

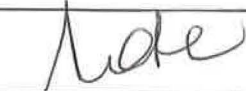


# Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<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>	2024-2025

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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Neporcha Cone	<b>Title:</b> Dean, College of Education
<b>Signature:</b> 	<b>Date:</b> 9/13/24

<b>LEA Head Administrator:</b> Sheri Arnette	<b>Title:</b> 615-424-2369
<b>Signature:</b> 	<b>Date:</b> 9/11/24

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.*

MTSU and Murfreesboro City Schools (MCS) collaborate to recruit, select, prepare, train, support, and assess candidates through ongoing opportunities to improve highly effective administrators. In order to achieve this, the LEA (Murfreesboro City Schools) and EPP (Middle Tennessee State University) will agree upon an assigned administrative mentor who is a practicing administrator with a track-record of success. This mentor will be given support from MCS and MTSU in order to provide real-time and real-world, context-based coaching during the candidate's progression throughout the program. The criteria for recruitment and selection of mentors and university faculty will be collaboratively examined and revised annually to maximize the impact of the partnership. Mentors from MCS will be chosen by the candidates in consultation with MTSU with the final determination as to whether the mentor should be paired with the candidate residing in the LEA's recommendation as noted on the mentor agreement form.

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.*

The MTSU licensure program is designed to provide real-world, application of evidence-based practices that are aligned with TILS and literacy standards. In their role, the EPP will utilize MTSU College of Education faculty with relevant expertise as well as adjunct faculty who provide specific real-world experience to provide exposure to a broad base of educational expertise, theory, and a strong emphasis on practical knowledge and application within their school systems. In this way, the local context provides candidates' with a laboratory of practice in which the expertise of MTSU faculty, the LEA, and the mentor will create an exemplary educational experience for candidates. LEA partners are consulted to recommend, support, and assist MTSU in producing high quality educators in their system as well as distributing recruiting correspondence as an integral part of the process of admitting qualified candidates to the program. During the program, LEA mentors will evaluate, in coordination with MTSU faculty, applied research projects by candidates that demonstrate progress in their preparation to maintain communication of their experience across the 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.*

Clinical experiences In the licensure program scaffold from Initial small step applications such as intervening in a singular classroom to effect positive change to larger applications that involve multiple stakeholders to promote meaningful change that aims towards improved learning. Through the application of applied projects in their local context and the real-time interaction with their mentor candidates will apply all TILS across the program in multiple iterations building their knowledge and application ability around these clinical experiences. All tasks will include iterative submissions of work and interaction with feedback so as to improve final projects and demonstrate mastery of TILS and literacy standards through that consistent experience of applying best practices into this real-world context.



**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.*

The LEA and MTSU interact annually to review program partnership responsibilities and also aspects of the program design and its implementation. Through consistent interaction decisions are made to refine the program and its efforts to prepare educators for success continuously and systematically. This includes meetings, sharing of reports, and consistent email communication as well as constant interaction between candidates and mentors to inform program improvement in real-time.

**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.*

MTSU and LEA will coordinate consistently to construct real-world problems of practice that generate authentic issues for candidates to engage with. This will include provision of annual problems of practice from the LEA as well as sharing of case study and other problem based experiences by the EPP with LEA for feedback and revision. Disaggregated and deidentified data will also be shared for purposes of assisting in the training of these prospective candidates so that their engagement with tasks is not just content-relevant, but contextually relevant by drawing upon LEA curricular content, materials, and insights.

**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.

In an annual partnership meeting, data will be shared from both LEA and EPP around work done this year related to this work and discussions will be had to promote continuous improvement. Guiding aims are outlined below for the upcoming year:

**Short Term Outcomes**

- EPP and LEA coordinate to engage in real-time cycles of inquiry around relevant LEA-generated and EPP-refined problems of practice
- ? EPP and LEA coordinate to integrate real-world LEA generated problems of practice into course work
- EPP and LEA engage in annual report sharing sessions

**Long Term Outcomes**

- Refine curriculum to identify gaps in experiences based around real-world opportunities and limitations
- EPP and LEA participate in an annual retreat around collaborative work engaged in to ensure reciprocal benefits are maximized and to refine partnership work for continued improvement