




Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Wesleyan University
Local Education Agency (LEA)	Athens City Schools
Academic Year of Agreement	2022-23

EPP Contact/Designee	
Name: Melanie Amburn	Title: Education Department Chair
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LEA Contact/Designee	
Name: Melody Armstrong	Title: Asst. Director of Schools/ Supv of C&I
Email: marmstrong@athensK8.net	Phone Number: 423-745-2863

Certification (signatures verify partnership)	
EPP Head Administrator: Melanie Amburn	Title: Education Department Chair
Signature: 	Date: 08/01/2022

LEA Head Administrator: Dr. Robert Greene	Title: Director of Schools rgreene@athensK8.net
Signature: 	Date: 08/01/2022

**Prompt
2**

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.*

This agreement signifies the commitment of both the EPP and the partner LEA to collaborate for enhancement of the experience of clinical educators and their impact on the education preparation pipeline as well as positive impact on Pre-k-12 students in the LEA. The Clinical Experience Handbook will be discussed in the summer and fall 2022 meetings and collaborative changes will be made inside the Handbook. The fully revised Clinical Experience Handbook will be made available at the beginning of each academic year and then reviewed at the spring Partnership Data meeting for clarification purposes or to update to meet the current clinical experience requirements set by the Educator Preparation Policy. The Clinical Experience Handbook will be the shared resource that identifies the roles and responsibilities for clinical expectation and the provider and school-based clinical educators. The EPP and partner LEA will work together to identify qualified and effective school-based clinical educators. For each preparation program type, the LEA and EPP will identify the indicators of effectiveness for the clinical educators during the summer meeting. The LEA will provide to the EPP the school-based mentor's information, such as the mentor's name as it appears on the TDOE educator license, the TDOE educator license number and area(s) of certification and license type. This is to ensure that the mentor meets the requirements in the Educator Preparation Policy. If the clinical educator was involved with teacher candidates from the EPP during the previous school year, the information from teacher candidate and clinical supervisor surveys will be shared and used to select, prepare, evaluate, support, and retain high quality clinical educators.

The EPP will request from the LEA recommendations of effective educators no longer employed by the LEA to serve as clinical educators. The LEA may invite the EPP to participate in the interview process for provider-based clinical educators. The EPP will assess clinical practice experience by soliciting feedback from program completers, school-based mentors, and provider-based clinical supervisors. Data will be summarized and shared with the LEA to address any areas for improvement in clinical experience. Clinical educators will receive actionable feedback on their performance through observation and assessment for purposes of improvement provided by the EPP and partner LEA. School and provider-based clinical educators will have the opportunity to participate in EPP and LEA training and professional development to increase their effectiveness as clinical educators. Schools-based clinical educators will sign an agreement that lists the expectations for any required training necessary to serve as a clinical educator. LEAs will allow EPP representatives to attend professional development opportunities as appropriate to stay informed of best practices in the field. EPP representatives will offer professional development based on partner LEA need. With the goal of retaining high-quality clinical educators, the LEA and EPP will work toward identifying ways the clinical educator is recognized for their work and training. The EPP will seek feedback from the clinical educators for the purpose of improving their experience and, in turn, increase the support and retention of high-quality clinical educators.

Prompt 4 Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

Clinical educators from Tennessee Wesleyan University include university faculty and adjunct faculty. Faculty members were chosen based on identified selection criteria which includes administrative and leadership experience in PreK-grade 12 schools, both public and private. The search committee includes representatives from partner district administrative teams. In the selection of adjunct instructors, efforts are made to utilize experts from the partner districts who are highly qualified, thus strengthening partnerships and making valuable connections between practicing administrators and program candidates. To ensure that candidates are prepared to instruct and lead, the program is aligned with the InTASC Model Core Teaching Standards, NAEYC Program Standards, CAEP Elementary Teacher Preparation Standards, ISTE instructional technology standards, and The TN State Board of Education Literacy Standards for Education Preparation Providers.

