



Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Wesleyan University
Local Education Agency (LEA)	Bledoe County Schools
Academic Year of Agreement	2023-2024

EPP Contact/Designee	
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LEA Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: Melanie Amburn	Title: TWU Education Dept. Chair
Signature: <i>Melanie Amburn</i>	Date:

LEA Head Administrator: Selina Sparkman	Title: Director of Schools
Signature: <i>Selina Sparkman</i>	Date: 10-6-2023



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.*

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
2

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.*

In addressing the need for a high quality teacher candidate, EPP Clinical Experience Protocols, as mutually-agreed upon by the district and the university, demand that prior to entering the clinical practice, the teacher candidate will have submitted a criminal history records check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation. The teacher candidate will have obtained a qualifying score on the ACT, SAT, or the reading, writing and math subtests of the CORE Praxis. The teacher candidate must have completed all required coursework, passed all required PRAXIS exams, and will have a minimum GPA of 2.75.

In the provision of sufficient depth, breath and coherence, the district agrees to place the teacher candidate with level 4 and 5 educators in the classroom. As mutually agreed by the district and the EPP, in the provision of sufficient duration of the clinical experience, there will be two placements for each teacher candidate. The first placement is for ten weeks in length and the second placement is for five weeks for a total of two placements in two settings. The placement will offer the teacher candidate the opportunity to work with all students, including those with diverse backgrounds and needs. The second placement will be in a grade level that ensures the breadth of the endorsement subject area and grade band area are experienced. Exposure to various modalities of instruction, such as in-person learning using direct instruction and individualized technology, as well as online direct instruction and use of online instructional platforms, may be available in the clinical experience. Teacher candidates will complete the edTPA assessment during the first placement.

Teacher candidates will follow the district's school schedule of holidays, professional development, etc. Teacher candidates will participate in all mentor teacher activities to include faculty meetings, bus duty, staff professional development, parent conferences, parent-teacher organization meetings, IEP meetings, etc. unless otherwise directed by the principal of the school. The clinical educator will work cooperatively and collaboratively with the TWU clinical supervisor to formatively evaluate and direct the activities of the teacher candidate in the interest of developing and evaluating instructional effectiveness and positive impact on the PreK-grade 12 students. The teacher candidate, with guidance from the clinical supervisor and educator, will plan, instruct, and assess students in preparation for the edTPA portfolio. In collaboration and mutual agreement with the partner LEA, the EPP has developed requirements for completion of student teaching clinical practice and has outlined the causes and procedures by which the clinical practice can be terminated. Collaboration with the director of student teaching as outlined in the Clinical Experience Handbook will ensure the termination process is completed with fidelity and integrity should an issue arise with a teacher candidate.

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.

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 offers both 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 program 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.

Available Licensure Areas

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

Students complete a 36-semester hour program of study. Each program has a job-embedded pathway where the six-hour student teaching requirement is waived if the student is serving as a teacher of record for at least 100 days.

Hybrid Format

Students complete the majority of their coursework online, and they participate in one in-person class meeting each month (typically the second Saturday). The hybrid format accommodates professionals' busy schedules, without sacrificing important face-to-face time with colleagues and professors.

Program Completion Times

The MAT program has three main timelines for completion:

- Summer start date: 12 months over three semesters
- Spring start date: 16 months over four semesters
- Fall start date: 21 months over five semesters

Appendix C

Field Experience Assessment Forms

Field Experience Record Summary

After Teaching Feedback Form

Candidate Disposition Evaluation

Field Experience Record Summary

Course Title: _____

TWU Course Number: _____

Name of Student: _____

Name of School Placement: _____

Name of Cooperating Educator: _____

Signature of Cooperating Educator: _____

The Field Experience Record Summary is an assessment form that serves as documentation for clinical experiences. The Field Experience Record Summary helps the TWU Dept. of Edu. document the breadth and depth of clinical experiences for candidates. This Field Experience Record Summary form is intended to be completed by a school-based clinical educator that has interacted with a TWU teacher candidate during clinical experiences.

This document will become part of your final portfolio; quality and professionalism should be maintained.

Grade Level or Secondary Course	Date	Teacher's Signature	Field Experience Hours (Observation Hours)
Total Observation Hours			

Please deliver this form to your course instructor at the completion of your field experience hours.

After Teaching Feedback Form

Lesson Assessment

Student Teaching After Teaching Feedback Administration and Purpose

The Student Teaching After Teaching Feedback (ST-ATF) form is based on modified TEAM Instruction evaluation indicators. The ST-ATF is designed to help candidates progress during student teaching with feedback provided by classroom teachers or university instructors. The purpose of the ST-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 ST-ATF form will follow TEAM Instruction evaluation protocol with scores ranging from Significantly Above Expectations (5), to At Expectations (3), and Below Expectations (1).

		Above Expectations		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:	5	4	3	2	1	NA
2	The candidate developed learning experiences where inquiry, curiosity, and exploration are valued. Comments:	5	4	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:	5	4	3	2	1	NA
4	The lesson started promptly, and the lesson's structure was coherent, with a beginning, middle, and end. Comments:	5	4	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:	5	4	3	2	1	NA
6	Questions usually require students to cite evidence. A moderate frequency of questions was asked and wait time was sometimes provided. Comments:	5	4	3	2	1	NA
7	The teacher circulated during instructional activities to support engagement and monitor student work. Comments:	5	4	3	2	1	NA
8	The instructional grouping arrangements enhance student understanding and learning efficiency. Comments:	5	4	3	2	1	NA
9	The teacher displayed accurate content knowledge of all the subjects he or she taught. Comments:	5	4	3	2	1	NA
10	The teacher sometimes provided differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Comments:	5	4	3	2	1	NA
11	The teacher thoroughly taught one or more types of thinking: analytical thinking, creative thinking, and research-based thinking. Comments:	5	4	3	2	1	NA
12	The teacher implemented activities that taught two problem-solving types such as: Drawing conclusions and predictive outcomes. Comments:	5	4	3	2	1	NA

