



Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Lipscomb University
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Local Education Agency (LEA)	Metro Nashville Public Schools
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Term of Agreement	2021-2022
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Name: Vanessa Garcia, Director of Instructional Practice	Name: Lance Forman, Director of Educational Leadership

Certification (signatures verify partnership)	
EPP Head Administrator	Name: Trace Hebert Date: 9/15/21 Title: Interim Dean Signature: 
LEA Director of Schools	Name: Adrienne Battle Date: 9/15/21 Title: Director of Schools Signature: 



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Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals. (300 Words)

Lipscomb University and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium.

Lipscomb University and Metro-Nashville Public Schools (MNPS or district) 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 educator candidates for the district; 2) to increase the diversity of the MNPS teaching force to better reflect the demographics of the student population; and 3) to strategically target educator candidates for the district's high need content areas (Special Education, English Learners, Mathematics, Sciences, and World Languages). Members of the partnership will work together in an iterative process to create and implement recruitment strategies to meet defined needs (e.g. diversity plans, etc.).

Partnership members and other identified faculty and staff will meet at least bi-annually to assess how well the partnership is meeting its recruitment goals and to determine the district's future needs by analyzing the district's Human Capital Data Report (HCDR) and EPP data (i.e., Annual Reports data and other educator candidate pipeline data). The partnership will collaborate and share data to help partnership members understand each other's needs regarding recruitment of individuals into the EPP's programs and alignment to the goals outlined in the above paragraph. MNPS will provide updates and projections on the current educator pipeline, and MNPS will provide information on its current and projected staffing needs.

The partnership will develop a diversity recruitment plan based on student and teacher demographics to meet the district's unique needs. Collaboration on recruitment and selection strategies will allow Lipscomb and MNPS to strategically target underrepresented racial/ ethnic groups, underrepresented gender, and hard-to-staff schools in specific shortage areas. Data sharing on current and projected district needs and EPP projections will include demographics, high need certification areas, and links to the district's on-going recruitment activities. The

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partnership will align its goals, action planning, and desired outcomes with CAEP standards as well as state standards and ensure outcomes are in compliance with state and federal law.

Partners will create and implement recruitment strategies to meet defined needs (e.g. diversity plans, etc.). Strategies that will allow the partnership to improve teacher diversity and increase the number of high need content area candidates may include, but are not limited to, targeted social media campaigns, career fairs and events, collaboration with community colleges and MNPS Academies, exploration and interest meetings with local high school students, and engagement with churches and other community partners.

Potential collaborative strategies include growing our program to include more underserved populations (e.g. Pionero program, hosting middle and high school students on campus, ensuring that candidates experience diverse placements, developing partnerships with MNPS schools). The EPP and MNPS should collaborate on retention efforts, such as the New Teacher Academy and other transition efforts from candidacy to employment. MNPS will report district needs to the EPP on an annual basis so that the EPP can support recruitment and retention efforts that support MNPS needs. The EPP and MNPS will meet bi-annually to assess local needs in terms of recruitment (e.g. career fairs) but also candidate training needs. At this meeting, the team will reciprocally evaluate the effectiveness of the recruitment, training, and retention efforts.

The MNPS Primary Partnership Consortium will identify an advisory board consisting of at least 3 members from each participating EPP and MNPS by May 2021. The advisory board will meet by August 2021. The advisory board will examine data from MNPS regarding pipeline needs.

Lipscomb University and MNPS will collaboratively recruit candidates, annually, for Educational Leadership (Instructional Leader) opportunities. At a minimum, the goals of this partnership are 1) to recruit high-quality, aspiring leaders for the district; 2) to increase the diversity of the MNPS school leadership to better reflect the demographics of the student population; and 3) to strategically target candidates to serve in high-needs schools. Members of the partnership will work together to develop an annual recruitment plan for potential applicants.

MNPS and Lipscomb will meet annually to evaluate the leadership needs of the district and develop a recruitment plan based on leadership projections to target high-quality candidates for the program.

