

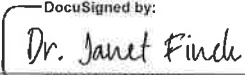



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee State University (TSU)
Local Education Agency (LEA)	Metro-Nashville Public Schools (MNPS)
Academic Year of Agreement	2023-2024

EPP Contact/Designee	
Name: Dr. Nicole Arrighi	Title: Assistant Dean, Teacher Education
Email: nkendall@tnstate.edu	Phone Number: 615-963-5482

LEA Contact/Designee	
Name: Lisa Spencer	Title: Chief of Human Resources
Email: lisa.spencer@mnps.org	Phone Number: 615-259-4636

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Janet Finch	Title: Dean, College of Education
Signature:  <small>DocuSigned by: 5E9D014AE9B2467...</small>	Date: 9/25/2023

LEA Head Administrator: Dr. Adrienne Battle	Title: Director of Schools
Signature: 	Date: 9.25.23



Prompt
1

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

Tennessee State University (TSU) and Metro-Nashville Public Schools (MNPS) actions discussed below will be completed as part of the MNPS Primary Partnership Consortium. Tennessee State University (TSU) and Metro-Nashville Public Schools (MNPS) have a long history of collaboration in preparing high-quality teachers for the Nashville community. This collaboration includes co-selecting clinical educators and collaborating to prepare, evaluate, and support these educators. Unless otherwise indicated, agreed upon actions apply to both Teacher Preparation and Instructional Leadership. Minor additions were made to the agreement. However, for the most part, the agreement remains the same.

The Tennessee State University (TSU) and Metro-Nashville Public Schools (MNPS) partnership will develop recruitment goals and supporting strategies through collaboration and the use of shared data. At a minimum, the goals of this partnership are 1) to generate a high-quality pool of teacher candidates for the district; 2) to increase the diversity of the IMPS teaching force to better reflect the demographics of the student population; and 3) to strategically target educators for the district's high need content areas. In consultation with MNPS, critical vacancies will be identified so that TSU can prepare candidates to fill faculty shortages in the MNPS system.

The TSU director of teacher education and the field placement and clinical experience coordinator will be charged with making the connections within the schools to identify potential candidates for the teacher education program. Data on recruitment efforts will allow the program to monitor where progress is occurring and when different recruitment strategies will need to be implemented - particularly as demographic shifts happen within MNPS. Hence, each year the rate of recruitment from each school within the district will be reviewed. These early data will assist in TSU's discussions with the district and principals in planning recruitment efforts for the next year.

Specific strategies and actions that TSU and MNPS can take to increase the educator pipeline:

- Partner with K-12 schools: TSU and MNPS can partner with K-12 schools to identify and recruit potential teacher candidates. This could involve visiting schools, talking to students and parents about the teaching profession, and offering programs and scholarships to encourage students to pursue a career in education.
- Target outreach to underrepresented groups: TSU and MNPS can target their outreach efforts to underrepresented groups, such as students of color, first-generation college students, and students from low-income families. This could involve attending college fairs and career expos that are specifically for these groups, and developing partnerships with community organizations that serve these groups.
- Offer financial support: TSU and MNPS can offer financial support to teacher candidates, such as scholarships, grants, and tuition waivers. This can help to make education more affordable for all students, regardless of their financial background.
- Provide mentorship and support: TSU and MNPS can provide mentorship and support to teacher candidates throughout their college career. This could involve pairing teacher candidates with experienced teachers, offering workshops and professional development opportunities, and providing emotional support and guidance.

By taking these steps, TSU and MNPS can increase the educator pipeline and ensure that all students have access to high-quality instruction.

Instructional Leadership

The standardized selection process for Instructional Leadership Licensure Masters (M.Ed.) and Specialist (Ed.S.) candidates was developed in conjunction with our LEA Partnership committee. The partnership consists of an Advisory Board of faculty of the Department of Educational Leadership and MNPS program directors. The advisory board reviews and recommends changes to the licensure programs for improvement. Please see the composition of the Advisory Board at the end of this document. In order to gain admission into the Instructional Leadership Licensure (ILL) Program, the State of Tennessee requires each university to comply with admissions requirements as outlined in the Tennessee Learning Centered Policy. As part of this selection policy, potential candidates are required to meet the General Admission Requirements: The committee (comprised of university and school-based personnel) will review the Application for basic TSU Graduate School requirements including a GPA of 2.75/3.25 or higher; an acceptable GRE or MAT score; previous graduate work: checklist from the supervisor; and disposition list from supervisor.



