

State-Recognized and Primary Partnerships EPPs and LEAs

In accordance with [Tennessee Educator Preparation Policy 5.504](#), all EPPs are required to establish either a state-recognized partnership or a primary partnership with each LEA where candidates will complete any aspect of their clinical experience. This expectation is research based and aligns clearly with **Standard 2: Clinical partnerships and Practice from the Council for the Accreditation of Educator Preparation (CAEP)**. CAEP requires that: “The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all pre-K–12 students’ learning and development.”

When generating a PPA or SRPA, EPPs and their partner for teacher preparation or instructional leader preparation must address each prompt. Partners who address teacher preparation **and** instructional leader preparation may do so within the same agreement, or through a separate agreement for each (i.e., one agreement for teacher preparation and one for instructional leader preparation). EPPs and LEAs should collaborate to determine the activities related to the preparation of instructional leaders. Agreements should not be submitted without a formal review between partners.

State-Recognized Partnerships

EPPs must establish state-recognized partnerships with LEAs where teacher candidates and instructional leaders are placed for any portion of their clinical experience. These partnerships must establish:

1. the roles and responsibilities of EPP faculty and LEA staff, including clinical mentors and supervisors; and
2. clear expectations regarding the delivery of candidate support and evaluation.

Primary Partnerships for Teacher Education and Instructional Leader Programs

EPPs must establish at least one primary partnership with the LEA of their choice where teacher candidates and instructional leaders are placed for any portion of their clinical experience. In addition to the requirements for state-recognized partnerships, primary partnerships require:

1. established and explicit processes for identifying and responding to LEA-identified areas of need (e.g., ESL or Special Education teachers);
2. collaborative development of candidate selection criteria;
3. collaborative design of high-quality, needs-based clinical experiences; and
4. collaborative implementation of high-quality clinical experiences with engagement of both partners throughout the partnership.

Additionally, EPPs and their primary LEA partners may consider:

1. creating shared short- and long-term visions for the partnership, and/or
2. engaging the LEA in program design and delivery of program content.