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

Educator Preparation Provider (EPP)	Tusculum University College of Education

Local Education Agency (LEA)	Clinton City Schools

Term of Agreement	One year, per TNDOE requirements

EPP Contact/Designee	
Name: Michelle DeFord	Title: Director of Clinical Experience
Email Address: mdeford@tusculum.edu	Phone Number: 423-636-7300 ext. 5024
LEA Contact/Designee	
Name:	Title:
Email Address:	Phone Number:
LEA Administrator for Field Placement	
Name:	Title:
Email Address:	Phone Number:

Certification (Signatures verify partnership)		
EPP Unit Head	Name: Dr. Miriam Stroder Title: Dean, College of Education Signature: Dr. Miriam Stroder	Date: August 26, 2022
LEA Director of Schools	Name: Kelly D. Johnson Title: Director of Schools Signature: Kelly Johnson	Date: 9/27/22

State-Recognized Partnership Agreement between

Clinton City Schools
and

TUSCULUM UNIVERSITY

THIS AGREEMENT is entered into by and between Tusculum University (hereinafter known as the Educator Preparation Program or EPP) and **Clinton City Schools** (hereinafter known as the Local Education Agency or LEA).

WITNESSETH

In consideration of the mutual promises contained herein, the parties have agreed and do hereby enter into this agreement according to the following provisions:

I. Purpose and Responsibility

The EPP is engaged in preparing candidates to be effective educators. In order to help ensure that a supply of qualified new teachers is available to be hired, the LEA wishes to participate in the clinical education of teacher education candidates. Candidates enrolled in clinical experience courses at the EPP will be considered by the LEA for participation in observational and classroom activities, including student teaching. Job embedded Candidates (a candidate who has been hired as a fulltime teacher by the LEA and whom the EPP has recommended for a Practitioner Teacher License) enrolled in content mentoring courses at the EPP will be assigned a content mentor by the LEA.

The purpose of this agreement is to define the responsibilities of the EPP and the LEA in providing these direct experiences for candidates in the EPP's Initial Teacher Licensure Programs. Because of their differing functions, the LEA and the EPP have unique responsibilities. Therefore, frequent and clear communication between the LEA's designated contact person and the EPP's Director of Clinical Experiences and/or the EPP's Director of edTPA is critical. Sharing of responsibility is needed if all parties are to derive maximum benefit from this program. It is agreed that continuous effort will be made by both the LEA and the EPP to accept this shared responsibility.

II. Scope and Sequence of Clinical Experiences

Clinical Experiences are defined as follows:

a. Clinical I – Initial clinical experience of 60 classroom hours completed during instructional time while students are present. These 60 hours are split into 2 separate 30 hour placements. The first 30 hours will be in a Title I school and will be in either:
    1. primary or intermediate grade span for K-5 licensure;
    2. middle school or high school grade span for 6-12 licensure; or

3. elementary school, middle school or high school grade span for K-12 licensure

The candidate primarily observes and works with students one-on-one and in small groups during this placement. The second 30 hours will be in a different school and will be in the alternate grade span listed for each licensure area above. During the second 30 hours, the candidate is required to teach at least one small group lesson which will be observed and evaluated by the university clinical supervisor using a Modified TEAM Rubric. The Clinical I experience is designed to provide the candidate with opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in diverse learning environments that cover a significant breadth of the candidate's licensure area.

