on our Principal Panel to answer questions our teacher candidates have about first year teaching, interviews, etc.
5. The EPP will work with the LEA TAP program to help find ways to offer more dual credit for high school students seeking to become teachers at UTC. UTC will identify a representative to create valuable conversation with Teresa Lofty (LEA TAP teacher) to ensure this TAP partnership is fostered and grown. Names mentioned Billy Millican, Kim Wingate, and/or Allen Pratt as possible UTC representatives. Dr. Ziegler would like to see UTC involved starting with the freshman year TAP course 'fundamentals' all the way through TAP 3 'work-based learning.' Christopher Brown, Field Experience Coordinator at UTC, would like to have further conversations regarding possible tours of different educational settings with TAP 3 students in the LEA.

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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)**

The EPP and LEA are both committed to ensuring quality educators are in every classroom in Marion County. The partnership and the ongoing collaboration is critical in ensuring this occurs with each hire. There is a commitment to gathering feedback from: 1) Teacher Candidates regarding PIMs and Clinical Supervisors 2) PIMs regarding Teacher Candidates preparation and partnership and Clinical Supervisors. 3) Clinical Supervisors regarding PIMs and Teacher Candidates. All three groups provide results to guide discussions surrounding satisfaction and continuous improvement.

1. The TEP and LEA will work together to identify the qualified Pre-Service Instructive Mentors (PIM) for all teacher candidates. A list of teacher candidates ready for Residency is collected and provided to Dr. Larry Ziegler (LEA representative for placements). The LEA representative and the School of Education (SOE) Clinical Experience Coordinator (CEC) communicate and co-assign teacher candidates with the appropriate mentor teacher. Both the LEA and CEC collaborate to ensure PIMs meet the required Tennessee State Board Policy requirements 5.504 of 3 years' experience and an LOE of 4 or 5. At the end of Residency, PIMs are evaluated by the Clinical Supervisor and Teacher Candidate. Retention lists are discussed jointly with district partners to ensure high-quality mentors are being retained based on feedback. New PIMs are also recommended by district partners during this feedback time. This summer a new 1-page Residency Tips for new PIMs was created collaboratively by former PIMs, TCs, and current CS. This sheet is given to new PIMs for guidance to Residency.

2. Clinical Supervisors apply, interviewed by a collaborative group of LEA and UTC representatives, and co-selected to be hired to the role. The TEP asks the LEA for recommendations of recent retirees or individuals no longer working to apply. Margie Allison mentioned as possible supervisor for the MCS area. Allen Pratt also another name to consider who is former MCS and now faculty member with UTC. The TEP will create annual focus groups for ongoing feedback regarding their satisfaction of TEP Clinical Supervisors and TEP support. Feedback based on surveys, TC feedback Residency session, and focus groups are provided to the Clinical Supervisors in order to provide actionable feedback to address needs of improvement or recognition of areas of strength. Data obtained also will help UTC and LEA pursue necessary professional developments for Clinical Supervisors. CS can attend any MCS PD throughout the year. MCS provides the list and UTC shares to CS.

3. The TEP and the LEA has worked to establish Residency Site Groups with different starting semesters. This will ensure candidates are getting a variety of settings and UTC is working to build collaborative relationships with multiple schools throughout the district. Having multiple schools allows to build a strong, wide pool of PIMs across the district.

4. PIMs and Clinical Supervisors will have the opportunity to participate in a training for the purpose of information regarding pacing guides, evaluation expectations, roles and responsibilities, edTPA, and Co-teaching. The TEP and the LEA will co-plan, co-develop and co-sponsor professional development for PIMs and Clinical Supervisors. To retain clinical educators, the LEA and the TEP will work toward identifying levels affiliated with Leadership opportunities where PIMs are recognized, trained and provided a stipend with the expectation they are specially trained to have a teacher candidate. The goal is to have the levels established and starting to operate by 2021-2022 school year, being co-designed with

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Prompt 3: Identify mutually-agreed upon **expectations for candidate preparation** that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. **(500 words)**

The EPP and LEA partners work to develop mutual expectations for candidates completing all requirements in licensure programs. Teacher candidates are expected to demonstrate theory through pedagogical application in the P-12 classroom. This is done through the implementation of a variety of tools such as formal and informal evaluations, dispositional assessments and summative evaluations. In addition, to Residency 1 & Residency 2 performance expectations, teacher candidates also participate in other field experiences and course assignments aligning with edTPA, Content Standards and InTASC Standards.

