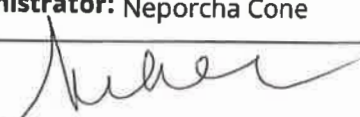


Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

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

EPP Contact/Designee	
Name: Tiffany Dellard	Title: Director, OEPL
Email: Tiffany.Dellard@mtsu.edu	Phone Number: (615) 898-2628

LEA Contact/Designee	
Name: Maria Johson	Title: Human Resources Director
Email: maria.johnson@cityschools.net	Phone Number: 615-893-2313

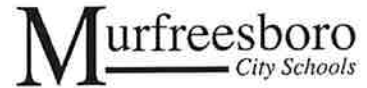
Certification (signatures verify partnership)	
EPP Head Administrator: Neporcha Cone	Title: Dean, College of Education
Signature: 	Date: 10/21/2024

LEA Head Administrator: Bobby N. Duke, III	Title: Director of Schools
Signature: 	Date: 10/9/24

Approved as to Form:

Lauren Bush, Assistant City Attorney

Murfreesboro City Schools
2252 South Church Street, Murfreesboro TN 37127
Phone (615) 893-2313 **Fax** (615) 893-2352
cityschools.net



FY2025 CONTRACT REVIEW FORM

Requesting Department/School: Human Resources

Contract: MTSU EPP Partnership Agreement

Vendor: MTSU

Contract Term: 2024-2025 School Year Contract Identifier: 2025-HR-003

Is there a contract renewal option? Yes No Cost: No direct cost*

Contract monitoring required? Yes No Date of Biannual Review: 1/15/25

Is Board approval required: Yes No Board Meeting Date: _____

Is the contract issued pursuant to a grant agreement? Yes No

Is the contract issued pursuant to an ITB/RFP? Yes No ITB/RFP No.: _____

Does the contract require student information? Yes No

Legal Review

Are any amendments to the contract required? Yes No

Brief description of amendments and/or other comments:

SBE Rule 0520-02-04 was updated in January 2024; reviewed to ensure changes to SBE Rule did not impact agreement

Legal Approval:  Date: 10/4/24

Finance Review

Budget Account Number: No fiscal impact- administrative cost but no direct cost associated

Funding Source: General Purpose Federal Other: _____

Other comments:

Finance Approval: _____ Date: _____



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., MT ALT licensure program, and the Tennessee Teach Back Initiative) to support identified goals. This will include exploration of collaboration between the MCS Equity Diversity and Inclusion Task force and the MTSU Center for Fairness, Justice and Equity in the College of Education.

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) and exploration of existing grants and partnerships available to the College of education and district. This may include opportunities for MCS students to have engaging experiences on the MTSU campus with current education students and faculty. 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 implement the newly developed Mentor Teacher Training and continue to explore way to evaluate mentor experiences supporting teacher candidates to determine revisions and additional resource. Partners will explore additional opportunities for mentors and university supervisor to celebrate the work with teachers candidates and receive feedback on development needs. 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 Student Learning and Licensure (SLL). 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 1 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. As new programs are proposed and developed by MTSU Faculty, they will be brought to the group for review (e.g., options for multiple licensure areas in elementary and middle grades).



**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. Partners will explore how the district can share extra sets of Math Curricula and other open source materials for use by MTSU faculty in coursework.

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.

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 February 2025, the partnership team will meet to discuss specific programs District data that compares traditional program completers, to experienced teachers, to permit along with updated staffing needs. The EPP will provide data about program enrollment, endorsement areas, and any other applicable data.

Recruitment - Partners will review data and projections of district demographics and staffing needs along with EPP data regarding enrollment and program sizes to explore actions to impact existing and potential pipelines for recruitment of new teacher (e.g., MTALT, Apprenticeship, TTBI partnership). Strategies and plans will include opportunities to create long-term and immediate impact on district and EPP needs.

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.

Mentor Survey Alignment - Partners will collaboratively develop additional items for the mentor teacher survey that gather data regarding mentor teacher experiences as a mentor teacher along with feedback about the teacher candidate and university supervisor. Responses from the new items will be used to determine additional professional development opportunities and resources provided to school- and university-based clinical educators.