b. Clinical II – Pre-student teaching experience of 80 classroom hours completed during instructional time while students are present. The candidate actively observes, works with students one-on-one and in small groups, and teaches at least three whole group lessons: the first evaluated by the cooperating teacher and the university clinical supervisor using the TEAM rubric, the second evaluated by the cooperating teacher using a Modified TEAM rubric, and the third evaluated by the university clinical supervisor using the TEAM rubric. The entire 80 hours of this experience are in a single placement. Ideally, the candidate remains in this placement for the student teaching semester. The Clinical II experience is designed to provide the candidate with opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in a consistent learning environment with diverse groups of learners.
c. Student Teaching – Culminating experience of a minimum of 15 full-time weeks to provide the candidate with sufficient depth of experience for a significant duration of time. The candidate works as an apprentice teacher, engaged in all of the duties and responsibilities of a regular classroom teacher, and maintains the same schedule as the classroom teacher. The candidate spends a minimum of 13 weeks with the primary cooperating teacher and 2 weeks with an alternate teacher as approved by the principal. The candidate is required to teach a total of 5 formally-observed lessons, in addition to lessons required for edTPA. The first observed lesson will be evaluated by the cooperating teacher and the university clinical supervisor using the TEAM rubric, the second by the cooperating teacher using a Modified TEAM rubric, the third by the university clinical supervisor using the TEAM rubric, the fourth by the cooperating teacher using a Modified TEAM rubric, and the fifth by the cooperating teacher and the clinical supervisor using the TEAM rubric. Tusculum University strongly encourages one full week of solo-teaching time or at least two full weeks of co-teaching with the cooperating teacher. The student teaching experience is designed to provide the candidate with consistent opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in a learning environment with diverse groups of learners.

III. Scope and Sequence of Content Mentoring Program

The purpose of the content mentoring program is to provide job embedded candidates with purposeful, structured, and specific support by an assigned content mentor. The content mentor will be a resource throughout their first two semesters of full-time teaching. Throughout this experience, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. Additionally, job embedded candidates will complete 10 hours of observation in the content mentor's classroom per semester.

a. *Content Mentoring I*- As part of the "Intent to Hire" letter (appendix form JB.1), building or district administrators will assign the job embedded candidate with a content mentor who currently teaches in the same or similar content area, in the same school or school district as the candidate. Job embedded candidates will meet with weekly with their mentor throughout the semester. The content mentor will provide coaching of mentee in mentee's classroom. Job embedded candidates will complete 10 hours of observation in mentor's classroom. The Job embedded candidate will document the 10 hours of observation in LiveText. Content mentor will complete one formal observation of the candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills. Tusculum University Clinical Supervisor will complete one formal observation of the job-embedded candidate using the Modified TEAM template.
b. *Content Mentoring II*- Job embedded candidates will meet with their mentor weekly throughout the semester. The content mentor will provide coaching of mentee in mentee's classroom. Job embedded candidates will complete 10 hours of observation in mentor's classroom. The Job embedded candidate will document the 10 hours of observation in LiveText. Content mentor will complete one formal observation of the candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills. Tusculum University Clinical Supervisor will complete one formal observation of the job-embedded candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills

IV. Recruitment and Selection Strategies and Goals

The EPP is committed to the recruitment of candidates from diverse backgrounds and those seeking the high-needs endorsement areas of its partnering districts. To achieve the goals of strengthening recruitment in these two areas, the EPP, in collaboration with the LEA will:

a. At the request of guidance counselors, work with high school guidance counselors to target high school juniors and seniors who have shown an interest or aptitude in a helping profession, and provide any potential candidates with information about the teaching profession and the EPP

b. At the request of guidance counselors and the potential candidates, be available to meet with students in urban areas who are considering majoring in education in order to provide specific counseling regarding high-needs endorsement areas

V. Responsibilities of the LEA

Responsibilities of the LEA related to Clinical Experience:

