

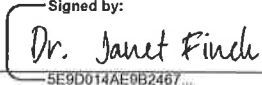


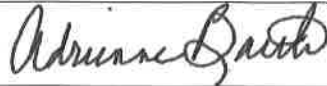
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee State University
Local Education Agency (LEA)	Metro-Nashville Public Schools
Academic Year of Agreement	2026-2027

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Janet Finch	Title: Dean, College of Education
Signature: 	Date: 7/13/2026

LEA Head Administrator: Dr. Adrienne Battle	Title: Director of Schools
Signature: 	Date: 8-6-26



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.*

The TSU and MNPS partnership will focus on three strategic areas for recruiting high-quality candidates from diverse backgrounds to strengthen the educator pipeline for 2026-2027.

Strengthening Partnerships: TSU will expand collaborative infrastructure through monthly coordination meetings between field placement coordinators and MNPS principals. Enhanced clinical experience quality will be achieved through co-developed assessment tools for school-based clinical mentors and twice-yearly specialized mentor training sessions. The co-teaching model in Residency Year will ensure equal responsibility between candidates and mentor teachers across diverse school settings.

Enhancing Representation in High-Need Areas: Targeted recruitment strategies will focus on underrepresented populations through social media campaigns, career fairs, and community partnerships with local churches and organizations. Priority will be given to candidate preparation in critical shortage areas: Special Education, English Learners, Mathematics, Sciences, and World Languages. Mentorship pipelines will connect current diverse TSU students with MNPS teachers from similar backgrounds, while early intervention programs beginning in freshman year will support retention of candidates from underserved communities.

Data Sharing and Continuous Improvement: Quarterly data review meetings will analyze MNPS Human Capital Data Report (HCDR) and TSU pipeline projections to forecast staffing needs 12-18 months in advance. Predictive analytics protocols will enable proactive candidate preparation aligned with district needs. Annual assessment cycles by May 15th will incorporate feedback from Metro Council on Teacher Education and MNPS Principal Advisory Council, with responsive curriculum modifications based on mentor teacher feedback and candidate performance data.

Evidence collection will include recruitment metrics by demographic groups, retention rates from each stage of the program, placement data in high-need areas, and employer satisfaction surveys. Data will be shared quarterly and used to adjust recruitment strategies, modify support programs, and ensure alignment with MNPS staffing projections.

Educational Leadership

The standardized selection process for Instructional Leadership Licensure (M.Ed.) candidates was developed in conjunction with our LEA partnership committee. The partnership consists of an Advisory Board of faculty of the Department of Education Practice and Leadership (formerly the department of Educational Leadership) and MNPS program directors. The advisory board reviews and recommends changes to the licensure programs for improvement.

In order to gain admissions into the Instructional Leadership licensure (ILL) program, the State of Tennessee requires all EPPs 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 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 a 2.75 (or better) on a 4.0 scale; successful completion of an EPP; a valid teacher, counselor, social worker or related license (per Department and TDOE approval) from Tennessee or a State other than Tennessee; a minimum of two years of qualifying education experience as defined by TDOE, demonstrated effectiveness as an educator in the most recent two years; disposition form; 3 letters of recommendations; and an acceptable score on an interview conducted by the program admissions committee.



**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 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' 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 enters (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 TEAM rubric. 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



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; and
3. Educational 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.
5. Specifically, candidates in the TSU Educator Preparation Program complete two years of preparation. The first year is considered Pre-Residency whereby candidates take block courses, requiring field observations (including some tutoring) at selected school sites. These field experiences are designed to expose candidates to diverse settings (i.e., students with special needs). The second year is Residency Year (Residency 1 in the first semester, requiring 50% clinical time; and Residency 2 in the second semester, requiring full-time teaching with the school-based provided educator). The Residency Year follows a co-teaching model in which the candidate and the school-based clinical educator are equally responsible for instruction, planning, and assessment.

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 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 candidates will have regular opportunities to observe and practice in a variety of settings



**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. 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/MN PS partnership and to ensure the most current practices are effectively implemented. Data will be reviewed a minimum of once a year by May 30th.

