

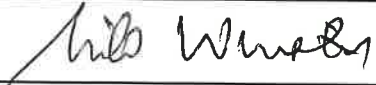
Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

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

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Roy Miller	Title: Dean
Signature: 	Date: 7/28/25

LEA Head Administrator: Dr. Micheal Winstead	Title: Director of Schools
Signature: 	Date: 7/28/25



**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.*

Selection of Clinical Mentor: Clinical mentors are selected collaboratively by Maryville City Schools principals and the Director of Clinical Placements. Candidates must meet the following criteria, in alignment with Tennessee State Board policy:

a minimum of three years of teaching experience; an active teaching license with an endorsement in the content area or a closely related field where mentoring will occur; a high level of effectiveness rating from the previous academic year; a demonstrated commitment to supporting the development of interns and student teachers.

In addition, clinical mentors agree to: provide consistent guidance and feedback to interns/student teachers, conduct at least one informal observation using the TEAM rubric; fulfill the roles and responsibilities outlined in the Templar School of Education (TSoE) Intern/Student Teaching Handbook.

Prior to beginning their mentorship, clinical mentors will review the TSoE Handbook in collaboration with Maryville City Schools staff to ensure clarity on expectations. Once mentors are assigned, clinical supervisors will conduct an in-depth review of the handbook with them to reinforce understanding and alignment with program goals.

Selection of Clinical Supervisors: clinical supervisors play a critical role in the success of clinical placements.

Candidates must: hold a minimum of a master's degree; have at least 10 years of experience in teaching and/or school administration; be certified in the TEAM evaluation system; commit to the expectations detailed in the TSoE Intern/Student Teaching Handbook.

Preparation and Training of Clinical Educators: The preparation of clinical mentors and supervisors is a collaborative effort between EPP faculty and MCS staff. Training includes the following topics:

edTPA and the approved EPP evaluation model; educator disposition assessments; providing effective feedback to interns/student teachers; communication and professional expectations; TDOE and InTASC standards

Following the initial training, clinical mentors and supervisors meet to discuss the unique needs of their assigned intern/student teacher. This meeting provides an opportunity to clarify expectations and establish a shared plan for support.

Ongoing Communication and Support

To ensure ongoing support and alignment: Clinical mentors and supervisors will meet bi-weekly to monitor intern/student teacher progress; supervisors will provide ongoing support and respond to mentor needs; supervisors will also collaborate weekly following seminar sessions to identify common trends or areas in need of additional support or training; feedback surveys will inform the development of timely and relevant professional learning for clinical educator. Clinical mentors and supervisors will complete a satisfaction survey regarding the implementation of their roles. Data from evaluations and surveys will be reviewed collaboratively with MCS principals to inform ongoing program improvements

Role of Principals: Principals play a key role in supporting clinical placements. They receive and review the TSoE Intern/Student Teaching Handbook alongside the placement coordinator. Their responsibilities include:

Understanding and reinforcing expectations for each intern/student teacher; supporting interns/student teachers throughout their placement; participating in training sessions to clarify their role and expectations.



**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 Templar School of Education's Graduate Placement Coordinator and Undergraduate Field Placement Director work closely with partner school districts (MCS) to collaboratively place students in mutually agreed-upon clinical experiences. These experiences are intentionally designed to allow teacher candidates to apply knowledge from their methods courses directly in classroom settings during their placements.

Clinical supervisors receive a comprehensive handbook and training to guide them in supporting teacher candidates. In addition, Educator Preparation Program (EPP) supervisors regularly visit classrooms to provide support to both the candidates and their mentor teachers.

Undergraduate clinical experiences begin as early as the first year, starting with a general school observation course. In this initial experience, students observe classrooms in four different schools (in one of the partner districts). The goal is to familiarize them with local school environments, routines, teaching practices, classroom management strategies, and the physical setup of classrooms.

From the second through fourth years, candidates complete one clinical placement per semester. Each placement is tied to a specific course and builds upon prior knowledge. Concurrent coursework focuses on content-specific pedagogy, lesson planning and preparation, and opportunities for targeted feedback from School of Education and school faculty. While the duration of placements may vary, candidates typically spend one day per week in the classroom for approximately ten weeks per experience (30-40 total hours).

Throughout each placement, clinical mentors complete an Educator Disposition Assessment (EDA) for each teacher candidate. This data is analyzed both individually and collectively to ensure candidates are developing effectiveness and demonstrating a positive impact on PreK - 12 students.

Field experiences are intentionally aligned with methods courses, and schools are selected to address student needs in targeted content areas. Templar School of Education candidates observe and engage in placements in partner districts, gaining valuable exposure to varied classroom settings and student populations. Candidates are required to complete at least one placement in a Title I school and two placements in ESL classrooms.

In the fifth year, candidates pursue a full-year teaching internship while earning a master's degree. During the internship year, candidates complete three distinct placements. Data—including TEAM evaluations, clinical mentor feedback, and EDA results—is collected multiple times throughout the year to monitor and support candidate growth.

The clinical experiences are structured to ensure depth, breadth, diversity, coherence, and duration. They are carefully sequenced and aligned with methods courses to support the continuous development of candidates instructional and classroom management skills. These experiences provide opportunities for teacher candidates to:

- Plan and deliver instruction to individuals, small groups, and whole classes
- Administer and analyze student assessments
- Apply pedagogical models appropriate to diverse student needs
- Receive ongoing, constructive feedback from clinical educators

Overall, the Templar School of Education's clinical experiences are designed to prepare candidates to demonstrate instructional effectiveness and make a meaningful, positive impact on PreK - 12 student learning.

