


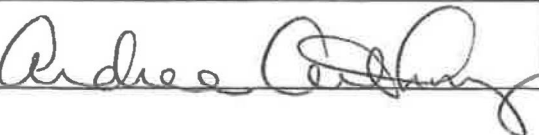
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Middle Tennessee State University
Local Education Agency (LEA)	Rutherford County Schools
Academic Year of Agreement	2024 - 2025

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

LEA Head Administrator: Andrea Anthony	Title: Chief HR Officer
Signature: 	Date: 10/17/2024

**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 develop strategies to increase recruitment of freshman and transfer students into all undergraduate teacher preparation programs. Plans will also include strategies to increase recruitment of diverse students as defined by race into all undergraduate and graduate initial teacher preparation programs. Partners will explore ways to utilize existing district and EPP structures/partnerships such as the EPP's Tennessee Teach Back Initiative (TTBI), and MTALT apprentice/job-embedded program. Partners will continue to explore the options for the development and approval of undergraduate and licensure only pathways for a SPED apprenticeship program. Support from the TN Grow Your Own Center and/or the Local Workforce Development Office will be accessed as needed to determine funding streams and potential supports. The district will include the EPP in conversations with Motlow about a community college apprenticeship pathway - as part of TAP and dual enrollment options.

The RCS and MTSU partnership teams will hold annual (early Spring) data share meetings to identify district and EPP needs and to assess and revise goals and processes for greater outcomes. District data related to open positions, positions filled on permits, and number of job-embedded teachers will be shared to identify areas of greatest need for the district. EPP enrollment data, including diversity and enrollment in high-need areas, will be provided. While reflecting on the district and EPP data, conversations will occur related to a) potential for EPP to fill high need areas of the district, b) potential sources of future teachers, and c) strategies for recruiting candidates.

Partners will continue to explore specific strategies for recruiting from district high schools. Strategies may include connecting with students in the TAP pathway, other pathways, high school clubs, and direct contact with college and career coordinators. Partners will discuss professional development opportunities for secondary educators interested in teaching dual enrollment courses. Professional development will focus on expanding their knowledge of content related to teaching students about working in earlier grade levels (e.g., K-5). Partners will also explore opportunities to expand dual credit access in additional high schools and potential barriers (e.g., university requirements for instructors).

Other logical strategies to recruit and/or foster an Interest in teaching will be explored with middle school students. RCS and MTSU will also review district YouScience data, from 8th grade students, and develop strategies for encouraging students to explore TAP pathway in high school.

MTSU faculty in the education preparation program, including administrators, will be highly visible in our partner schools and directly involved with LEA teachers, staff, and students through a variety of activities and events (e.g., career day, class presentations, committee work, instruction) annually. Based on the district's new teacher development program (which includes many MTSU graduates), the district will seek EPP collaboration on specific topics for professional development offerings (e.g., growth mindset).

**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. Only 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. The EPP will work directly with the district Coordinator of New Teacher Programs & Recruitment to identify a diverse group of highly qualified teachers for all Residency I and Residency II clinical placement requests. The EPP will collaborate with the district to identify potential university supervisors. University supervisors must hold a master's degree, minimum of 4 years teaching experience, and have an established record as a successful licensed educator with recommendation from the former school district. Partners will collaborate to develop a process for refining list of mentors to better track feedback from supervisors and candidates regarding mentor support and fit for work with Residency I and Residency II candidates.

Preparation and Support: Annual training, professional learning opportunities, and supports will be provided to university supervisors related to university initiatives (e.g., edTPA, co-teaching model) and school district initiatives (e.g., Science of Reading, curriculum approaches, TEAM evaluation). University supervisors are required to be certified as a TEAM evaluator through annual training and testing by the TDOE. The EPP will also seek district feedback related to current communication practices for mentor teachers regarding Residency II placements.

Evaluation: 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 annual 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.

Retention: 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 RCS to gain input on recruitment and hiring of EPP supervisors.

**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 Rutherford County Schools meets or exceeds minimum expectations for clinical practice as outlined in the State Board of Education Educator Preparation Policy 5.504.