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.*

The identified TSU and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which TSU is a member. **SELECTION PROCESS:** TSU along with other Tennessee Educator Preparation Providers have met with MNPS in meetings to identify relevant criteria for selection. This process will ensure consistency in the selection of school-based clinical mentors (mentor teachers) and provider-based clinical educators (master clinicians). Adhering to the recommendations of the Tennessee Department of Education, school-based clinical mentors (mentor teachers) and provider-based clinical educators (master clinicians) criteria include, but are not limited to, years of experience, areas of licensure/endorsement, highly effective performance (based on previous year performance review), commitment to being a mentor, mentor training, and demonstrated ability to work as a team member. Additionally, these criteria comply with the requirements stipulated in Educator Preparation Policy 5.504 in determining placements and creating and implementing a common process for selecting clinical mentors. The EPP developed a process for the selection of provider-based clinical supervisors and will obtain MNPS's agreement on the identified process. Moreover, in accordance with the policy, all school-based clinical mentors selected and provider-based clinical educators will hold licensure with endorsement in the supervising area. **PREPARATION:** The partnership will co-create and implement a common process for preparing school-based clinical mentors (mentor teachers). This will include a collaboratively developed one-day mentor training that all school-based clinical mentors (mentor teachers) must attend. This training will be conducted twice per academic year and will be facilitated by members of the EPP and MNPS partnership. Content will include, but not be limited to, an overview of TSU and MNPS handbooks, edTPA, and the co-teaching model. The roles and responsibilities of school-based clinical mentors (mentor teachers) will be collaboratively developed by the TSU/MNPS partnerships and will be aligned to the TEAMrubric. These roles and responsibilities will be outlined in the TSU handbook. Participants will complete an evaluation of this training to assist the partnership in continually improving its preparation for school-based clinical mentors (mentor teachers). The partnership will collaborate on future training for school-based clinical mentors (mentor teachers), delivering future trainings based on identified needs and grade band/discipline areas as needed. **EVALUATION/OBSERVATION:** The partnership will co-develop an assessment tool for school-based clinical mentors (mentor teachers) to be utilized to receive actionable feedback to assist in improving the ways in which they implement their roles and responsibilities. In addition, the partnership will co-develop a protocol for a collaborative conversation between school-based clinical mentors (mentor teachers) and provider-based clinical educators that focuses on ways clinical educators (mentor teachers) can best support teacher candidates. Actionable feedback for improvement should be based on improving the mentor teacher's ability to perform assigned roles and responsibilities. Provider-based clinical educators (master clinicians) will be observed by teacher candidates and school-based clinical mentors (mentor teachers) throughout all aspects of the clinical experience. Teacher Candidates and school-based clinical mentors (mentor teachers) will provide actionable feedback based on these observations to the provider-based clinical educators (master clinicians) at the completion of each experience or sooner based on the nature of the observation. The TSU and MNPS core partnership members will review assessment feedback annually. **SUPPORT:** The TSU/MNPS partnership will co-develop a protocol for a collaborative conversation between provider-based clinical educators (master clinicians) and school-based clinical mentors (mentor teachers) to allow for reflection and focused support for the educator candidate (teacher candidate). TSU has already established annual focus groups that allow both groups of clinicians to share their challenges and successes with the mentoring experience. This activity provides an opportunity for TSU to assist in providing additional information and guidance to the mentors in becoming more effective clinicians. Further, the provider-based clinical educators will meet monthly with the TSU field placement and clinical experience coordinator and the director of teacher education to review their experiences and obtain constructive feedback.