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Collaboration on recruitment and selection strategies will allow Lipscomb and MNPS to strategically target underrepresented racial/ ethnic groups, underrepresented gender, and schools with high needs. Data sharing on current and projected district needs and EPP projections will include demographics, high need areas (including tier level), and links to the district's on-going recruitment activities.

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. (300 words)

Lipscomb and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which Lipscomb is a member.

Selection -The EPP/MNPS partnership will collaboratively determine the skills and competencies for school-based clinical educators (mentors). The partnership will collaboratively create a process for identifying individuals to serve as clinical mentors for consistency in the selection of clinical mentors for MNPS and its building administrators. Following guidance in the MCTE handbook, MNPS and Lipscomb will collaborate to choose clinical supervisors in a collaborative design. Clinical mentor requirements include, but are not limited to, years of experience, areas of licensure/endorsement, highly effective (previous year performance review), commitment to training, positive dispositions, communication skills, and a collaborative and reflective educator willing to carry out the partnership-identified roles and responsibilities. Additional criteria that meets specific educator preparation program needs (i.e., Special Education and classroom environment) and the requirements of Educator Preparation Policy 5.504 will be included in determining placements.

The MNPS Primary Partnership Consortium will create and implement a common process for selecting clinical mentors. At a minimum, this process will include mechanisms for the principal or principal designee to identify MNPS teachers to serve as clinical educators and for the EPP to request placement for teacher candidates. The EPP will develop a process for the selection of provider-based clinical educators (supervisors) and obtain MNPS's agreement on the identified

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process. The MNPS Primary Partnership Consortium process for identifying clinical educators will be drafted by October 2021.

Preparation - The partnership will create and implement a common process for preparing clinical educators. This will include a collaboratively developed one-day mentor training that all clinical educators 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 EPP and MNPS handbooks, edTPA, and the co-teaching model. The MNPS Primary Partnership Consortium will develop materials for the training by July 2021. The MNPS Primary Partnership Consortium will invite 50 clinical educators to participate in training as a pilot group.

The roles and responsibilities of clinical mentors will be collaboratively developed by the EPP/MNPS partnerships and will be aligned to the TEAM professionalism rubric. These roles and responsibilities will be outlined in the EPP handbook. Participants will complete an evaluation of this training to assist the partnership in continually improving its preparation for clinical educators. The partnership will collaborate on future training for clinical educators, delivering future trainings based on identified needs and grade band/discipline areas as needed.

Evaluation/Observation - The partnership will co-develop an assessment for clinical educators to be observed and to receive actionable feedback to improve the way in which they carry out their roles and responsibilities. The EPP and MNPS core partnership members will review observation feedback at least annually. In addition the partnership will co-develop a protocol for a collaborative conversation between clinical mentors and clinical supervisors that focuses on ways clinical educators can best support teacher candidates. Clinical mentors will be observed by candidates and supervisors throughout all aspects of the clinical experience. Candidates and supervisors will provide actionable feedback based on these observations to the clinical mentors at the completion of each experience or sooner based on the nature of the observation. Actionable feedback for improvement should be based on improving the mentor's ability to perform assigned roles and responsibilities. Clinical supervisors will be observed by educator



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candidates and clinical mentors throughout all aspects of the clinical experience. Candidates and clinical mentors will provide actionable feedback based on these observations to the clinical supervisors at the completion of each experience or sooner based on the nature of the observation. Actionable feedback for improvement should be based on improving the clinical supervisor's ability to perform assigned roles and responsibilities.

Support: The EPP/MNPS partnership will co-develop a protocol for a collaborative conversation between clinical supervisors and clinical mentors to allow for reflection and focused support for the educator candidate. Lipscomb will invite MNPS mentor teachers to university training and our initial clinical placement meeting. MNPS mentor teachers will use this opportunity for learning policies, content, and for providing feedback to the MNPS-Lipscomb team.

Retain - The partnership will co-create and implement a process for retaining clinical educators. This process will include identifying clinical educators who will continue to serve in this capacity based on the way in which they carry out their respective roles as a clinical educator.

