
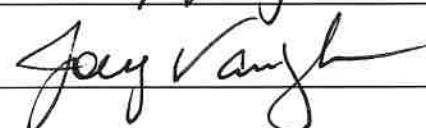




Department of  
**Education**

## **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>Academic Year of Agreement</b>	<b>2025-2026</b>	
<b>EPP Contact/Designee</b>		
<b>Name:</b> Dr. Amy Conditt		<b>Title:</b> Coordinator of SOE Partnership Agreements
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<b>LEA Contact/Designee</b>		
<b>Name:</b>		<b>Title:</b>
<b>Email:</b>		<b>Phone Number:</b>
<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> Joey Vaughn		<b>Title:</b> Director of Schools
<b>Signature:</b> 		<b>Date:</b> September 26, 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 should be submitted by the deadline.</i>	



Field Experiences in the Initial Level Programs include Traditional Undergraduate and Candidates in these programs have been granted security clearance for the consideration of working with and/or student teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-

The Clinical (Student) Teaching Experience for these candidates takes place over 13 weeks at the end of the year (on consecutive days). 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 the above-mentioned Cooperating Teacher criteria apply. Parameters of each unique Field Experience are explained in the handbook. 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 development.

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. For continuous improvement at this level include but are not limited to, the development of a no-cost on-line professional development system for teachers and administrators across the state with the transition to virtual teaching; action-based research projects, and a grant from the 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 form that 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, diversity, and challenge so that candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader preparation opportunities for candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed 250 words.*

Trevecca works with partners to design a variety of experiences that support the candidates' development of knowledge, uses various modalities which helps candidates demonstrate their developing effectiveness and positive impact on pre-k-

To ensure licensure candidates are afforded a variety of experiences certain criteria are outlined and detailed in course syllabi. Dialogue between university and school-based faculty with candidates prior to, during, and after field experiences or clinical placements on-site in the school building while many professors and the Director of Clinical Placements maintain relationships with schools so that candidates are ensured a quality experience.

For Clinical and Field Experiences candidates are granted security clearance for the consideration of working with P-12 students in teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408, 71-3-501. Clinical hours are completed by the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate their 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 or professional development sessions with school professionals. Best practices including literacy strategies and action-based research are embedded in Advanced Placement experiences where they observe and practice strategies as well as collaborate with teachers and administrators. Together, candidates are able to design effective curriculum and utilize data for improved student learning. Field experiences in all programs are assessed by partners 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 programs and initiatives within the P-12 environment. Furthermore, partners offer guidance concerning transition points such as providing valuable input at the data retreat.