a. The LEA may refuse to accept any teacher education candidate assigned to train in the School System for any non-discriminatory reason.
b. The LEA will designate an administrator and/or principal(s) to serve as its contacts for field placements. These administrators will serve as liaisons between the School System and EPP's designated contact in managing all candidate visits in the School System. Any questions or problems arising which involve field placements will be brought to the attention of the EPP Director of Clinical Experience by the School System's Administrator for Field Placement or the building principal.
c. Placement of teacher education candidates will be under the direction and control of the Director of Schools or an appointed designee from the LEA in collaboration with the Director of Clinical Experiences at Tusculum University. Placements will be made only with the consent of the principal and the cooperating teacher.
d. Candidates will be placed according to their content area and grade span of emphasis.
e. All teacher education candidates have a completed background check on file with the EPP and have met the criteria required by the Tennessee Department of Education (TCA 49-5-5610). If required by the LEA, a second background check through the appropriate vendor will be obtained by teacher candidates prior to clinical placement. The LEA will inform the Director of Clinical Experiences if the district requires an additional background check and/or drug testing.
f. The LEA will endeavor to provide placements for EPP candidates with the greatest potential for providing maximum benefit for the candidate and for the School System. Cooperating teachers chosen to work with teacher education candidates must meet the following criteria:
    i. Recommended by the school principal.
    ii. Highly-effective in the classroom based on TEAM evaluations and TVAAS data, including an overall LOE score of 4 or 5.
    iii. Minimum of 3 years classroom experience required; 4+ years of classroom experience preferred.
    iv. Ability to engage diverse groups of learners.
    v. Ability and willingness to provide authentic feedback to teacher candidates about their strengths and areas for improvement.
    vi. Ability and willingness to communicate effectively with university clinical supervisors about candidate strengths and areas for improvement.
    vii. Willingness to host and mentor a teacher candidate allowing him/her opportunity to gain consistent experience within the classroom.

g. Principals will provide orientation meetings at the school for the candidates at the beginning of their clinical experiences and will monitor the professional relationship between teachers and teacher education candidates.
h. The Director of Clinical Experiences will provide Cooperating Teachers with appropriate guidelines and expectations.
i. Cooperating teachers will be given the opportunity at the end of each placement to provide open-ended feedback of the candidate, university clinical supervisor, overall EPP program and its supports through a web-based system (LiveText). This data will be used by the EPP to make program improvements for subsequent semesters.
j. The principals of participating schools have responsibility for determining the degree to which EPP candidates conform to school policies. Problems arising from any breach of policy of field placement candidates should be referred by the principal to LEA's Administrator for Field Placement. However, if the principal deems it necessary, he/she may remove the field placement candidate from the school until the situation can be resolved through collaboration with the EPP Director of Clinical Experience.
k. The LEA agrees to share the LEA's Human Capital Report with the EPP.

Responsibilities of LEA related to Content Mentoring:

a. The LEA will endeavor to provide a content mentor for each EPP job embedded candidate with the greatest potential for providing maximum benefit for the candidate, the school district, and the students. Content mentors chosen to work with job embedded candidates must meet the following criteria:
    i. Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the job-embedded candidate.
    ii. Highly-effective in the classroom based on TEAM evaluations and TVAAS data, including an overall Level of Effectiveness of 4 (above expectations) or 5 (significantly above expectations) for the prior school year.
    iii. Hold a Master's Degree in Education from an accredited college or university.
    iv. Obtain recommendation of school administrator.
    v. Possess knowledge of the use of formative assessment in instructional planning, pacing charts, benchmark testing, and the TEAM rubric.
    vi. Demonstrate ability to communicate and model implementation of content standards, effective instructional approaches, incorporation of resources and technologies.
b. The LEA agrees to the conditions associated with the duties and responsibilities that come with the position of content mentor. Content mentor responsibilities include the following:
    i. The role will run for 2 consecutive semesters, unless the candidate is enrolled only in Content Mentoring II.
    ii. The LEA will provide 3 half days of leave time, or the equivalent there of, from mentor's classroom per semester to be spent in the mentee's

classroom for onsite coaching and collaboration. Mentor will use one visit to complete a lesson observation using a Modified TEAM rubric. The times and dates of these visits will be recorded by the content mentor on the "Weekly Points of Contact" form.

iii. Mentor will initiate weekly points of contact with mentee through email, phone call, video conference, and/or face to face meetings

iv. Job embedded candidates will complete 10 hours of observation in mentor's classroom.

c. The LEA will designate an administrator and/or principal(s) to serve as its contacts for content mentors. These administrators will serve as liaisons between the School System and EPP's designated contact. Any questions or problems arising which involve content mentoring will be brought to the attention of the Director of edTPA at Tusculum University by the School System's Administrator for Job-Embedded Teachers or the building principal.

d. Selection of content mentors will be under the direction and control of the Director of Schools or an appointed designee from the LEA.

e. The LEA agrees to share the LEA's Human Capital Report with the EPP.