Tennessee Wesleyan works with partnering districts to design and provide extensive meaningful clinical experiences for candidates to practice application of course content knowledge and skills. As part of the required field experience, the candidates are expected to complete 10-20 field experience hours associated with each of the 19 professional education courses. Clinical experience educators provided by the LEA provide after-teaching feedback to the candidates for reinforcement and refinement of instructional skills. Candidates must reflect complete a written reflection on the after-teaching feedback provided by the clinical experience educator. This reflection is used to refine instructional skill. In five of the professional courses, teacher candidates must complete key assessments directly related to the depth and breadth of the field experiences. Candidates receive extensive instruction on the Explicit Direct Instructional Model and the TEAM teacher evaluation model. The TEAM model is used to evaluate student candidate planning, instruction, environment during the professional education program courses. The connections between sound and effective intellectual preparation and instruction in the classroom environment, strong student outcomes and positive teacher evaluations, as well as level of effectiveness determinations are emphasized throughout the process. Candidates participate in the edTPA assessment program. EdTPA is a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts such as handouts slides, etc., student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness. It is focused on student learning and principles from research and theory and serves as a measure for the EPP to ensure accountability for candidate outcomes. This performance-based, subject-specific assessment and support system emphasizes, measures, and supports the skills and knowledge that all teachers need in the classroom. With respect of importance of this work to link theory and practice, reinforce coherence across the clinical and academic components of preparation and establish shared accountability between the EPP and teacher candidate, the EPP developed a course specifically designed to oversee the candidate progress toward completion of edTPA program and submissions. All teacher candidates must successfully participate and complete this course.

The EPP and partner LEA mutually agree to collaborate on implementation of direct measures to refine areas of challenge as well as reinforce areas of mastery. These measures include collaboration with university clinical supervisors and district personnel. Data collection from surveys completed by clinical experience supervisors, teacher candidate, and clinical educators provide important information to analyze in LEA partner meetings as well as during the Partnership Data meeting. Less formal, but just as valuable, information is obtained through direct contact between the EPP student teaching director and partner LEA administrators.

<p>Primary Partnership Outcomes</p>	<p>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 agreement. Include a timeline if applicable.</p>
<p>Primary Partnership Outcomes The EPP and partner district LEA met collaboratively and set these primary partnership outcomes.</p> <ol style="list-style-type: none"> 1. The partner district LEA and EPP will identify an appropriate representative and contact for the collaboration meetings. 2. The partner district LEA will provide access to High Quality Instructional Materials (HQIM) used in the district curriculum. This access will include access to text, instructional materials, and assessments. August 2022 3. The partner district LEA will provide information on opportunities to employ EPP teacher candidates in All Corp tutoring, summer learning camps, and Kids Connection before and after school day care. This will facilitate relationships between possible employees and the district as well as provide experiences built to increase LEA student achievement. August 2022 4. The EPP will disseminate the employment opportunities with the district LEA to teacher candidates by email and will also post the information on the INFORMATION FOR YOU board in Sherman Hall. August 2022 and January 2023 5. The EPP and partner district LEA will work together to place field experience students and clinical experience students in productive placements. August 2022 and January 2023 6. The EPP will share marketing information on recruitment and retainment of teacher candidates as well as any informational updates with the partner district LEA through a twice annual newsletter. Fall 2022, Late Winter 2023 7. The EPP will plan a spring partnership data meeting on campus for collaboration of information, gathering of survey information and dissemination of data related to the EPP evaluations and scores from TDOE as well as survey information from completers. The EPP and LEA will present data and set recruitment and selection goals for the 2023-24 reporting year along with indicators of success in increasing the educator pipeline; The EPP and partner LEA will set mutually agreed upon dates to engage the partner LEA in Teacher Education Program interviews, to facilitate early exposure and opening of the pipeline between the partner LEA and the teacher candidates. At the Partnership Data meeting, the EPP will present program enrollment numbers to predict future numbers of Candidates prepared; present the previous years' recruitment plan and outcomes; present any updates on clinical experience, program, or curriculum changes; review the Annual Report/Insights tool to inform recruitment efforts in high-needs areas as identified by the LEA's Human Capital Data report; share with the LEA its Recruitment Plan and Diversity Plan which include data on high quality candidate recruitment and selectivity as well as inclusion of a broad range of backgrounds and diverse populations; review clinical experience expectations to ensure the clinical experience meets the requirements per the Educator Preparation Policy. The LEA will provide upcoming critical areas of need in the district. This will include, but is not limited to, review of Human Capital Report data; provide data related to employer satisfaction and provider impact for review; address completer strengths and areas for improvement to help inform the program design of the EPP coursework. At the end of the Partnership Data meeting, the EPP and LEA will work together to discuss the shared data to forecast pipeline need and thus set the goals and outcomes for the subsequent reporting year to ensure a strategic and united recruitment effort. March/April 2023 	



