

**Primary Partnership Inventory
2021-22**

Framework Phase		EPP	District	Foundation Guiding Questions
Foundation: Preparing for the Partnership	Partnership has established initial vision.	Strongly Agree	Strongly Agree	1. Who from the EPP and from the district should be directly engaged in the partnership work? 2. Are partnership members from both the EPP and the district able to clearly articulate the partnership's vision and goals?* 3. Are others, both within the EPP and the district, who have a role in supporting the partnership's vision and goals aware of their roles and responsibilities in the partnership? 4. What are the key data sources that will inform the work of the partnership? 5. Is the district identifying hiring needs as early and specifically as possible? 6. Are there mechanisms in place to ensure that the district shares its hiring needs with the EPP as early as possible?
	Partnership has developed mutual goals.	Strongly Agree	Strongly Agree	
	Partnership is built on trust.	Strongly Agree	Strongly Agree	
	Relationship building is priority.	Agree	Strongly Agree	
Strongly Agree/Agree:	Partners discuss talent pipeline needs.	Strongly Agree	Strongly Agree	

Framework Phase		EPP	District	
Development: Working on the Partnership Together	Partners communicate frequently.	Agree	Strongly Agree	
	Partnership reviews data to improve the educator pipeline related to endorsement areas.	Strongly Agree	Strongly Agree	
	Partnership reviews data to improve the educator pipeline related to educator skills and competencies.	Strongly Agree	Strongly Agree	
	Partnership jointly recruits candidates for EPP programs.	Strongly Agree	Strongly Agree	
	Partnership jointly selects candidates for EPP programs.	Strongly Agree	Strongly Agree	

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Framework Phase		EPP	District	Development Guiding Questions
Development: Working on the Partnership Together (Continued)	Partnership jointly sets expectations for clinical educators.	Strongly Agree	Strongly Agree	<ol style="list-style-type: none"> 1. What shifts might need to happen at the EPP level to support the partnership's vision and goals? At the district level? 2. What forecasting can the district provide regarding its staffing needs? 3. Are there recent policy changes or changes in trends that may impact the supply of educators in specific areas? 4. What mechanisms are available to improve the educator pipeline (e.g., placing candidates for clinical experiences in schools with forecasted needs)? 5. How will the partnership ensure clinical mentors are prepared to support educator candidates in meeting expectations for program completion during the clinical experience? 6. How will partners ensure that the partnership work positively impacts the clinical experience for educator candidates? 7. How will partners work together and hold each other accountable to ensure that the partnership action plans are implemented? 8. What outcomes will partners use to measure the success of partnership efforts?
	Partnership has process for co-selecting high-quality clinical educators.	Strongly Agree	Strongly Agree	
	The partnership has a process for preparing high-quality clinical educators.	Strongly Agree	Strongly Agree	
	Partnership strategically places candidates for clinical experience progression.	Strongly Agree	Strongly Agree	
	Partnership aligns coaching and feedback strategies for candidates with district expectations.	Strongly Agree	Strongly Agree	
	Partnership aligns coursework with clinical experiences.	Strongly Agree	Strongly Agree	
	Partnership aligns coursework with district language.	Agree	Strongly Agree	
	EPP faculty spend sufficient time in schools.	Strongly Agree	Strongly Agree	
	Partnership has mutually agreed upon design of clinical experiences.	Strongly Agree	Strongly Agree	
	Strongly Agree/Agree:	Once hired, completers are supported by the partnership through professional learning opportunities.	Strongly Agree	

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Framework Phase		EPP	District	Sustainment Guiding Questions
Sustainment: Continuously Improving the Partnership	Quality of educators produced by the EPP meets partner's expectations.	Strongly Agree	Strongly Agree	1. How will the partners measure the success of the partnership efforts? 2. How will partners plan for continuous growth and development within the partnership? 3. What is the “next level” of the partnership? Once the partnership has made acceptable progress toward its current goals, what aspect of the partnership will become the focus? 4. What plan can be enacted to ensure that partnership work continues regardless of personnel changes?
	EPP has made shifts in pipelines, structures, and systems based on partner's needs.	Strongly Agree	Strongly Agree	
	Partnership is open to change.	Strongly Agree	Strongly Agree	
	EPP responds to district's changing needs.	Strongly Agree	Strongly Agree	
Strongly Agree/Agree:	Overall, partnership meets, or exceeds, expectations.	Exceeds Expectations	Exceeds Expectations	
	Additional Comments			
LEA: Our partnership with Trevecca has been very rewarding for our district. They are easy to work with and understand the needs of our district. Their students are diverse and have a high success rate on Praxis tests.				

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EPP: Overall, Trevecca continues to be pleased with the partnership that has been cultivated with Wilson County Schools.

Some areas of strength include:

- A mutually developed vision for ensuring high quality teacher and instructional leaders.
- Innovative practices based on district needs including revision of programs to include ESL certification, and revision in progress of user-friendly PD offerings.
- Alignment of coursework with standards and district language to support the effective teaching of foundational literacy skills; use of high-quality instructional materials; and how to manage classroom behavior through trauma-informed principles and practices.
- Jointly working together to select candidates for EPP programs (WCS involvement in admission, exit, student teaching, and mock interviews).
- Experience Trevecca days and marketing department's involvement with WCS high schools to create awareness of program offerings.
- Strengthened accountability for field and clinical placements (field experience coordinator oversight).

Some areas of growth include:

- Trevecca would like to be more involved with program completers regarding induction, coaching & mentoring. In order to improve, Trevecca would like to collaborate with WCS to determine how they can assist WCS with newly hired candidates. This should be a point of discussion when planning for the next PPA submission.
- Communicate more effectively. Trevecca would like to establish more intentional meeting times between WCS/TNU to determine LEA/EPP needs, share data, discuss partnership progress, and relationship building.
- Trevecca believes there is always room to improve the quality of new teachers produced as well as improve structures and systems to best meet the needs of WCS.

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To what extent does the primary EPP partner produce educators to meet district staffing needs in the following areas?



Endorsement	Staffing Needs Met
CTE Academic	N/A
CTE Occupational	N/A
Early Childhood	Enough
Elementary	Enough
English	Enough
ESL	Enough
Fine Arts	Enough
Health/Physical Education	Enough
Instructional Leader	Enough
Math	Enough
Middle Grades	Not Enough
School Services Personnel	N/A
Science	Not Enough
Social Studies	Enough
Special Education	Not Enough
World Languages	N/A