Clinical Experience Design: The RCS and MTSU Partnership Team will meet to continue the development of a plan and strategies that create effective and equitable learning communities that support holistic development of pre-K-12 students, teacher candidates, university faculty, and practicing educators at all levels. Partners will discuss opportunities for teacher candidates to experience various modalities of teaching and responsible use of new technological tools and strategies for educators (e.g., AI). Partners will collaborate to develop a process for recruitment of potential clinical practice permit candidates in the semester before their Residency II (student teaching) experience. The Partnership Team will develop a collaborative plan focused on bridging the gap between clinical preparation and the initial experience for induction and support of early career teachers, including job-embedded candidates, to address the specific needs of first-time teachers during and after clinical preparation.

The current co-agreed clinical yearlong design will be reviewed annually in the Spring for needed changes.

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.

Depth/ Breadth: The clinical based yearlong educator preparation program affords teacher candidates the opportunity to experience a deeper immersion in the school culture, broadening skill, knowledge, practice, and dispositions of teacher candidates to effectively address the students' various learning needs. The yearlong clinical experience affords students the opportunity to work more closely with colleagues, students, and school community.

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.

Coherence: Residency I candidates are in class approximately 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. 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.*

The RCS and MTSU Partnership team will meet approximately four times per academic year to discuss recruitment of candidates, program design, program evaluation, and associated data, and make decisions. Data are shared two times per year and include EPP enrollment, district vacancies and hard to fill areas, completer and employer data, and Report Card data.

During Partnership Team meetings, information about new practices, curricula, processes, etc. will be shared by the district. Potential revisions to programs will be shared by the EPP. When sharing this information, each party will consider how the information can inform their collective work with implementation next steps identified. When individual programs are in the process of program redesign, members of the Partnership Team or other LEA representatives they designate or suggest will be invited to participate in providing feedback through workgroup participation, surveys, or other means.

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 RCS and MTSU Partnership team meets approximately three times per semester. During each of these meetings, an agenda item will be included that provides an opportunity for the district to share updates and information about LEA curricular content and materials, changes to district curriculum, and any other pertinent details. If needed, action steps that address getting more information, sharing data more widely, observing in schools to learn more, or other activities will be identified to ensure that MTSU candidate preparation is including the content or material. As a part of the bi-annual review of data, districts partners will be invited to attend the Spring 2025 EPP Data day to share/review data about MTSU candidate performance and provide direct feedback to programs for continuous improvement.

RCS curriculum coordinators, other specialists, administrators, or classroom teachers will be solicited to provide special sessions to teacher candidates and/or faculty in order to facilitate the learning and embedding of content into teacher preparation.

Each summer, MTSU faculty will be invited to attend the beginning of the year training provided to RCS teachers (Ignite). This opportunity will provide an opportunity for MTSU faculty to learn alongside practicing teachers about current content, curriculum, and materials used by the district.

<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>Recruitment - Ongoing</p> <ul style="list-style-type: none"> • The group will provide updates about recruitment efforts at every meeting to stay informed on developing district needs and current students in EPP pipeline. • Information shared during data meetings (Fall and Spring) will be used to develop/adjust specific recruitment strategies especially focused on the goals identified in Prompt 1. • Partners will develop a process for identifying potential CPP candidates during their Residency I semester and connecting them with appropriate employment opportunities in the district for their student teaching semester. <p>MTSU Access to RCS Curriculum -</p> <ul style="list-style-type: none"> • Partners will continue to determine appropriate pathway/process for EPP access to district curricular materials for the use in the instruction of teacher candidates. • Partners will also identify potential pathways for EPP middle grades and secondary candidates to gain access to Schoology and become familiar with Canvas. Specific access for Methods course faculty and placement students will be provided by the district. <p>Apprenticeship Pathways and Processes.</p> <ul style="list-style-type: none"> • Partners will collaborate to develop new apprenticeship pathways focused on undergraduate SPED and transfer pathways for students attending community colleges. • Partners will develop processes to support the recruitment of RCS students/employees to existing and future apprenticeship pathways, including a review of clinical practice opportunities for apprentices during their preparation. 	