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Appendix A

Educational Partnership Award

Awarded to qualified new freshman who declare Education as their major. These students will get an additional \$2,500 scholarship per year (total value \$10,000) as long as they continue to be an Education major. The recipients must work with either the Education Department or a Community Partner 45 hours each semester (3 hours per week).

To qualify, students must be a graduate from a high school in a primary or state approved partner with TWU. The student must be from:

1. An underrepresented racial/ethnic group -or-
2. Male -or-
3. Declaring an education major that is an identified high needs area.

The candidate must have an ACT composite score of 21 or SAT equivalent and a minimum high school GPA of 3.0.



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Appendix B

Master of Arts in Teaching (MAT)

Program Description

The Master of Arts in Teaching (MAT) program at Tennessee Wesleyan is designed to offer many high-needs areas of endorsement. The program has a job-embedded pathway and a semester-long student teaching pathway. The program is designed for working adults who have decided to bring their skills and experience into the classroom.

The MAT is an Initial Licensure program, providing college graduates who did not complete a traditional teacher education program the opportunity to earn their graduate degree and teaching license.

The MAT program offers the following licensure areas:

- Special Education Interventionist (K-8)
- Secondary Biology, Chemistry, or Mathematics (6-12)
- Elementary Education (K-5)

Students complete a 36-semester hour program of study. Each program has a job-embedded track where TWU will waive the six-hour student teaching requirement if a student is currently in a teaching position.

Hybrid Format:

- Students complete the majority of their coursework online
- Students participate in one meeting on campus or via Microsoft Teams each month
- The hybrid format accommodates professionals' busy schedule, without sacrificing important face-to-face time with colleagues and professors

Program Completion Times

The MAT has three main timelines for completion:

- The Summer start is a 12-month timeline with three semesters (Summer, Fall, and Spring).



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Appendix C

Field Experience Assessment Forms

Field Experience Record Summary: Page 2

Candidate Disposition Evaluation: Pages 3-4

After Teaching Feedback Form: Pages 5-6

Candidate Disposition Evaluation

TWU Course Title:

TWU Course Number:

Name of Student:

Name of School Placement:

Name of Cooperating Educator:

Signature of Cooperating Educator:

The Candidate Disposition Evaluation is an assessment form based on our TWU Dept. of Ed Departmental Dispositions. The Departmental Dispositions are a set of teaching dispositions we aim to instill in our teaching candidates. The Departmental Dispositions are assessed throughout a TWU teaching candidate's journey towards licensure. This Candidate Disposition Evaluation form is intended to be completed by a school-based clinical educator that has interacted with a TWU teacher candidate during clinical experiences. Your feedback may be used as part of the field experience assessment imbedded in this TWU course. Feedback may also be used outside this course to promote candidate success.

