### Educator Preparation Provider Provider (EPP)
- **The University of Memphis**

### Local Education Agency (LEA)
- **Shelby County Schools**

### Term of Agreement
- **2021-2022**

#### EPP Contact/Designee
- **Name:** Dr. Nichelle C. Robinson  
  **Title:** Director of Teacher Education  
  **Email Address:** ncrbnson@memphis.edu  
  **Phone Number:** 901-678-1633

#### LEA Contact/Designee
- **Name:** Dr. Angela Whitelaw  
  **Title:** Deputy Superintendent  
  **Email Address:** whitelawam@scsk12.org  
  **Phone Number:** 901-416-5800

#### Other Key Staff
- **Name:** Mrs. Ayanna Perkins  
  **Title:** Clinical Placement & Induction Coordinator
- **Name:** Arby Martin  
  **Title:** Manager, Induction & Development
- **Name:** Dr. Angela Nichols  
  **Title:** Director of Leadership

#### Certification (signatures verify partnership)
- **EPP Head Administrator**  
  **Name:** Dr. Kandi Hill-Clarke  
  **Title:** Dean  
  **Date:** 9/28/2021

- **LEA Director of Schools**  
  **Name:** Angela M. Whitelaw, Ph.D.  
  **Title:** Deputy Superintendent  
  **Date:** 9/30/2021
Shelby County Schools (SCS) and the University of Memphis have established a primary partnership agreement (herein after referred to as "UofM") to meet district needs for improving educator preparation.

SCS has identified the following actions in agreement with The University of Memphis to strengthen and streamline the various strategies used to improve the teacher pipeline in SCS. The UofM will work with SCS to consider the following goals and strategies as a part of their ongoing efforts to meet district needs.

UofM will expand on ways to promote the teaching profession to meet district goals. Specific attention will be given to recruitment and selection strategies for increasing the number of students going into educator preparation programs, with a focus on recruiting and hiring teachers with diverse racial, ethnic, socioeconomic, linguistic, and cultural backgrounds to teach in high-needs schools and end-of-course tested subjects. SCS desires to staff diverse educators in SCS, and especially in high priority schools.

To meet the district's needs, UofM will consider the following strategies to recruit students into respective programs:

1. Ensuring the district projects its hiring needs yearly depending on subject areas and shares this information with EPPs for developing their recruitment plans.

2. Ensuring EPPs share their respective recruitment plans based on district needs and approved programs, involving appropriate district staff in planning/review of recruitment plans as necessary.

3. Jointly establishing "Look For's" in teacher candidates as part of the selection process to identify key competencies such as problem solving, independent thinking, critical thinking, conceptual skills and student connections, aligning recruitment and selection approaches to district needs.

4. Conducting a recruitment campaign, designed to positively change the narrative about being an educator. This campaign will highlight teaching as a profession. This recruitment campaign will use EPP alums, both famous and currently teaching in SCS, to share this narrative through video to market/brand teachers in other departments and to market/brand the benefits of teaching in Memphis. This campaign will require public and private entities to work together to share the benefits of living and working in Memphis (great cost of living, better standard of living) and the rewards of the teaching profession.

5. Targeting SCS students early in middle school and early high school to begin cultivating their interest in education as a profession. UofM will explore expanding dual-credit and dual-enrollment options for education courses. UofM will also consider resources and non-profit organizations for cultivating student interest in the profession, including, but not limited to, Future Teachers of America Clubs in High School, Teaching as a Profession (CCTE Courses), and Educators Rising at https://www.educatorsrising.org/.

6. Expanding options for teacher candidates to start EPP coursework early (sophomore and junior years), take the Praxis in their senior year, and count electives toward a licensure program.
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 learning and development. (500 words)

UofM will work with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs.

