



Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Technological University
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Local Education Agency (LEA)	White County Schools (WCS)
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Term of Agreement	Fall 2021- Spring 2022
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Certification (signatures verify partnership)							
EPP Head Administrator	<table style="width: 100%;"> <tr> <td style="width: 60%;">Name: Dr. Julie Baker</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td>Title: Associate Dean, COED</td> <td></td> </tr> <tr> <td>Signature: </td> <td style="text-align: right;">9-30-2021</td> </tr> </table>	Name: Dr. Julie Baker	Date:	Title: Associate Dean, COED		Signature:	9-30-2021
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LEA Director of Schools	<table style="width: 100%;"> <tr> <td style="width: 60%;">Name: Mr. Kurt Dronebarger</td> <td style="width: 40%;">Date: 9/15/21</td> </tr> <tr> <td>Title: Director</td> <td></td> </tr> <tr> <td>Signature: </td> <td></td> </tr> </table>	Name: Mr. Kurt Dronebarger	Date: 9/15/21	Title: Director		Signature:	
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Prompt 1: Identify the collaboratively-developed **recruitment and selection strategies and goals.**
(500 words)

1) Recruitment goals and strategies were developed to:

- Conduct face to face communication with stakeholders:
 - Collaborate to create dual credit and enrollment opportunities for engagement and recruitment
 - NEPP partnership- meets regularly
 - EPP and primary partners meet to determine outcomes including plans for initiatives such as dual enrollment courses offered by the EPP
 - Collaborate on Education Fair – recruitment targeting 300+ candidates
 - EPP hired CoED Recruitment and Marketing Coordinator – to recruit within P-12 partner districts
 - EPP facilitates a Teacher Education Committee (TEC) that collaborates monthly on curriculum, selection criteria, criteria for clinical educators, partnership agreements, etc. Members of the TEC include EPP and district-level personnel (principals, teachers).

2) Analyze data to inform recruitment of high-needs areas:

- PPA collaborations measure impact data using multiple primary measures, including:
 - # of candidates enrolled in high-needs areas
 - # of completers (per semester, year) in high-needs areas
 - TEAM data
 - EPP candidate readiness data including results from TEAM
 - Tennessee Value-Added Assessment System (TVAAS), Student Achievement data in high-need areas
 - P-12 student learning and development data, which includes both teacher performance ratings as well as value-added results provided through TVAAS
 - EPP SBOE Report Card data
 - Meet with NEPP groups to discuss Report Card data each Spring semester
- Doubled recruitment area in past two academic years
- CoED Recruitment and Marketing Coordinator uses data sources to recruit within P-12 partner districts.
 - Gender
 - Race
 - Geographic location
 - Identify feeders for diverse students
 - Uses DOE demographic data via DOE website

3) Identify structures and systems to support recruitment efforts:

- Structures and Systems:
 - EPP hired CoED Recruitment and Marketing Coordinator – to recruit within P-12 districts
 - Campus visits for P-12 students
 - Personalized, education-specific campus visits for P-12 students led by EPP deans and department chairs
 - Collaborate to create dual credit and enrollment opportunities for engagement and recruitment
 - EPP offers dual enrollment opportunities within the P-12 schools to help meet the new state requirement of EPSO (early post-secondary opportunities) units at the secondary level. EPP met with districts and worked together with university administration, P-12 district administration, and targeted teachers to plan the course and resolve logistical concerns.
 - EPP personnel presenting to P-12 faculty and students
 - EPP facilitates professional development for current P-12 teachers which serves as an indirect recruitment strategy

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- Faculty presentations/visits to community colleges
- Flyers and posters disseminated at community colleges and P-12 schools, targeting diverse populations
- Email messages/print materials delivered to P-12 schools
- Use of digital signage and social media
- EPP advisors meet with prospective students weekly and send handwritten notes to all prospective students after campus visits
- EPP hosts full-day visits for P-12 TAP student groups
- EPP partnership with district with TDOE GYO Grant
 - 2020-2021: Recruit & admit candidates
 - 2021-2022: Hire candidates as teacher assistants & begin coursework (junior year)
 - 2022-2023: Complete coursework & graduate (senior year)
 - 2023-2024: Hire teachers as teacher of record
- Instructional Leadership (INSL) Systems:
 - Leadership faculty regularly recruit other aspiring administrators.
 - Leadership faculty meets/visits with each candidate and school administrator to collaboratively discuss program expectations.
 - INSL faculty attend Upper Cumberland Director's Study Council monthly.