The EPP/MNPS partnership will collaboratively select instructional leader mentors based on a track record of success improving achievement and/or culture in the school. The partnership will collaboratively create a process for identifying individuals to serve as clinical mentors for instructional leader candidates. Requirements for the instructional leader mentorship include: years of experience as a building administrator (at least three years as assistant principal or principal), effectiveness (previous year performance review), commitment to training, positive dispositions, communication skills, and a collaborative and reflective leader willing to carry out the partnership-identified roles and responsibilities.

Preparation: All instructional leader mentors will receive training on effective models for coaching and feedback. Mentors who have not previously received this training will be offered the training before supporting an instructional leader candidate.

Evaluation: All instructional leader mentors will support candidates in a personal growth plan to improve self-selected areas of leadership competency. Mentors will evaluate candidates at the end of each semester in a 360 mentor assessment.

Support: The district will support release time (via district-allotted professional development days) for the mentors and candidates to interact and reflect on the candidates' leadership development.

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Prompt 3: Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. (300 words)

The identified Lipscomb and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which Lipscomb is a member.

Through ongoing collaboration, the Lipscomb/MNPS partnership will ensure that educator candidates possess the appropriate knowledge, skills, and dispositions required for educator candidates to meet the required standards for all specialty area programs offered. The partnership will ensure educator candidates understand preparation expectations, licensure requirements, and professional responsibilities. As a team, Lipscomb and MNPS want candidates to experience M-TEAM meetings, parent-teacher conferences, STEAM exposure, IEP meetings, training in ACES, and literacy standards as exhibited in the schools. We will begin with these current initiatives but know that these will change over time as priorities evolve.

The EPP/MNPS partnership will mutually agree upon evidence-based practices in curriculum, planning, instruction, assessment, and classroom management for all populations of students. Educator candidates and mentor teachers will engage in collaboration opportunities (e.g., collaborative planning, co-teaching, data meetings, etc.) that will allow the educator candidate to progressively engage in opportunities to link these evidence-based practices to classroom practice. For example, the co-teaching language used in the MCTE Clinical Placement manual will be used to teach co-teaching and these practices will be taught through professional development for candidates, supervisors, and mentors. The EPP/MNPS partnership will mutually agree on expectations that educator candidates will complete a clinical placement in a Pre-K-12 school setting where these agreed upon practices are effectively implemented by mentor teachers.

Teacher candidates 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

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expectations for clinical placement as outlined in Educator Preparation Policy 5.504. Throughout the clinical placement, candidates will engage in progressive opportunities to bring research and theory to classroom practice. Candidates will engage in educator collaboration opportunities, such as collaborative planning and co-teaching. The Lipscomb/MNPS partnership will mutually agree on observation and evaluation methods to be used when providing feedback to teacher candidates throughout their clinical experience. In addition, the Lipscomb and MNPS partnership will mutually-agree upon a process to obtain educator candidate feedback on the way in which clinical educators perform their roles and responsibilities as well as measuring candidates' perception that clinical educators have had a positive impact on the educator's candidate's ability to influence student achievement.

The Lipscomb/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. The partnership will outline roles and expectations for educator candidates and both school-based and provided-based clinical educators.

The EPP/MNPS partnership collaborate to determine candidate's outcomes; develop a measure to speak to EPP, district and candidate for outcomes. The EPP/MNPS partnership will follow completers into their first year of teaching and 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 EPP/MNPS partnership will share educator candidate 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 EPP/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. Described processes will be developed by October 15, 2021 and will be shared with the MNPS Primary Partnership Consortium by November 15, 2021.

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Instructional leader candidates will participate in a curriculum aligned to Professional Standards for Educational Leaders (PSEL) and Tennessee Instructional Leader Standards (TILS). The curriculum will address core competencies in visionary leadership, instructional leadership, organizational leadership, and ethical leadership. In addition, candidates will receive training on conflict management, business acumen, and character development. All candidates will successfully pass the PRAXIS (6990) exam and receive the ILL-B administrator license.

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Prompt 4: Identify collaboratively-agreed upon key assessments, transition points, and exit requirements. (300 words)

The identified Lipscomb and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which Lipscomb is a member.