Selection- SCS and UofM will implement a process for selecting clinical mentors that includes co-developed mentor skills and competencies. This could include how the principal/designee identifies teachers to serve as clinical mentors and how the EPP requests placements for teacher 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), and willingness to support a teacher candidate for their clinical experience. During selection, SCS Instructional Leadership Directors (ILDs) and/or Academic Representatives will provide guidance regarding schools currently serving as a clinical school provider. The Professional Development Office designee receives requests from EPPs and contacts principals to ask for teachers who meet minimum requirements. Once the SCS designee receives recommendations, he or she, notifies EPPs of assignments. EPPs may select current or retired teachers, principals, and/or program content area faculty certified in the content areas of the teacher candidates they are supervising to serve as clinical supervisors. UofM may determine additional requirements for clinical supervisors. EPPs ensure clinical supervisors are trained on TEAM and TEM and have supervisory experience.

Placement- SCS and UofM will develop a process for placement for teacher candidates that includes clear criteria on where teacher candidates are placed, why they are placed in a particular school, and how the placement decision was made. UofM's process will be inclusive of, rather than additional to or in place of, existing policies and protocols between SCS and individual EPPs.

Preparation- SCS and EPPs within UofM will work together to develop a “School-Based Clinical Mentor Program” that mentors must attend to attain skills to effectively support teacher 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- UofM and SCS will work together to develop a process for observing clinical educators and providing actionable feedback for improvement, specifically in the area of the mentoring and coaching relationships. Observation and feedback are intended to identify growth and development needs for clinical mentors and to assist in determining whether an individual should continue as a mentor. Evaluation tools/surveys will be collaboratively developed as needed to provide information regarding the clinical educator experience.

Support- UofM and SCS will work together to develop and deliver training for clinical mentors based on areas identified for improvement and/or district- and EPP-identified needs. Focused training will include training on social-emotional curriculum and strategies, how to love, nurture, and educate children who have experienced traumas, and in the TEAM and TEM evaluations.
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. (500 words)

UofM will work with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs.

UofM will work to increase the coherence between theory and practice on what early career teachers and other educators should know and be able to do. UofM will ensure that teacher candidates possess the appropriate knowledge, skills, and dispositions required for teacher candidates to meet the required standards for all specialty area programs offered and that teacher candidates understand preparation expectations, licensure requirements, and professional responsibilities. Key focus areas will be on ensuring 6th - 12th grade teachers are effective content instructors, utilizing state academic standards and appropriate assessments, and focusing on how literacy plays an important role in comprehension and composition, to better ensure excellent academic outcomes for students.

Academic content will be shared between SCS and UofM. As much as possible, teacher candidates' instructional delivery should utilize existing SCS materials, strategies, and assessments. UofM will ensure that these materials are introduced in EPP courses and that teacher candidates observe and practice these resources during their clinical experiences. UofM will mutually agree upon activities to ensure candidates expand their cultural competence on issues of equity and social-emotional learning (SEL) through academic preparation, shared training and materials, experience, and discussions with clinical mentors.

Further, SCS and UofM will acknowledge and share the responsibility of evaluating clinical experiences and academics to further coherence and collaboration between SCS and collaborating EPPs. UofM will determine the expectations as well as each entity's level of accountability through UofM process. For teacher candidates to successfully meet district and EPP expectations, these must be clearly identified and appropriately communicated to teacher candidates, EPP faculty, and SCS staff.

SCS will use UofM process to provide shared practice and opportunities to strengthen Praxis outcomes of candidates in initial licensure programs. Test-taking skills may be outlined and frequent and recurring schedules expected to support potential candidates. UofM will acknowledge the requirement of edTPA completion during the teacher candidates' clinical experiences, and SCS and EPPs will work together to support teacher candidates and job-embedded teachers as they complete the edTPA, providing additional opportunities to link theory to practice and to further UofM work of the partnership.

Teacher candidates and mentor teachers will engage in collaboration opportunities (e.g., collaborative planning, co-teaching, data meetings, etc.) that will allow the teacher candidates to progressively engage in opportunities to link these evidence-based practices to classroom practice. UofM will mutually agree on observation and evaluation methods to be used when providing feedback to teacher candidates throughout their clinical experience.
Prompt 4: Identify mutually-agreed upon key assessments, transition points, and exit requirements.

UofM will work with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs. Agreed upon minimum expectations in each of these areas - key assessments, transition points, and exit requirements by obtaining mutual agreement from SCS.

