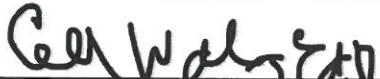


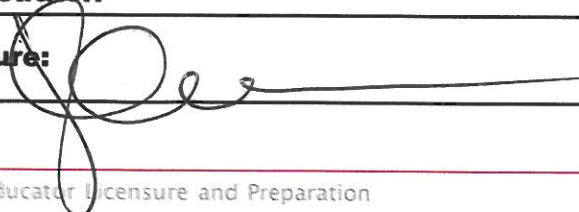
## Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Lane College
<b>Local Education Agency (LEA)</b>	Humboldt City Schools
<b>Academic Year of Agreement</b>	2023-2024

EPP Contact/Designee	
<b>Name:</b> Dr. Cell Waller	<b>Title:</b> Director, Educator Preparation Program
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LEA Contact/Designee	
<b>Name:</b> Dr. Janice Epperson	<b>Title:</b> Superintendent, Humboldt City Schools
<b>Email:</b> janice.epperson@hcs.vikings.org	<b>Phone Number:</b> 731-217-1154

Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cell Waller	<b>Title:</b> Director, Educator Preparation Program
<b>Signature:</b> 	<b>Date:</b> 09-19-2023

<b>LEA Head Administrator:</b> Dr. Janice Epperson	<b>Title:</b> Superintendent, Humboldt City Schools
<b>Signature:</b> 	<b>Date:</b> 9/21/23

**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.*

The HCS and the EPP will work collaboratively to co-select clinical supervisors. Two ad-hoc committees from the TEC, Field Experience and Clinical Practice Committee, and PK-12 Curriculum Committee will assist with the interviewing process. The responsibility of the PK-12 Curriculum Committee is to ensure the clinical faculty has the skills to develop, teach, and implement an agreed-upon curriculum. The Field Experience and Clinical Practice Committee's responsibility is to ensure that the clinical educator meets the state requirements for teaching in an EPP program and other identified criteria. A rubric will be used during the interview process determining each candidate's proficiency regarding classroom experience, instructional methods, providing guidance to clinical mentors, and qualifications regarding state requirements for educators in EPP programs.

Once selected, the clinical supervisors will attend an orientation that explains the process of serving as a clinical supervisor. Clinical supervisors will be briefed during the orientation regarding their expectations in the following areas: providing effective feedback, defining expectations of high performance, communication, pedagogical knowledge, and maintaining a positive relationship with the teacher candidate. Feedback will be given on a monthly basis, through scheduled meetings. They will also be expected to attend clinical mentor and candidate orientations each semester to stay up to date on expectations of both roles, seeing how they are the liaison for Lane College and work with both extensively throughout the Student Teaching semester.

When selecting clinical mentors, the Field Experience and Clinical Practice Committee will serve as the lead, which will ensure that the mentor meets state requirements to serve as a cooperating teacher. The chosen clinical mentors will have a record of experience in public schools and will be carefully chosen through collaborative processes with the professional community. To ensure meeting these goals, a recruitment survey will be sent to K-5 educators in Humboldt who are interested in being a cooperating teacher. Next, applicants will be screened with the partner to ensure that they meet 5.504 EPP requirements, which requires a minimum of 3 years teaching experience, a rating of 4 or 5 for Level of Effectiveness, including TEAM evaluation scores, TVAAS scores, and willingness to serve on the advisory board. The names of those applicants will be sent to the Principals of those teachers by HR for screening. The EPP will require an interview and round table between the prospective clinical mentor and representatives of the HCS and EPP administration. The HCS administrators and EPP will make the final selection of clinical mentors for candidates' culminating student teaching experiences (e.g. Request for Student Teaching Placement).

Upon selection, the Clinical Mentors will be trained through our orientation process. During the clinical mentor orientation the training will address the following topics: expectations and procedures of student teaching, effective coaching strategies, collaborative methods, providing feedback to the candidate based on evaluation processes, and professional dispositions (see Clinical Mentor Orientation Agenda).

Clinical Educators will be evaluated at the end of the student teaching experience (see Clinical Mentor Evaluation and Clinical Supervisor Evaluation). The Clinical Mentor and Supervisor evaluations were adopted from a partner EPP in TN, and the instruments will be reviewed by the Primary Partner at the next partnership meeting to confirm mutually agreed upon evaluation expectations. Clinical Mentors will be evaluated by the Candidate and the Clinical Supervisor using the Clinical Mentor evaluation. The Clinical Supervisor will be evaluated by the Candidate and Clinical Mentor using the Clinical Supervisor evaluation. The results will be shared with the Field Experience and Clinical Practice Committee. Two representatives from the primary partner (HCS) will also sit on these committees to assist in the following two areas: one, to determine if Clinical Educators will be retained, and two, addressing lower performing areas among multiple Clinical Educators which in turn will drive growth opportunities and professional development/training for the following year. In addition to identified growth and professional development opportunities from survey data, a yearly professional development, led by EPP and PPA TEAM trained evaluators, will be provided to support clinical mentors and supervisors in TEAM evaluation training.

**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.*

The EPP and HCS will establish and maintain a mutually beneficial partnership with diverse K-5 schools for high-quality clinical preparation of candidates. This partnership will rely on effective communication and shared responsibility to

co-construct clinical experiences that link theory and practice and maintain coherence across all components of preparation.

The mutually agreed upon K-5 Program of structure is divided into 3 levels: forty-nine (49) credit hours for the general education core, twenty-one (21) credit hours for the major requirement courses, and forty-two (42) credit hours for professional core courses. It is a four-year program that consists of 124 hours (see prompt 5). The EPP and HCS mutually agreed to build three levels of field experience

**Level 1**

✖ EDU 230 Foundations of Education 20 hours **Level 2**

✖ EDU 232 Curriculum & Instruction 20 hours

✖ EDU 337 Teaching Elementary Math 10 hours

✖ EDU 333 Elementary Social Studies 10 hours

✖ EDU 334 Teaching Elementary Science 10 hours

✖ EDU 340 Multicultural Settings 10 hours

✖ EDU 350- Literacy I: Emergent Literacy Methods Course 10 hours

✖ EDU 351 Literacy II: Literacy Instruction for Grades 2nd – 5th 20 hours

✖ EDU 338 Reading and Writing 20 hours **Level 3**

✖ EDU 430 Enhanced Student Teaching 15 weeks

Within these three levels of field experience, the partnership ensures the theory teacher candidates are learning what will be applied to practice. For example, EDU 350, Literacy I, will require students to take what they are learning regarding Kindergarten through 1st grade literacy (site words, identifying reading grade levels, phonics) and applying it in one-on-one, small, and/or whole group instruction). The collaborative partnership between the Lane College EPP program and HCS will ensure our field placements, development of candidates' knowledge, skills, dispositions, and relationships with varied stakeholders extend from the pre-professional programs through student teaching and beyond.

Shared accountability for candidate outcomes will be established at end of year data debriefs with HCS. For example, the EPP and HCS will examine the Tennessee Department of Education's Annual Report data yearly, which houses candidate outcome completion data. During the meeting, the partnership will examine Praxis scores, observation scores, and TVAAS scores to determine if changes or improvements need to be made to coursework and if field experiences need to be altered, added, or removed.