TN Department of Education

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Lee University
Local Education Agency (LEA)	Cleveland City Schools
Academic Year of Agreement	2023-2024

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Bill Estes	**Title:** Dean
Signature: William E. Estes, jr Digitally signed by William E. Estes, jr Date: 2023.08.22 08:45:43 -04'00'	**Date:** 8.14.23

LEA Head Administrator: Dr. Russell Dyer	**Title:** Director of Schools
Signature:	**Date:** 8/22/23

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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 Helen DeVos College of Education's (COE) Teacher Education Program (TEP) has enjoyed mutually beneficial relationships with our LEAs for decades. The TEP is governed by the Teacher Education Committee (TEC) whose membership includes both the Director of Academics and Director of Human Resources for Cleveland City Schools. The TEC approves and modifies all admission requirements, curricular and clinical preparation, and evaluations. Currently, State Recognized Partnership Agreements (SRPA) are approved between the TEP and all LEAs. Specific to Cleveland City Schools, the relationship with Lee University is deeper and more nuanced than what can be reflected in the current MOU.

Clinical Educators for all LEAs, including Cleveland City Schools, are co-selected by Lee University and either Central Office (as is the case with Cleveland City Schools) or the specific building administrator. All Clinical Educators must have been Level 4 or 5 teachers and content experts in their field of supervision. University Supervisors have required training in both TEAMS and COACH evaluations at the beginning of each academic year, along with the dissemination of TEP manuals and videos by the Director of Teacher Education. School-based clinical educators are given procedures, expectations, and forms; along with in person and on-line training modules. Clinical Supervisors and university faculty are invited to attend district-wide in-services and Professional Development opportunities. Collaboration has been and will continue to be essential as the partnership explores new growth opportunities for clinical mentors and supervisors.

Instructional Leadership candidates and graduates follow a similar selection and preparation path, albeit with unique constructs to educational leadership and differing assessment tools aligned with Tennessee's TILS. In the past three years there have been sixteen completers in the Educational Leadership program. Three of which are now in academic leadership positions within the Cleveland City Schools. Internships, supervision, and assessments are agreed upon between Lee University and Cleveland City Schools for all graduate students who do any clinical work in the district.

All students provide feedback for improvement to both University Supervisors and Clinical Instructors through exit surveys. To support classroom teachers in the LEA, Lee University offers all Clinical Supervisors and Clinical Mentors a free graduate course for their efforts preparing teacher candidates.

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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.*

Clinical experiences for all students in undergraduate teacher preparation begin with embedded components in required TEP coursework. All candidates in the TEP are required to complete a minimum of 70 clinical hours prior to student teaching (undergraduates), or ninety half-days for post baccalaureate candidates prior to Internship II. (For a description of these settings, please see the SRPA Partners listing. These hours are administered through specific education courses as either a lab component or a course requirement. Expectations are clearly articulated to both students and clinical faculty and range from observation to tutoring, to servicing special needs students, to delivering lessons for assessment. The content of university courses and expectations of candidates in clinical placements is sequential based upon the development and pedagogical skills of the candidate. All placements are coordinated through the Lee University Education Field Placement Office with approval from the LEA. The final clinical experience, student teaching (undergraduate) or Internship II (post-baccalaureate), is highly prescriptive with frequent assessments completed by both university supervisors and cooperating mentor teachers in the LEAs. All these requirements and specifics are delineated in the Student Teacher Handbook or the MAT (Post-baccalaureate) Mentor Handbook.

The sequence of field experiences and associated requirements at each progressive step have been designed and approved by the Teacher Education Committee. A chart sequencing the depth and breadth of these experiences can be provided upon request. Both academic departments in the Helen DeVos College of Education and the Teacher Education Program placement coordinator regularly monitor and adjust these placements to provide the best possible preparation experience for the candidate. Candidates are placed in a variety of field placements which include a balance of urban, rural, suburban, schools as candidates matriculate through the TEP. Situated in a progressive small community with strong performing LEAs, Lee University is also fortunate to be within thirty minutes of a mid-major metropolitan area (Chattanooga) and within ten miles of rural LEAs in three other directions. All LEAs within thirty miles (including Georgia LEAs) partner with the EPP at all levels of clinical education.

Students are admitted to student teaching after successful completion of the Clinical I semester and passage of all required Praxis II exams. The TEC admits candidates to student teaching while the Graduate Education Committee admits post-baccalaureate candidates to Internship II. Each candidate completes two placements in the semester-long Clinical II experience. Students are assessed on all CAEP standards during this semester using multiple raters from both the EPP and the LEA.

Clinical experiences for the Instructional Leader program begin through specific assignments in each course required in the educational leadership curriculum as spelled out curriculum mapping in Section 3. Each of the 5.504 and 5.106 requirements are covered directly through clinical (school-based settings). While coverage of these standards through courses is thorough, it is the required practicum at the end of the program that revisits these standards and has requirements that give candidates the opportunity to apply their learning. The bulk of clinical experiences found in the program are on the backend.