



Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement Planning Template

Educator Preparation Provider (EPP)	Lane Department of Education
--	------------------------------

Local Education Agency (LEA)	Humboldt City Schools
---------------------------------	-----------------------

EPP Contact/Designee	
Name: Dr. Cell Waller	Title: Interim Director
Email Address: cwaller@lanecollege.edu	Phone Number: 901-489-7540
LEA Contact/Designee	
Name: Dr. Versie R. Hamlett	Title: Superintendent
Email Address: versie.hamlett@hcsvikings.org	Phone Number: 731-784-2652

Other Key Staff	
Name: Dr. Daryll Coleman	Name: Ingrid Haynes, Ph.D.
Title: Devision Chair	Title: Compliance Coordinator
Name: Dr. Charles Clark	Name:
Title: Director of Field Experiences and Clinical Practice	Title

Prompt 1: Identify how the entities will collaborate to identify recruitment and selection strategies and goals.	300 words
<p>Teacher shortages are increasing across the US particularly with minority and male educators. In additional schools are struggling with teacher retention due to low salaries, high student loans, and reduced budgets. Schools are struggling to fill positions in science, special education and mathematics. It is our hope to establish a partnership with the LEA to recruit and select quality candidates who share a passion for the field of education. The overall theme at the Lane Department of Education is to work with the LEA to establish, maintain, and implement high quality educator preparation and</p>	

Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement Planning Template

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 student learning and development.	300 words
<p>Candidates have one chance to experience the best possible placement. Clinical practice and student teaching will shape their expectations for their own performance as teachers and help determine the type of school in which they will choose to teach. With the preparation of the teacher candidates in mind, the EPP has established a Teacher Education Council and P-16 Advisory Board. The two entities allow for collaboration regarding in selecting, preparing, evaluating, supporting, and retaining high-quality clinical educators. The Teacher Education Council (TEC) represents all education</p>	
Prompt 3: Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes.	300 words
<p>The EPP will establish and maintain mutually beneficial partnerships with diverse P-12 schools for high-quality clinical preparation of candidates. These partnerships will rely on effective communication to construct experiences with shared expectations for candidate outcomes. Partnerships with school districts will be a shared responsibility for candidate preparation. Of critical importance in candidate preparation is that partnerships ensure that theory and practice are linked by maintaining coherence across clinical and academic components of preparation. Clinical preparation for many of our candidates</p>	
Prompt 4: Identify how the entities will collaborate to identify key assessments, transition points, and exit requirements .	300 words
<p>Lane's EPP has collaborated with the LEA to identify key assessments, benchmarks and exit requirements of teacher candidates. For the past year, the faculty, TEC and P-16 Advisory Board have met at least once a month to develop key assessments, benchmarks and exit requirements. The EPP faculty in collaboration with TEC and the P-16 Advisory Board has developed two key assessments for content and methods courses. Each newly developed course outline will include an alignment chart that describes the key assessment, its alignment to INTASC, state and national standards</p>	
Prompt 5: Identify how entities will collaborate to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.	300 words
<p>Clinical experiences are an integral component of the initial education program curriculum, and are required of all students in the initial licensure programs. The EPP and the LEA collaborate to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and a positive impact on all students' learning and development.</p>	

Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement Planning Template

Partnership Planning Sessions	
Date:	1/18/2018
Participants:	President, Vice-President, Devision Chair, Director of EPP, Compliance Coordinator, Assessment System and Technology Developer, Field Experience and Clinical Practice Coordinator, P-16 Chair and Committee
Session Summary:	This meeting focused on the P-16 overview and structure. The EPP provided the P-16 with the historical perspective of the previous program, reviewed the Board of Examiners comments and began dialogue on the reconstruction of the newly established programs (agenda, minutes, and sign-in sheets are located on the EPP website).
Date:	02/28/2018
Participants:	President, Vice-President, Devision Chair, Director of EPP, Teacher Education Council (TEC), Compliance Coordinator, Assessment System and Technology Developer, Field Experience and Clinical Practice Coordinator, P-16 Chair and Committee
Session Summary:	This meeting focused on the P-16 charge, EPP mission and vision statement, conceptual framework, program outcomes. Further, we discussed the type of student we want to attract and produce. The P-16 members also shared their needs in each individual district (agenda, minutes, and sign-in sheets are located on the EPP website).
Date:	03/11/2018
Participants:	Devision Chair, Director of EPP, Teacher Education Council (TEC), Compliance Coordinator, Assessment System and Technology Developer, Field Experience Coordinator P-16 Chair and Committee
Session Summary:	This meeting focused further on the conceptual framework, spiral construction, and program outcomes (agenda, minutes, and sign-in sheets are located on the EPP website).
Date:	05/22/2018
Participants:	Devision Chair, Director of EPP, Teacher Education Council (TEC), Compliance Coordinator, Assessment System and Technology Developer, Field Experience Coordinator P-16 Chair and Committee
Session Summary:	The EPP Director, Field Experience Coordinator (i.e., Dr. Clark) and P-16 Advisory Committee collaborated on the benchmarks: admission into program, field experiences, and clinical practice. Also during the meeting, Dr. Waller, the Director reviewed the Field Experience and Clinical Practice Handbook. MOUs agreements and structure was discussed in this meeting (agenda, minutes, and sign-in sheets are located on the EPP website).
Date:	09-06-2018
Participants:	Devision Chair, Director of EPP, Teacher Education Council (TEC), Compliance Coordinator, Assessment System and Technology Developer, Field Experience Coordinator P-16 Chair and Committee
Session Summary:	This meeting focus was an continuation of the benchmarks: admission into program, field experiences, and clinical practice. Dr. Waller, the Director reviewed the Field Experience and Clinical Practice Handbook. Further discussions were on procedures and processes for placements and evaluations (agenda, minutes, and sign-in sheets are located on the EPP website).