- 1) The EPP will share syllabi and curriculum standards to identify opportunities for collaboration, specifically around the early level coursework and how it connects to the TAP program. EDUC 2010 and 2420 are immediately courses that come to mind at UTC.
- 2) PIMS or others from the LEA will offer support and guidance to future teachers on a variety of topics to support and prepare teacher candidates for the field. The EPP and Marion County Schools co-selected a team of outstanding mentor teachers recognized for their specific skill sets, such as classroom management. These individuals will participate in a variety of classes as guest speakers to support future teachers.
- 3) Consideration given to include 1 to 2 slots of Butterfield Fellows coming from the LEA. Butterfield Fellows are identified as individuals who exhibit superb classroom management ability. Fellows are then utilized in the EPP as guest speakers or PD presenters. Can also give support to students interested in teaching in the LEA upon graduation.
- 4) The EPP will include LEA Mentor Teachers and/or other representatives to serve as adjunct professors and/or members of search committees for hiring purposes. Adjunct professors from the district will provide relevant experiences and targeted support with content specific/TN Ready Standards.
- 5) LEA representatives will offer EPP faculty and/or administrators the opportunity to participate in professional development activities within the district. The professional development includes new curriculum, state initiatives, new standards or important changes that are necessary for EPPs to include in the training of preservice teachers.
- 6) Teacher candidates pursuing a license in Exceptional Education will be allowed to participate in IEP meetings. In order to prepare teacher candidates for the field of exceptional education and to ensure the teacher candidate is ready on day one, he/she must be given the opportunity to participate in IEP meetings as an observer ONLY. The teacher candidate may not contribute or participate in the decision-making process of the IEP.

All of these goals are evaluated through field experience reflection, class and adjunct professor feedback, Residency II (Student Teaching) evaluation and long-term completer data through the Tennessee Department of Education 's (TDOE) Annual Report and TEAM Evaluation data reviewed during annual data meetings with the LEA. Success in candidate outcomes is determined by the TDOE Annual Report, meeting all domain criteria, particularly focusing in on Domain 2 and 5. If the domain isn't met, accountability is shared to collaboratively come up with a plan of action to address any weaknesses with the LEA.

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Prompt 4: Identify mutually-agreed upon key assessments, transition points, and exit requirements.
(500 words)

The partnership between the TEP and the LEA will include mutually agreed upon key assessments, transition points and exit requirements. The key assessments assist in the success of teacher candidates as they transition through their program of study. All the key assessments, transition points and exit requirements will address the TDOE's TEP policy expectations.

1) The TEP in collaboration with the LEA will identify mutually agreed upon Teacher Education Program Teacher Qualities. These Qualities will guide the work of the TEP around knowledge, skills and dispositions. They will replace the current Dispositions used by the TEP. Representatives from the LEA assisted in the co-creation of the TEP Teacher Qualities. Additional representatives assisted in the providing content validity for the TEP Teacher Qualities. Administrators and PIMs will assist in affirming the teacher qualities as indicators of effective teachers. The data will be reviewed and shared with key stakeholders in the district annually. Refer to the TEP Teacher Qualities of a Reflective Practitioner and Transition Points/Clinical Experience progression supplemental documents for clarity of what the dispositions are and when they occur in the program.

