

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

Educator Preparation Provider (EPP)	Trevecca Nazarene University
-------------------------------------	------------------------------

Local Education Agency (LEA)	Metro Nashville Public Schools
------------------------------	--------------------------------

Term of Agreement	2020-2021
-------------------	-----------

EPP Contact/Designee	
Name: Dr. Amy Conditt	Title: Chair, Accreditation & Assessment
Email Address: aconditt@trevecca.edu	Phone Number: 615-429-8178

LEA Contact/Designee	
Name: Dr. Christopher Barnes	Title: Chief of Human Resources
Email Address: christopher.barnes@mnps.org	Phone Number: 615-259-4636

Other Key Staff	
Name: Dr. Marcia Walker, Coordinator of Clinical Practices and Field Experiences	Name: Dr. Suzann Harris, Dean
Title:	Title:
Name: Dr. Tavia McLeod, Chair of Administrative Licensure Programs	Name: Dr. Judy Bivens, CAEP Accreditation Coordinator
Title:	Title:

Certification (signatures verify partnership)		
EPP Head Administrator	Name:	Date:
	Title:	
	Signature:	
LEA Director of Schools	Name: Adrienne Battle	Date: 1-20-21
	Title: Director of Schools	
	Signature: <i>Adrienne Battle</i>	

**Educator Preparation Provider/
Local Education Agency
State-Recognized Partnership Agreement**

**Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals.
(500 words)**

Trevecca has a long history of collaborating with Metro Nashville Public Schools. Advisory Board meetings are held twice a year where partners are invited and serve as a valuable asset. During advisory meetings, various ways

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

Prompt 2: 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. (500 words)

In 2020, the need to support teachers with online teaching strategies was identified. This need was a result of the pandemic, which necessitated the need for teachers to pivot to a virtual learning platform in a short amount of time. TNU responded to this need by providing free online professional development. The training was well received by teachers and administrators across the state with over 22,000 educators participating in this endeavor. The feedback received overwhelmingly supported candidates feeling supported and better prepared to teach in a virtual setting, which directly benefits the retention efforts of high-quality educators. Other ideas to support the retention of candidates include tutoring services and social emotional support to candidates and cooperating teachers.

TNU applied and was selected to participate in the Mentors Matters Training Initiative Grant offered by TDOE. This grant supports clinical mentors through TDOE led training on coaching and providing feedback. Our partnership includes some teachers who are participating in this initiative and they will be paired with TNU Student Teacher candidates effective January 2021. Prior to the student teaching placement, all Cooperating Teachers are invited to attend an orientation where handbooks are distributed and serve as an essential guide throughout the student teaching process. Once the placement is underway, the Cooperating Teacher works collaboratively with the candidate and University Supervisor. The Cooperating Teacher evaluates two (2) lessons while the University Supervisor evaluates two (2) lessons. All assessments are aligned with TEAM, InTASC, national and state standards, including TN literacy standards. On-going feedback occurs during the duration of the placement and there is a Concerns Form that is issued in the event that a problem arises.

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 Advisory Council Meetings where state partners provided input. Additionally, University Supervisors evaluate the Cooperating Teacher based solely on his/her ability to mentor and collaborate effectively with teacher education candidates.

On-going professional development is available throughout the school year for candidates in all programs, Cooperating Teachers, instructors, University Supervisors, administrators, and fellow colleagues who wish to further develop their knowledge. Trevecca publishes a list of PD offerings and circulates among the university and district. Likewise, state partners readily share PD opportunities and encourage others to register and attend.

Candidates enrolled in the Educational Leadership program complete 150 hours of project-based experiences within a state or primary partnership approved district. Sixty (60) hours of this requirement must be completed within a school setting where candidates observe and practice strategies that help students and teachers become more successful in the classroom. Best practices including literacy strategies are embedded in the program to better position administrators to be effective instructional leaders. State Partners and TNU aim to prepare future administrators to design effective curriculum and utilize data for improved student learnings. To facilitate this ideology, a handbook is utilized where expectations regarding delivery of candidate support and evaluation are outlined.