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Prompt 2: Identify how entities will collaborate to **select, prepare, evaluate, support, and retain high-quality clinical educators**, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. **(500 words)**

1) Collaborate to develop strategies, criteria, and protocols:

- EPP facilitates a Teacher Education Committee (TEC) that collaborates monthly on curriculum, selection criteria, criteria for clinical educators, partnership agreements, etc. Members of the TEC include EPP and district-level personnel (principals, teachers).
- Improving Student Teaching Initiative (ISTI)- 2016/17, 2017/18 and Mentors Matter: Clinical Placements- 2018/19, 2019/20
 - The EPP collaborated with the University of Michigan and the TDOE to use data to inform future placements. Both initiatives examined mentor teacher evaluation data to determine if mentor quality during residency impacts the candidate's future classroom effectiveness.
- INSL: Uses the Lead and Literacy Future Growth Plan (LLFGP) to develop strategies, criteria, and protocols.
 - This plan requires EPP/INSL candidates and EPP faculty, to engage in a meaningful and sustaining conversation with current P-12 school administrators to align, develop, and integrate literacy strategies, as well as bolster existing and/or initial literacy implementations.

2) Collaborate to determine criteria/protocols for selecting highly effective clinical mentors:

- EPP organizes candidate requests to send to districts. Upon receiving placement requests, P-12 partners provide the EPP with mentor matches.
- Clinical mentors chosen to work with candidates shall demonstrate necessary teaching and interpersonal skills.
 - For field experience/practicum candidates, clinical mentors
 - Have completed at least one evaluation cycle
 - Are certified in area(s) they are teaching
 - For student teachers/residents, clinical mentors
 - Are identified as highly effective
 - Demonstrate necessary teaching and interpersonal skills
 - Have at least 4 years full-time teaching experience
 - Appropriate certification
 - Received positive evaluations
 - Demonstrated the potential to work collaboratively
- In the initial INSL course, the EPP faculty meet with each candidate and P-12 school administrator to identify a highly effective mentor. This mentor will remain with the candidate throughout the entire INSL program (if mentor does not relocate). The EPP requires the mentor to be the current principal or assistant principal.

3) Identifies criteria/protocols for selecting clinical supervisors:

- Recommendations from P-12 partners for hiring Clinical Supervisor:
 - University supervisors are EPP faculty and former P-12 administrators/teachers recommended to the EPP by P-12 partners.
 - Supervisor criteria and requirements
 - Employment application
 - Interview with Teacher Education staff
 - Holds a Master's degree (or higher)

