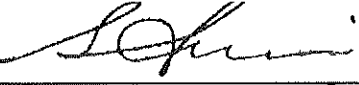
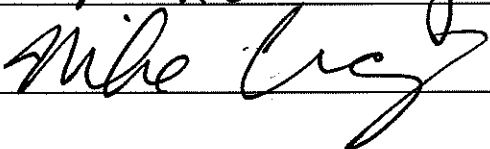




Department of
Education

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Trevecca Nazarene University		
Local Education Agency (LEA)			
Academic Year of Agreement	2025-2026		
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: September 25, 2025	
LEA Head Administrator: Mike Craig		Title: Dir. of Schools	
Signature: 		Date: 9/25/25	

Prompt
1

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. *NOTE: Responses should be submitted by the end of the month.*

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 and/or student teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-

The Clinical (Student) Teaching Experience for these candidates takes place over 13 weeks at the consecutive days). Placements are co-selected, and it has been agreed that Cooperating teachers meet the f

- 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 above-mentioned Cooperating Teacher criteria apply. Parameters of each unique Field Experience are experience. These experiences benefit the candidates, the school/community, and the faculty. This relationship focus of developing candidate effectiveness in creating environments to support all students' learning and

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

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

Prompt
2

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



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-

To ensure licensure candidates are afforded a variety of experiences certain criteria are outlined and detailed in course syllabi. There is a dialogue between university and school-based faculty with candidates prior to, during, and after field experiences or clinical experiences 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.

Clinical and Field Experiences candidates are granted security clearance for the consideration of working with P-12 students. Candidates receive teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408, 71-3-501. Clinical and Field Experiences are provided by the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate the development of skills by offering opportunities to observe and participate in a variety of ways within a school setting. During field experiences, candidates, with school personnel, students or families, participate in education-related community events, attend school board or district meetings, or work with school professionals. Best practices including literacy strategies and action-based research are embedded in Advanced Field Experiences where they observe and practice strategies as well as collaborate with teachers and administrators. Together, these experiences are designed to design effective curriculum and utilize data for improved student learning. Field experiences in all programs are assessed by Trevecca in partnership 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 licensure and provide valuable input at the data retreat.