



Department of
Education

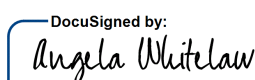
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	The University of Memphis
Local Education Agency (LEA)	Memphis-Shelby County Schools
Academic Year of Agreement	2022-23

EPP Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Kandi Hill-Clarke	Title: Dean, College of Education
Signature: <i>Kandi Hill-Clarke</i>	Date: 09/30/2022

LEA Head Administrator: Dr. Angela Whitelaw	Title: Deputy Superintendent
Signature:  DD170C0FB64E4B9...	Date: September 29, 2022 17:20 CDT



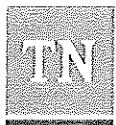
Department of
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**Prompt
1**

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

To help meet the needs of MSCS, UofM will implement the following strategies to recruit students into their respective programs:

1. Target MSCS students who participate in programs such as: the Teachers As Professionals program, Future Teachers of America, and Educator's Rising and introduce them to the River City Partnership and its benefits.
2. Engage UofM junior year teacher candidates in MSCS Induction Activities to introduce them to district expectations and curriculum and make them aware of how new teachers are inducted into MSCS.
3. Ensure that all junior level placements are completed in MSCS.
4. UofM will track the number of candidates who request MSCS for Residency placements during the senior year following their participation in the junior year induction activities and placements.
5. UofM and MSCS will track the number of Residency candidates who accept teaching positions in MSCS which leads to an increase in the educator pipeline.
6. UofM will partner with MSCS to submit a GYO application for the TDOE Apprenticeship Program.
7. UofM and MSCS will track the number of apprentices that complete UofM programs and assist in increasing the educator pipeline for MSCS.
8. MSCS will share job postings with UofM COE as well as the Career Services Office.
9. UofM recruiters and the MAT Academic Advisor will attend all MSCS hiring fairs and recruitment events.
10. MSCS and UofM will continue to work together to increase the number people participating in the Early Childhood and SPED Cohorts.



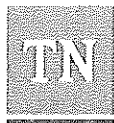
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**Prompt
2**

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 MSCS will work together to address the following district needs:

1. Co-Select - MSCS will work with UofM to ensure that all mentor teachers meet TDOE requirements for clinical educators: at least 3 years of teaching experience, ratings of 3, 4, or 5 on teacher evaluations, and have the same licensure/endorsement area as the teacher candidates placed in their classrooms.
2. Co-Select - UofM will make all placement requests of the district and share TDOE requirements for mentor teachers in this request. Once the request is made of the district, the district placement office will work with principals to identify quality mentor teachers.
3. Prepare - UofM teacher candidates and supervisors will participate in all MSCS required orientations and induction activities related to district policies and procedures before beginning their placements. MSCS teachers who serve as mentor teachers for the UofM will participate in the 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 (OTEC) handbook. Additionally, MSCS mentor teachers and their UofM teacher candidates will participate in the co-teaching workshop each Fall and Spring semester. MSCS mentor teachers will also complete training on how to complete the Educator's Disposition Assessment which is used by the UofM to assess candidates' dispositions. 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.
4. Evaluate - UofM candidates and supervisors will evaluate mentor teachers each 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 feedback 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.
5. Support - UofM Job-Embedded candidates and their MSCS mentor teachers will participate in 3 edTPA professional development workshops offered by UofM faculty and MSCS Induction team members via TEAMS. MSCS will list these workshops in their district PD System so that UofM Job-Embedded candidates and their MSCS mentor teachers receive PDPs for their participation. UofM junior year teacher candidates will participate in MSCS Induction Activities to introduce them to district expectations regarding classroom management and student engagement, parent engagement and communication, as well as curriculum and instruction expectations. MSCS mentor teachers will receive support on how to use the UofM assessment system, Student Learning & Licensure (SLL) via instructional videos and drop-in sessions if needed.



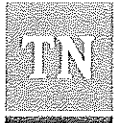
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**Prompt
3**

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 MSCS to design and implement various clinical experiences that engage candidates in making a positive impact on prek-12 students.

