

Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Middle Tennessee State University
Local Education Agency (LEA)	Lincoln County Schools
Academic Year of Agreement	2022-2023

EPP Contact/Designee	
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Certification (signatures verify partnership)	
EPP Head Administrator: <i>Rick Vansdall</i> Dr. Donald Snead	Title: <i>Professor + Dean-Interim</i> Professor and Department Chair
Signature: <i>[Signature]</i>	Date: <i>9/27/2022</i>

LEA Head Administrator: Dr. Bill Heath	Title: Director of Schools
Signature: <i>Bill Heath</i>	Date: 9/14/2022

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 Primary Partner (Lincoln County School Director) and the Program Coordinator for the ILL Program MTSU work together to establish goals for recruiting candidates into the programs 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. The LCS Director supports the ILL Program and is in contact with several local school Directors on a regular basis seeking students of our ILL Program as well as employing and recommending students who have completed our program.

Stakeholders meet to share pertinent data on goals, strategies, recruitment efforts and identify specific plans for reassessing the effectiveness of the recruitment/selection strategies and goals and delivery of candidate support and evaluation. Additionally, these meeting 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 LCS and partner local school directors collaborate recruitment plans to address the recruitment of candidates in high-needs areas and specifically to recruit candidates of diverse backgrounds. This is a primary goal and recommendations from other school systems and LEA Directors and personnel in LEA Human Resource Departments is important for the recruitment process.

MTSU and LCS collaborate and 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. MTSU and our Primary Partner for the ILL Program continue the following processes as we continue to seek and recruit qualified students to become Tennessee School Leaders.

Members from both MTSU and LCS will facilitate these interviews with candidates in upcoming cohorts MTSU faculty and program coordinators/directors will speak with practicing educators at several meetings annually scheduled by LCS and agreed upon as part of the recruitment plan for this collaborative partnership.

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.*

Stakeholders meet to share pertinent data on goals, strategies, recruitment efforts and identify specific plans for reassessing the effectiveness of the recruitment/selection strategies and goals and delivery of candidate support and evaluation. Additionally, these 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.

LEA and MTSU provide students with both MTSU and LEA Mentors who are trained and qualified. The ILL mentors are identified as either University ILL faculty who develop and coordinate the ILL Practicum process or local administrators who are licensed and familiar with current TILS. LEA administrators serve as candidate mentors and are required to evaluate and recommend for the candidate to be a participant in the ILL Program. Only then will the candidate be permitted to enter the license Practicum portion of the program.

MTSU faculty directing the ILL Practicum will interview and recommend to the faculty who conduct the Practicum series of the program that the candidate be admitted or deny admission to the ILL license program.

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.*

Administrative candidates are provided with coursework and real-world application/projects that serve as centrally important learning experiences as they move throughout the program. These experiences are designed through explicit consideration of theory and practice and collaboratively examined, revised, and/or designed by university faculty and LEA Mentors to ensure that they are appropriate, coherent with the overall aim, and progress to consistently encourage administrative candidates to continuously grow. Students are in constant contact with LEA and University Mentors to report on their activities and pursue activities as possible in their LEA environment and meet additional activities as part of their coursework.

District Mentors and university faculty engage in professional learning opportunities to stay current on relevant PK-12 issues and educator license requirements. Currently, university faculty within the administrative licensure programs meet with district leaders to review, revise, and design coursework and clinical experiences for candidates that explicitly bring theory into practice in a way that is consistent with theory and informed by real-world practice. Candidates complete projects and/or applications of theory in practice each semester and these must be approved by university faculty to ensure that they are consistent with theory as well as approved by LEA Mentors to ensure that they are grounded in reality of the work of practicing administrators. In this dual-approval process of projects/applications, candidates get consistent direction to provide a coherent and effective means of ensuring that theory and practice are linked and applied appropriately. In order to ensure that accountability is shared for candidate outcomes, MTSU and LCS and other LEA contacts will utilize the TILS rubrics for independent Mentor and university faculty assessment of student performance towards these ends. In cases where Mentors and university faculty have significant disagreements, face-to-face meetings will take place to ensure collective agreement on candidate performance is understood and documented. Additionally, university faculty/advisors and LEA Mentors will collaborate to identify strengths and areas for improvement of administrative candidates.

Prompt 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.*

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MTSU and LCS hold meetings, in person, phone and video as circumstances require and 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, the partners will assess and revise goals and strategies for continuously improving outcomes. This meeting will include sharing of enrollment data, including diversity and enrollment of high-needs area candidates and feedback from LCS on the recruitment efforts and enrollment processes to have conversations to revisit, revise and/or retain the goals and strategies with an emphasis improving the impact of this partnership.

Recommendation for subject emphasis in core areas are made by LEA partners. Modifications are reviewed on a regular basis and implemented in several core courses when applicable. For example, the impact of COVID-19 and modifications of the curriculum specific to students being remote required use of live video and collaboration that was not initially a portion of some of the course presentation.

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.*

Faculty and leadership teams from MTSU and LCS (LEA) mutually agreed on validity of several key assessments. These assessments require explicit indication of satisfying the TILS and course expectations providing a strong connection between theory and practice for developing candidates throughout.

There are key assessments at transitional points for each candidate in the ILL program. Students in each Practicum II and III must successfully pass the identified transition and complete a case study and requires students interact with real-world data to develop an action plan informed by evidence and grounded in research. These include rubrics developed by MTSU faculty in consultation with LEA stakeholders including revisions recommended.

The exist requirements are reviewed with LEA and agreed upon by both MTSU and LCS. Candidates must meet all program requirements for program completion as well as successful completion of all course projects aligned to the TILS standards and two modules all with confirmation of successful completion at satisfactory and/or advanced levels as reviewed by LEA mentors.

<p>Primary Partnership Outcomes</p>	<p>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>
<p>Candidates in the leadership programs move through a curriculum that is coherent theoretically and practically through annual collective review by MTSU and LEA as well as through systematic efforts to ensure that progress is paved during the clinical experiences (applied research projects in real-world contexts). MTSU and LCS will co-establish a jointly managed council for reviewing the candidate data, real-world research, and development related to the TILS to ensure that there is sufficient breadth, depth, and diversity of experiences towards developing their effectiveness and positive impact on all students' learning. This review will take place annually by meeting key stakeholders from both MTSU and LCS. The duration of candidates experience in the real world (clinical experience) cannot be increased as they are all full-time employed and/or fully partnered with a PK12 school system, but this maximized duration of real-world experience is an integral part of the systematic design to ensure theory and practice are appropriately integrated.</p> <p>Collection and examination of this data,; the partnership (MTSU and LCS) 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. A symbiotic relationship between MTSU and Lincoln County Schools has been very meaningful and successful for several years. The success of the effort as we continue to identify modifications in courses to meet specific needs of this partner and other partners in the success of the ILL Program as a cooperative endeavor for all parties.</p>	

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