UofM and SCS will mutually agree upon the minimum criteria for admission to teacher education programs within UofM including minimum SAT/ACT/GRE scores or Pre-Professional Exam Scores, minimum GPA, disposition scores, minimum grades in pedagogical courses, and faculty recommendations.

UofM and SCS will mutually agree upon key assessments to evaluate teacher candidates at 3 transition points (i.e., admission to teacher education, admission to clinical experience, and exit requirements for licensure recommendation). These key assessments will ensure that teacher candidates possess the appropriate knowledge, skills, and dispositions required for effective teaching. UofM will determine this for traditional EPPs as well as local, job-embedded programs. National alternative preparation programs, however, have nationally established pre-determined criteria that often build upon state and district requirements.

UofM and SCS will mutually agree on assessments and minimum scores to ensure teacher candidates have the knowledge and skills to effectively teach the mutually agreed on standards throughout their program. These assessments may include lesson planning, unit development, case studies, and other assessments specific to content area.

UofM and SCS will mutually agree upon exit criteria to be recommended for licensure in Tennessee. Teacher candidates must meet the minimum score in the edTPA and PRAXIS exams as required by the Tennessee Department of Education. UofM will acknowledge the requirements of edTPA completion during the teacher candidates’ clinical experiences.

Additional clarifications and/or actions related to Prompt 4: Identify mutually agreed upon key assessments, transition points, and exit requirements that SCS and the University of Memphis may take outside of UofM may include, but are not limited to:
1. Invite and seek SCS active participation in the college-wide assessment team and CAEP visit.
2. Collaborate with SCS administration to ensure familiarity with edTPA process for teacher candidates.
Prompt 5: Identify mutually-agreed upon design of 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. (500 words)

*Per Educator Preparation Policy 5.504, the term “clinical experience” refers to both field experience and clinical practice. Clinical practice includes student teaching, internship, or job-embedded opportunities.

UofM will work with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs.

SCS has a Memorandum of Understanding (MOU) with UofM. The MOU addresses the mutually-agreed upon design of clinical experience to ensure teacher candidates demonstrate developing effectiveness and positive impact on students’ learning/development aligned with CAEP TN Standards and the TEAM or TEM evaluations. Clinical experiences include both field experiences and clinical practice. Clinical practices include student teaching, internships, or job-embedded opportunities. The MOU is maintained on file with the Director of Schools. Along with UofM Agreement and EPP Primary Partnership Agreement as applicable, the MOU is reviewed annually by the district and EPP.

UofM will:
1. Review the current MOU/MOA to ensure appropriate alignment and connections.
2. If alignment is not evident, provide detailed response, connecting back to the MOU/MOA to provide information on what actions the partnership will take to improve this alignment.
3. If the MOU/MOA is available, link or attach the current MOU/MOA as supporting document.
4. If the EPP has a data sharing agreement with SCS, link or attach current data sharing agreement as supporting documentation.

UofM will ensure the following:
1. Programs meet the minimum expectations for clinical practice as outlined in the educator preparation policy (5.504).
2. Teacher candidates have regular and constant opportunities to experience clinical experiences, including the minimum number of hours or days (as required) for both field experiences and clinical practices for all programs.
3. Teacher candidates have regular and consistent opportunities to observe and practice in a variety of settings (within and across schools, during different times of day, across different types of instruction/classroom composition) to adequately cover the breadth of the endorsement.

Additional clarifications and/or actions related to Prompt 5: identify mutually-agreed upon design of clinical experience 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 that SCS and the University of Memphis may take outside of UofM may include, but are not limited to:
1. Provide additional clinical experiences related to coursework.
2. Collaborate with SCS to align the district's philosophy and approach to teaching and learning.
3. Engage SCS administrators in curriculum and instruction and teacher development to share expectations for teacher content and pedagogical content knowledge to ensure implementation of the district's curriculum with fidelity.
**Educator Preparation Provider/Local Education Agency Primary Partnership Agreement**

**Prompt 1:** Identify UofMly-developed recruitment and selection strategies and goals.  
*TDOE approved accommodations made due to COVID-19 pandemic.*

Shelby County Schools (SCS) and the University of Memphis, College of Education, Department of Leadership (LEAD) has established a primary partnership agreement to meet district needs for improving school leadership preparation.

