

Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Trevecca Nazarene University
Local Education Agency (LEA)	Wilson County Schools
Academic Year of Agreement	2026-2027

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Suzann Harris	Title: Dean
Signature: 	Date: 09/15/2026

LEA Head Administrator: Travis Mayfield	Title: Director of Schools
Signature: 	Date: 9/24/2024

**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.*

WCS and TNU have a shared goal of recruiting high-quality candidates from diverse backgrounds and populations. WCS has expressed a need to increase diversity among the district which coincides with the goal and action steps of the TNU Diversity Plan. Both institutions aim to attract and retain qualified candidates from an array of backgrounds, especially those from demographics which are underrepresented in the field of education; mitigate vacancies in high-need areas; and engage faculty, staff, partners, and students in the university wide and community-based initiative.

This consistent and aligned collaboration allows participation in recruiting events in WCS schools and businesses that target diverse P-12 students. Events include but are not limited to school visits, campus events (TNT, Experience Trevecca Day, FOCUS group events), marketing tactics, mailings, and a variety of social media platforms (Website, Instagram, and Facebook).

Performance measures include an evaluation of the applicant pools of prospective candidates and assessment of number or recruiting events with diverse P-12 students.

Through an annual analysis of hiring, retention, and growth data, WCS identifies and communicates their areas of need in their district and works with TNU to recruit teachers in high need areas. Basic descriptive information such as baseline points and numerical goals are shared. Furthermore, the TDOE Report Card and Annual Report helps determine progress and assists in revising goals as needed.

WCS continues to be involved in interviews and shared Professional Development opportunities assist in recruitment efforts. Partnership, Advisory, and Teacher Education Council Meetings are held where discussions regarding the diversity plan and demographic information related to candidates are shared with partners. Additionally, the employment landscape is consistently monitored to identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national markets for which it is preparing completers.

Lastly, discussions concerning Trevecca Nazarene University's dual enrollment program, which offers high school students a valuable opportunity to earn college credits while saving on tuition continue. Through dual enrollment, students can reduce the number of general education courses needed during their freshman and sophomore years, allowing them to advance into their major courses sooner. Notably, these courses are approximately 75% less expensive than standard college courses, with the Tennessee Dual Enrollment Grant covering 100% of the first five courses. One of the aims of this initiative would be to recruit high school students into the teaching profession.

**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.*

Clinical and field experiences for initial licensure candidates take place in a Wilson County School. Trevecca and CS partner to co-select clinical educators at the initial license level who meet the following criteria:

Three years of teaching experience

Recipient of Level 4 or Level 5 teaching on TEAM during the previous school year

Recommendation from building level administrator willing to serve as a mentor

Prior mentor evaluation data

Prior to the student teaching placement, all Cooperating Teachers and University Supervisors are invited to attend an orientation where procedures are reviewed and participants are trained on expectations and current initiatives. In person attendance at the orientation is desired; however attendance is typically low due to busy schedules. As a result, the Director of Clinical Placements provides a recorded zoom meeting where handbooks and procedures are reviewed.

Clinical experiences in Advanced Programs are carefully planned to provide candidates with sufficient depth, breadth, diversity, coherence, and duration. Examples of shared responsibility for continuous improvement at this level include but are not limited to, the development of a no-cost on-line professional development opportunity to assist classroom teachers and administrators across the state with the transition to virtual teaching; action-based research projects, and a partnership provided through the Tennessee Department of Education that offers a grant or applicants to receive Special Education and English as a Second Language additional endorsements.

Concerning the evaluation of Cooperating Teachers and University Supervisors, candidates complete an evaluation form for both individuals. This form has been revised based on feedback received during Partnership and Advisory Council Meetings. Data from the Mentor Evaluation form from candidates is collected, analyzed, shared with partners, and considered regarding future placements.

Clinical experiences benefit the candidates, the school/community, and the faculty. This relationship is a mutually beneficial one with the primary focus of developing candidate effectiveness in creating environments to support all students' learning and development.

**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.*

Trevecca works with WCS to design a variety of experiences that support the candidates' development of knowledge, skills, and professional disposition. This design uses various modalities which helps candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students.

To ensure licensure candidates are afforded a variety of experiences certain criteria are outlined and detailed in course syllabi. These experiences include reflective dialogue between university and school-based faculty with candidates prior to, during, and after field experiences or clinical practice. WCS is also proactive by providing candidates access to HQIM during field experiences and clinical placements.