TWU Student Name _____

TWU Course Number _____

School Name _____

Grade Level _____

Signature of Teacher Observing _____

Date _____

Candidate Dispositions Evaluation

Please circle the appropriate response.	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory
1. Provides equitable learning opportunities for all Students	5	4	3	2	1
2. Uses sound judgment and thoughtful decision making when dealing with students.	5	4	3	2	1
3. Maintains confidentiality in the classroom	5	4	3	2	1
4. Participates in required meetings or professional development activities	5	4	3	2	1
5. Accepts responsibility for what transpires in his/her classroom	5	4	3	2	1
6. Demonstrates a strong work ethic	5	4	3	2	1
7. Demonstrates strong interpersonal skills	5	4	3	2	1
8. Collaborates with families, colleagues, and other professionals to improve overall student learning	5	4	3	2	1
9. Effectively plans units and lessons for student growth and learning	5	4	3	2	1
10. Seeks growth through continual reflection and Positive feedback from mentors	5	4	3	2	1
11. Seeks out and develops the most appropriate methods to meet the needs of diverse learners in the classroom	5	4	3	2	1
12. Understands working with a variety of resources	5	4	3	2	1
13. Connects with stakeholders and community members	5	4	3	2	1
14. Promotes student achievement at all levels Advocates for all learners	5	4	3	2	1
15. Models and promotes positive professional behaviors (e.g., social media, background check etc.)	5	4	3	2	1
TWU Student Name				TWU Course Number	
School Name				Grade Level	
Signature of Teacher Observing				Date	

Appendix D

Field Experience Assessment Forms

Cooperating Teacher Final Report

Clinical Practice Supervisor Evaluation

Mentor Teacher Evaluation

Cooperating Teacher Final Report

Please rate the student teacher in the stated domains. This form may be used in conjunction with the *After Teaching Feedback Form* to provide a more detailed evaluation of the student teacher's performance.

	Excellent	Above Average	Average	Below Average	Unsatisfactory
I. Planning:					
A. Preparedness	5	4	3	2	1
B. Planning for diverse students	5	4	3	2	1
C. Knowledge base	5	4	3	2	1
II. Strategies:					
A. Relevancy	5	4	3	2	1
B. Variety of strategies	5	4	3	2	1
C. Student ownership	5	4	3	2	1
III. Assessment:					
A. Understands ongoing assessment (formative)	5	4	3	2	1
B. Evaluates continually to improve instruction	5	4	3	2	1
C. Includes assessment component in most lessons	5	4	3	2	1
D. Understands contribution to summative assessment	5	4	3	2	1
IV. Classroom Management:					
A. Develops a climate conducive to learning	5	4	3	2	1
B. Manages classroom resources well	5	4	3	2	1
C. Uses appropriate classroom management techniques	5	4	3	2	1
D. Implements adaptations as necessary for diverse student needs	5	4	3	2	1
V. Professional Growth:					
A. Attends all faculty, PTA/PTO, etc. meetings	5	4	3	2	1
B. Participates in other school and professional activities	5	4	3	2	1
C. Collaborates with colleagues and appropriate others	5	4	3	2	1
VI. Communication:					
A. Writes and speaks clearly and correctly (Proper grammar, voice modulation, etc.)	5	4	3	2	1
B. Uses appropriate verbal and nonverbal techniques	5	4	3	2	1

Comments and written narrative (*for additional comments use the back of this page*)

Cooperating Teacher Name [print]

Student Teacher Name

Cooperating Teacher Signature

Grade

Placement School Name

Date

Clinical Practice Supervisor Evaluation

First Placement – Supervisor’s Name _____
 First Placement – Name of School _____
 Second Placement – Supervisor’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	Comments
1. Your clinical practice supervisor was prepared to help you at all times.			
2. Your clinical practice supervisor was friendly and had a good rapport			
3. Your clinical practice supervisor spent a lot of time with you.			
4. Your clinical practice supervisor treated you like a professional.			
5. Your clinical practice supervisor collaborated with you on lesson plans.			
6. You would recommend the clinical practice supervisor again concerning other student teacher placements.			
7. Your clinical practice supervisor was prompt when arriving for a formal observation.			
8. Your clinical practice supervisor stayed with you when he/she was needed.			
9. Your clinical practice supervisor communicated with you weekly.			
10. Your clinical practice supervisor gave helpful feedback to your weekly dialogue journal entries.			
11. Your clinical practice supervisor clearly articulated the rationale for scores given on the TEAM rubric.			

Mentor Teacher Evaluation

Semester/Year: _____

Your Name: _____

First Placement-Mentor's Name: _____

First Placement-School's Name: _____

Second Placement-Mentor's Name: _____

Second Placement-School's Name: _____

Please use the scale below to rate your mentoring teacher's performance.

5=Strongly Agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

	First Placement	Second Placement
1. Your mentoring teacher was always prepared to help you.	●●●●●	●●●●●
2. Your mentoring teacher was friendly, and you had a good rapport.	●●●●●	●●●●●
3. Your mentoring teacher spent a lot of time with you.	●●●●●	●●●●●
4. Your teacher treated you like a professional.	●●●●●	●●●●●
5. Your teacher collaborated with you on lesson plans.	●●●●●	●●●●●
6. You would recommend the teacher again concerning other student teacher placements.	●●●●●	●●●●●
7. Your mentoring teacher stayed with you when he/she was needed.	●●●●●	●●●●●

Any further comments or suggestions?
