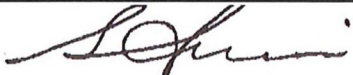
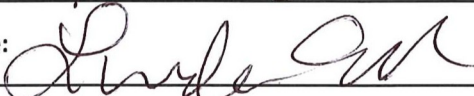


TN

Department of

Education Educator Preparation Provider/Local Education

Educator Preparation Provider (EPP)	Trevecca Nazarene University		
Local Education Agency (LEA)			
Academic Year of Agreement	2026-2027		
EPP Contact/Designee			
Name: Dr. Amy Conditt		Title: Coordinator of SOE Partnership Agreements	
Email: aconditt@trevecca.edu		Phone Number: 615-248-1561	
LEA Contact/Designee			
Name:		Title:	
Email:		Phone Number:	
Certification (signatures verify partnership)			
EPP Head Administrator: Dr. Suzann Harris		Title: Dean, School of Education	
Signature: 		Date: August 12, 2026	
LEA Head Administrator: Dr. Linda Cash		Title: Director of Bradley County School	
Signature: 		Date: 9-16-26	

Trevecca Nazarene University

Agency State Recognized Partnership Agreement

Prompt	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.
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Clinical and Field Experiences in the Initial Level Programs include Traditional Undergraduate and Masters of Teaching (MAT) candidates. Candidates in these programs have been granted security clearance for the consideration of working with P-12 students during field experiences and/or student teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408,71-3-501.

Educator Licensure and Preparation

January 2023

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EdUtCaüOng Experience for these candidates takes place over 13 weeks (75 consecutive days) candidate's program of study. During the Clinical Experience, candidates are observed formally by Supervisor and informally by their Cooperating Teacher for a total of four formal and two informal

- All observations are guided by the TEAM rubric which serves as a consistent tool for feedback, evaluation. Placements are co-selected, and Cooperating teachers must meet the following criteria:
- three years of teaching experience
- recipient of Level 4 or Level 5 teaching on TEAM during the previous school year
- Experience recommendation from building level administrator
- Field hours varies uniformly
- willingness to serve as a mentor
- prior mentor evaluation data

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Field Experiences in Advanced Programs include Educational Leadership, Library and Informational Science, Instruction, and English Secondary Learners. Experiences are carefully planned to provide sufficient depth, breadth, diversity, coherence, and duration. Examples of shared responsibility for improvement at this level include but are not limited to, the development of a no-cost on-line development opportunity to assist classroom teachers and administrators across the state with the virtual teaching; action-research projects, and a partnership provided through the Tennessee Education that offers a grant for applicants to receive Special Education and English as a second additional endorsements.

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

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

To ensure candidates build their professional skills prior to field experience, the Department of Education has developed a variety of experiences, certain criteria are outlined and detailed in the following: These experiences include reflective dialogue between university and school-based faculty with prior to, during, and after field experiences or clinical practice. Some methods are held on-site in building while many professors and the Director of Clinical Experiences maintain relationships with administrators and classroom teachers so that candidates are ensured a quality experience. Field Experience candidates are granted security clearance for the consideration of working students during field experiences and/or student teaching classroom experiences per the Tennessee Code of Regulations, Book 9, Sections 37-1-408, 71-3-501. Clinical hours are monitored by course professors and the Field Experience team and reflect diverse classroom/school settings. Candidates' experiences in the field should facilitate as professional educators by offering opportunities to observe and participate in a variety of school setting. During field experiences, candidates may observe, tutor, teach, interact with school students or families, participate in education-related community events, attend school board or meetings, or assist teachers or other school professionals. Best practices including literacy strategies research are embedded in advanced Programs. Candidates participate in field experiences where and practice strategies as well as collaborate with teachers and administrators. Together, partners and prepare candidates to design effective curriculum and utilize data for improved student learning in all programs are assessed by both the Field Experience team and partners with instrument Tennessee Educator Acceleration Model (TEAM) rubric. Advisory Board meetings, partners provide valuable input concerning the development and field experiences, curriculum, key assessments, and initiatives within the P-12 environment. partners offer guidance concerning transition points such as admission interviews and exit and provide valuable input at the data retreat.	Education
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