



## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Trevecca Nazarene University
<b>Local Education Agency (LEA)</b>	Wilson County Schools
<b>Academic Year of Agreement</b>	2023-2024

EPP Contact/Designee	
<b>Name:</b> Dr. Amy Conditt	<b>Title:</b> Director, Accreditation and Assessment
<b>Email:</b> aconditt@trevecca.edu	<b>Phone Number:</b> 615-248-1201

LEA Contact/Designee	
<b>Name:</b> Jacob Moffett	<b>Title:</b> HR Generalist
<b>Email:</b> moffejac100@wcschools.com	<b>Phone Number:</b> 615-453-6593

Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Suzann Harris	<b>Title:</b> Dean, School of Education
<b>Signature:</b> 	<b>Date:</b> 09/25/2023

<b>LEA Head Administrator:</b> Rebecca Owens	<b>Title:</b> Deputy Director, Human Resources
<b>Signature:</b> 	<b>Date:</b> 10/2/2023

Prompt  
1

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

WCS and TNU have a shared goal of recruiting high-quality candidates from diverse backgrounds and populations. WCS has expressed a need to increase diversity among the district which coincides with the goal and action steps of the TNU Diversity Plan. Both institutions aim to attract and retain qualified candidates from an array of backgrounds, especially those from demographics which are underrepresented in the field of education; mitigate vacancies in high-need areas; and engage faculty, staff, partners, and students in the university wide and community-based initiative.

TNU participates in recruiting events in WCS schools and businesses that target diverse P12 students. Events include but are not limited to school visits, campus events (TNT, Experience Trevecca Day, FOCUS group events), marketing tactics, mailings, and a variety of social media platforms (Website, Twitter, Instagram, and Facebook). Performance measures include an evaluation of the applicant pools of prospective candidates and assessment of the number or recruiting events with diverse P12 students.

Through an annual analysis of hiring, retention, and growth data, WCS identifies and communicates their areas of need in their district and works with TNU to recruit teachers in high need areas. Basic descriptive information such as baseline points and numerical goals are shared. Furthermore, the TDOE Report Card and Annual Report helps the EPPs interpretation of its progress and assists in revising goals as needed.

On-going collaborative efforts between the WCS and TNU consist of continued raised awareness of public service grants afforded to future teachers. The TNU financial services department has information regarding these opportunities and works collaboratively with WCS to see that this information is available. WCS continues to be involved in interviews and shared Professional Development opportunities assist in recruitment efforts as well. TNU meets regularly to discuss the diversity plan and demographic information regarding candidates and shares with partners during partnership, advisory, and TEC meetings. Additionally, the EPP routinely monitors the employment landscape to identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national markets for which it is preparing completers.

Lastly TNU holds an annual Diversity Retreat each May. The Diversity Retreat is led by the TNU designated Diversity Coordinator. Topics have included updates on the Cultural Climate of the campus, Inclusive Practices, Social and Emotional Teaching, Diversity Council Updates, and Classroom Practices. WCS designees attend the Diversity Retreat when schedules permit.

Prompt  
2

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.*

Clinical and field experiences for initial licensure candidates take place in a Wilson County School. Trevecca and WCS partner to co-select clinical educators at the initial license level who 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

Prior to the student teaching placement, all Cooperating Teachers and University Supervisors are invited to attend an orientation where procedures are reviewed and participants are trained on expectations and current initiatives. In person attendance at the orientation is desired; however attendance is typically low due to busy schedules and the recent pandemic. As a result, the Director of Clinical Placements provides a recorded zoom meeting where handbooks and procedures are reviewed.

Clinical experiences in Advanced Programs are carefully planned to provide candidates with sufficient depth, breadth, diversity, coherence, and duration. Examples of shared responsibility for continuous improvement at this level include but are not limited to, the development of a no-cost on-line professional development opportunity to assist classroom teachers and administrators across the state with the transition to virtual teaching; action-based research projects, and a partnership provided through the Tennessee Department of Education that offers a grant for applicants to receive Special Education and English as a Second Language additional endorsements.

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 Partnership and Advisory Council Meetings. Data from the Mentor Evaluation form from candidates is collected, analyzed, shared with partners, and considered regarding future placements.

Clinical experiences benefit the candidates, the school/community, and the faculty. This relationship is a mutually beneficial one with the primary focus of developing candidate effectiveness in creating environments to support all students' learning and development.

Prompt  
3

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 WCS to design a variety of experiences that support the candidates' development of knowledge, skills, and professional disposition. This design 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 course syllabi. These experiences include reflective dialogue between university and school-based faculty with candidates prior to, during, and after field experiences or clinical practice. Some methods classes are held on-site in the school building while many professors and the Director of Clinical Placements maintain relationships with building administrators and classroom teachers so that candidates are ensured a quality experience.

