




Department of
Education

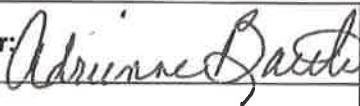
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Belmont University
Local Education Agency (LEA)	Metro Nashville Public Schools
Academic Year of Agreement	2023-2024

EPP Contact/Designee	
Name: Dr. James McIntyre	Title: Dean, College of Education
Email: James.McIntyre@belmont.edu	Phone Number: 615-460-6505

LEA Contact/Designee	
Name: Amber Tyus	Title: Executive Director of Hiring and Recruitment
Email: amber.tyus@mnps.org	Phone Number: 615-259-8678

Certification (signatures verify partnership)	
EPP Head Administrator: JAMES MCINTYRE	Title: DEAN
Signature: 	Date: 9/27/23

LEA Head Administrator: 	Title: Director of Schools
Signature: Adrienne Battle	Date: 9/29/23



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.*

Belmont University (BU) and Metro Nashville Public Schools (MNPS) actions discussion below will be completed as part of the the primary partnership agreement.

Belmont University and MNPS partnership developed recruitment goals and supporting strategies through collaboration and the use of shared data. At a minimum, the goals of this partnership are

- 1) to generate a high-quality pool of educator candidates for the district;
 - 2) to increase the diversity of the MNPS teaching force to better reflect the demographics of the student population;
 - 3) to strategically target educator candidates for the district's high need content areas (English Learners, Mathematics, Sciences, and World Languages); and
 - 4) work to determine the district's projected workforce needs to drive recruitment for future enrollment.
- Members of the partnership will work together in an interactive process to create and implement recruitment strategies to meet current and projected defined needs (e.g., recruitment plan, etc.)

Partnership members and other identified faculty and staff will meet at least biannually to assess how well the partnership is meeting its recruitment goals and to determine the district's future needs by analyzing the district's Human Capital Data Report (HCDR) and EPP data (i.e., Annual Reports data and other educator candidate pipeline data). The partnership will collaborate and share data to help partnership members understand each other's needs regarding recruitment of individuals into the EPP's programs and alignment to the goals outlined in the above paragraph. Belmont University will provide updates and projections on the current educator pipeline, and MNPS will provide information on its current and projected staffing needs.

The partnership developed a recruitment plan based on student and teacher demographics to meet the district's unique needs. Collaboration on recruitment and selection strategies allowed Belmont University and MNPS to strategically target underrepresented racial/ethnic groups, underrepresented gender, and hard-to-staff schools in specific shortage areas. Data sharing on current and projected district needs and EPP projections will include demographics, high need certification areas, and links to the district's on-going recruitment activities. The partnership aligned its goals, action planning, and desired outcomes with CAEP standards as well as state standards and ensure outcomes are in compliance with state and federal law.

Partners created and are currently implementing recruitment strategies to meet defined needs (e.g., recruitment plans). Strategies that will allow the partnership to improve teacher diversity and increase the number of high need content area candidates include, but are not limited to, targeted social media campaigns, career fairs and events, collaboration with community colleges and MNPS Academies, exploration and interest meetings with local high school students, and engagement with churches and other community partners. Belmont has designated the Director of Clinical Practice and one additional College of Education faculty member to serve alongside the Dean and current recruitment staff, in order to increase efforts of identifying and engaging potential teacher candidates. Recruiting emphasis is placed on the high need areas of mathematics and science, as identified by MNPS. In addition, Belmont hired a full-time faculty member to target the needs of the growing ESL population in MNPS by supporting and increasing the opportunity for teacher candidates to seek ESL licensure.

Potential collaborative strategies include a focus on recruiting candidates who are representative of the MNPS student population (Residency Program, diverse field placements, developing and maintaining pre-existing partnerships with MNPS schools). On an annual basis, MNPS will report district needs to Belmont University and MNPS should collaborate to support the induction process. The MNPS Primary Partnership Consortium Board will continue to meet regularly to review current needs and develop action steps.

