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Education

Educator Preparation Provider/Local Education Agency

Primary Partnership Agreement

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| Educator Preparation | Trevecca Nazarene University |
| provider (EPP) |
| Local  |  |  | Education |  | Wilson County Schools |
|  | 2025-2026 |
| Academic Year of Agreement |
| EPP Contact/Designee  |  |
| Name;Amy Conditt, EdD | Title: Coordinator, Partnership Agreements |
|  | Phone Number: 615-248-1201 |



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| Certification (signatures verify partnership) |  |
| EPP Head Administrator: Dr. Suzann Harris | Title: Dean. School of Education |
|  | Date-.09,'25/2025 |
| LEA Head Administrator: Jeff Luttrell | Title: Director Of Schools |
|  | Date: 10 |

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| Prompt | 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 ine. NOTE: Responses should not exceed one e |
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| and TNIJ have a shared goal of recruiting high-quality candidates from diverse backgrounds and populations. CS has expressed a need to increase diversity among the districtwhich coincides with the goal and action steps f the TMJ 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  cancies in high-need areas; and engage faculty. staff. partners. and students in the university wide and ommuniy-based initiativeis consistent and aligned collaboration allows participation in recruiting events in WCS schools and businesses at target diverse P-1 2 students. Events include but are not limited to school visits, campus events (TNT,Experience Trevecca Day. FOCUS group events. Trevecca Day including a college basketball game), marketing ctics, 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 umber or recruiting events with diverse P-12 students.rough an annual analysis of hiring retention, and growth data, WCS identifies and communicates their areas of in their district and works with TNU to recruit teachers in high need areas. Basic descriptive information such baseline points and numerical goals are shared. Furthermore. the TDOE Report Card and Annual Report helps etermine progress and assists in revising goals as needed.continues to be involved in interviews and shared professional Development opportunities assist in recruitment efforts. Partnership, Advisory, and and Teacher Education Council Meetings are held where discussions regarding the diversi3' plan and demographic information related to candidates are shared with partners. Additionally. the employment landscape is consistently monitored to shortage areas, openings. asts. and related information in the communi% state. regional, Or national markets for which it is preparing pleters.stly, discussions concerning Trevecca Nazarene Universitys dual enrollment program, which offers high school dents a valuable opportunity to earn college credits while saving on tuition are ongoing. Through dual nrollment. students can reduce the number of general education courses needed during their freshman and phomore years. allowing them to advance into their major courses sooner\_ Notably, these courses are roximately 75% less expensive than standard college courses. with the Tennessee Dual Enrollment Grant ring 100% of the first five courses. One of the aims of this iniative would be to recruit high school students into teaching profession. |

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Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, prompt evaluate. and support high-qualiW clinical educators, both provlder and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. NOTE: Responses should not exceed one

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

years of teaching experience ecipient of Level 4or Level 5 teaching on TEAM during the previous school year ommendation from building level rior mentor evaluation data

Illingness to as a mentor

or to the student teaching placement, all CooperatingTeachers and UniversiW Supervisors are invited to attend orientation where procedures are reviewed and participants are trained on expectations and current initiatives. n person attendance at the orientation is desired; however attendance is low due to busy schedules. As a a recorded meeting where handbooks and procedures are reviewed.

inical experiences in Advanced Programs are carefully planned to provide candidates with sufficient depth, readth, diversity, coherence. and duration. Examples ofshared responsibility for continuous improvement at this eve' include but are not limited to, the development of a no-cost on-line professional development opportunity to ist classroorn teachers and administrators across the State with the transition to virtual teaching action-based earch projects, and a partnership provided through the Tennessee Department of Education that offers a grant applicants to receive Special Education and English as a Second Language additional endorsements.

oncerning the evaluation of Cooperating Teachers and University Supervisors, candidates complete an evaluation rrn for both individuals. This form has been revised based on feedback received during Partnership and Advisory uncil Meetings. Data from the Mentor Evaluation form from candidates is collected. analyzed. shared with rtners, and considered regarding future placements.