VI. Responsibilities of the EPP

a. The EPP designee for Clinical Experience:

I. The EPP has designated the Office of Clinical Experience to assume the responsibility for coordinating all observations, clinical experiences, and student teaching placements in the LEA. Any questions arising which are related to the initial placement in clinical experiences should be brought to the attention of the EPP's Office of Clinical Experience.

The Director of the EPP's Clinical Experience Program is:
Michelle Miller DeFord
Tusculum University
60 Shiloh Road
Greeneville, TN 37745
Office Phone: 865-693-1177 ext. 5024
Cell Phone: 865-230-3967
Email Address:mclupper@tusculum.edu

II. The Director of Clinical Experience will provide the LEA with specific assignments for each field placement in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will also provide an orientation for candidates involved in field placements to communicate the purposes and expectations of the experience. Where possible, the EPP will conduct staff development sessions with LEA personnel to provide opportunities for discussion and collaboration about field experiences.

b. The EPP designee for Content Mentoring:

i. The EPP has designated the Director of edTPA to assume the responsibility for coordinating all content mentors in the LEA. Any questions arising which are related to content mentoring should be brought to the attention of the Director of edTPA.

The Director of the EPP's Content Mentoring Program is:
Stephanie Kirby
Tusculum University
60 Shiloh Road
Greeneville, TN 37745
Office Phone: 865-693-1177 ext. 5026
Cell Phone: 865-776-9708
Email Address:skirby@tusculum.edu

ii. The Director of edTPA will provide the LEA with specific requirements for each Content Mentoring course in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will provide orientation and training information which will inform content mentors and job-embedded candidates of the purposes and expectations of the experience.

c. University Clinical Supervisors employed to work with teacher education candidates must meet the following criteria:
   - Documented evidence of having been a highly-effective teacher
   - Minimum of 5 years classroom experience
   - Ability to provide candidates with strategies for engaging diverse learners in meaningful learning
   - Ability and willingness to provide constructive feedback to teacher candidates about their strengths and areas for improvement
   - Ability and willingness to communicate effectively with teacher candidates and cooperating teachers
   - Ability and willingness to foster positive relationships between and among school-based administrators, teachers, teacher candidates, and university faculty and staff
   - Current knowledge of and training on TEAM, Praxis exams, edTPA, and current trends in education to aid in the retention of mentors who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development
   - Consistent demonstration of professionalism
d. University clinical supervisors and teacher education candidates will be provided appropriate guidelines and expectations from the Tusculum Director of Clinical Experiences. Additionally, clinical supervisors will be provided on-going support through workshops and seminars.
e. University clinical supervisors will be given the opportunity at the end of each placement to provide open-ended feedback of the candidate, cooperating teacher,

overall EPP program and its supports. This data will be used by the EPP to make program improvements for subsequent semesters.

