



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

Educator Preparation Provider (EPP)	The University of Memphis
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Local Education Agency (LEA)	Bartlett City Schools
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Term of Agreement	2022-2023
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EPP Contact/Designee	
Name: Dr. Nichelle C. Robinson	Title: Director of Teacher of Education
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LEA Contact/Designee	
Name: Mrs. Kristy Ford	Title: PK-5 Instructional Supervisor
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Other Key Staff	
Name:	Name: Mrs. Ayanna Perkins
Title:	Title: Clinical Practice & Induction
Name:	Name:
Title:	Title:

Certification (signatures verify partnership)			
EPP Head Administrator	Name: Kandi Hill-Clarke	Date: 09/30/2022	
	Title: Dean		
	Signature: Kandi Hill-Clarke		
LEA Director of Schools	Name: Dr. David A. Stephens	Date: 9-22-22	
	Title: Superintendent		
	Signature: [Signature]		

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

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

The University of Memphis College of Education (UofM) and Bartlett City Schools (BCS) have established a State Recognized Partnership Agreement. This partnership allows both parties to focus specific attention on recruitment and selection strategies for this district.

To meet this district's needs, the following mutually agreed upon recruitment and selection strategies will be utilized:

1. Bartlett City Schools will send the University of Memphis an announcement of the Spring Job Fair open to all University of Memphis education students.
2. UofM will invite a representative from BCS to attend any education fairs that are hosted by the UofM College of Education.

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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)**

UofM and Bartlett City Schools will work collaboratively to achieve the following goals.

Select - Mentor teachers (MT) must have taught in a K-12 school. Mentor teachers must have a minimum of three (3) years of teaching experience. School-based mentor teachers must have received a minimum score of "above expectations" or its equivalent on their teaching evaluations. School-based mentor teachers must be licensed in the area in which they are teaching and serving as a mentor.

Prepare - MT will participate in the co-teaching workshop offered by the UofM with their teacher candidate. MT will participate in the EDA calibration training offered by the UofM. MT will participate in mentor meetings planned by the university supervisor, clinical placement coordinator, and the Director of Teacher Education & Clinical Placement.

Evaluate - Candidates will complete a survey about their experiences with mentor teachers and supervisors during the Spring semester. The district evaluates teachers in terms of collaborations utilizing their TEAM scores. UofM will evaluate MTs at the middle and end of each term using a UofM developed evaluation instrument.

Support - The district and UofM will plan mutually beneficial professional development for mentor teachers. Sessions will be co-planned (ex. training each semester, co-teaching workshop, etc.). UofM will provide training to MTs at the beginning of each term in order to prepare them for their mentoring duties.

Retain - UofM and BCS will provide support as needed to mentors in order to retain them. BCS and the University of Memphis will collaborate when needed to update and refine mutually agreed upon mentor teacher requirements. UofM will celebrate and acknowledge MTs at the End of Year banquet. UofM will highlight MTs on the website and social media.

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

Bartlett City Schools (BCS) and the University of Memphis, College of Education, Department of Leadership (LEAD) have established a state recognized partnership agreement to meet district needs for improving school leadership preparation.

BCS has identified the following actions alongside The University of Memphis to strengthen and streamline the various strategies used to improve the school leader pipeline. LEAD will work together and/or with BCS to consider the following goals/strategies to meet BCS' needs.

LEAD and BCS will expand on ways to promote school leadership preparation to meet district goals. Specific attention will be given to recruitment and selection strategies for increasing the number of students enrolling in LEAD's school leadership preparation programs, with a focus on recruiting and hiring school leaders with diverse racial, ethnic, socioeconomic, linguistic, and cultural backgrounds.

To meet the district's needs, the LEAD and BCS will consider the following strategies to recruit students into respective programs:

1. Jointly establishing "Look For's" in school leadership candidates as part of the selection process to identify key competencies such as leadership potential, problem solving, independent/critical thinking, conceptual skills, student connections, aligning recruitment and selection approaches to district needs.

2. Conducting a recruitment campaign, designed to positively change the narrative about being a school leader. This campaign will highlight school leadership as a profession. This campaign will require public and private entities to work together to share the benefits of living and working in Memphis Metro Area (great cost of living, better standard of living) and the rewards of the school leadership profession.

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LEAD will work with BCS to achieve the following goals and strategies as part of ongoing efforts to meet district needs.

Selection- LEAD will work with BCS to implement a process for selecting clinical mentors that includes co-developed mentor skills and competencies. This could include how the district identifies school leaders to serve as clinical mentors and how LEAD requests placements for school leader candidates. Clinical mentor requirements include a minimum of three years of experience, areas of licensure/endorsement, highly effective rating (overall score of 4 or 5 on the previous year's evaluation), and willingness to support a school leader candidate for their clinical experience. During selection, BCS representatives will provide guidance regarding schools currently serving as a clinical school provider. BCS working together and/or with the Department of Leadership may select current or retired certified school leaders to serve as clinical supervisors. LEAD and BCS may determine additional requirements for clinical supervisors.

Placement- BCS and LEAD will develop a placement process for school leader candidates that includes clear criteria on where candidates are placed, why they are placed in a particular school, and how the placement decision was made. LEAD's process will be inclusive of, rather than additional to or in place of, existing BCS policies and protocols.

Preparation- BCS and LEAD will work together to provide mentors with skills/information to effectively support school leader candidates. Sessions will include training on the roles and responsibilities of clinical educators (mentors and supervisors), an orientation to district priorities, culturally relevant pedagogy and practices, and professional expectations.

Evaluation- LEAD and BCS will work together to develop a process for observing clinical educators and providing actionable feedback for improvement, specifically in the area of mentoring and coaching relationships. Observation and feedback are intended to identify growth and development needs for clinical mentors and assist in determining whether an individual should continue as a mentor. Evaluation tools/surveys can be collaboratively developed as needed to provide information regarding the clinical educator experience.

Support- LEAD and BCS will work together to develop and deliver training for clinical mentors based on areas identified for improvement and/or BCS identified needs. Focused training will include training on social-emotional leadership strategies, legal and ethical issues, aspects related to school finance, curriculum and instructional review, etc