TN Department of Education

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

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

EPP Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: Bill Estes	**Title:** Dean
Signature: Bill Estes Digitally signed by Bill Estes Date: 2023.09.04 10:26:46 -04'00'	**Date:** 9/4/2023

LEA Head Administrator: Dr. Justin Robertson	**Title:** Superintendent
Signature: Justin Robertson	**Date:** 9/22/2023

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.*

This agreement signifies the commitment of both the EPP and LEA to collaborate in order to enhance the experience of clinical educators and their impact on the educators and preparation pipeline.

Educator Preparation Policy 5.504 will be reviewed annually for the purposes of refreshing State Board of Education requirements regarding high quality clinical educator selection. Roles and responsibilities of clinical educators will be reviewed along with opportunities the EPP has to prepare and support clinical educators.

The EPP and LEA will co-select qualified and effective school-based clinical educators. For each preparation program type, the LEA and EPP will identify the indicators of effectiveness for the clinical educators. The LEA will provide to the EPP the school-based mentor's information placed with the candidate to ensure that the mentor meets the requirements in the Educator Preparation Policy.

The EPP will request from the LEA recommendations of effective educators no longer employed by the LEA to serve as clinical educators. The EPP will involve the LEA in the interview process for provider-based clinical educators.

The EPP will assess clinical practice experience by soliciting feedback from program completers, school-based mentors, and provider-based clinical supervisors. Data will be summarized and shared with the LEA to address any areas for improvement in clinical experience. Clinical educators will receive actionable feedback on their performance through observation and assessment for purposes of improvement.

School and provider-based clinical educators will have the opportunity to participate in EPP and LEA training and professional development in order to increase their effectiveness as clinical educators. LEAs will allow EPP representatives to attend professional development opportunities as appropriate in order to stay informed of best practices in the field.

With the goal of retaining high-quality clinical educators, the LEA and the EPP will work toward identifying ways the clinical educator is recognized for their work and training. The EPP will seek feedback from the clinical educators for the purpose of improving their experience and, in turn increase the retention of high-quality clinical educators.

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.

The Practicum: Candidates in the education leadership program are required to complete three credit hours in an administrative practicum, EDLR596 or EDLR696. The purpose of the practicum is to provide candidates with an opportunity to observe and participate in the practice of educational administration. It is designed for candidates who are currently employed in a school system with school leaders who are willing to participate in this program. Candidates must have three years of successful teaching experience and must be admitted to candidacy in the Educational Leadership program prior to enrolling in the practicum.

Hours required: A minimum of 100 hours of administrative activities are required. This includes observations, interviews, consulting and/or performing administrative tasks at the central office level. The time may be during school or after school hours.

Interviews (3): Candidates are expected to conduct interviews with at least three (3) central office staff members. Candidates will submit a summary report (2-4 pages) of each interview which contains a brief job description, necessary qualifications, major responsibilities, etc. of the position. The report should also include personal reflections regarding the central office position.

Activities (5): Activities must be related to district level administration. The list below is not intended to be all-inclusive; therefore, candidates may request approval for activities other than those listed below. Candidates are expected to complete at least five of the following: 1. Attendance at least two school board meetings 2. Attendance at principals' meetings 3. Attendance at central office staff meetings 4. Attending sessions of the General Assembly 5. Attending sessions of General Assembly committees related to educational issues 6. Attending meetings of the State Board of Education 7. Attending sessions of the county commission and/or city council meetings 8. Attending TSBA and/or TEA meetings 9. Attending board/teacher negotiations 10. Attending/participating in staff development workshops 11. Attendance at LEAP conference.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

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Operational Expectations Addendum

These expectations are being attached to the State-Recognized Partnership Agreement to confirm operational duties not covered in the document. Expectations are as follows:

1. All changes in Clinical Placements by the Institution will made in cooperation with administration of the LEA.
2. The Institution and LEA shall keep confidential all candidate information from outside individuals and organizations as described by the Family Educational Rights and Privacy Act (FERPA) unless such disclosure is ordered by a court.
3. All Institutional representatives and candidates will observe all rules and regulations of their attending school and LEA.
4. All Institutional candidates will be familiar with the *Tennessee Teacher Code of Ethics*.
5. No Institutional candidate will be considered an employee of the LEA nor receive compensation from the LEA unless designated as a 'Job-Embedded Practitioner.'
6. All Institutional candidates will undergo a criminal background check pursuant to *TN Code Annotated* 49-5-413. Cost of such checks are not the responsibility of the LEA.
7. Audiovisual recording of the candidate is allowed by the LEA for purposes of improving instruction and assessment. Protocol for recording data inside the LEA requires a parental consent and release form provided by the Institutions and approved by the LEA.