



Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee at Chattanooga
Local Education Agency (LEA)	Dayton City Schools
Academic Year of Agreement	2025-2026

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Certification (signatures verify partnership)	
EPP Head Administrator: P. Brent Goldberg	Title: Vice Chancellor for Finance and Administration
Signature: 	Date: 10/8/2025 11:13:54 PDT

LEA Head Administrator: Trish Newsom	Title: Director of Schools
Signature: 	Date: 10/8/25



**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 EPP and LEA are both committed to effective strategies and actions to select high quality Clinical Educators and ensure they are prepared, evaluated, and supported. Evaluation feedback is gathered from: 1) Teacher Candidates (TC) regarding Clinical Mentors (PIM) and Clinical Supervisors (CS) 2) PIMs regarding TC and CS. 3) CS regarding PIMs and TCs. All three groups provide feedback to guide discussions surrounding satisfaction, retention, and continuous improvement, which is shared in our Quality Assurance System meetings and with district representatives. The PIM and CS surveys were redeveloped summer 2020 using a collaborative group of former PIMs, CS, UTC faculty, and partner district leadership.

The EPP and LEA work together to identify the qualified Pre-Service Instructive Mentors (PIM) for all teacher candidates. 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 CS and TC. 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. Model Mentor Teachers are selected at the end of each year and are provided a door badge to recognize their excellence to UTC teacher preparation. Model mentor names are then provided to the LEA to encourage these model mentors to be selected for future leadership roles.

Clinical Supervisors apply, are interviewed by a collaborative group of LEA and UTC representatives, and co-selected to be hired to the role. The EPP will confer at times with the LEA for recommendations of recent retirees or individuals no longer working to apply. The EPP uses CS survey data to provide support and direct feedback to CS for improvement. The CEC meets with each individual CS to discuss individual data. The Accreditation, Evaluation, and Assessment and the Curriculum and Clinical Experience committees at UTC within the SOE are charged with analyzing data and making decisions in regards to support and retention of CS. LEA partners serve on those committees.

PIMs and Clinical Supervisors participate in training each semester which provides them with clinical expectations, edTPA knowledge, and on the co-teaching model. Clinical supervisors meet with the CEC monthly during the semester to provide support to CS, address issues and make adjustments regarding anything in residency, examine PIM feedback, and ensure alignment among all CS.

Instructional Leadership Prompt 1 can be found here.



**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.*

Throughout initial licensure programs with the SOE, Teacher Candidates go through levels of clinical experience to ensure they have depth, breadth, diversity, coherence, and duration of clinical experience. Level I placements occur early on in the program and focus primarily on observation only, lasting 10-15 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 10-20 hours. Level III is the EDUC 3900 Induction (Pre-Residency) semester, which is an intense 30 hour placement co-requisite with literacy and classroom management. Candidates fulfill a diverse experience (SES, cognitive, Title 1, hard to staff, and cultural) in this placement and are required to teach whole group instruction. Ideally, the placement goes well with a co-selected clinical mentor who meets state clinical mentor requirements in policy 5.504 and the principal, clinical mentor, and/or teacher candidate can request for teacher candidate to remain for the next level placements. Level IV and V, the EPP, 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 EPP 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 EPP The EPP 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 are able to achieve more than the minimum 15-week experience

During the 2021-22 academic year, the Curriculum and Clinical Experience Committee created evidence piece clinical experiences table to ensure all aspects of design and implementation for each program area are addressed with LEA partner input. The CCE and program areas will continue to develop this evidence piece as new requirements or data come.

Instructional leadership Prompt 2 can be found [here](#).