

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

<b>Educator Preparation Provider (EPP)</b>	University of Memphis
<b>Local Education Agency (LEA)</b>	Arlington Community Schools
<b>Academic Year of Agreement</b>	2024-25

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<b>Certification (signatures verify partnership)</b>	
<b>EPP Head Administrator:</b> Dr. Michael T. Miller	<b>Title:</b> Dean
<b>Signature:</b> <i>Michael T. Miller</i>	<b>Date:</b> 10/4/24

<b>LEA Head Administrator:</b> Dr. Allison Clark	<b>Title:</b> Superintendent
<b>Signature:</b> <i>Dr. Allison Clark</i>	<b>Date:</b> 10-3-24

**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.*

UofM and ACS will work together to address the following district needs:

1. Co-Select: The University of Memphis will submit placement request the semester prior to the needed placement.
2. Co-Select: Mentor teachers and teacher candidates will complete background information forms that will introduce them to each other. Teacher candidates can also create a video introduction.
3. Co-Select: The mentor information form will be shared with the teacher candidate once the placement has been made and the candidate and mentor teacher are introduced to each other through email. The clinical educator must have at least 3 years of teaching experience, LOE of 4 or 5, and teach in the same licensure/endorsement area as the teacher candidates placed in their classrooms.
4. Prepare and Support: University Schools mentor teachers will participate in the UofM Mentor Teacher Check-In each Fall and Spring semester to review expectations for Residency I and II from the Office of Teacher Education & Clinical Practice handbook. Additionally, the mentor teacher and their teacher candidate will participate in the UofM Co-Teaching Workshop. Mentor teachers will also complete training on how to rate the Educator's Disposition Assessment (EDA) on UofM teacher candidates. Finally, all pertinent infographics regarding placement requirements and edTPA implementation will be shared with all mentor teachers to use as a guide for each semester.
5. Evaluate: UofM candidates and supervisors will evaluate mentor teachers each Fall and Spring semester at the end of their placements. This feedback data will be shared and discussed with each district during the Spring semester at the District Partners' Data meeting. This data will be used to determine if districts should continue to use mentor teachers if they receive low scores and negative feedback from teacher candidates and their supervisors. Adjustments to the survey will be made collaboratively as needed to ensure that UofM and district data points are addressed in the survey. Mentor teachers and candidates will also rate clinical supervisors and provide feedback on them. This feedback will be used to determine if the OTECP should continue to use supervisors.

**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.*

UofM will work with ACS to design and implement various clinical experiences that engage candidates in making a positive impact on preK-12 students.

1. Teacher candidates will be placed in a variety of school and classroom environments. They will be placed in preK, K-5, middle, and high schools. They will be placed in early childhood, elementary, SPED, art, PE, music, and ESL classrooms.
2. Juniors will spend 25-80 hours in their placements during the Fall and Spring semesters. Residency candidates will attend their placements 2-3 days/week for the entire semester depending on their program requirements during the Residency I semester. They will attend their placements full-time for 16 weeks during the Spring, Residency II semester. Sophomores will visit placements for 5-15 hours depending on the number of hours required by their course instructors.
3. MAT clinical candidates will complete a full-time 16-week placement in either the Fall or Spring semester.
4. ACS' mentor teachers will invite their residency candidates to attend school-based in-service with them.
5. Clinical experience refers to field experience and clinical practice. Clinical practice includes student teaching, internship, or job-embedded opportunities.