



**Educator Preparation Provider/
Local Education Agency
State-Recognized Partnership Agreement**

E-MAILED
SEP 28 2021

Educator Preparation Provider (EPP)	Trevecca Nazarene University
--	------------------------------

Local Education Agency (LEA)	Bradley County
-------------------------------------	----------------

Term of Agreement	2021-2022
--------------------------	-----------

EPP Contact/Designee	
Name: Dr. Amy Conditt	Title: SRPA Liaison
Email Address: aconditt@trevecca.edu	Phone Number: 615-248-1561

LEA Contact/Designee	
Name: Dr. Linda Cash	Title: Director of Schools
Email Address: pphillips@bradleyschools.org	Phone Number: 423-476-0620 X2001

Other Key Staff	
Name: Dr. Judy Bivens, CAEP Coordinator	Name: Dr. Marcia Walker, Field and Clinical Placement Coordinator
Title:	Title:
Name: Dr. Tandy Taylor, Director Initial Licensure	Name: Dr. Andrew Burnham, Director Advanced Licensure
Title:	Title:

Certification (signatures verify partnership)	
EPP Head Administrator	Name: <i>Suzann B. Harris</i> Date: <i>11/01/2021</i>
	Title: <i>Dean, School of Education</i>
	Signature:
LEA Director of Schools	Name: <i>Dr. Linda Cash</i> Date: <i>9-27-21</i>
	Title: <i>Director of Schools</i>
	Signature:

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

**Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals.
(500 words)**

Members from surrounding districts are invited to attend the School of Education Advisory Board Meetings. Attendees consist of principals, central office personnel (including HR representatives), teachers, full-time and adjunct faculty. These individuals provide valuable input concerning key assessments, transition points, exit requirements, as well as recruitment and selection strategies for the university. The Advisory Board meets bi-annually and information regarding district needs are shared with the university's recruitment and enrollment team as well as the Teacher Education and Graduate Council Committees. Advisory meetings allow for discussions about the results of the state report card and annual reports as well opportunities to provide input about ways to strategize ways to improve P-12 student performance.

Districts are heavily involved concerning all aspects of candidate selection. Members from surrounding districts are involved in face-to-face interviews, interviews via Zoom, and recorded viewings of interview sessions with potential candidates. These opportunities allow partners to provide feedback in the shared candidate selection process.

Recently Trevecca responded to a persistent demand identified by districts is the need for Special Education and ESL teachers. TNU applied and received a Special Education and English as a Second Language Additional Endorsement Grant partnership with the Tennessee Department of Education. This grant provides the opportunity for up to 2,400 educators to add an endorsement in either Special Education (SPED) or English as a Second Language (ESL) over the course of the 2021-22 school year. This opportunity is available effective October 2021 and will be offered in an online, asynchronous format at no cost to participants. Furthermore, participants completing the SPED additional endorsement program have the opportunity to serve on a provisional Special Education endorsement as this is a identified need in most districts.

Lastly, district personnel provide input regarding assessment documents, including the candidate selection assessment document utilized in both the Initial and Advanced Licensure Programs.

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

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)

District administrators, teachers, central office personnel, alumni, full-time and adjunct faculty are deeply involved concerning all aspects of candidate selection, preparation, evaluation, support, and retention.

Partners collaborated to create handbooks designed for each unique role of the field and clinical experiences (cooperating teacher, student teacher, and university supervisor). These handbooks are reviewed yearly and serve as an essential guide throughout the field and clinical experiences. The handbooks outline some of the below initiatives that positively impact both candidates' and P-12 learning and development.

Candidates are placed with teachers that have met 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

During field and clinical placements, University Supervisors (US) and Cooperating Teachers (CT) conduct evaluations of candidates. The instruments used for all evaluations are aligned with state literacy standards, CAEP standards, InTASC standards, TEAM, and edTPA.

Concerning the evaluation of US and CTs, candidates complete an evaluation form for both individuals. This evaluation consists of the university supervisor and possibly the building administrator's evaluation of the cooperating teacher based solely on his/her ability to mentor and collaborate effectively with teacher education candidates.

The university supervisor and building administrator have opportunities to observe the cooperating teacher in action with the student teacher and are in a position to provide valuable feedback regarding the cooperating teacher's ability to perform the role of mentor. Criteria for the new evaluation includes actionable feedback, areas of strength, and opportunities for growth.

The Educational Leadership Program requires candidates to complete 150 hours of project-based experiences. Sixty (60) hours of this requirement must be completed within a school setting. Furthermore, guest speakers from districts speak in courses within the both the Initial Licensure and Advanced Programs.

On-going professional development is available throughout the school year for candidates, cooperating teachers, instructors, university supervisors, and fellow colleagues who wish to further develop their knowledge. TNU publishes a list of PD offerings on the TNU Partnership Page.

Lastly, the SOE has a Diversity and Retention Plan that was developed through a collaborative effort between faculty and district partners. The plan aims to recruit and retain diverse candidates.