# Primary Partnership Agreement Screening Tool

This screening and planning tool aligns with the required prompts in the primary partnership agreement (PPA). Educator preparation providers (EPPs) and their district partners may use this tool when conducting their PPA annual review or planning for and monitoring related continuous improvement efforts.

## Prompt 1: Program Recruitment and Selection

Identify the collaboratively-developed **recruitment and selection strategies and goals.**

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| **Indicator** | | **Current Collaborative Practices** | **Improvement Notes** |
| 1. Includes collaboratively-developed educator candidate recruitment and selection goals and strategies. | |  |  |
| 1. Identifies ways to analyze data to inform recruitment efforts to include high-needs endorsement areas/underrepresented groups. | |  |  |
| 1. Identifies structures and systems (e.g. timelines, milestones, funding sources, and staffing structures) to support recruitment efforts. | |  |  |
| **Next Steps/Changes to PPA:** |  | | |

## Prompt 2: Clinical Educators

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. Partners should refer to [Educator Preparation Policy 5.504](https://www.tn.gov/sbe/rules--policies-and-guidance/policies.html).

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| **Indicator** | **Current Collaborative Practices** | **Improvement Notes** |
| 1. Includes collaboratively-developed strategies criteria, and protocols to recruit and select high-quality provider- and school-based clinical educators. |  |  |
| 1. Includes co-constructed selection criteria and protocols for the selection of clinical mentors that include being rated highly effective by a state-approved evaluation model and licenses/endorsed in the same (or closely related) area as supported candidates. |  |  |
| 1. Identifies collaboratively-developed selection criteria and protocols for selecting clinical supervisors. |  |  |
| 1. Identifies that clinical mentors are observed and provided actionable feedback on how well they perform their identified roles and responsibilities as clinical educators. |  |  |
| 1. Identifies that clinical supervisors are observed and provided actionable feedback on how well they perform their roles and responsibilities. |  |  |
| 1. Includes co-constructed criteria and protocols for retaining clinical educators. |  |  |
| 1. Includes sufficient growth opportunities for clinical educators so they are able to carry out their roles and responsibilities a way that provides candidates with adequate support and opportunities for improvement. |  |  |
| **Next Steps/ Changes to PPA:** | | |

## Prompt 3: Candidate Preparation

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.

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| **Indicator** | | **Current Collaborative Practices** | **Improvement Notes** |
| 1. Includes mutually-agreed upon expectations to ensure educator candidates demonstrate connections linking theory to practice. | |  |  |
| 1. Includes mutually-agreed upon expectations to maintain coherence across clinical and academic components of preparation. | |  |  |
| 1. Includes mutually-agreed upon expectations to establish shared accountability for candidate outcomes. | |  |  |
| **Next Steps/Changes to PPA:** |  | | |

## Prompt 4: Assessments, transition points, and exit requirements

Identify mutually-agreed upon **key assessments, transition points, and exit requirements.**

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| **Indicator** | | **Current Collaborative Practices** | **Improvement Notes** |
| 1. Includes mutually-agreed upon key candidate assessments. | |  |  |
| 1. Includes mutually-agreed upon transition points. | |  |  |
| 1. Includes mutually-agreed upon exit requirements. | |  |  |
| **Next Steps/Changes to PPA:** |  | | |

## Prompt 5: Clinical Experience

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.

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| **Indicator** | | **Current Collaborative Practices** | **Improvement Notes** |
| 1. Demonstrates program alignment with minimum expectations for clinical practice as outlined in [Educator Preparation Policy 5.504](https://www.tn.gov/sbe/rules--policies-and-guidance/policies.html). | |  |  |
| 1. Indicates that partners mutually-agreed on a documented, well-defined sequence of clinical experiences to ensure developmental progression across the continuum of clinical experiences (depth). | |  |  |
| 1. Includes that partners have mutually-agreed on clearly defined expectations for the duration of clinical experiences, including minimum number of hours or days (as required in SBE policy) for field experiences and the clinical practice. | |  |  |
| 1. Includes a mutually-agreed upon design of clinical experiences of sufficient breadth, diversity, and duration. | |  |  |
| **Next Steps/Changes to PPA:** |  | | |