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 partnership created a process for identifying individuals to serve as clinical mentors to support consistency in the selection of clinical mentors for MNPS and its school-based administrators. Clinical mentor requirements 1) follow the recommendations of the Tennessee Department of Education which states mentors will hold an active Tennessee license with an endorsement in the area or closely related area where they will be supervising the candidates; 2) have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and 3) have a minimum of 3 years of experience as a teacher, school services personnel, or instructional leader as applicable. In addition, clinical mentor requirements include, but are not limited to commitment to training, a positive disposition, commitment to diversity, inclusion, and culturally responsive practice; effective communication skills, a collaborative and reflective approach, and willingness to carry out the partnership-identified roles and responsibilities. Additional criteria that meets specific educator preparation program needs and the requirements of Educator Preparation Policy 5.504 will be included in determining placements and creating and implementing a common process for selecting clinical mentors. In addition, mechanisms will be put in place for the principal or principal's designee to identify MNPS teachers to serve as clinical educators and for the EPP to request placement for teacher candidates. The EPP developed a process for the selection of provider-based clinical supervisors and will obtain MNPS's agreement on the identified process. This process includes 1) reviewing the job description annually with MNPS to allow opportunities for input; and 2) inviting a member of MNPS to serve on the interview panel alongside Belmont faculty and administrators. Clinical teaching supervisors are currently required to have a master's degree or higher, 7 years of combined teaching and school administration experience, which includes supervising instruction, and a valid educator license in the appropriate subject area or grade level of supervision.

Preparation - The partnership created and will implement a common process for preparing clinical educators. This will include a one-day mentor training with additional virtual training that all clinical educators must attend. This training will be conducted once per academic year and will be facilitated by members of the EPP and MNPS partnership. Content will include, but not be limited to, co-teaching; edTPA; InTASC standards; roles, responsibilities, and requirements of mentors; professional competencies, dispositions, and ethics; novice teachers, and culturally responsive teaching. The roles and responsibilities of clinical mentors are collaboratively developed by the partnership and will be aligned to the TEAM professionalism rubric. These roles and responsibilities will be outlined in the EPP handbook. Participants will complete and evaluation of this training to assist the partnership in continually improving its preparation for clinical educators. The partnership will collaborate on future training for clinical educators, delivering future trainings based on identified needs and grade/discipline areas as needed.

Evaluation/Observation - The partnership will develop an assessment for clinical educators to be observed and to receive actionable feedback to improve the way in which they carry out their roles and responsibilities. The EPP and MNPS core partnership members will review observation feedback at least annually. In addition, the partnership will develop a protocol for a conversation between clinical mentors and clinical supervisors that focuses on ways clinical educators can best support teacher candidates. The partnership will continue use of satisfaction surveys to review triangulation data between clinical mentors, supervisors, and teacher candidates. These data will be shared annually with MNPS.

Support - The EPP/MNPS partnership will provide biannual opportunities for collaboration conversation between the EPP faculty, clinical supervisors, and clinical mentors to allow for reflection and focused support for the educator candidate. This will consist of the EPP providing biannual training of all current clinical educators (mentors and supervisors) as well as participate in the implementation of a formal mentor training process (Mentor Teacher Cadre Development) in collaboration with the MNPS Primary Partnership Consortium. This training will occur fall of 2022 and continue in spring of 2023.

**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 EPP/MNPS Memorandum of Understanding (MOU) addresses its design of clinical experiences to ensure educator candidates demonstrate developing effectiveness and positive impact on students' learning/development aligned with CAEP, TN Standards and the TEAM Evaluation. The agreement will be maintained on file with the Director of Clinical Practice and reviewed annually by the district and EPP.

The EPP/MNPS partnership ensures the following:

1. Programs meet minimum expectations for clinical practice as outlined in the educator preparation policy (5.504).
2. Educator candidates have regular and consistent opportunities to experience clinical experiences, including the minimum number of hours or days (as required) for both field experiences and the clinical practice, for all programs.
3. Educator candidates have regular and consistent opportunities to observe and practice in a variety of settings (within and across schools, during different times of day, across different types of instruction and school/classroom composition) to adequately cover the breadth of the endorsement.

Depth: Educator candidates will have opportunities to observe; tutor (through both individual and small group delivery); deliver instruction; and review/collect assessment data in frequent, varied, and intentionally planned experiences.

Coherence: Attention to the goals of each field/clinical experience will be sequenced to ensure developmental progression of the educator candidate across the continuum of their program. Based on evaluation data from clinical educators and EPP faculty observations, EPP will hold monthly department meetings to facilitate ongoing discussions regarding connection to practice and areas of needed improvement.

Breadth: EPP faculty, with the support of MNPS partners, design and develop field and clinical experiences that include teaching and professional experiences reflecting appropriate content and pedagogical models across diverse school/classroom communities and curriculum.

Duration: Field and clinical experiences are designed and varied regarding the time in multiple settings based on the goals of preparing successful first-year teachers.

Diversity: Candidates will have regular opportunities to observe and practice in a variety of settings (across different schools, classrooms, types of instruction, times of day,) to adequately cover the breadth of the endorsement and ensure exposure to varied school communities.

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.*

EPPs and MNPS are active partners in determining needs and actionable steps to improve program design, evaluation, and decision-making for the purposes of continuous improvement.