Candidate Disposition Evaluation						
Please circle the appropriate response		Excellent	Above Average	Average	Needs Improvement	Unsatisfactory
1.	Provides equitable learning opportunities for all students. Comments:	5	4	3	2	1
2.	Uses sound judgement and thoughtful decision making when dealing with students. Comments:	5	4	3	2	1
3.	Maintains confidentiality in the classroom. Comments:	5	4	3	2	1
4.	Participates in required meetings or professional development activities. Comments:	5	4	3	2	1
5.	Accepts responsibility for what transpires in his/her classroom. Comments:	5	4	3	2	1
6.	Demonstrates a strong work ethic. Comments:	5	4	3	2	1
7.	Demonstrates strong interpersonal skills. Comments:	5	4	3	2	1

After Teaching Feedback Form

TWU Course Title:

TWU Course Number:

Name of Student:

Name of School Placement:

Name of Cooperating Educator:

Signature of Cooperating Educator:

Instructor Overview of Modification:

Field Experience After Teaching Feedback Administration and Purpose
 The Field Experience After Teaching Feedback (FE-ATF) form is based on modified TEAM Instruction evaluation indicators. The FE-ATF is designed to help candidates progress during field experiences and in-class activities before student teaching with feedback provided by classroom teachers or university instructors. The purpose of the FE-ATF is to allow candidates to learn the TEAM Instruction evaluation indicators. Candidates may be asked to self-assess or reflect on classroom teacher or university instructor feedback based on the form. The basis for judgement of the ATF form will follow TEAM Instruction evaluation protocol with scores ranging from at Expectations (3) to Below Expectations (1), and will not include Significantly Above Expectations (5) until Student Teaching.

		At Expectations		Below Expectations	Not Applicable
1	Most learning objectives were communicated, connected to the state standards, and referenced throughout lesson. The assessment criteria are aligned, communicated, and measurable. Comments:	3	2	1	NA
2	The candidate developed learning experiences where inquiry, curiosity, and exploration are valued. Comments:	3	2	1	NA
3	Presentation of content most of the time included: visuals, examples, modeling by the teacher, technology, and logical sequencing and segmenting. Comments:	3	2	1	NA
4	The lesson started promptly and the lesson's structure was coherent, with a beginning, middle, and end. Comments:	3	2	1	NA
5	The activities and materials included most of the following: Challenging, sustained students' attention, elicited a variety of thinking, provided time for reflection, and are relevant to student's lives. Comments:	3	2	1	NA



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Appendix E: Updated

School Leadership Survey of TWU Dept. of Education Program Completers

& School Leadership Survey of School District Needs

District: _____

Specified Cluster Area (Elementary) (PreK-8) (6-12) (K-12)

Current Role: _____

Number of EPP Graduates Employed (0-3, 4-6, 7-10, >10)

Dispositions

1. Which one or more of the 15 affective dispositions would you like TWU to improve and/or focus for improvement based on experiences with recent graduates from TWU's Dept. of Education program and/or based upon your knowledge of trends in the field of education (local schools, across the state, or nationwide). We will use your selection(s) and feedback to make changes and improvements to how we model and teach our TWU candidates these affective dispositions.

- A. _____ Provides equitable learning opportunities for all students
- B. _____ Uses sound judgment and thoughtful decision making when dealing with students.
- C. _____ Maintains confidentiality in the classroom
- D. _____ Participates in required meetings or professional development activities
- E. _____ Accepts responsibility for what transpires in his/her classroom
- F. _____ Demonstrates a strong work ethic
- G. _____ Demonstrates strong interpersonal skills
- H. _____ Collaborates with families, colleagues, and other professionals to improve overall student learning

7. To what degree are you satisfied with recent graduates from this program regarding their: Instruction skills regarding learning environments

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

8. To what degree are you satisfied with recent graduates from this program regarding their: Instruction skills regarding application of content

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

9. To what degree are you satisfied with recent graduates from this program regarding their: Instruction skills regarding instructional strategies