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- P-12 experience
 - TEAM knowledge
 - Annual training
 - Candidate seminars
 - P-12 mentor trainings
- EPP/INSL faculty members supervise the INSL candidates. No temporary/hourly clinical supervisors are hired.
- 4) Clinical mentors observed and provided feedback:
- Candidates assess clinical mentor/experiences via an online site evaluation form. Clinical mentors are evaluated on a likert scale (i.e. teaching strategies, assessing student learning, classroom/behavior management). The EPP compiles and analyzes site evaluation data each semester to share with mentors and districts.
 - Given that EPP/INSL faculty members supervise INSL candidates, EPP faculty observe and provide feedback to clinical mentors (P-12 school administration) via the Mentor Assessment and the Completion of Clinical Activities Reported Experiences (CARE) document.
- 5) Clinical Supervisors observed and provided feedback:
- Based on feedback from clinical mentors and candidates, the EPP has implemented evaluations for clinical supervisors by mentors and candidates via online evaluation forms. Clinical mentors and candidates rate supervisors, on a likert scale (i. e. availability, support of candidate and clinical mentor, etc.) The EPP compiles, analyzes, and shares the evaluation data.
 - Given that EPP/INSL faculty members supervise INSL candidates, P-12 school administrators observe the EPP faculty (in supervisory role) via email dialogue, phone conversations, and face-to face meetings/visits.
- 6) Collaboration to retain clinical educators:
- Clinical Mentors and Supervisors
 - EPP shares with P-12 partners the aggregated data to make evidence-based decisions about clinical mentors and supervisors. Clinical educators (both residency and practicum) may be retained or dismissed based on this data.
 - EPP/INSL faculty members visit candidates' P-12 schools a minimum of one (1) time each semester. The frequency of visits allows EPP faculty to collaborate with and retain clinical mentors.
- 7) Ensures clinical educators are provided growth opportunities:
- Growth opportunities:
 - Teacher Education Committee (TEC)
 - Venue for ongoing decision-making related to selection, curriculum, and continuous improvement.
 - Co-construction of instruments, evaluation tools and criteria for selection of mentor teachers.
 - Open lines of communication including formal and informal visits to schools by the EPP to provide support to clinical educators
 - Annual TEAM training facilitated by the EPP
 - INSL growth opportunities:
 - Open lines of communication including formal and informal visits to schools by the EPP to provide support to clinical educators

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- 45 field experience hours
- Two (2) assessments per semester:
 - Clinical Mentor assessment of candidate
 - Completion of Clinical Activities Reported Experiences document (CARE) by candidate – must be reviewed with the P-12 school administrator/mentor for collaboration and feedback

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Prompt 3: Identify mutually-agreed upon **expectations for candidate preparation** that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. **(500 words)**

- 1) Expectations to ensure candidates demonstration of linking theory to practice:
 - Collaboration with P-12 partners link clinical experiences to coursework.
 - Literacy block (7 credit-hours): candidates learn about literacy theory/pedagogy and apply learning in the co-requisite early field experience/practicum course.
 - EPP partnered with P-12 schools to create the VISION Lab where candidates use cutting-edge immersive virtual reality to plan, deliver, and assess instruction.
 - P-12 partners shared that our candidates/completers needed more knowledge and experience with the interpretation of assessment data. This led to the EPP creating an Educational Data and Assessment (4700) course where candidates further learn to use technology (i.e. Battelle for Kids, etc.), to monitor student progress to be implemented during the clinical experience. The course also guides candidates to develop formative/summative assessments to assess P-12 student learning.
 - Field Experience/Practicum (FOED 3810): EPP faculty collaborate with P-12 partners to select appropriate early field experiences where candidates apply theory to practice.
 - Professional Seminar I (4872) course requires candidates provide evidence of discipline specific methods of communicating content through reading, viewing, listening, speaking and/or writing.
 - Residency I (4871) and Residency II (4881) allow additional opportunities for mentor collaboration to link theory and practice when candidates collaborate with mentors to plan lessons, edTPA, etc.
- 2) Expectations to maintain coherence across clinical and academic components of preparation:
 - EPP facilitates a Teacher Education Committee (TEC) that collaborates monthly on curriculum, selection criteria, criteria for clinical educators, partnership agreements, etc. Voting members of the TEC include EPP and district-level personnel (principals, teachers).
 - EPP hires adjuncts from P-12 partners to teach educational courses.
 - P-12 level TEAM observation data is provided to the EPP; the EPP evaluates the data and adjusts curriculum as needed based on completers' observation scores in particular components of the TEAM rubric.
- 3) Expectations to establish shared accountability for candidate outcomes:
 - Frequent communication between clinical educators and teacher candidates to align the pedagogy and academic content, as well as clearly present expectations for all members.
 - Several times per year, EPP and partner districts review shared candidate and completer data, such as TEAM observations, SBOE Report Card, TDOE Annual Reports, District and School State Report Cards, and candidate surveys, to inform and initiate action steps.
 - Instructional Leadership (INSL) linking theory to practice:
 - INSL candidates are required to develop a plan to address the P-12 partner's goals based on student assessments and evaluation instruments.
 - EPP faculty members, academic deans, and teacher education staff connect with primary partners by:
 - EPP faculty members visiting P-12 schools to supervise teacher candidate early field experiences/clinical practice

