



## Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	<b>Trevecca Nazarene University</b>		
<b>Local Education Agency (LEA)</b>	<b>Gibson County Special School District</b>		
<b>Academic Year of Agreement</b>	<b>2025-2026</b>		
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<b>Certification (signatures verify partnership)</b>			
<b>EPP Head Administrator:</b> Dr. Suzann Harris		<b>Title:</b> Dean, School of Education	
<b>Signature:</b> 		<b>Date:</b> September 25, 2025	
<b>LEA Head Administrator:</b> Eddie Pruett		<b>Title:</b> Director of Schools	
<b>Signature:</b> 		<b>Date:</b> September 25, 2025	

<b>Prompt 1</b>	Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. <i>NOTE: Responses</i>
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Clinical and Field Experiences in the Initial Level Programs include Traditional Undergraduate and Master's programs. Candidates in these programs have been granted security clearance for the consideration of working with P-12 students. Candidates with prior teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408, 71-3-101, and 71-3-102 are eligible for consideration.

The Clinical (Student) Teaching Experience for these candidates takes place over 13 weeks at the end of the undergraduate program (or 13 weeks of the master's program). Placements are co-selected, and it has been agreed that Cooperating teachers 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
- Willingness to serve as a mentor
- Prior mentor evaluation data

Field Experiences at the Initial Level are outlined in a handbook and described in course syllabi. The number of hours for each experience is determined by the above-mentioned Cooperating Teacher criteria apply. Parameters of each unique Field Experience are determined by the Cooperating Teacher. These experiences benefit the candidates, the school/community, and the faculty. This relationship is a focus of developing candidate effectiveness in creating environments to support all students' learning and achievement.

Clinical experiences in Advanced Programs include Educational Leadership, Library and Informational Science, Curriculum and Instruction, and Special Education. Experiences are carefully planned to provide candidates with sufficient depth, breadth, diversity, coherence, and challenge. Experiences for continuous improvement at this level include but are not limited to, the development of a no-cost on-line professional development program for teachers and administrators across the state with the transition to virtual teaching; action-based research projects, and the Tennessee Department of Education that offers a grant for applicants to receive Special Education and English as a Second Language certification.

Concerning the evaluation of Cooperating Teachers and University Supervisors, candidates complete an evaluation of their Cooperating Teacher and University Supervisor. The evaluation is revised based on feedback received during Partnership and Advisory Council Meetings. Data from the Mentor Evaluation is shared with partners, and considered regarding future placements.

**Prompt  
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Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed one page per*

Trevecca works with partners to design a variety of experiences that support the candidates' development of knowledge and skills. Trevecca 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 our handbook. There is a continuous dialogue between university and school-based faculty with candidates prior to, during, and after field experiences. Trevecca has a dedicated on-site in the school building while many professors and the Director of Clinical Placements maintain relationships with school-based faculty so that candidates are ensured a quality experience.

Clinical and Field Experiences candidates are granted security clearance for the consideration of working with P-12 students. Trevecca provides teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408, 71-3-501. Clinical experiences are designed by the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate their development of knowledge and skills by offering opportunities to observe and participate in a variety of ways within a school setting. During field experiences, candidates work with school personnel, students or families, participate in education-related community events, attend school board meetings, and collaborate with school professionals. Best practices including literacy strategies and action-based research are embedded in Advanced Placement courses. Trevecca provides experiences where they observe and practice strategies as well as collaborate with teachers and administrators. Trevecca works to design effective curriculum and utilize data for improved student learning field experiences in all programs are aligned with an instrument aligned to the Tennessee Educator Acceleration Model (TEAM) rubric.

Lastly, during Advisory Board meetings partners provide valuable input concerning the development and monitoring of field experiences and initiatives within the P-12 environment. Furthermore, partners offer guidance concerning transition points such as data analysis and provide valuable input at the data retreat.

