



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

<b>Educator Preparation Provider (EPP)</b>	Tennessee Wesleyan University
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<b>Local Education Agency (LEA)</b>	Warren County Schools
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<b>Term of Agreement</b>	2022-2023
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<b>EPP Contact/Designee</b>	
Name: <b>Melanie Amburn</b>	Title: Education Department Chair
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<b>LEA Contact/Designee</b>	
Name: <b>Dr. Grant Swallows</b>	Title: Director of Schools
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<b>Other Key Staff</b>	
Name: Carl Curtis, Director of Teaching/ Learning 7-12	Name:
Title:	Title:
Name:	Name:
Title:	Title:

<b>Certification (signatures verify partnership)</b>		
<b>EPP Head Administrator</b>	Name: <i>Melanie Amburn</i> Title: <i>Education Dept. Chair</i> Signature: <i>Melanie Amburn</i>	Date: <i>9/19/22</i>
<b>LEA Director of Schools</b>	Name: <i>Grant Swallows</i> Title: <i>Director of Schools</i> Signature: <i>Grant Swallows</i>	Date: <i>9-28-22</i>

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

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

## Goal #1: Recruit and Select Diverse Candidates

**Undergraduate Recruitment:** The LEA will provide access to students in grades 9-12 for undergraduate recruitment. Access to students in grades 9-12 personal information is not requested. Access may be in collaboration with LEA College Counselors. Access may also be in collaboration with TWU Admissions. Access may be in the form of forwarding opportunities specific to the TWU Education Dept. via email so students may contact the EPP if interested.

**Graduate Recruitment:** The LEA will provide information to faculty & staff for graduate recruitment. Access to faculty & staff personal information is not requested. Access may be in the form of forwarding opportunities specific to the TWU Education Dept. via email so faculty & staff may contact the EPP if interested. Access may also be in collaboration with TWU Admissions.

**Professional Development:** The EPP will provide access to support for culturally relevant teaching. The LEA may collaborate with the TWU Department of Education for EPP faculty to conduct and/or assist professional development of culturally relevant teaching. Culturally relevant teaching may be in the areas of academic achievement, cultural competence, and sociopolitical consciousness.

## Goal #2: Recruit and Select Candidates Committed to Long-term Profession

**Clinical Experience Data:** The LEA (School-Based Clinical Educators) will provide clinical experience feedback to EPP candidates through Field Experience Assessment Forms from (see Appendices). The LEA (LEA Leadership) will provide clinical experience feedback through a Field Experience Survey (see Appendices).

**Completer Data:** The LEA will provide access to completer effectiveness and impact data (Level of Effectiveness ratings, TVAAS ratings, and Observational ratings). Confidentiality will be maintained by the EPP by coding data provided by the LEA (teacher names would be coded). The completer data provided will be analyzed with EPP Program Learning Outcomes to make programmatic improvements. The LEA will provide feedback on Completers to the EPP through a Survey of Hired Recent Graduates (see Appendices).

**Mentoring:** The EPP may provide access to completer support with effectiveness and impact data. EPP faculty may mentor completers to improve Level of Effectiveness ratings, TVAAS ratings, and Observational ratings.

## Goal #3: Recruit and Select Candidates for High Needs Endorsement Areas

The LEA will report areas of high need endorsement to the EPP annually. The EPP will provide access to completers for recruitment annually.

## Annual Partnership Meeting & Annual Advisory Board Meeting

The EPP will provide an annual Partnership Meeting in the Fall and an annual Advisory Board Meeting in the spring. The LEA will have at least one participant engaged at each meeting. Goals for recruitment and selection will be revisited during the Fall Partnership Meeting. Meetings may also be in the form of individual check-in

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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)**

**Select:** The LEA will provide school-based clinical educators with the following criteria: at least two years of experience, Level of Effectiveness rating of 3 or higher, and has intention to continue employment. The school-based clinical educators may work with teacher candidates in field experiences and clinical practice. The EPP will provide provider-based clinical educators with TEAM certification for TEAM Observations in clinical practice (student teaching and job-embedded).

**Prepare:** The EPP will provide course level instructions to school-based clinical educators for field experiences and a clinical practice handbook for student teachers and job-embedded teachers. **Evaluate:** The EPP will provide school-based clinical educators with a self-reflection tool for improvement. The EPP and LEA will provide school-based clinical educators with feedback for improvement based on the self-reflection tool. The EPP will provide provider-based clinical educators with a self-reflection tool for improvement. The EPP and LEA will provide provider-based clinical educators with feedback for improvement based on the self-reflection tool for improvement. In addition, school-based clinical educators and provider-based clinical educators will be evaluated by teacher candidates by end of clinical experience surveys.

**Support:** The LEA and EPP will provide access to opportunities for school-based clinical educators to improve based on feedback for improvement. **Retain:** The LEA and EPP will agree on retention of school-based clinical educators serving as mentor teachers based on feedback for improvement (See Appendices) and teacher candidate surveys (See Appendices).

### Annual Partnership Meeting & Annual Advisory Board Meeting

The EPP will provide an annual Partnership Meeting in the Fall and an annual Advisory Board Meeting in the spring. The LEA will have at least one participant engaged at each meeting. Meetings may be in the form of individual check-ins. Clinical educator selection, preparation, evaluation, support, and retention will be revisited in the Fall Partnership Meeting.



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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



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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

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

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

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### 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

## 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.

<b>Candidate Disposition Evaluation</b>						
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

## 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		