The EPP/MNPS partnership will mutually agree upon criteria for admission to teacher education programs including minimum SAT/ACT scores or Pre-Professional Exam Scores, minimum GPA, disposition scores, minimum grades in pedagogical courses, and faculty recommendations. These include edTPA, Praxis, and TEAM-aligned assessments.

The EPP/MNPS partnership will mutually agree upon key assessments that will be used to evaluate educator candidates at 3 transition points (i.e., admission to teacher education, admission to clinical experience, and exit requirements for licensure recommendation). These key assessments will ensure that educator candidates possess the appropriate knowledge, skills, and dispositions required for effective teaching.

The EPP/MNPS partnership will mutually agree on assessments and minimum scores to ensure educator candidates have the knowledge and skills to effectively teach the mutually agreed on standards throughout their program. These assessments may include lesson planning, unit development, case studies, and other assessments specific to a content area.

The EPP/MNPS partnership will mutually agree upon exit criteria to be recommended for licensure in Tennessee. Educator 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 clinical experience. The partnership will also mutually agree on minimum scores required from observations completed during clinical experiences. Described processes will be developed by October 15, 2021 and will be shared with the MNPS Primary Partnership Consortium by November 15, 2021.

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The EPP/MNPS partnership will mutually agree upon criteria for admission to the instructional leader program including minimum MAT/GRE scores (M.Ed. only), minimum GPA, experience verification (at least two years of educational experience), level of effectiveness scores, and administrator recommendation.

The EPP/MNPS partnership will agree on availability of mentors and candidates to participate in mentor coaching conversations and job shadowing days for the instructional leader program. As a part of this mentor/candidate collaboration, the EPP/MNPS partnership will agree on mentor evaluations of the candidates' leadership competency development through competency growth plans and mentor 360 assessments.

The EPP/MNPS partnership will mutually agree on activities for a job-embedded leadership internship that will not interfere with the candidates' current job responsibilities.

Prompt 5: Identify mutually-agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. (300 words)

The identified Lipscomb and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which Lipscomb is a member.

The EPP/MNPS Memorandum of Understanding (MOU) addresses its mutually-agreed upon design of clinical experiences to ensure educator 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 EPP/MNPS partnership ensures the following:

1. Programs meet minimum expectations for clinical practice as outlined in the educator preparation policy (5.504)

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<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/5000/5.504%20Educator%20Preparation%20Policy%207-27-18.pdf>

2. Educator 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. Educator 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.

Depth: Educator 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 across the continuum of their program.

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.

Duration: Field experiences are designed and varied regarding the time in various settings based on the goals of preparing successful first-year teachers.

Diversity: Candidates will have regular opportunities to observe and practice in a variety of settings (across different schools, classrooms, types of instruction, times of day) to adequately cover the breadth of the endorsement and ensure exposure to varied school communities.

Described processes will be developed by October 15, 2021 and will be shared with the MNPS Primary Partnership Consortium by November 15, 2021.

Instructional leader candidates:

Depth: Instructional leader candidates will have opportunities to: receive coaching and feedback from the



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mentor on core leadership competencies; observe mentors during three job-shadowing days; develop a SWOT analysis of the school and provide recommendations for improvement to the principal; serve as principal designee; serve as LEA in an IEP meeting (with the ILL.-A leadership license), and develop and deliver professional development to the faculty.

Breadth: EPP faculty, with the support of LEA partners will design/develop clinical experiences that include shadowing school leaders, evaluating the school and planning for improvement, and teaching and professional experiences reflecting appropriate leadership competencies in all leadership settings.

Diversity: Candidates will have regular opportunities to observe and practice in a variety of settings including passive leadership roles (e.g. shadowing) and active leadership roles (e.g. planning and delivering professional development) to adequately cover the requirements of the leadership license and to expose the candidate to varied leadership styles.

Coherence: Attention to the goals of each field experience will be sequenced to ensure developmental progression of the educator candidate across the continuum of their program, which will include human capital, school resource management, and critical conversations.

Duration: Field experiences must total at least 50 hours by the end of the program. The job-embedded internship is an additional field experience that will run the duration of an entire semester.