SCS has identified the following actions alongside The University of Memphis to strengthen and streamline the various strategies used to improve the school leader pipeline. LEAD will work together and/or with SCS to consider the following goals/strategies to meet SCS needs.

SCS desires to staff diverse school leaders in SCS, and especially in high priority schools. LEAD and SCS will expand on ways to promote school leadership preparation to meet district goals. Specific attention will be given to recruitment and selection strategies for increasing the number of Latinx students enrolling in LEAD’s school leadership preparation programs. SCS will focus on recruiting and hiring school leaders with diverse racial, ethnic, socioeconomic, linguistic, and cultural backgrounds to lead high-needs schools.

To meet the district's needs, the LEAD and SCS will consider the following strategies to recruit students into respective programs:

1. Ensuring SCS projects its school leader hiring needs yearly and shares this information with LEAD to develop recruitment plans.
2. Ensuring LEAD shares respective recruitment plans based on district needs and approved programs, involving appropriate district staff in planning/review of recruitment plans as necessary.
3. Jointly establishing "Look For's" in LEAD school leadership candidates as part of the selection process to identify key competencies such as leadership potential, problem solving, independent/critical thinking, conceptual skills, student connections, soft skills that lead to positive culture and climate, and aligning recruitment and selection approaches to district needs.
4. LEAD will conduct a recruitment campaign, designed to positively change the narrative about being a school leader. This campaign will highlight school leadership as a profession. This recruitment campaign will use LEAD alums, both formerly and currently teaching and leading in SCS, to share their narrative through video to market/brand the benefits of serving as school leaders in Memphis and West Tennessee. This campaign will require public and private entities to work together to share the benefits of living and working in Memphis (great cost of living, better standard of living) and the rewards of the school leadership profession.
Educator Preparation Provider/
Local Education Agency
Primary Partnership Agreement

**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 learning and development. (500 words)

LEAD will work together and/or with SCS 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 SCS 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, SCS representatives will provide guidance regarding schools currently serving as a clinical school provider. The SCS Office of Leadership will provide a list of school leaders who meet minimum requirements. SCS working together and/or with LEAD may select current or retired certified school leaders to serve as clinical supervisors. LEAD and SCS may determine additional requirements for clinical supervisors.

Placement- SCS 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 SCS policies and protocols.

Preparation- SCS 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 SCS 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 SCS will work together to develop and deliver training for clinical mentors based on areas identified for improvement and/or SCS 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.
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. (500 words)

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

LEAD and SCS will work to increase the coherence between theory and practice on what early career school leaders should know and be able to do. Both will ensure that school leader candidates possess the appropriate knowledge, skills, and dispositions required for candidates to meet the required school leadership standards and that candidates understand preparation expectations, school leadership licensure requirements, and professional responsibilities. Key focus areas will include the following:

Ensuring school leadership candidates are effective educational administrators, utilize state standards and appropriate assessments, and focus on quality curriculum and instruction evaluations/assessment to better ensure excellent academic outcomes for students.

Academic content will be shared with SCS. When possible, school leader candidates' instructional delivery may utilize existing SCS school leadership materials, strategies, and assessments. LEAD will ensure that these materials are introduced in courses and that school leadership candidates observe and practice such resources during their clinical experiences. LEAD and SCS will mutually-agreed upon activities to ensure candidates expand their cultural competence on issues of equity and social-emotional learning (SEL) through academic preparation, shared training and materials, experience, and discussions with clinical mentors.

Further, SCS and LEAD will acknowledge and share the responsibility of evaluating clinical experiences to enhance coherence and collaboration between SCS and LEAD. Both will collaboratively determine the expectations as well as each entity’s level of accountability through UofM process. For school leader candidates to successfully meet district and LEAD expectations, these expectations will be clearly identified and appropriately communicated to candidates, LEAD faculty, and SCS staff.