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

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|  | 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 of content kn and skills\_). NOTE: should not exceed one |
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| 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 theirdeveloping 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. WCS is also proactive by providing candidates access to HQIM during field experiences and clinical placernents.Clinical hours are monitored by course professors and the Field Experience Team and refiect 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, access to HQIM, and action-based research are embedded in both Initial and 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 in all programs. Experiences 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 assessrnents. and initiatives within the P-12 environment. Furthermore, WCS offers guidance concerning transition points such as admission interviews and exit assessments. |

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| Prompt |  | Describe the process partners use in the program design, evaluation. and decision-making for continuous improvement. NOTE: should not exceed one |
| Members from Wilson County Schools are invited to attend Advisory Board meetings, which provide valuable input erning the development and monitoring of assessments within the Qualiy Assurance System. In addition to providing guidance on assessment instruments. curriculum. and initiatives within the P-12 environment. the ry Board offers guidance concerning the transition points and exit assessments to all prograrns offered in School of Education.n addition to providing input about key assessments. transition points. and exit requirements during Advisory oard meetings, WCS specifically provides input concerning these areas during the admission to teacher education nterviews, admission to advanced programs interviews, student teaching interviews, and mock interviews.so, members from WCS are invited to attend the annual data retreat where discussions center on data driven struction decisions. transition points within all programs, and exit requirements of all programs.ndidates must meet the agreed upon criteria approved by the Advisory Board and Teacher Education or nced 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 e Teacher Education (Undergraduate, Post Baccalaureate, and Master of Arts in Teaching). These criteria also are ted to Advanced Programs (Educational Leadership-ME-d. English as a Second Language-MEd, Library and Information Science-MLS Special Education: Visual Impairments-MEd, and Specialist in Accountabitity and Instructional Leadership- Eds.Once admitted, coursework is intentionally designed to become increasingly complex in order to support ndidates' development of and practice. Key assessments within programs are regularly evaluated to re what is being assessed is relevant and useful. TNLJ relies heavily on input form the Advisory Board and WCS that coursework is pertinent to today s P-12 classroom. Once permitted to student teach. TNLJ candidates ect an evaluation similar to what a teacher at WCS would encounter during the first year of teaching. |

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|  | prompt | Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. NOTE: es should not exceedone e t. |
| r fter meeting and receiving feedback from WCS. the TNLJ template and rubric used for unitJlesson planning was to better reflect the needs of the district as well as better prepare candidates instruction. As a result of our rtnership. strategies such as Backwards Mapping from Culminating Tasks, Qualitative and Quantitative Text lysis, Prepost Testing Analysis. utilizaation of HQIM. and thoughtful Text Selection where candidates provide ationales for text selection and data analyses were incorporated in the new unit/tesson plan template.rthermore, the redesign validated mutually agreed upon expectations of TNLJ and WCS to ensure educator idates demonstrate connections linking theory to practice. This shared accountability scenario creates a aluable collaborative leaming process that ensures candidates are familiar with WCS curricular content and tenals. |

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| primaryPartnership Outcomes | 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 Include a timeline if •cable |
| ort Term Goals:Continued Student Teaching Placements in WCSContinued Field Experience Placements in WCS for initial and Advanced Programs nued SPED and ESL on-line endorsement offerings on-line masters degree offering ontinued collaboration with Candidate Interviews and Advisory Boards e focused discussions regarding Annual Report using Insights Tool ontinued discussion and colla borationong Term Goa's:and retain exceptional faculty to WCS STEM programs rktogether to provide opportunities within WCS to inspire the next generation of students in STEM disciplines ugh teaching at the K-8, high school, and/or higher education levelsExplore the possibliW of a School Counseling Masters or Eds program as WCS expressed a need for these positions thin their district |

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