**Prompt
3**

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.*

The TSU/MNPS Memorandum of Understanding (MOU) addresses the mutually-agreed upon design of clinical experiences to ensure educator candidates (teacher candidates) demonstrate developing effectiveness and positive impact on students' learning/development aligned with CAEP, TN Standards, and the TEAM Evaluation. The MOU will be maintained on file with the Director of Schools and reviewed annually by the district and EPP. The TSU/MNPS partnership ensures the following: 1. Programs meet expectations for clinical practice as outlined in the educator preparation policy (5.504); 2. Educator candidates (teacher candidates) have regular and consistent opportunities to experience clinical experiences, including the minimum number of hours or days (as required) for both field experiences and the clinical practice, for all programs; 3. Instructional Leadership candidates are collaboratively mentored to ensure that they are prepared to address the needs of all students by monitoring their internship experiences to reflect sufficient depth, breadth, diversity, coherence and duration; 4. Educator candidates (teacher candidates) have regular and consistent opportunities to observe and practice in a variety of settings (within and across schools, during different times of day, across different types of instruction and school/classroom composition) to adequately cover the breadth of the endorsement; and 5. Specifically, candidates in the TSU Educator Preparation Program complete two years of preparation. DEPTH: Educator candidates (teacher candidates) will have opportunities to observe; tutor, through both individual and small group delivery; deliver instruction; and review and collect assessment data in frequent, varied, intentionally planned experiences. COHERENCE: Attention to the goals of each field/clinical experience will be sequenced to ensure developmental progression of the educator candidate (teacher candidate) across the continuum of their program. Coursework is designed to develop the requisite knowledge and skills to prepare candidates to become effective educators in their selected areas. BREADTH: EPP faculty, with the support of LEA partners will design/develop clinical experiences that include teaching and professional experiences reflecting appropriate content and pedagogical models across diverse school/classroom communities and curriculum. Pre-Residency and Residency will allow candidates to experience a wide variety of settings and address the instructional needs of diverse students. Candidates will prepare lessons requiring an extensive understanding of the content area. Moreover, candidates will be required to differentiate instruction, teaching to students with learning challenges as well as gifted students. As further evidence of competency, candidates will be expected to demonstrate meaningful and effective utilization of technology to facilitate learning among their students. DURATION: Field experiences are designed and varied regarding the time in various settings based on the goals of preparing successful first-year teachers. Field and clinical experiences will span across a two-year period, ranging from limited classroom observations to full-year co-teaching. Candidates will complete a full-year residency in a school setting. Additionally, in the Pre-Residency year, candidates will observe/participate in selected school sites depending on the subject course taken at the time (e.g., Exceptional Children). DIVERSITY: Teacher and instructional leadership candidates will have regular opportunities to observe and practice in a variety of settings (across different schools, classrooms, types of instruction, and times of day) to adequately cover the breadth of the endorsement and ensure exposure to varied school communities. Instructional Leadership candidates complete two years of clinical preparation. Each practicum course requires the candidate to complete a set of activities reflective of the accompanying courses based on the state (TILS) and national (PSEL) standards to incorporate a continuum of appropriate knowledge and skills. Clinical activities vary by placement of the candidate to allow maximum flexibility for clinical mentors to provide experiences to candidates based on the specific nature of the school site, grade level, and community. Candidates also complete clinical experiences in schools with a diverse student population to provide adequate breadth for the endorsement. The culminating practicum accompanies a principalship based course designed to enhance instructional leadership knowledge, skills, and abilities at the level of the candidate's interest (elementary, middle or high school).



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.*

TSU and MNPS are active partners in determining needs and actionable steps to improve program design, evaluation, and decision-making for the purposes of continuous improvement.

The TSU/MNPS partners will collaborate to determine candidates' outcomes; develop a measure to address candidates' outcomes. The TSU/MNPS partnership will continue into the completers' first year of teaching, and both TSU and MNPS will share accountability for completers' career outcomes and successes. These data will come from employer and completer surveys, the Tennessee Board of Education Teacher Preparation Report Card, and the Tennessee Department of Education Annual EPP Report. The TSU/MNPS partnership will share educator candidate (teacher candidates) and completer data to ensure that shared goals and expectations are met.

