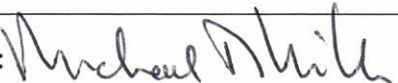



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

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

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

LEA Contact/Designee	
Name: Dr. Lee-Ann Kight	Title: Chief Academic Officer
Email: lkight@memphis.edu	Phone Number: 9016783545

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Michael Miller	Title: Dean
Signature: 	Date: 10/13/25

LEA Head Administrator: Dr. Sally Parish	Title: Vice Provost & Director of Schools
Signature: 	Date: October 8, 2025

**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 the University Schools, UofM will implement the following strategies to recruit students into their respective programs:

1. Work with University Schools to develop a Teachers As Professionals program.
2. Ensure that teacher candidate placements are completed in University Schools for various experiences.
3. UofM will track the number of candidates who request University Schools for Residency placements during the senior year.
4. UofM and University Schools will track the number of Residency candidates who accept teaching positions in University Schools which leads to an increase in the educator pipeline.
5. UofM will provide mentoring and a Summer Bridge experience for University Schools students interested in becoming teachers.

**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 University Schools will work together to address the following district needs:

1. Co-Select - University Schools 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 - University Schools 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. University Schools 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 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 University Schools 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. University Schools 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 University Schools 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 University Schools 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 University Schools. Teacher candidates will be placed in a variety of school and classroom environments. They will be placed in K-5, middle, and high schools. They will be placed in 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 University Schools will work together to implement the following goals related to continuous improvement:

1. UofM will invite a University Schools 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. University Schools 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 University Schools, during this meeting. The data regarding University Schools will be shared with them via email as well.
3. Mentor teachers will be asked to provide feedback on how clinical placements can be redesigned and improved to benefit UofM teacher candidates and University Schools.
4. University Schools 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.
5. 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.
6. 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. *NOTE: Responses should not exceed one page per prompt.*

UofM and University Schools 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 University Schools in-service sessions during the summer before beginning their Residency placements.
3. University Schools 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.

Short-term Outcomes:

1. UofM teacher candidates are prepared to complete their sophomore/junior field experiences, senior year Residency, and Clinical MAT placements in University Schools classrooms.
2. UofM candidates are more aware of University Schools 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 University Schools due to the various points of introduction to district policies, procedures, and expectations for curriculum and instruction.

Long-term Outcomes:

1. More UofM candidates will choose to teach in University Schools.
2. UofM will assist in increasing the educator pipeline for University Schools.
3. UofM candidates will be prepared to teach "all" students in every environment.
4. UofM and University Schools will work together to recruit teachers for elementary and end of course endorsement areas from UofM teacher candidates and University Schools.