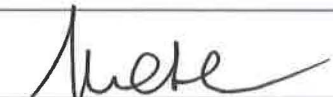



## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Middle Tennessee State University
<b>Local Education Agency (LEA)</b>	Murfreesboro City Schools
<b>Academic Year of Agreement</b>	2023-2024

EPP Contact/Designee	
<b>Name:</b> Tiffany Dellard	<b>Title:</b> Exec. Director, Clinical Experiences
<b>Email:</b> Tiffany.Dellard@mtsu.edu	<b>Phone Number:</b> 615.898.2628

LEA Contact/Designee	
<b>Name:</b> Maria Johnson	<b>Title:</b> Dir. of HR & Educator Effectiveness
<b>Email:</b> maria.johnson@cityschools.net	<b>Phone Number:</b> 615.893.2313

Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Neporcha Cone	<b>Title:</b> Dean, College of Education
<b>Signature:</b> 	<b>Date:</b> 9/28/23

<b>LEA Head Administrator:</b> Bobby N. Duke, III	<b>Title:</b> Director of Schools
<b>Signature:</b> 	<b>Date:</b> 9/26/23

**Approved as to Form:**  
  
Lauren Bush, Assistant City Attorney

**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.*

Partners will use district recruitment and retention data to develop strategies for increasing the recruitment of gender and racially diverse students for early childhood, elementary and special education teaching roles in Murfreesboro City Schools. Strategies may utilize or expand upon existing district and EPP structure/plans (e.g., MCS diverse educator scholarships for ESP workers, MT ALT licensure program, and the Tennessee Teach Back Initiative) to support identified goals. The MCS Lead and Inspire Institute and MTSU's Center for Fairness, Justice and Equity in Education will collaborate to focus on recruiting and retaining students of color in MTSU education programs by pairing candidates with experienced educator mentors and providing additional opportunities to explore and learn more about to Murfreesboro City schools.

Other strategies that focus on fostering an interest in education with current MCS 5th and/ 6th grade students will be explored along with potential funding sources (e.g., grants and partnerships). This may include opportunities for MCS students to have engaging experiences on the MTSU campus with current education students and faculty, such as the Club Marvel event scheduled for February 10, 2024. Partners will also develop strategies to promote the MCS diverse educator scholarship to ECE, elementary, or SPED candidates. Partners will use district and EPP data to inform decisions about the recruitment and retention of diverse candidates to meet district endorsement needs.

**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.*

**Selection:** The EPP and LEA will meet annually to review the credentials and selection of prospective clinical mentors to ensure the established selection criteria is met. The MTSU field placement coordinator will direct all clinical mentor requests to the MCS Director of Human Resources and Educator Effectiveness for review and matching. Appropriately licensed mentor teachers, rated highly effective by the TEAM evaluation model and receive a Level of Effectiveness of 4 or 5, will be considered for selection as recommended by the LEA. University supervisors must hold a master's degree, minimum of three years teaching experience, established record as a successful licensed educator with recommendation from former school district. Partners will also identify strategies to strengthen university supervisor connections by intentionally hiring district retirees to work exclusively with schools in the district.

**Preparation and Support:** Partners will begin development of a training focused on the expectations (district and EPP) for mentor teachers. This training will be designed to align with district training for mentors of new district educators when possible/appropriate. Partners will also explore and identify potential systems of support and professional development for mentors (e.g., check-ins, topic specific resources) that help mentors meet development needs and are specific to student teachers. University supervisors engage in annual training through the EPP regarding their role and are required to be certified as a TEAM evaluator through annual training and testing by the TDOE.

**Evaluation:** Teacher candidates evaluate both the school-based and university clinical mentors each semester through LiveText. 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.

**Retention:** Evaluation information will be used to determine retention of clinical educators and need for targeted professional development. MTSU will utilize MCS to gain input on recruitment and hiring of EPP supervisors. Partners will explore possible incentives for mentor teachers such as potential for PDP or university-based incentive for engaging in various trainings/professional development. Partners will explore potential district and EPP incentive strategies to increase mentor retention (e.g., PDPs awarded by district, access to additional professional development through the university.)