In an effort to maintain coherence across the candidate's preparation, the partnership will share information from evaluations and consultations that will be used to modify the preparation of candidates, where appropriate. To this end, if feedback from the MNPS (e.g., summative evaluation from mentor teacher) indicates that candidates demonstrate a deficiency in a particular area, TSU will need to offer remediation or, if there is a significant number of students, insert a relevant course to address the identified weaknesses. Courses will need to be developed based on the clinical experiences expected of the candidates (e.g., planning, instruction, assessment, remediation). Additionally, collaborative discussions or reports from MNPS may indicate that candidates need to be knowledgeable about specific subject areas covered on standardized assessments (e.g., TCAP). Consequently, TSU will develop coursework to provide that knowledge that will enhance candidates' understanding of relevant concepts. Additional actions related to this prompt that the TSU and MNPS partnership may take outside the MNPS Primary Partnership Consortium include the following:

1. EPPs and MNPS will continue to engage the Metro Council on Teacher Education to discuss teacher pipeline needs and programmatic changes.
2. MNPS will invite members from their Principal Advisory Council to join EPP/MPS partnership meets for the opportunity to share outcome data (e.g. Praxis scores, edTPA data, TVAAS scores, TN EPP report card) to support programmatic changes and facilitate decision-making.

These data will come from the key assessments outlined in Prompt 4 and evaluation of clinical experiences outlined in Prompt 2. These data will be used for continuous improvement of the TSU/MNPS partnership and to ensure the most current practices are effectively implemented. Data will be reviewed a minimum of once a year by May 15th.



Prompt 5 Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

The identified TSU and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which TSU is a member. The TSU/MNPS partnership is an ongoing collaborative process with modifications to ensure candidate preparation is inclusive of LEA curricular content and materials.

1. During partnership meetings, MNPS will invite the Executive Officer of Teaching and Learning to partnership meetings to provide curriculum updates (e.g., curriculum map/pacing guide changes, new textbook adoptions), and
2. Candidates are required to participate in MNPS professional development opportunities, including those focused on standards changes, curriculum adoption training, technology use, etc.
3. Where appropriate, TSU will utilize feedback from MNPS to modify curriculum to address the needs or concerns of MNPS.
4. MNPS will collaborate with TSU to determine how best to support teacher candidates during clinical experiences, including meaningful mentoring and other aids.
5. Recognizing the need to remain abreast of current policies and activities in the school system, and to continually enhance knowledge of best practices, TSU will require all faculty and administrators in the EPP to document a minimum of 10 hours of participation in professional development in the MNPS each semester. Consulting with MNPS, TSU will identify professional development workshops to be shared with members of the TSU EPP.

Instructional Leadership candidates are provided with necessary materials and guided to complete the Leadership Self-Assessment at both the beginning and end of the practicum. The self-assessment is based on the program standards as identified by the Tennessee Instructional Leadership Standards (TILS). The TILS represent a synthesis of the CAEP and PSEL national accreditation standards.



Primary Partnership Outcomes	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>The TSU/MNPS partnership is an ongoing collaborative process with modifications to develop and implement the desired EPP and LEA short-term and long-term outcomes.</p>	
<p>Short Term Goals:</p>	
<p>Increased collaboration between MNPS and EPP on teacher preparation and professional development programs. MNPS and the primary partnership consortium will utilize the Mentor Teacher Institute (MTI) to support clinical mentors in their advocacy of aspiring educators. In addition, TSU will host professional development Fridays so MNPS can present topics such as high-quality instruction, diversity and inclusion, and culturally responsive teaching to teacher candidates in the pipeline. These workshops would be offered in-person, online, or as a hybrid of the two.</p>	
<p>Increased opportunities for EPP faculty and students to conduct research in MNPS schools.</p>	
<p>MNPS and the primary partnership consortium could develop research partnerships that would allow faculty and students to conduct research in the district on topics such as student learning and teacher effectiveness. This research could be used to improve the quality of instruction in MNPS schools.</p>	
<p>Long Term Goals:</p>	
<p>1. Increase candidacy pool for under-represented content areas; as well as, the diversity composition of high-qualified applicants.</p>	
<p>2. Establish aspiring educators dual enrollment pipeline from MNPS students to TSU.</p>	
<p>It is important to note that increased collaboration between TSU and MNPS on teacher preparation and professional development programs would have a number of benefits for both institutions. For TSU, increased collaboration would provide students with more opportunities to gain experience teaching in real-world settings and to learn from experienced teachers. For MNPS, increased collaboration would provide teachers with access to high-quality professional development and to the latest research on teaching and learning.</p>	
<p>Overall, increased collaboration between TSU and MNPS on teacher preparation and professional development programs would be a win-win for both institutions and for the students of Nashville.</p>	