Clinical hours are monitored by course professors and the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate their development as professional educators by offering opportunities to observe and participate in a variety of ways within a school setting.

During field experiences, candidates may observe, tutor, teach, interact with school personnel, students or families, participate in education-related community events, attend school board or professional meetings, or assist teachers or other school professionals. Best practices including literacy strategies, access to HQIM, and action-based research are embedded in both Initial and Advanced Programs.

Candidates participate in field experiences where they observe and practice strategies as well as collaborate with teachers and administrators. Together, partners and the EPP aim to prepare candidates to design effective curriculum and utilize data for improved student learning in all programs. Experiences are assessed by both the Field Experience team and partners with an instrument aligned to the Tennessee Educator Acceleration Model (TEAM) rubric.

Lastly, during Advisory Board meetings WCS provides valuable input concerning the development and monitoring of field experiences, curriculum, key assessments, and initiatives within the P-12 environment. Furthermore, WCS offers guidance concerning transition points such as admission interviews and exit assessments.

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.*

Members from Wilson County Schools are invited to attend Advisory Board meetings, which provide valuable input concerning the development and monitoring of assessments within the Quality Assurance System. In addition to providing guidance on assessment instruments, curriculum, and initiatives within the P-12 environment, the Advisory Board offers guidance concerning the transition points and exit assessments to all programs offered in the School of Education.

In addition to providing input about key assessments, transition points, and exit requirements during Advisory Board meetings, WCS specifically provides input concerning these areas during the admission to teacher education interviews, admission to advanced programs interviews, student teaching interviews, and mock interviews. An annual data retreat occurs at the end of the EPP academic year where discussions center on data driven instruction decisions, transition points within all programs, and exit requirements of all programs.

Candidates must meet the agreed upon criteria approved by the Advisory Board and Teacher Education or Advanced Programs Committee. These criteria are related to academic performance (GPA), writing ability, interview skills, recommendations, background check, coursework, and disposition in order to be fully admitted to the Teacher Education (Undergraduate, Post Baccalaureate, and Master of Arts in Teaching). These criteria also are related to Advanced Programs (Educational Leadership-MEd, English as a Second Language-MEd, Library and Information Science-MLIS, Special Education: Visual Impairments-MEd, and Specialist in Accountability and Instructional Leadership- Eds).

Once admitted, coursework is intentionally designed to become increasingly complex in order to support candidates' development of knowledge and practice. Key assessments within programs are regularly evaluated to ensure what is being assessed is relevant and useful. TNIE relies heavily on input from the Advisory Board and CS so that coursework is pertinent to today's P-12 classroom. Once permitted to student teach, TNU candidates reflect an evaluation similar to what a teacher at WCS would encounter during the first year of teaching.

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.*

After meeting and receiving feedback from WCS, the TNU template and rubric used for unit/lesson planning was revised to better reflect the needs of the district as well as better prepare candidate instruction. The template and rubric are aligned with TEAM.

As a result of our partnership, strategies such as Backwards Mapping from Culminating Tasks, Qualitative and Quantitative Text Analysis, Pre/Post Testing Analysis, utilization of HQIM, and thoughtful Text Selection where candidates provide rationales for text selection and data analyses were incorporated in the new unit/lesson plan template.. The redesign validated mutually agreed upon expectations of TNU and WCS to ensure educator candidates demonstrate connections linking theory to practice.

Lastly, the student teaching experience conducted in WCS allows cooperating teachers and candidates to work together to support students' overall development. This shared accountability scenario creates a valuable collaborative learning process that ensures learning for all.

**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 Goals:

Continued Student Teaching Placements in WCS
Continued Field Experience Placements in WCS for initial and Advanced Programs
Continued SPED and ESL on-line endorsement offerings
Continued collaboration with Candidate Interviews and Advisory Boards
More focused discussions regarding Annual Report using Insights Tool

Long Term Goals:

Attract and retain exceptional faculty to WCS STEM programs ork together to provide opportunities within WCS to inspire the next generation of students in STEM disciplines through teaching at the K-8, high school, and/or higher education levels.

Explore dual enrollment opportunities to provide a pathway for high school students to transition to college.

Explore pathways for initial licensure, specifically focusing on WCS high need areas such as Science and Math.