SCS and LEAD will use UofM process to provide shared practice and opportunities to strengthen school leadership Praxis outcomes of candidates in licensure programs. Test-taking skills may be outlined to support candidates. As well, opportunities to link theory to practice and to further UofM work of the partnership will be provided.

School leadership candidates and mentors will engage in collaboration opportunities (e.g., collaborative planning, co-leadership opportunities, data meetings, etc.) that will allow school leader candidates to progressively engage in opportunities to link evidence-based practices to educational administration practice. LEAD and SCS will mutually agree on observation and evaluation methods to be used when providing feedback to school leadership candidates throughout their clinical experience.
**Prompt 4: Identify mutually-agreed upon key assessments, transition points, and exit requirements. (500 words)**

LEAD will work together and/or with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs. Agreed upon minimum expectations in each of these areas - key assessments, transition points, and exit requirements by obtaining mutual-agreements from SCS.

LEAD and SCS will mutually agree upon the minimum criteria for admission to school leadership programs within LEAD including, minimum GPA, disposition scores, minimum grades in pedagogical courses, and faculty recommendations.

LEAD and SCS will mutually agree upon key assessments to evaluate school leader candidates at 3 transition points (i.e., admission to school leadership programs, admission to clinical experience, and exit requirements for licensure recommendation). These key assessments will ensure that school leader candidates possess the appropriate knowledge, skills, and dispositions required for effective teaching.

LEAD and SCS will mutually agree on assessments and minimum scores to ensure school leader candidates have the knowledge and skills to effectively meet the mutually agreed on standards throughout the program. These assessments may include assessment strategy implementation practices, enhanced curriculum and instruction oversight projects, appropriate school leadership case studies, and other appropriate assessments specific to school leadership course content areas.

LEAD and SCS will mutually agree upon exit criteria to be recommended for school leadership licensure in Tennessee. Teacher candidates must meet the minimum score in the school leadership PRAXIS exams as required by the Tennessee Department of Education. LEAD will acknowledge the requirements of school leader PRAXIS completion prior to or during the candidates' clinical experiences.

Additional clarifications and/or actions related to Prompt 4: Identify mutually agreed upon key assessments, transition points, and exit requirements that SCS and LEAD may take outside of the partnership may include, but are not limited to:
1. Invite and seek SCS active participation in the college-wide assessment team and CAEP visit.
2. Collaborate with SCS administration to ensure familiarity with school leadership PRAXIS preparation for school leader candidates.
**Prompt 5:** Identify mutually-agreed upon design of 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. *(500 words)*

*Per Educator Preparation Policy 5.504, the term "clinical experience" refers to both field experience and clinical practice. Clinical practice includes internship and/or job-embedded opportunities.*

LEAD will work together and/or with SCS to achieve the following goals and strategies as part of their ongoing efforts to meet district needs.

SCS has a Memorandum of Understanding (MOU) with the University of Memphis. The MOU addresses the mutually-agreed upon design of clinical experience to ensure school leader candidates demonstrate developing effectiveness and positive impact on student/teacher learning/development aligned with CAEP TN Standards and the TEAM or TEM evaluations. The MOU is maintained on file with the Director of Schools. Along with UofM Agreement and EPP Primary Partnership Agreement as applicable, the MOU is reviewed annually by the district and LEAD.

**LEAD will:**
1. Review the current MOU/MOA to ensure appropriate alignment and connections.
2. If alignment is not evident, provide detailed response, connecting back to the MOU/MOA to provide information on what actions the partnership will take to improve this alignment.
3. If the MOU/MOA is available, link or attach the current MOU/MOA as supporting document.
4. If the EPP has a data sharing agreement with SCS, link or attach current data sharing agreement as supporting documentation.

**SCS 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 5: identify mutually-agreed upon design of clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all teachers'/students' learning and development that SCS and the University of Memphis may take outside of the partnership. Such may include, but is not limited to:
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 SCS Leadership Symposium, serving as facilitators, and/or engaging in the learning experience as a participant. School Leadership candidates will attend SCS Leadership Symposium as a participant as a part of their clinical experience.