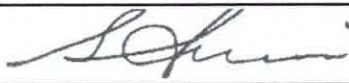
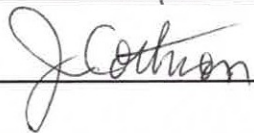


Education Educator Preparation Provider/Local Education

Educator Preparation Provider (EPP)	Trevecca Nazarene University		
Local Education Agency (LEA)	Trousdale County Schools		
Academic Year of Agreement	2026-2027		
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: Jennifer Cothron		Title: Director of Schools	
Email: jennifercothron@tcschools.org		Phone Number: 615-374-2193	
Certification (signatures verify partnership)			
EPP Head Administrator: Dr. Suzann Harris		Title: Dean, School of Education	
Signature: 		Date: August 12, 2026	
LEA Head Administrator: Jennifer Cothron		Title: Director of Schools	
Signature: 		Date: 9-10-26	

Prompt
1

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.*

Agency State Recognized Partnership Agreement Trevecca Nazarene University

Prompt	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.
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Clinical and Field Experiences in the Initial Level Programs include Traditional Undergraduate and Masters of Teaching (MAT) candidates. Candidates in these programs have been granted security clearance for the consideration of working with P-12 students during field experiences and/or student teaching classroom experiences under the Tennessee Code Annotated Book 9, Sections 37-1-408,71-3-501.

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Department of
Education

Student Teaching Experience for these candidates takes place over 13 weeks (75 consecutive days)

The at tend of a candidate's program of study. During the Clinical Experience, candidates are observed formally by their growth University Supervisor and informally by their Cooperating Teacher for a total of four formal and two nal observations. All observations are guided by the TEAM rubric which serves as a consistent tool edback, and evaluation. Placements are co-selected, and Cooperating teachers must meet the ring criteria:

- Three years of teaching experience
- Recipient of Level 4 or Level 5 teaching on TEAM during the previous school year ●
- Field hours Recommendation from building level administrator
- each ● Willingness to serve as a mentor
- experiences ● Prior mentor evaluation data
- beneficial
- students'

Experiences at the Initial Level are outlined in a handbook and described in course syllabi. The number of varies per course (5-20 hours) however, the above-mentioned Cooperating Teacher Criteria apply. Parameters unique Field Experience are explained and agreed upon prior to the onset of the experience. These benefit the candidates, the school/community, and the faculty. This relationship is a mutually one with the primary focus of developing candidate effectiveness in creating environments to support all learning and development.

experiences in Advanced Programs include Educational Leadership, Library and Informational ce, and Instruction, and English Secondary Learners. Experiences are carefully planned to provide ufficient depth, breadth, diversity, coherence, and duration. Examples of shared responsibility for Concerning ment at this level include but are not limited to, the development of a no-cost on-line Council part ssional development opportunity to assist classroom teachers and administrators across the he to virtual teaching; action-based research projects, and a partnership provided through the ssee tment of Education that offers a grant for applicants to receive Special Education and English as a Second additional endorsements.

the evaluation of Cooperating Teachers and University Supervisors, candidates complete an evaluation for both individuals. This form has been revised based on feedback received during Partnership and Advisory

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

Prompt	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.
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Trevecca works with partners to design a variety of experiences that support the candidates' development of knowledge, skills, and professional disposition. This design uses various modalities which help candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students.

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To ensure candidates are afforded a variety of experiences, certain criteria are outlined and detailed in the syllabi. These experiences include reflective dialogue between university and school-based faculty with to, during, and after field experiences or clinical practice. Some methods classes are held on-site in building while many professors and the Director of Clinical Placements maintain relationships with administrators and classroom teachers so that candidates are provided a quality experience.

and Field Experiences candidates are granted security clearance for the consideration of working students during field experiences and/or student teaching classroom experiences within a Tennessee Book 9, Sections 37-1-408,71-3-501. Clinical hours are monitored by course professors and the Field Experience team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate as professional educators by offering opportunities to observe and participate in a variety of school setting. During field experiences, candidates may serve, tutor, teach, interact with school students or families, participate in education-related community events, attend school board or meetings, or assist teachers or other school professionals. Best practices including literacy strategies research are embedded in Advanced Programs. Candidates participate in field experiences where and practice strategies as well as collaborate with teachers and administrators. Together, partners and prepare candidates to design effective curriculum and utilize data for improved student learning in all programs are assessed by both the Field Experience team and partners with an instrument Tennessee Educator Acceleration Model (TEAM) rubric.

Advisory Board meetings, partners provide valuable input concerning the development of field experiences, curriculum, key assessments, and initiatives within the P-12 environment. partners offer guidance concerning transition points such as admission interviews and exit and provide valuable input at the data retreat.