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- o Academic Deans and Teacher Education Staff attending:
 - a) Impact Cookeville P-16 Vision for the Future Mentoring Program
 - b) Impact Cookeville Race: Dissemination Panel
 - c) Read to be Ready Summer Camp
 - d) Freedom School
 - e) Regional Directors Meeting (monthly)
 - f) Presenting at events such as Safe and Accountable Schools
 - g) Visiting P-12 schools during Teacher Appreciation Week
 - h) Collaborating/Meeting with Primary Partner personnel (once per semester) to remain connected with partner districts
 - i) Primary partner personnel serving on the College of Education Teacher Education Committee (4 times per year)
 - j) Primary partner personnel serving on the College of Education Advisory Council for Education (twice per year)

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Prompt 4: Identify mutually-agreed upon **key assessments, transition points, and exit requirements.**
(500 words)

1) Agreed upon key candidate assessments:

- TEAM: EPP and P-12 partners collaborate for consistency in TEAM evaluating/scoring of teacher candidates by both clinical mentors and supervisors.
 - During 2016–17, the EPP participated in the NEPP pilot group and met regularly with the two primary P-12 partners and two TDOE representatives. An outcome from the partnership included plans for more extensive/supplemental TEAM training for clinical supervisors.
- edTPA: EPP and P-12 partners collaborate on expectations of the edTPA.
 - Collaboration with EPP and P-12 partners to discuss the increase of edTPA cut-scores (2019-2021, cut-score of 40; 2021-2022, cut score of 42)

2) Agreed upon transition points:

- Partnership collaborated to discuss the transition from PLT Praxis exam to edTPA and how the scores differ.
- Both EPP and P-12 partners participate in candidate disposition assessments at various transition points, such as entry into residency I and residency II.
- P-12 partners have opportunities to provide feedback on benchmarks/transition points via platforms such as the TEC.

3) Agreed upon exit requirements:

- P-12 partners provide strong support for a variety of exit requirements during the clinical experience such as:
 - Praxis/NES licensure exams
 - Candidates demonstrate content knowledge through a passing score of the Praxis II Content Knowledge exam before entering residency I. * Teacher candidates who must successfully complete all other Praxis licensure exams (if applicable) before entering residency II.
 - Residency I
 - Two (2) observation reports, one (1) by the clinical mentor and one (1) by the clinical supervisor, using the TEAM rubric
 - One (1) summative evaluation by the clinical mentor consisting of the TEAM rubric
 - Residency II
 - Three (3) observation reports, one (1) by the mentor teacher and two (2) by the clinical supervisor, using the TEAM rubric
 - One (1) summative evaluation by the mentor teacher consisting of the TEAM rubric
 - Student Teaching
 - Three (3) observation reports, one (1) by the mentor teacher and two (2) by the clinical supervisor, using the TEAM rubric
 - One (1) summative evaluation by the mentor teacher consisting of the TEAM rubric
 - edTPA success is defined as a minimum score of 42 out of 75 possible points.
- Instructional Leadership (INSL)
 - Before exiting the INSL program, INSL faculty meet with candidates and school administrators to evaluate the progress of the candidate via a portfolio system. The faculty assess the portfolio using a rubric, and together the candidate, school administrator and faculty member will explore possible leadership outcomes.

