

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

Educator Preparation Provider (EPP)	Middle Tennessee State University
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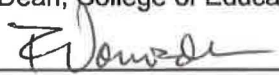

Local Education Agency (LEA)	Lawrence County School System
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Term of Agreement	2022-2023
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EPP Contact/Designee	
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LEA Contact/Designee	
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Other Key Staff	
Name: Marvin Peyton, Professor	Name: Charlene True, Professor
Title: Professor	Title: Professor
Name: Jim Huffman, Professor	Name:
Title: Professor	Title:

Certification (signatures verify partnership)	
EPP Head Administrator	Name: Dr Rick Vanosdall Date: 9/27/2022 Title: Dean, College of Education Signature: 
LEA Director of Schools	Name: Michael Adkins Date: Title: Director, Lawrence County Schools Signature: 

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Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals. (500 words)

Middle Tennessee State University (MTSU) and Lawrence County Schools (LCSS) collaborate to establish clear selection criteria for admission to the Instructional Leadership preparation programs at MTSU.

Both instructional license programs Mentors at MTSU and LCSS (administrative leaders selected administrators within the student's school) to establish goals for each student in the program with a focus on criteria for admission, the needs of the school district, and consider ways to increase the diversity of candidates into the programs. In consideration of these foci, other stakeholders may be invited on an ad hoc basis. The partners and such stakeholders share pertinent data on goals, strategies, recruitment efforts and identify specific plans for reassessing the effectiveness of the recruitment/selection strategies and goals and the delivery of candidate support and evaluation. Additional meetings will reflect on and reevaluate the goals and strategies to continue to meet district needs as well as enhance or improve the focus of recruitment, candidate quality, and diversity of candidates among other topics that may arise from the collaborative discussions.

MTSU and LCSS collaborate at co-develop a formalized recruitment plan to address the recruitment of candidates in high-needs areas.

MTSU and LCSS collaborate and co-develop criteria for admission to the instructional license preparation programs as well as clarify specific interview procedures for those who complete the application and meet the criteria.

Members from both MTSU and LCSS will facilitate these interviews with candidates in upcoming cohorts

Data Sharing MTSU and LCSS will share data to re-evaluate the needs of the LEA and to re-evaluate the effectiveness of the recruitment and selection strategies and goals - in collective discussions, to revisit, revise and/or retain the goals.

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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. (500 words)

Collaboration between MTSU and LCSS for the recruitment, selection, preparation, training, support, assessment, and ongoing opportunities to improve highly effective administrators will occur between the collaborative partners on an on-going basis. To achieve this, the LEA (MCS) and MTSU will agree upon an assigned Administrative Mentor who is a practicing administrator with a track-record of success and support of LCSS and MTSU to provide real-time and real-world-based coaching during the candidates progression through the programs.

Selection:

The criteria for recruitment and selection of mentors and university faculty will be collaboratively examined and revised in a collective effort to maximize impact of this partnership. A review of the criteria for recruitment and selection will be shared and reviewed annually. Mentors from LCSS will be chosen by the candidates in consultation with LCSS and the LEA (LCSS) will have the final determination of whether the mentor should be paired with the candidate. LEA-based mentors must meet the following criteria:

- Be a currently practicing, licensed administrator in the LEA

- Be recommended by the LEA HR/Director

- Be available for consultation with the candidate throughout the program

- Be available for consultation with university faculty/advisors assigned to the candidate throughout the program

- Be willing to consult with candidates with regards to real-world projects/application to ensure that these align with the guidelines, rubrics, and programmatic stages for the candidates as they progress through the program

- Be willing to provide consistent, real-time guidance over real-world projects/applications including approving projects for alignment, guiding their application with coaching and support, reviewing and assessing the candidates final projects in real-world settings in consultation with guidelines and TILS rubrics associated with each project

Preparation & Support:

Annual professional learning opportunities, training, and supports will be provided to mentors and university advisors related to university initiatives and school district initiatives (e.g., curriculum approaches). Coaching, feedback training, and support will be provided for all Mentors and university advisors to ensure that evidence-based practices for effectively supporting the development of administrative candidates are utilized. Additionally, Mentors and university faculty will be provided, annually, with an updated handbook including essential information regarding coursework, associated TILS rubrics, and points of contact for inquiries and ongoing support. All Mentors will be provided with a quick-view document including information about support and contact information of university and district contacts who can provide real-time support as questions arise.

Evaluation:

The current evaluation process of Mentors and university advisors will be collaboratively examined and revised based upon input from LCSS (LEA) and university partners. The collaborative team will review and revise this current evaluation. At the annual data sharing day, the results of this data will be shared, reflected on, and utilized to make evidence-informed and specific action steps for moving forward.

Retention:

Through systematic collection and examination of this evaluative data, the partnership (MTSU and LCSS) will include a specific discussion to consider retention and action steps to improve it. The data collected will inform subsequent professional development topics for Mentors and university faculty and advisors to consistently improve in efforts for retention.