Clinical hours are monitored by course professors and the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate their development as professional educators by offering opportunities to observe and participate in a variety of ways within a school setting. During field experiences, candidates may observe, tutor, teach, interact with school personnel, students or families, participate in education-related community events, attend school board or professional meetings, or assist teachers or other school professionals. Best practices including literacy strategies and action-based research are embedded in Advanced Programs. Candidates participate in field experiences where they observe and practice strategies as well as collaborate with teachers and administrators. Together, partners and the EPP aim to prepare candidates to design effective curriculum and utilize data for improved student learning field experiences in all programs are assessed by both the Field Experience team and partners with an instrument aligned to the Tennessee Educator Acceleration Model (TEAM) rubric.

Lastly, during Advisory Board meetings WCS provides valuable input concerning the development and monitoring of field experiences, curriculum, key assessments, and initiatives within the P-12 environment. Furthermore, WCS offers guidance concerning transition points such as admission interviews and exit assessments and provide valuable input at the data retreat.

Prompt  
4

Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

Members from Wilson County Schools are invited to attend Advisory Board meetings, which provide valuable input concerning the development and monitoring of assessments within the Quality Assurance System. In addition to providing guidance on assessment instruments, curriculum, and initiatives within the P-12 environment, the Advisory Board offers guidance concerning the transition points and exit assessments to all programs offered in the School of Education.

In addition to providing input about key assessments, transition points, and exit requirements during Advisory Board meetings, WCS specifically provides input concerning these areas during the admission to teacher education interviews, admission to advanced programs interviews, student teaching interviews, and mock interviews. Additionally, members from WCS attend the annual data retreat where discussions center on data driven instruction decisions, transition points within all programs, and exit requirements of all programs.

Candidates must meet the agreed upon criteria approved by the Advisory Board and Teacher Education or Advanced Programs Committee. These criteria are related to academic performance (GPA), writing ability, interview skills, recommendations, background check, coursework, and disposition in order to be fully admitted to the Teacher Education (Undergraduate, Post Baccalaureate, and Master of Arts in Teaching). These criteria also are related to Advanced Programs (Educational Leadership-MEd, English as a Second Language-MEd, Library and Information Science-MLIS, Special Education: Visual Impairments-MEd, and Specialist in Accountability and Instructional Leadership- EdS).

Once admitted, coursework is intentionally designed to become increasingly complex in order to support candidates' development of knowledge and practice. Key assessments within programs are regularly evaluated to ensure what is being assessed is relevant and useful. TNU relies heavily on input from the Advisory Board and WCS so that coursework is pertinent to today's P-12 classroom. Once permitted to student teach, TNU candidates reflect an evaluation similar to what a teacher at WCS would encounter during the first year of teaching.

**Prompt 5** Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

After meeting and receiving feedback from WCS, the TNU template and rubric used for unit/lesson planning was revised to better reflect the needs of the district as well as better prepare candidates instruction. As a result of our partnership, strategies such as Backwards Mapping from Culminating Tasks, Qualitative and Quantitative Text Analysis, Pre/Post Testing Analysis, and thoughtful Text Selection where candidates provide rationales for text selection and data analyses were incorporated in the new unit/lesson plan template. Furthermore, the redesign validated mutually agreed upon expectations of TNU and WCS to ensure educator candidates demonstrate connections linking theory to practice.

Also, the student teaching experience conducted in WCS allows cooperating teachers and candidates to work together to support students' overall development. This scenario creates a valuable collaborative learning process that ensures candidates are familiar with WCS curricular content and materials. This approach establishes a shared accountability all.

Last school year conversations with the teaching and administrative staffs began regarding how the WCS and TNU might work together to both increase excitement among students and help WCS attract and retain exceptional faculty to their STEM programs. These conversations are ongoing into the 2023-2024 school year.

Lastly, a portion of field experience in the Educational Leadership program must be completed in WCS where candidates collaborate with administrators to complete assignments including action-based research. This collaboration has allowed a valuable collaborative process for ensuring candidates are familiar with WCS curriculum.

<p><b>Primary Partnership Outcomes</b></p>	<p>As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.</p>
<p><b>Short Term Goals:</b>            Continued Student Teaching Placements in WCS            Continued Field Experience Placements for initial and advanced programs in WCS            Redesign of Professional Development page            Continued SPED and ESL on-line endorsement offerings            Continued collaboration with Candidate Interviews and Advisory Boards            More focused discussions regarding Annual Report using Insights Tool            Continued discussion and collaboration regarding the STEM initiative</p> <p><b>Long Term Goals:</b>            Attract and retain exceptional faculty to WCS STEM programs.            Work together to provide opportunities within WCS to inspire the next generation of students in the STEM disciplines through teaching at the K-8, high school, and/or higher education levels.</p>	