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.*

The partnership of Middle Tennessee State University and Murfreesboro City Schools 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 promoted 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. Residency I candidates are in class for approximately 3 days a week completing professional education courses and in the PreK-12 schools approximately 1-2 days a week. Residency II clinical experience is the capstone semester of the candidates' preparation. Residency II is also a semester long experience (15 weeks). Residency II candidates attend their clinical placement in schools five days a week, for the entire school day.

**Diversity:** Residency I and II teacher candidates have diverse placements during their final 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 review current placement procedures to explore ways in which MTSU students may experience more diverse settings in MCS schools. This may include agreements to place in specific district Title I schools.

**Coherence:** Residency I course work and clinical experiences are aligned so that the candidates have an opportunity to apply what they are learning in the classroom. Residency II clinical preparation, content and pedagogy are integrated throughout the teacher education program. Field and clinical experiences are embedded throughout the EPP's initial licensure programs.

**Prompt 4** 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.*

Partners will establish a schedule of annual meetings (fall and/or spring semester) for data reviews (district/EPP/program) that connect district representatives with EPP program faculty for the purpose of identifying challenges and receiving feedback for changes. Partners will also explore the potential for development of a survey to district staff (e.g., principals, mentors) to identify areas of teacher candidate and/or program development. The district and EPP will identify and include district and EPP members beyond the partnership team in collaborative sessions as appropriate.

**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.*

The EPP and LEA will continue to use monthly/bi-monthly partnership team meetings as an opportunity for the district to provide updates on LEA curricular content and materials, changes to district curriculum, and any other pertinent details regarding curricular content and materials. Appropriate district staff and/ EPP faculty will be invited to participate in sessions when needed to ensure information is shared and disseminated as needed.

District staff will identify opportunities for teacher candidates and/or EPP faculty may engage in additional professional development related to district curriculum or curriculum changes. Partners will continue to seek opportunities to collaborate and share information that may be used to facilitate learning and embedding of content into teacher preparation.

**Primary Partnership Outcomes**

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.

**Recruitment Activities**

Partners will collaborate to identify funding/resources for activities. District will include EPP in Club Marvel Learning experience. EPP develop activities that hands on experiences for students focused on helping them consider education as a professional field.

- Experiences will conclude with a survey to student participants.
- Survey information will be used to inform future efforts for getting students to consider teaching as a career option.

Partners will also collaborate on opportunities to provide EPP recruitment materials during school events to share information to adults interested in a career change/educator employment with the district.

**Clinical Mentor Selection and Supports**

Partners will collaborate to explore development of mentor teacher training program that aligns with current preparation of building mentors for novice teachers. Clinical educator training (how to observe, coaching student teachers) for both school and university based mentors will be explored.

- Partners will collaboratively develop a mentoring handbook for supporting mentors with various responsibilities at different stages of mentorship (e.g., Pre-residency/residency I/ residency II)

**Continuous Improvement**

- Partners will identify data sharing needs as needed to inform collaborative work and will plan for district participation during the EPP spring data day. District representatives will meet with EPP program faculty to discuss common refinement areas and develop needs of new teacher and EPP assessment data (TEAM, EdTPA, content).
- In January 2024, the partnership team will meet to discuss specific programs District IPG literacy and math data (other existing sources) and staffing needs, along with EPP data about program enrollment and endorsement areas.



Murfreesboro City Schools  
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## CONTRACT REVIEW FORM

Requesting Department/School: Human Resources

Contract: EPP/LEA Partnership Agreement

Vendor: MTSU Cost: N/A

Contract Start Date: Date of signature Term of Agreement: 2023-2024 School Year

Does the contract require student information? Yes  No

Is the contract subject to grant requirements or an issued RFP? Yes  No

Other Comments: \_\_\_\_\_

## LEGAL REVIEW

Amendments needed? Yes  No

Brief description of amendments and/or other comments:

MOU with MTSU on file

Legal Approval: *Lemon Pugh*

## FINANCE REVIEW

Budget Account Number: N/A

Comments from Finance Department:

Finance Approval: \_\_\_\_\_