f. Teacher candidates will be given the opportunity at the end of Clinical I, Clinical II, and Student Teaching to provide open-ended feedback of the university supervisor, cooperating teacher, overall EPP program and its supports. Job embedded candidates will be given an opportunity at the end of Content Mentoring I and Content Mentoring II to provide open-ended feedback of the university supervisor, content mentor, the overall EPP program and its supports. This data will be used by the EPP to make program improvements for subsequent semesters.
g. EPP will provide online training for cooperating teachers and content mentors on mentoring candidates and will provide access to any planned workshops for candidates to aid in the retention and training of teachers who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development.
h. Tusculum University will, in advance of the field experience, provide the LEA with a list of candidates who are eligible for field placements along with appropriate information about the candidates.
i. All teacher education candidates have a completed background check on file with the EPP and have met the criteria required by the Tennessee Department of Education (TCA 49-5-5610). If required by the LEA, a second background check through the appropriate vendor will be obtained by teacher candidates prior to clinical placement. The LEA will inform the Director of Clinical Experiences if the district requires an additional background check and/or drug testing.
j. The EPP will inform all candidates who will be completing field experiences in the LEA of their obligation to observe the policies of the School System, as well as the school in which the candidates are placed. Candidates are subject to the rules, regulations, and policies of the School System and EPP, including recognizing the confidential nature of information regarding students and their records, and performance during emergency situations.
k. Teacher candidates will be required to video record a learning segment in order to complete their teacher performance assessment for licensure (edTPA). Prior to recording these lessons, the teacher candidate will obtain a video authorization consent form from the parents of students in their respective classroom. Teacher candidates will utilize smaller subsets of their students for any consent documentation and required video recording by selecting a single class or period to be videoed. To the greatest extent possible, video content should focus on the instruction provided by the teacher candidate. Video content that includes students will ensure student confidentiality and the collection of parent/guardian permission.
l. Teacher education candidates who are student teaching are required to maintain membership in an approved professional teacher organization which provides liability insurance.

m. The EPP will coordinate all field placements through the Director of Clinical Experience. No affiliates of the EPP will make independent agreements for field experiences with individual schools or staff members.
n. The EPP Director of Clinical Experience is responsible for removing an EPP candidate from a field placement. Withdrawal may be the result of a request initiated within the School System or from a source within the EPP.
o. The EPP will communicate in a timely manner with appropriate LEA administrators in the event that there is a significant issue or pattern of issues involving a cooperating teacher or a content mentor.
p. Tusculum University agrees to the following exchange of yearly data: the EPP's Annual State Report.

VII. Additional Provisions

a. The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section of 504 of the Rehabilitation Act of 1973, Executive Order 11,246, ADA, and the related Regulations of each. Each party assures that it will not unlawfully discriminate against any individual because of race, religion, creed, color, gender identity, sexual orientation, age, mental or physical disability, or national origin.
b. No provision of this agreement will act or be deemed to be a waiver by the LEA of any immunity or of any provision of the TENNESSEE GOVERNMENTAL TORT LIABILITY ACT. Tenn. Code Ann. 29-20-101 et seq. Any liability to the EPP or third parties for any claims, damages, losses, or costs arising out of, or related to acts performed by the LEA under this agreement will be governed and limited by the provisions of the Tennessee Governmental Tort Liability Act, Tenn. Code. Annotated, Section 29-20-101 et seq.
c. EPP will be responsible for personal injury and/or damage resulting from the gross negligence of the University performing any responsibility specifically required under the terms of this agreement. Damages recoverable against the LEA will be expressly limited by the Tennessee Governmental Tort Liability Act, Tennessee Code Annotated, Section 29-20-101 et seq.
d. Nothing in this Agreement will be construed or deemed to create any relationship between the LEA and EPP other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement. Neither of the parties nor any of their respective officers, directors, or employees will be construed to be the agent, employer, or representative of the other except as provided herein.
e. The term of this Agreement will be for three years from the date set forth above and will renew for subsequent three-year terms from the date set forth above unless terminated in writing by either party. Any termination of this Agreement will be effective at the conclusion of the EPP's academic semester, except that candidates participating in student teaching will be entitled to complete student teaching at the school notwithstanding any prior termination.

f. Candidates will not be deemed to be employees or agents of the LEA at any time. Candidates will not displace regular School System employees but will work under the supervision of existing staff. This agreement does not entitle candidates to a job in the LEA at the conclusion of the student teaching experience.

IN WITNESS WHEREOF, the parties have, by their duly authorized representative, set their signatures on the partnership agreement cover page.