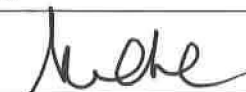



Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Middle Tennessee State University
Local Education Agency (LEA)	Metro Nashville Public Schools
Academic Year of Agreement	2023-24

EPP Contact/Designee	
Name: Tiffany Dellard	Title: Executive Director, OPLE
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LEA Contact/Designee	
Name: Lisa Spencer	Title: Chief of Human Resources
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Certification (signatures verify partnership)	
EPP Head Administrator:	Title:
Signature: 	Date: 9/28/23

LEA Head Administrator: Dr. Adrienne Battle	Title: Director of Schools
Signature: 	Date: 9-27-23

Prompt
1

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 LEA and/or Facility Principal and Institution will co-select appropriately licensed school-based mentor teachers who have demonstrated superior teaching , professional, and interpersonal skills which enable them to fulfill their responsibilities as mentors and instructional role models. Teachers who are selected to serve in this role will have an LOE level of 4 or 5. The institution and LEA will ensure that university supervisors will have an active or prior license, teaching or administrative experience in the area for which they will supervise candidates and have demonstrated superior professional and interpersonal skills. Annual training, professional learning opportunities, and supports will be offered to clinical mentors related to university and school district related initiatives.

Residency II teacher candidates evaluate both the school-based and university clinical mentors each semester through LiveText. Feedback will be shared with mentor teachers and school principals. If specific areas for improvement are noted, strategies for supporting the improvement of the clinical supervisors will be identified. Additional evaluation instruments have been developed to collect information from the university supervisors regarding the mentor teachers' support of the development of the teacher candidate, as well as, collecting information from the mentor teacher regarding the support of the university supervisor. Partners will develop a process for sharing and review evaluation data to inform the mentor and university supervisor selection process, as well as trends related to the support needs for teacher candidates.

Evaluation information will be used to determine retention of clinical educators and need for targeted professional development. The trainings will be promoted as an incentive for serving as a mentor teacher. Other incentives for retaining clinical mentors will be explored and identified. MTSU will utilize the district to gain input on recruitment and hiring of EPP supervisors.

**Prompt
2**

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 partnership of Middle Tennessee State University and MNPS meets or exceeds minimum expectations for clinical practice as outlined in the State Board of Education Educator Preparation Policy 5.504.

Duration: The implementation of the yearlong clinical experience promotes shared responsibility for teacher preparation. Residency I clinical experience is one semester long (15 weeks) and occurs the first semester of the senior year as a prerequisite to Residency II. Candidates are in the schools the equivalent of 2 days a week. Residency II (15 weeks, 5 days per week) clinical experience is the capstone semester of the candidates' preparation.

Diversity: MTSU ensures that all teacher candidates have diverse placements during their Residency I and Residency II semesters at two different schools with different demographics and populations. Placements are designed for candidates to experience varying age and grade levels within the grade span of their endorsement area. Partners will collaborate with the Placement Coordinator to determine candidate placements and explore ways in which MTSU students may experience diverse settings in the district.

Coherence: Field and clinical experiences are embedded throughout the EPP's initial licensure programs. MTSU Residency I candidates are in class 3 days a week completing professional education courses and in the PreK-12 schools the other 2 days of the week. The course work and clinical experiences are aligned so that the candidates have an opportunity to apply what they are learning in the classroom. During Residency II clinical preparation, the EPP Supervisor and district mentor will collaborate to ensure content and pedagogy are effectively integrated throughout the teacher candidates experience.