1. UofM junior year teacher candidates will participate in MSCS Induction Activities to introduce them to district expectations regarding classroom management and student engagement, parent engagement and communication, as well as curriculum and instruction expectations before they begin their placements in the district.
2. UofM Residency candidates will participate in MSCS New Teacher Orientation sessions during the summer before beginning their Residency placements.
3. Residency candidates will attend their placements in MSCS during the first two weeks of school to observe the opening of the school year for their mentor teachers and their students. They will participate in in-service workshops with their mentor teachers, assist with classroom set up, and observe the first day of school opening.
4. All junior clinical placements will be completed in MSCS. 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.
5. Juniors will spend 25-80 hours in their placements during the Fall and Spring semesters. Residency candidates will attend their placements 2 1/2 days for the first seven weeks of their placements and 5 days for the final eight weeks of their Fall, Residency I placements. They will attend their placements full-time for 16 weeks during the Spring, Residency II semester.
6. MAT Clinical Teaching candidates will complete a full-time 15 week placement in either the Fall or Spring semester.
7. Clinical experience refers to field experience and clinical practice. Clinical practice includes student teaching, internship, or job-embedded opportunities.



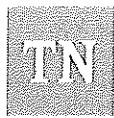
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**Prompt
4**

Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

UofM and MSCS will work together to implement the following goals related to continuous improvement:

1. UofM will invite a MSCS representative to participate in Teacher Education Advisory Council meetings two times per year to review important data points regarding UofM EPP programs and to obtain feedback on EPP program changes.
2. The OTECP will host a data sharing meeting for District Partners each Spring semester. MSCS will be able to review pertinent data points such as: mentor teacher feedback regarding their experiences with our candidates as well as teacher candidate and clinical supervisor feedback regarding their mentor teachers and experiences in MSCS, during this meeting. The data regarding MSCS will be shared with them via email as well.
3. UofM representatives will participate in all MSCS EPP Collaborative meetings.
4. MSCS mentor teachers will be invited to join a focus group that will review program redesign changes related to all ICL undergraduate and MAT programs and provide feedback to ensure that all program changes are in line with current curriculum and instruction expectations for practicing teachers.
5. Mentor teachers will be asked to provide feedback on how clinical placements can be redesigned and improved to benefit UofM teacher candidates and MSCS.
6. MSCS mentor teachers will be asked to review and give feedback on the teacher candidate evaluation form to ensure that the form is measuring what teacher candidates should know and be able to do for lesson planning and instruction. This feedback will be used to determine if a new teacher candidate evaluation tool is needed.
7. UofM will host a focus group of principals and UofM graduates to gain further insight regarding the preparation of our graduates for the classroom. The focus group discussion will be based on survey results from the UofM COE Initial Employer and the Completer Surveys.
8. MSCS Job-Embedded Candidate mentors and Induction Team members will be invited to participate in a focus group with UofM MAT candidates to determine how these candidates can be supported more by MSCS and UofM COE.



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Prompt 5 Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

UofM and MSCS will work together to provide opportunities that ensure that all teacher candidates are knowledgeable of LEA curricular content and materials.

1. MSCS has connected edTPA tasks and rubrics to their Instructional Practice, TEM indicators, and standards to assist MAT Job-Embedded candidates in identifying where edTPA requirements are already embedded in district curriculum.
2. UofM junior year teacher candidates will participate in MSCS Induction Activities to introduce them to district expectations regarding classroom management and student engagement, parent engagement and communication, as well as curriculum and instruction expectations before they begin their placements in the district.
3. UofM Residency candidates will participate in MSCS New Teacher Orientation sessions during the summer before beginning their Residency placements.
4. UofM will invite MSCS Induction Team members to review New Teacher Academy Days 1, 2, and 3 Resource guides with EPP faculty and lead a discussion on how these resources can be implemented into UofM junior year teacher education courses.
5. MSCS will provide generic logins to UofM teacher candidates so that they are able to access curriculum and materials.
6. QR codes will also be provided to allow access to information about model classrooms.



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**Primary
Partnership
Outcomes**

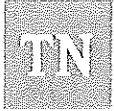
As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.

Short-term Outcomes:

1. UofM teacher candidates are prepared to complete their junior field experiences and senior year Residency in MSCS classrooms.
2. UofM candidates are more aware of MSCS district expectations.
3. UofM candidates have the opportunity to observe how new teachers are inducted to MSCS.
4. UofM candidates should have a positive experience in MSCS due to the various points of introduction to district policies, procedures, and expectations for curriculum and instruction.

Long-term Outcomes:

1. More UofM teacher candidates will choose to complete their Residency Year in MSCS.
2. More UofM candidates will choose to teach in MSCS.
3. UofM will assist in increasing the educator pipeline for MSCS.
4. UofM candidates will be prepared to teach "all" students in every environment.
5. UofM and MSCS will work together to ensure that UofM candidates' participation in all MSCS induction and orientation activities will lead to a strong start to their educational career journey which will result in increased retention of educators in the profession.