In an effort to maintain coherence across the candidate's preparation, the partnership will share information from valuations 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 weakness(es). 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/MN PS partnership meets for the opportunity to share outcome data (e.g. Praxis scores, edTPA data, TVMS scores, TN EPP report card) to support programmatic changes and facilitate decision-making.



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 .

- . During partnership meetings, MNPS will invite the Executive Officer of Teaching and Learning to partnership meetings
- o provide curriculum updates (e.g., curriculum map/pacing guide changes, new textbook adoptions), and
- . Candidates are required to participate in MNPS professional development opportunities, including those focused on standards changes, curriculum adoption training, technology use, etc .
- . . Where appropriate, TSU will utilize feedback from MNPS to modify curriculum to address the needs or concerns of MNPS .
- . MNPS will collaborate with TSU to determine how best to support teacher candidates during clinical experiences, including meaningful mentoring and other aids .
- . 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.



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.
The identified TSU and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium in which TSU is a member. Through ongoing collaboration, the TSU/MNPS partnership will ensure that educator candidates possess the required standards for all specialty area programs offered. Educator candidates (teacher candidates) and mentor teachers will engage in collaborative opportunities (e.g. collaborative planning, co-teaching, data meetings, etc.) that will allow the educator candidate to link these evidence-based practices in the field. The TSU/MNPS partnership will mutually agree upon assessments that will be used to evaluate educator candidates at the advanced level (including Educational Leadership) at 4 transition points: I Admission to the Program - the evaluation of grade point averages and test scores are examined at the first transition point. II Admission to Clinical Practice - the evaluation of candidates' grade point averages, program assessments, and pre-requisite coursework for the internship are examined at the second transition point. III Program Completion - the evaluation of candidates' grade point averages, program assessment(s), and exit surveys are re-examined at the third transition point. IV Post Program Completion - the unit evaluates its operations through the assessment of impact data, such as employer satisfaction surveys, and Graduate Follow-up Surveys, completion rate, licensure rate, employment rate, and consumer information are examined at the fourth transition point. These assessments at the indicated transition points will ensure that teacher and leader candidates possess the appropriate knowledge, skills, and dispositions required for effective teaching and leading. The TSU/MNPS partnership will mutually agree on key assessments and minimum scores to ensure educator candidates have the knowledge and skills to effectively teach the mutually agreed upon standards throughout their program. Key assessments may include lesson planning, unit development, case studies, action research projects, portfolios, and other assessments specific to a content area. The TSU/MNPS partnership will mutually agree upon exit criteria to be recommended for licensure in Tennessee. educator candidates (teacher candidates) must meet the minimum score on the edTPA and PRAXIS exams as required by the Tennessee Department of Education. The EPP /MNPS partnership will acknowledge the requirement of edTPA completion during the educator candidate's (teacher educator's) clinical experience. The partnership will also mutually agree on minimum scores required from observations completed during clinical experiences. Educational Leadership candidates must complete 33 hours of coursework with a grade of "B" or better, pass the comprehensive examination, and pass the School Leader Licensure Assessment (SLLA). The TSU/MNPS partnership will mutually agree on expectations that educator candidates (teacher candidates) will complete a clinical placement in a Pre-K-12 school setting where these agreed upon practices are effectively implemented by school-based mentor teachers. Teacher candidates will complete a clinical placement in a Pre-K-12 school setting prior to candidacy for licensure. The EPP will ensure that these placements meet the minimum expectations for clinical placement as outlined in Educator Preparation Policy 5.504. Throughout the clinical placement, Teacher candidates will engage in opportunities to bring research and theory to classroom practice. The TSU/MNPS partnership will acknowledge the requirement of edTPA completion during the educator candidate's clinical experience and will support candidates as they complete edTPA, providing additional opportunities to link theory to practice. For example, the educator candidates will be expected to demonstrate how they use formative assessment to identify students' progress (strengths and weaknesses), and how that data can be used to modify lessons where appropriate, develop interventions, or reteach.	