

Primary Partnership Inventory 2025-2026

EPP: Trevecca Nazarene University

LEA: Wilson County Schools

This report summarizes responses from the Primary Partnership Inventory (PPI). The purpose of the inventory is to support collaborative reflection on the effectiveness of the partnership and identify opportunities for continuous improvement.

Recruitment

Question 1

The partnership established clear, shared goals for recruiting high-quality candidates.

EPP Response Strongly Agree

LEA Response Strongly Agree

Question 2

What data sources were used by the EPP and the district to monitor the candidate recruitment process?

EPP Response Tennessee State Report Card released each February
All Domains of the Annual Report, with a specific focus on Domains 1 and 2

LEA Response Partners primarily relied on existing application and enrollment processes to monitor candidate recruitment. The district used its applicant tracking system to review individuals applying for teaching positions and identify candidates who may be enrolled in or pursuing licensure. The EPP monitored recruitment through its program application data, admissions processes, and candidate enrollment information. While the systems are not fully integrated, communication between the university and district occurs as needed to confirm candidate status, placement, and licensure progress. Recruitment monitoring has been supported through a combination of district applicant data, university enrollment data, and direct communication between both partners when candidates are identified as part of the program.

Clinical Mentors

Question 3

The EPP and district collaboratively selected, prepared, evaluated, and supported university supervisors and mentor teachers.

EPP Response Strongly Agree

LEA Response Strongly Agree

Question 4

What supports were provided to university supervisors and mentor teachers?

EPP Response University supervisors have been trained and are certified TEAM evaluators. They work collaboratively with WCS mentor teachers to ensure candidates are evaluated using TEAM and receive actionable feedback to improve rubric scores. Specifically, university supervisors meet with mentor teachers multiple times (a minimum of 6 times) throughout the semester. Additionally, all coursework and field experiences prior to the clinical experience are aligned to TEAM so candidates, supervisors, and mentors are familiar with the evaluation process.

LEA Response WCS supports mentor teachers at the school level by working with principals to identify strong teachers to serve in the role and by providing general expectations for supporting teacher candidates. Mentor teachers provide day-to-day guidance, model instruction, and share feedback with the candidate throughout the clinical experience. The EPP provides support to both mentor teachers and university supervisors through its established program structure. University supervisors conduct observations, provide feedback to candidates, and serve as the primary point of contact for program requirements. The university communicates expectations, timelines, and evaluation processes directly to supervisors and mentor teachers as part of its clinical experience model. Communication between the university and the district occurs as needed to address questions, support candidate progress, and resolve any concerns that arise during the placement.

Clinical Experiences

Question 5

Clinical experiences allowed candidates to demonstrate their developing effectiveness and positive impact on pre-K-12 students.

EPP Response Strongly Agree

LEA Response Strongly Agree

Question 6

What aspects of clinical experiences could be improved?

EPP Response None. We are very pleased with the current process.

LEA Response Some opportunities for improvement include strengthening alignment between university expectations and the day-to-day instructional practices in Wilson County Schools, as well as increasing consistency in the clinical experience across placements. Additional communication and clearer shared expectations between the district and the university could further support mentor teachers and ensure candidates have a more consistent experience.

Continuous Improvement

Question 7

The EPP and district engaged in collaborative continuous improvement processes with one another.

EPP Response

Strongly Agree

LEA Response

Agree

Question 8

Describe one change made this year as a result of the partnership.

EPP Response

Since the EPP has transitioned from edTPA, there has been a more intentional focus on the Tennessee Educator Acceleration Model (TEAM).

LEA Response

No significant changes were made as a direct result of the partnership. The clinical experience has continued to operate under Trevecca Nazarene University's established processes, with Wilson County Schools supporting placements at the school level as requested.

Curriculum

Question 9

Candidate preparation was aligned with district curriculum and instructional materials.

EPP Response

Strongly Agree

LEA Response

Strongly Agree

Question 10

What challenges or successes did the partnership experience with curriculum alignment?

EPP Response

We continue to strive to recruit high-quality candidates that are prepared to work in high needs areas in WCS. This is an area of need that both the EPP and WCS are aware of.

LEA Response

Because most curriculum alignment work occurs between Trevecca Nazarene University and school-based staff, visibility at the district HR level is limited. However, Trevecca Nazarene University has an established program structure, which provides consistency in coursework and expectations for its candidates.

Overall

Overall, this partnership...

EPP Response Exceeds Expectations

LEA Response Meets Expectations

Please provide any additional comments regarding the primary partnership.

EPP Response We remain pleased with our partnership with Wilson County Schools. We have a strong working relationship and look forward to many more productive years. Our traditional undergraduate candidates complete a clinical placement in Wilson County Schools and continue to thrive in this environment! We understand WCS strives to address the critical needs within their district and are working to prepare our candidates with high needs endorsements such as SPED, ESL, Math, and Science to satisfy these needs. Furthermore, we have implemented changes in our curriculum to address the high-quality literacy integration which should enable candidates to transition easily to new literacy initiatives in Wilson County.

LEA Response Trevecca Nazarene University has been intentional in continuing to strengthen its program, and we recognize the ongoing work to ensure candidates are well prepared for the classroom.