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Prompt 5: Identify mutually-agreed upon **design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. **(500 words)**

1) Demonstration of program alignment with minimum expectations for clinical practice:

- Student Teaching
 - Candidates who pursue an initial license at the graduate level (post-bac) complete a one-semester student teaching placement.
 - Candidates who pursue an initial license at the undergraduate level complete a year-long residency: Residency I (senior year, first semester), Residency II (senior year, second semester).
- Job-embedded
 - P-12 partners and prospective candidates contact the EPP to fill STEM and other high-need positions via job-embedded contracts. An intent to hire letter from the P-12 partner is required.
- INSL
 - Candidates complete 45 field experience hours per semester (MA degree = 33 hours, 6 semesters; EdS degree = 30 hours, 5 semesters)
 - Minimum of one (1) or more Tennessee Instructional Leadership Standards (TILS)/per semester. Each semester requires a different standard to be addressed.
 - Candidates are observed/evaluated by an EPP/INSL faculty member a minimum of once per semester.
- **NOTE:** Faculty, staff, and clinical supervisors attend seminars prior to clinical practice. Teacher Education facilitates an orientation/seminar to address expected roles/responsibilities. Additionally, candidates attend an additional 4 edTPA seminars to receive guidance from Teacher Education and edTPA coaches.

2) Documentation of a clear, well-defined sequence of clinical experiences to ensure progression:

- Field experiences/Practica
 - EPP faculty place candidates in early field experiences, identified as practicum placements. Candidates are evaluated by both the EPP faculty and P-12 mentors based on the TEAM rubric.
- Student Teaching
 - Student teachers are evaluated by:
 - Clinical supervisor:
 - a) one (1) informal/drop-in visit
 - b) two (2) formal evaluations
 - Clinical mentor:
 - a) one (1) formal evaluation
 - b) one (1) Mentor Summative Evaluation
 - Residency candidates are evaluated by:
 - Clinical supervisor:
 - a) two (2) informal/drop-in visits
 - b) three (3) formal evaluations
 - Clinical mentor:
 - a) two (2) formal evaluations
 - b) two (2) Mentor Summative Evaluations
- Job-embedded
 - Job-embedded candidates complete a graduate degree while teaching in P-12 partner schools. Through coursework, candidates share P-12 evaluations with EPP faculty

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(minimum of 3 over duration of job-embedded contract) who then provide feedback/guidance/suggestions.

- INSL
 - Candidates are evaluated by:
 - Clinical Supervisor:
 - a) a minimum of once per semester via face-to face meeting/visit with Clinical Mentor and Candidate
 - P-12 Clinical Mentor:
 - a) once per semester via the Mentor Assessment
 - b) once per semester via collaboration related to the CARE document
- 3) Clearly defined expectations for the duration of clinical experiences:
- Expectations are communicated to candidates via course syllabi, course descriptions, Mentor Information Packets, and Candidate Information Packets.
 - Field Experience/Practica
 - 10 to 70 hours (varies by course)
 - Clinical Practice
 - Graduate: one-semester (15-17 weeks), 5 days per week
 - Undergraduate: 100-130 days, 5 days per week (both residency I and residency II)
 - Job-embedded
 - Minimum of one-half a school year, approximately 100 days
 - INSL Field Experience
 - 45 field experience hours per semester
 - a) Minimum of one (1) or more Tennessee Instructional Leadership Standards (TILS)/per semester. Each semester requires a different standard to be addressed.
- 4) Design of clinical practices of sufficient breadth, diversity, and duration:
- Collaboration with 52 P-12 partners to secure placements for clinical experiences. Variety of districts experiences with ethnically/racially and economically diverse students, students with disabilities, and English language learners.
 - Clinical practices in all programs align with InTASC and State standards. Course-embedded clinical practices provide training and directly aligned to categories such as: learner and learning, content knowledge and application, instructional practice, and/or professional responsibility. Candidates are evaluated using the following assessments: 1) Praxis content exams; 2) edTPA; 3) TEAM rubric; 4) Disposition assessments; and 5) Summative evaluations.
 - Student teaching/residency candidates also complete supplemental placements during the clinical practice, in which candidates experience classroom settings different from the initial placement. The EPP recommends that supplemental placements be completed in candidates' initial licensure area. Coordination of supplemental placements is based on collaboration between the candidate and P-12 partner.
 - During INSL site visit (once per semester) candidates, EPP faculty, and P-12 school administration meet to discuss program progression, including but not limited to leadership and literacy outcomes.