



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	University of Memphis
Local Education Agency (LEA)	Memphis-Shelby County Schools
Academic Year of Agreement	2025-26

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Michael Miller	Title: Dean
Signature: Michael T. Miller <small>Digitally signed by Michael T. Miller Date: 2025.04.22 09:51:29 -05'00'</small>	Date:

LEA Head Administrator:	Title: Interim Superintendent
Signature: <small>DocuSigned by:</small> <i>Roderick Richmond</i> <small>433DD7A738084BF...</small>	Date: June 25, 2025 16:33 CDT

**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 UofM teacher education programs.
2. Ensure that teacher candidate placements are completed in MSCS for various experiences.
3. UofM will track the number of candidates who request MSCS for Residency placements during the senior year.
4. 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.
5. UofM and MSCS will track the number of apprentices that complete UofM programs and assist in increasing the educator pipeline for MSCS.
6. UofM will provide a Summer Bridge experience for MSCS TAP students.
7. UofM will share a spreadsheet that shares contact information of teacher candidates who are looking for jobs and have given permission to share their information with partner school districts at the end of the semester.



**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, LOE of 4 or 5, and teach in the same grade level 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. 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 as well as on the Aspiring Teacher Rubric. 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 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.
5. Support - UofM Residency teacher candidates will participate in MSCS 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. MSCS 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
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. Residency candidates will voluntarily 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.
2. Sophomore, junior, senior, and MAT 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.
3. Sophomores will complete 5-30 hours of field experience. Juniors will spend 38-140 hours in their placements during the Fall and Spring semesters. Residency I candidates will attend their placements 1-3 days/week for the entire Fall semester depending on their program requirements. They will attend their placements full-time for 15 weeks during the Spring, Residency II semester. MAT candidates will complete a 15 week student teaching semester.
4. Clinical experience refers to field experience and clinical practice. Clinical practice includes student teaching, internship, or job-embedded opportunities.



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 one-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 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. Mentor teachers will be asked to provide feedback on how clinical placements can be redesigned and improved to benefit UofM teacher candidates and MSCS.
5. 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.
6. 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 Completer Surveys.
7. UofM will provide Praxis support via 240 Tutoring, Learning Liaisons, recorded boot camp sessions, and 1-on-1 meetings if needed.



Prompt 5	Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. <i>NOTE: Responses should not exceed one page per prompt.</i>
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UofM and MSCS will work together to provide opportunities that ensure that all teacher candidates are knowledgeable of LEA curricular content and materials.

1. UofM junior year teacher candidates will attend grade level planning meetings and in the building in-service with their mentor teachers to be introduced to district expectations regarding classroom management and student engagement, parent engagement and communication, as well as curriculum and instruction expectations during their placements in the district.
2. UofM Residency candidates can participate in MSCS in-service sessions during the summer before beginning their Residency placements.
3. MSCS mentor teachers will engage UofM teacher candidates in reviewing and utilizing high quality instructional materials during their placements in the classrooms to ensure that UofM candidates know how to implement these materials in their own instruction.



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.
<p>Short-term Outcomes:</p> <ol style="list-style-type: none"> 1. UofM teacher candidates are prepared to complete their sophomore/junior field experiences, senior year Residency, and Clinical MAT placements in MSCS classrooms. 2. UofM candidates are more aware of MSCS district expectations. 3. UofM candidates have the opportunity to participate in district and school building in-service opportunities with their mentor teachers. 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. <p>Long-term Outcomes:</p> <ol style="list-style-type: none"> 1. More UofM candidates will choose to teach in MSCS. 2. UofM will assist in increasing the educator pipeline for MSCS. 3. UofM candidates will be prepared to teach "all" students in every environment. 4. UofM and MSCS will work together to recruit teachers for PreK, elementary, secondary math, special education, and end of course endorsement areas from UofM teacher candidates. 	