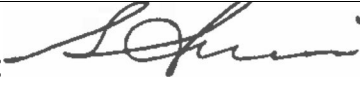





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# Education

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

Educator Preparation Provider (EPP)	Trevecca Nazarene University	
Local Education Agency (LEA)	Maryville City Schools	
Academic Year of Agreement	2024-2025	
EPP Contact/Designee		
Name: Dr. Amy Taylor Conditt	Title: Director, Accreditation and Assessment	
Email: aconditt@trevecca.edu	Phone Number: 615-248-1201	
LEA Contact/Designee		
<b>Name:</b> Maria Greene	<b>Title:</b> Communications Coordinator	
<b>Email:</b> maria.greene@maryville-schools.org	<b>Phone Number:</b> 865-982-7121	
Certification (signatures verify partnership)		
EPP Head Dr. Suzann Harris Administrator	Title: Dean, School of Education	
Signature: 	Date: September 25, 2024	
<b>LEA Head Administrator:</b> Mike Winstead	<b>Title:</b> Director of Schools	
<b>Signature:</b> 	<b>Date:</b> 9/30/24	

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.

Clinical and Field Experiences for Initial Level Candidates include Traditional Undergraduate and Masters of Teaching (MAT) candidates. The Clinical (Student)Teaching Experience for these candidates takes place over 13 weeks at the end of a candidate's program of study (75 consecutive days). Placements are co-selected, and it has been agreed that Cooperating eachers meet the following criteria:

- \*Three years of teaching experience
- \*Recipient of Level 4 or Level 5 teaching on TEAM during the previous school year
- \*Recommendation from building level administrator
- \*Willingness to serve as a mentor
- \*Prior mentor evaluation data

Field Experiences at the Initial Level are outlined in a handbook and described in course syllabi. The number of hours varies per course (5-20 hours) however, the above-mentioned Cooperating Teacher criteria apply. Parameters of each unique Field Experience are explained and agreed upon prior to the onset of the experience. These experiences benefit the candidates, the school/community, and the faculty. This relationship is a mutually beneficial one with the primary focus of developing candidate effectiveness in creating environments to support all students' learning and development.

Clinical experiences in Advanced Programs include Educational Leadership, Library and Informational Science, Curriculum and Instruction, and English Secondary Learners. Experiences are carefully planned to provide candidates with sufficient depth, breadth, diversity, coherence, and duration. Examples of shared responsibility for continuous improvement at this level include but are not limited to, the development of a no-cost on-line professional development opportunity to assist classroom teachers and administrators across the state with the transition to virtual teaching; action-based research projects, and a partnership provided through the Tennessee Department of Education that offers a grant for applicants to receive Special Education and English as a Second Language additional endorsements.

Concerning the evaluation of Cooperating Teachers and University Supervisors, candidates complete an evaluation form for both individuals. This form has been revised based on feedback received during Partnership and Advisory Council Meetings. Data from the Mentor Evaluation form from candidates is collected, analyzed, shared with partners, and considered regarding future placements.

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Prompt

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.

Trevecca works with partners to design a variety of experiences that support the candidates' development of knowledge, skills, and professional disposition. This design uses various modalities which helps candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students.

To ensure licensure candidates are afforded a variety of experiences certain criteria are outlined and detailed in course syllabi. These experiences include reflective dialogue between university and school-based faculty with candidates prior to, during, and after field experiences or clinical practice. Some methods classes are held on-site in the school building while many professors and the Director of Clinical Placements maintain relationships with building administrators and classroom teachers so that candidates are ensured a quality experience.

Clinical hours are monitored by course professors and the Field Experience Team and reflect diverse classroom/school settings. Candidates' experiences in the field facilitate their development as professional educators by offering opportunities to observe and participate in a variety of ways within a school setting. During field experiences, candidates may observe, tutor, teach, interact with school personnel, students or families, participate in education-related community events, attend school board or professional meetings, or assist teachers or other school professionals. Best practices including literacy strategies and action-based research are embedded in Advanced Programs. Candidates participate in field experiences where they observe and practice strategies as well as collaborate with teachers and administrators.

Together, partners and the EPP aim to prepare candidates to design effective curriculum and utilize data for improved student learning field experiences in all programs are assessed by both the Field Experience team and partners with an instrument aligned to the Tennessee Educator Acceleration Model (TEAM) rubric.

Lastly, during Advisory Board meetings partners provide valuable input concerning the development and monitoring of field experiences, curriculum, key assessments, and initiatives within the P-12 environment. Furthermore, partners offer guidance concerning transition points such as admission interviews and exit assessments and provide valuable input at the data retreat.