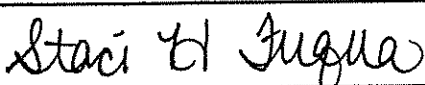


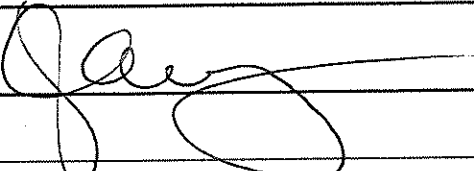
Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee at Martin
Local Education Agency (LEA)	Humboldt City Schools
Academic Year of Agreement	2025-2026

EPP Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: Staci Fuqua	Title: EPP Director
Signature: 	Date: 9-12-25

LEA Head Administrator: Dr. Janice Epperson	Title: Superintendent
Signature: 	Date: 9-12-25

**Prompt
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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 UT Martin EPP and its P-12 partners have co-constructed the Residency I and II field experience model to provide candidates more robust clinical field experiences in addition to the student teaching experience. This ongoing initiative is regarded as successful and highly effective. Furthermore, additional literacy coursework has been embedded in the UT Martin EPP curriculum to ensure foundational skills are taught alongside more robust opportunities for practical application.

In Residency I (RI), candidates now begin clinical experience when P-12 schools start as part of the "First Days of School" experience, not when college courses start, increasing the duration, the depth, and the breadth of the clinical experience. This experience enables candidates to experience important factors of the teaching profession that they would not have otherwise observed or encountered, including communicating course expectations, establishing effective classroom management systems, participating in emergency preparedness activities, classroom- and school-level organizational concerns, and setting up parental contact methods. Clinical observation time has also increased as a result of the creation of the RI component. As part of the RI component, candidates see their teaching responsibilities gradually increased from pure observation to teaching multiple sections. This method allows them to gain valuable teaching experience and familiarity with their students prior to RII. P-12 partners have reported that this joint initiative had made a positive impact on overall student success.

In Residency II (RII), otherwise referred to as the "traditional" student teaching experience, students complete clinical experiences in two placements. In Placement I of RII, students continue the work they began in RI by returning to the same classroom and completing nine weeks of active student teaching with that same group of students. Candidates are now able to witness and participate in establishing routines, procedures, rules, etc. from Day 1 of the school year. They can see how these components translate across the course of the year into the second semester. Candidates have stated that this experience is extremely valuable to their preparation to understand the school year in its entirety. During the RII field experience, candidates are to assume the complete role of the daily classroom teacher to ensure exposure to the depth, breadth, and diversity of the teaching profession. Under the supervision and mentorship of clinical mentors and university supervisors, candidates gain daily experience in lesson preparation, establishing welcoming and appropriate learning environments, and delivering effective classroom instruction through multiple modalities to the degree of the criteria outlined in the TEAM Educator Rubric or other state-approved teacher evaluation measures. These expectations, responsibilities, and experiences ensure candidates have the opportunity to make application of pedagogical content knowledge, develop their instructional effectiveness, and demonstrate a positive impact on pre-K-12 students.

In RII, candidates remain in Placement 1 for nine weeks; immediately after Placement 1 ends, Placement 2 begins and continues for seven weeks. Because candidates complete two placements during Residency II, they can experience greater variety and diversity in their placement settings such as grade level, diverse content in elementary school, and varied student backgrounds and learner needs. P-12 partners understand our candidates' needs and assists us along with other LEAs to ensure this variety. P-12 clinical mentors commit to modeling the use of instructional practices to meet the diverse needs of today's learners and coaching the candidates on making application of those practices in their own instruction.

The UT Martin EPP and its P-12 partners commit to continuous collaboration with P-12 partner districts and advisory boards to develop a responsive EPP curriculum and effective clinical experiences. The EPP and its P-12 partners will share relevant teacher and student data to highlight areas of needs and strengths in EPP candidates' preparation (classroom/behavior management, assessment, pedagogical content knowledge, trauma-informed practices, technology integration, HQIM, etc.). The EPP will make necessary adjustments to its curriculum and preparation activities based on collaboration with P-12 partners and shared data.

P-12 partners commit to providing the UT Martin EPP with access to current HQIM, classroom curricula, and online resources to ensure the classroom preparedness of EPP candidates. The UT Martin EPP will use these materials to teach and prepare candidates for current practices and expectations of the curricula being used in partner districts. In response to growing efforts to implement sounds-first foundational skills instruction and a renewed emphasis on disciplinary literacy across the state, UTM EPP faculty and staff are working to prepare candidates for the expectations of current curricular content and materials. P-12 partners will maintain close communication and collaboration to inform EPP faculty of necessary knowledge and skills, as well as training and licensure expectations, required of EPP teacher candidates. The EPP has also integrated the Tennessee Early Literacy Assessment and the Early and Secondary Literacy trainings into coursework so students pursuing relevant endorsement areas will meet licensure requirements.

Upon request, P-12 partners will assist UT Martin in identifying UT Martin EPP graduates employed as teachers in their school districts for the purposes of performance tracking and support. The EPP will provide ongoing support to completers in the first three years of their professional careers in P-12 partner districts. The EPP will make use of completion data to continue to modify and enhance candidates' pre-service preparation.

The UT Martin EPP and its P-12 partners commit to collaborating on clinical and curricular experiences to more intentionally incorporate technology into the candidates' practices for teaching and learning. This includes experiences for candidates to practice delivering instruction through multiple modalities, including classroom technology, hybrid instruction, online learning through Zoom, and asynchronous online learning. To these ends, the EPP has implemented a technology integration plan to better prepare its candidates with the skills and tools for effectively teaching future students with technology. As part of this plan, all UT Martin candidates will earn Google for Educators Level I Certification, participate in a three-part professional development series on technology frameworks and technological pedagogy, and complete assignments aligned with the technology trainings throughout their courses of study.

The UT Martin EPP and its P-12 partners commit to collaborating on opportunities for candidates to meaningfully engage with students' families and the districts' surrounding communities. Based on survey and partner feedback, the EPP has implemented family engagement professional development modules and assignments at multiple checkpoints across all programs. Candidates will have access to experiences that demonstrate how to successfully communicate and engage with parents, families, and community partners in support of student learning and success.