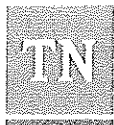
Department of
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Prompt
1

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

To help meet the needs of MSCS, UofM will implement the following strategies to recruit students into their respective programs:

1. MSCS will share job postings with UofM COE as well as the Career Services Office.
2. UofM recruiters will attend all MSCS hiring fairs and recruitment events.
3. MSCS and UofM will continue to work together to increase the number of aspiring leaders participating in the LEAD Cohort that leads to licensure and receiving a Graduate Certificate in Instructional Leadership. The first cohort should complete the graduate certificate in Summer 2023.



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**Prompt
2**

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.*

LEAD will work together and/or with MSCS to achieve the following goals and strategies as part of ongoing efforts to meet district needs relative to school leadership.

Selection- LEAD will work together with MSCS 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), a positive Insight Instructional Culture Index, and willingness to support a school leader candidate for their clinical experience. During selection, MSCS representatives will provide guidance regarding schools currently serving as a clinical school provider. The MSCS Office of Leadership will provide a list of school leaders who meet minimum requirements. MSCS working together and/or with LEAD may select current or retired certified school leaders to serve as clinical supervisors. LEAD and MSCS may determine additional requirements for clinical supervisors.

Placement- MSCS 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 MSCS policies and protocols.

Preparation- MSCS and LEAD will work together to develop a "School-Based Clinical Mentor Program" that will provide mentors with skills/information to effectively support school leader candidates. At a minimum, this program 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 MSCS 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 MSCS will work together to develop and deliver training for clinical mentors based on areas identified for improvement and/or MSCS identified needs. Focused training will include training on, but is not limited to, social-emotional leadership strategies, legal and ethical issues, aspects related to school finance, curriculum and instructional review, etc



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**Prompt
3**

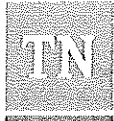
Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed one page per prompt.*

MSCS and LEAD will ensure the following:

1. Programs meet the minimum expectations for clinical practice.
2. School leader candidates have opportunities to engage in clinical experiences, including the minimum number of hours or days (as required) for both field experiences and clinical practices for all programs.
3. School leader candidates have opportunities to observe and practice in an appropriate educational administrative setting (within schools, during different times of day, across different types of leadership activities) to adequately cover breadth of endorsement.

Additional clarifications and/or actions related to Prompt 3:

1. Provide additional clinical experiences related to coursework.
2. Collaborate to align district philosophy and approach to school leadership, teaching, and learning to LEAD's programming.
3. LEAD will model life-long continuous learning by submitting proposals to present at the MSCS Leadership Symposium, serving as facilitators, and/or engaging in the learning experience as a participant. School Leadership candidates will attend MSCS Leadership Symposium as a participant as a part of their clinical experience



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Prompt 4 Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

UofM and MSCS will work together to implement the following goals related to continuous improvement:

1. UofM will invite a MSCS representative to participate in Advanced Education Advisory Council meetings two times per year to review important data points regarding UofM Advanced EPP programs and to obtain feedback on EPP program changes.
2. LEAD will host a data sharing meeting for their partners as needed. MSCS will be able to review pertinent data points such as: clinical mentor feedback regarding their experiences with our candidates as well as candidate and clinical supervisor feedback regarding their clinical mentors and experiences in MSCS, during this meeting. The data regarding MSCS will be shared with them via email as well.
3. UofM representatives will participate in all MSCS Leadership Collaborative meetings.
4. MSCS LEAD clinical mentors will be invited to join a focus group that will review any program redesign changes and provide feedback to ensure that all program changes are in line with current instructional leadership expectations for principals and assistant principals.
5. Advanced program clinical mentors will be asked to provide feedback on how clinical placements can be redesigned and improved to benefit UofM LEAD candidates and MSCS.



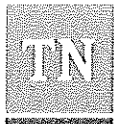
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Prompt
5

Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

UofM and MSCS will work together to provide opportunities that ensure that all LEAD candidates are knowledgeable of LEA curricular content and materials.

1. LEAD and MSCS will continue to work together to offer a leadership development program for current Instructional Leaders in the district. This program will lead to a graduate certificate in partnership with MSCS, LEAD, Fogelman College of Business, and the College of Communications and Fine Arts.



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**Primary
Partnership
Outcomes**

As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.

Short-term Outcomes:

1. LEAD candidates will be more aware of district expectations of instructional leaders.

Long-term Outcomes:

1. UofM will assist in increasing the leader pipeline for MSCS through the Graduate Certificate for Instructional Leadership.
2. UofM will assist in retaining effective instructional leaders through the leadership development program.