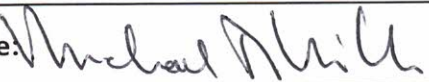


Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	University Of Memphis
Local Education Agency (LEA)	Memphis Business Academy
Academic Year of Agreement	2025-26

EPP Contact/Designee	
Name: Dr. Nichelle C. Robinson	Title: Director of Teacher Education & Clinical Pra
Email: ncrbnson@memphis.edu	Phone Number: 9016782377

LEA Contact/Designee	
Name: Vernisha Moore	Title: Director of Talent & STEM
Email: vernisha.moore@mbaexecutives.org	Phone Number: 9018578309

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Michael T. Miller	Title: Dean
Signature: 	Date: 9/30/25

LEA Head Administrator: April Bobo	Title: Co-CEO
Signature: April Bobo <small>Digitally signed by April Bobo Date: 2025.09.30 11:11:02 -05'00'</small>	Date: September 30, 2025

**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 Memphis Business Academy (MBA) will work together to address the following district needs:

1. Co-Select: The University of Memphis will submit pre-residency, residency placement and clinical teaching requests the semester prior to the needed placement.
2. Co-Select: Teacher candidates will complete background information forms that will introduce them to their mentor teachers, students, and parents in their assigned classrooms. Mentor teachers may also complete an information form introducing themselves at their own discretion.
3. Co-Select: The clinical mentor teacher must have at least 3 years of teaching experience, LOE of 4 or 5, and have a license in the candidate's desired endorsement grade level area to host residency and clinical teaching candidates.
4. Prepare and Support: Memphis Business Academy mentor teachers will participate in the UofM Mentor Teacher Check-In each Fall and Spring semester to review expectations for Pre-Residency, Residency I and II, and Clinical Teaching from the Office of Teacher Education & Clinical Practice handbook. Additionally, the mentor teacher and their teacher candidate will review 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 will be shared with all mentor teachers to use as a guide for each semester.
5. Evaluate - UofM candidates 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 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. Adjustments to the survey will be made collaboratively as needed to ensure that UofM and district data points are addressed in the survey.
6. Support - UofM Residency teacher candidates will participate in MBA's in-service activities to introduce them to district expectations regarding classroom management and student engagement, parent engagement and communication, as well as curriculum and instruction expectations during professional development sessions offered prior to the school year beginning. Mentor teachers will receive support on how to use the UofM assessment system via instructional videos and drop-in sessions if needed. Residency and clinical mentor teachers will receive a 500.00 stipend each semester that they host a teacher candidate. Pre-Residency mentor teachers will receive a 50.00 gift card each semester that they host a teacher candidate.

**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 and MBA will work together to address the following district needs:

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 5-40 hours depending on the number of hours required by their course instructors.
3. MAT Clinical Teaching candidates will complete a 16-week placement in either the Fall or Spring semester.
4. Clinical experience refers to field experience and clinical practice. Clinical practice includes student teaching, internship, or job-embedded opportunities.