2) Collaboratively, the TEP and the LEA identified the admissions process and transition points for licensure programs. The role of the LEA will be to offer suggestions and innovative ideas to assist in monitoring teacher candidates through the admissions and transition process. This will also address recruitment, retention and support services to ensure teacher candidates are successful and demonstrate professional skills, knowledge and dispositions. Data will be reviewed with LEA annually. Additionally, the LEA and TEP review and discuss district needs using the Human Capital report for the district. LEA data regarding recruitment, retention and ongoing needs are discussed and reviewed annually to ensure the co-planning of new programs, recruitment programs and additional financial resources to support high need areas.

3) The TEP will share performance domains of the Summative Evaluations for the purpose of alignment with the TEAM evaluations, the teacher evaluation system for Marion County. The feedback from the LEA will ensure mutually agreed upon skills, knowledge, dispositions and performance expectation of all completers of the TEP. Data reviewed with the LEA annually.

The Transition Points/Clinical Experience progression supplemental document has been provided to show the scope and sequence of transition points and clinical experience breadth, depth, duration, and coherence throughout the program.

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Prompt 5: Identify mutually-agreed upon **design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. **(500 words)**

Since the summer of 2016, communication and ongoing conversations have included the need for deeper more meaningful experiences during clinical experience. Hence, one of the reasons, UTC has worked to implement the Residency model. Not only is the Residency experience vital for a teacher candidates' success but also includes the opportunity to have diverse experience throughout their licensure programs.

1) The LEA and UTC will commit to ensure all teacher candidates can work with a diverse population of children throughout their clinical experiences. EDUC 3900 is a testament to this collaborative commitment. EDUC 3900 Induction (Pre-Residency) requires candidates to be placed for 3 hours, 1 day a week, for a total 30-36 hours of field experience in a priority school with teachers strong in classroom management within MCS. Literacy II and Classroom management coursework are corequisites for 3900. Diverse population of children include, but not limited to, diversity in the following terms: socioeconomically diverse, cognitively diverse, and culturally diverse (i.e. urban, suburban, rural, etc.). Because placements are co-designed, the placement data will be monitored and reviewed annually to ensure this goal is met.

2) Throughout initial licensure programs with the SOE, the TEP and LEA constructed levels of clinical experience to ensure candidates have a depth, breadth, diversity, coherence, and duration of clinical experience. Level I placements occur early in the program and focus primarily on observation only, lasting 10-20 hours. Level II placements occur throughout the middle of the program and require more hands-on expectation of candidates. Examples of this would be one-on-one student work, small group, whole group, designing instruction, and developing assessments and IEP/504 plans. Level II usually are 10-25 hours. Level III is the EDUC 3900 Induction (Pre-Residency) semester, which is mentioned in bullet 1. Candidates fulfill diverse experience in this placement and are required to teach whole group instruction. Level IV and V, the TEP, in collaboration with the LEA, ensure the TC will have a placement throughout a full year to completely immerse in the classroom setting for an entire year. During Level I Residency 1, the first semester of the senior year ensures TCs have a minimum of 2 days a week in a classroom with a PIM co-selected by the TEP and LEA. During last semester of the program, Level V Residency II (student teaching) experience includes a minimum of 15 weeks placement with PIM co-selected by the LEA and TEP. The TEP Teacher candidates participating in their year-long residency will be allowed to begin their placement in the field with their PIM at the opening day of school during both the fall and spring semesters. Since the TC begins the placement when the local LEA begins school (both during the fall and spring semesters) TCs can achieve more than the minimum 15-week experience. To allow candidates more diverse offerings, candidates enrolled in our dual-endorsed programs (PreK-3/EC SPED, K-5/ESL) are given the option to have a second placement in Res II in either EC SPED or ESL.

3) The TEP and LEA will share impact data annually. The TEP data are provided by the TN Department of Education through the Annual Report Data and the Annual Report Card data is provided by State Board of Education. Hiring data and TVAAS data is provided by the LEA for the purpose of review, analysis and continuous improvement. Data sharing is foundational for this partnership agreement and both partners are committed to supporting one another in its efforts for growth.