



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

Educator Preparation Provider (EPP)	Tennessee Technological University
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Local Education Agency (LEA)	Clay County Schools
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Term of Agreement	Fall 2020 - Spring 2021
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EPP Contact/Designee	
Name: Dr. Amy Brown	Title: Director
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LEA Contact/Designee	
Name: Misty Strong <i>Misty Strong</i>	Title: Supervisor of Instruction
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Other Key Staff	
Name: Susan Collins Title: Placement Coordinator	Name: Suzy Hook Title: Placement Coordinator
Name:	Name:
Title:	Title:

Certification (signatures verify partnership)	
EPP Head Administrator	Name: Dr. Julie Baker <i>Julie Baker</i> Date: 8-12-2020 Title: Associate Dean, College of Ed. Signature: <i>Matt Eldridge</i> Date: 8-12-2020
LEA Director of Schools	Name: Matt Eldridge Date: _____ Title: Director Signature: _____

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

The collaborative partnership between Tennessee Tech University (EPP) and district partners share responsibility for continuous improvement of the educator prep program, helping establish and maintain expectations for candidate preparation, placement, and program completion.

1) Recruitment goals and strategies were developed to:

- Conduct face to face communication with stakeholders:
 - o Collaborate to create dual credit and enrollment opportunities for engagement and recruitment
 - o Collaborate with P-12 partners on annual Education Fair – recruitment targeting 300+ candidates and 50+ districts
 - o EPP attends monthly Upper Cumberland Director's meeting (17 districts).
 - o EPP hired CoED Recruitment and Marketing Coordinator to recruit within P-12 partner districts.
 - o EPP facilitates a Teacher Education Committee (TEC) that collaborates monthly on curriculum, selection criteria, criteria for clinical educators, partnership agreements, etc. Members of the TEC include EPP and district-level personnel (principals, teachers).

2) Analyze data to inform recruitment of high-needs areas:

- EPP attends monthly Upper Cumberland Director's meeting (17 districts).
 - o Share high-needs content areas
- Doubled recruitment area in past two academic years
- CoED Recruitment and Marketing Coordinator uses data sources to recruit within P-12 partner districts.
 - o Gender
 - o Race
 - o Geographic location
 - o Identify feeders for diverse students
 - o Uses DOE demographic data via DOE website

3) Identify structures and systems to support recruitment efforts:

- Structures and Systems:
 - o EPP hired CoED Recruitment and Marketing Coordinator to recruit within P-12 districts.
 - o Campus visits for P-12 students
 - Personalized visits for P-12 students led by EPP deans, department chairs, and Recruitment/Marketing Coordinator
 - o Collaborate to create dual credit and enrollment opportunities for engagement and recruitment
 - EPP offers dual enrollment opportunities within the P-12 schools to help meet the new state requirement of EPSO (early post-secondary opportunities) units at the secondary level. EPP met with districts and worked together with university administration, P-12 district administration, and targeted teachers to plan the course and resolve logistical concerns.
 - o EPP personnel presenting to P-12 faculty and students
 - EPP facilitates professional development for current P-12 teachers which serves as an indirect recruitment strategy
 - Faculty presentations/visits to community colleges
 - EPP advisors meet with prospective students weekly and send handwritten notes to all prospective students after campus \ visits
 - EPP hosts full-day visits for P-12 group
 - o Other recruitment efforts
 - EPP provides flyers and posters disseminated at community colleges and P-12 schools (targeting diverse populations)
 - Use of digital signage and social media
 - EPP provides job opportunities via web page for candidates
 - EPP places 200+ candidates per year in 50+ districts for potential job opportunities
 - EPP provides 50+ districts with job-embedded licensure opportunities to satisfy hard-to-staff endorsement areas
 - EPP disseminates P-12 job-opportunities via email to qualifying post-bacc candidates

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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)**

- 1) Collaborate to determine criteria/protocols for selecting highly effective clinical mentors
 - EPP organizes candidate requests to send to districts. Upon receiving placement requests, P-12 partners provide the EPP with mentor matches.
 - Clinical mentors chosen to work with candidates shall demonstrate necessary teaching and interpersonal skills.
 - For field experience/practicum candidates, clinical mentors
 - Have completed at least 1 evaluation cycle
 - Are certified in area(s) they teach
 - For teacher candidates, clinical mentors
 - Are identified as highly effective
 - Demonstrate interpersonal skills
 - 4+ yrs., full-time teaching experience
 - Appropriate certification
 - Received positive evaluations
 - Potential to work collaboratively
 - In initial INSL course, EPP faculty meet with each candidate and P-12 school administrator to identify a highly effective mentor. Mentor will remain with candidate throughout entire INSL program (if mentor does not relocate). EPP requires mentor to be the current principal or assistant principal.
- 2) Identifies criteria/protocols for selecting clinical supervisors:
 - Recommendations from P-12 partners for hiring clinical supervisor:
 - Supervisors are EPP faculty and former P-12 administrators/teachers recommended to EPP by P-12 partners.
 - Supervisor criteria and requirements
 - Application
 - Interview
 - Master's degree (or higher)
 - P-12 experience
 - TEAM knowledge
 - Annual training
 - Candidate seminars
 - Mentor orientations
 - EPP faculty supervise the INSL candidates. No temporary/hourly supervisors are hired.
- 3) Clinical mentors observed and provided feedback:
 - Candidates assess clinical mentor/experience via online site evaluation. Mentors are evaluated on a Likert scale (i.e. teaching strategies, assessing student learning, behavior management). EPP uses evaluation data to determine mentor eligibility to host future teacher candidates.
 - EPP faculty supervise INSL candidates. EPP faculty observe and provide feedback to clinical mentors (P-12 school administration) via Mentor Assessment and the Completion of Clinical Activities Reported Experiences (CARE) document.
- 4) Clinical supervisors observed and provided feedback:
 - Based on feedback from mentors and candidates, the EPP has implemented evaluations for clinical supervisors by mentors and candidates via online evaluation forms. Mentors and candidates rate supervisors, on a Likert scale (i.e. availability, support of mentor/candidate, etc.) EPP compiles, analyzes, and shares evaluation data.
 - EPP/ faculty supervise INSL candidates, P-12 administrators observe EPP faculty (in supervisory role) via email, phone, and face-to face meetings/visits.

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5) Collaboration to retain clinical educators:

- Clinical mentors and supervisors
 - EPP shares with P-12 partners the aggregated data to make evidence-based decisions about clinical mentors and supervisors. Clinical educators (both residency and practicum) may be retained or dismissed based on data.
- EPP faculty visit candidates' P-12 schools a minimum of 1 time each semester. Visits allow EPP faculty to collaborate with and retain clinical mentors.

6) Ensures clinical educators are provided growth opportunities:

- Teacher Education Committee (TEC)
 - Venue for ongoing decision-making related to selection, curriculum, and continuous improvement.
 - Co-construction of instruments, evaluation tools, and criteria for selection of mentor teachers.
- Open lines of communication including formal and informal visits to schools by EPP to provide support to clinical educators
- Annual TEAM training facilitated by EPP