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

10. To what degree are you satisfied with recent graduates from this program regarding their: Assessment skills regarding learning differences

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

11. To what degree are you satisfied with recent graduates from this program regarding their: Assessment skills regarding understanding and using assessment

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

12. To what degree are you satisfied with recent graduates from this program regarding their: Collaboration skills regarding understanding and using collaboration

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

13. To what degree are you satisfied with recent graduates from this program regarding their: Collaboration skills regarding leading collaboration

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

14. To what degree are you satisfied with recent graduates from this program regarding their: Reflection skills regarding professional learning

(a.) Poor (b.) Fair (c.) Good (d.) Very Good (e.) Excellent

22. Please list High Needs Licensure Areas for your schools for the upcoming school year that are anticipated or needed immediately.

23. Please list opportunities for Professional Development that are anticipated or needed immediately. Please indicate if the TWU Dept. of Ed could help provide opportunities for Professional Development or would benefit from participating in opportunities for Professional Development.

24. Please list opportunities for connecting with community stakeholders that are anticipated or needed immediately. Please indicate if the TWU Dept. of Ed could help provide opportunities for connecting with community stakeholders or would benefit from participating in opportunities connecting with community stakeholders.

25. Please list ideas for improving the partnership between your school/district and TWU's Dept. of Education based on your school's/district's needs.



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Appendix F: Updated

Clinical Educator Assessment Forms

- School-based Clinical Educator Evaluation Form: Pages 2-3
- Provider-based Clinical Educator Evaluation Form: Pages 4-5
- Student Teacher Survey of Provider-based Clinical Educators: Page 6
- Student Teacher Survey of School-based Educators: Page 7

Actionable Feedback

From the above list of 7 areas, are there areas (best practices) that you would be willing to share with another clinical practice mentor? Please list the areas below and provide comments if desired.

Area(s) to Share	
Comments:	
Area(s) to Share	
Comments:	

What resources may we provide as Dept. to help support you as a clinical practice mentor? Resources may be human capital or physical.

Resources for Support	
Comments:	
Resources for Support	
Comments:	

Date

Signature of School-based Clinical Educator (Clinical Practice Mentor)

Signature of Provider-based Clinical Educator (TWU Director of Student Teaching)

Actionable Feedback

From the above list of 7 areas, are there areas (best practices) that you would be willing to share with another clinical practice supervisor? Please list the areas below and provide comments if desired.

Area(s) to Share	
Comments:	
Area(s) to Share	
Comments:	

What resources may we provide as Dept. to help support you as a clinical practice supervisor? Resources may be human capital or physical.

Resources for Support	
Comments:	
Resources for Support	
Comments:	

Date

Signature of Provider-based Clinical Educator (TWU Director of Student Teaching)

Signature of Provider-based Clinical Educator (TWU Clinical Supervisor)

Student Teacher Evaluation of Mentor Teacher

First Placement – Mentor’s Name

First Placement – Name of School

Second Placement – Mentor’s Name

Second Placement – Name of School

Please use the scale below to rate your supervising teacher’s performance:

5= Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

	First Placement	Second Placement
1. Your mentor teacher was prepared to help you at all times. Comments		
2. Your mentor teacher was friendly and had a good rapport Comments		
3. Your mentor teacher spent a lot of time with you. Comments		
4. Your mentor teacher treated you like a professional. Comments		
5. Your mentor teacher collaborated with you on lesson plans. Comments		
6. You would recommend the mentor teacher again concerning other student teacher placements. Comments		
7. Your mentor teacher was prompt when arriving for a formal observation. Comments		
8. Your mentor teacher stayed with you when he/she was needed. Comments		
9. Your mentor teacher communicated with you daily. Comments		
10. Your mentor teacher gave helpful feedback to you weekly. Comments		
11. Your mentor teacher supported you with TEAM and edTPA. Comments		