1. EPPs and MNPS will continue to engage with the Metro Council on Teacher Education to discuss teacher pipeline needs and programmatic changes.
2. MNPS will invite members from their Principal Advisory Council to join EPP/MNPS partnership meets for the opportunity to share outcome data (e.g., Praxis scores, edTPA data, TVAAS scores, TN EPP report card) to support programmatic changes and facilitate decision-making.
3. As needed, BU will survey MNPS partners to understand teacher vacancies and needs. Current survey data from MNPS and other partners indicate the priority areas as secondary math, special education, and ESL.
4. BU's Teacher Education Advisory Committee includes teachers and administrators from MNPS to support programmatic decision making. This committee meets quarterly throughout the academic year, both in-person and virtually, to review survey data patterns and trends and feedback from district engagements and facilitate decision-making and actionable next steps.

In partnership with MNPS, BU regularly utilizes the mechanisms listed above to improve program offerings to candidates. In 2019-20, the priority was revamping the elementary education program, which was successfully reviewed during Belmont's recent CAEP-state joint comprehensive review. In 2020-2021, the priority was building a new special education interventionist programs to meet MNPS special education vacancy needs. In 2021, BU received conditional approval from TDOE to implement the new program, which begins Fall 2022. In 2021, BU received a \$2 million grant to increase the number of secondary math and ESL candidates. In 2022, initiated by stakeholder feedback from the Teacher Education Advisory Committee, Belmont's entire job-embedded program was revised and offered online. This supported an almost 200% increase in our graduate program.

Additional data indicate future programmatic changes in the areas of integrated early childhood and instructional leader.



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.*

BU and MNPS collaborate to ensure candidate preparation is inclusive of LEA curricular content and materials in the following ways:

1. During partnership meetings, MNPS will invite the Executive Officer of Teaching and Learning to partnership meetings to provide curriculum updates (e.g., curriculum map/pacing guide changes, new textbook adoptions).
2. Candidates are required to participate in MNPS professional development opportunities, including those focused on standards changes, curriculum adoption training, technology use, etc.
3. BU faculty participate in LEA curricular professional development (e.g., Early Reading Training) to ensure connection making in university classrooms.
4. BU collaborates with MNPS to recruit adjunct teachers from the field to teach university courses. Adjunct teachers from the field bring a wealth of knowledge regarding current curriculum implementation. This engagement also allows the university faculty to engage with the adjunct teachers when planning for courses to ensure the content and pedagogy is streamlined across all sections.
5. University supervisors, co-selected by MNPS and BU, regularly engage with candidates in the classroom when observing lessons, often crafted from the required LEA curriculum. Supervisor feedback supports any changes that may need to be made in methods courses to ensure high-quality candidate preparation.

In the fall of 2022, BU faculty partnered with the MNPS literacy coordinator to pilot an new initiative to support our teacher candidates with the implementation of HQIM in preparation. This initiative trains elementary candidates in the ELA-adopted curriculum, Wit and Wisdom. In spring of 2023, the MNPS literacy coordinator collaborated with BU faculty to provide training on the HQIM principles and structure, and provides opportunities for candidates to engage with the curriculum using preparation tools and protocols. BU/MNPS were able to share best practices related to this initiative at the fall 2023 Tennessee Association of Colleges for Teacher Education conference. BU/MNPS partners are currently working to refine the initiative for the 2023-24 academic year, based on candidate need.

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.
-------------------------------------	--

Short Term Goals:

Development of a cadre of mentor teachers in MNPS

MNPS and the primary partnership consortium started working in the fall 2021 to develop a cadre of mentor teachers. In September 2021 we piloted an interest survey. We ended up having 565 approved, eligible mentors for spring 2022. From those eligible mentors a total of 284 were used across universities in the partnership for spring 2022 placements. The consortium met in March 2022 and refined the process and sent out the survey again in April 2022 for placements for the 22/23 school year. These efforts resulted in over 800 eligible mentors. We will evaluate the process at the end of each year to ensure we are doing all that we can to recruit mentor teachers in MNPS.

Development of a training for mentor teachers

MNPS and the primary partnership consortium started working in spring 2022 to develop a training for mentor teachers. In summer 2022 the consortium worked to develop a plan for delivery of the material and the content. We established a uniform structure for two recurring in-person training days: Foundations of Mentorship and Mentorship Extensions and established content plans for each day. We piloted the training in fall 2022 and spring 2023. The training was well attended and received and will be offered again in fall 2022 and spring 2023.

Long Term Goals:

BU received approval from SACSCOC and the state of Tennessee to launch a new instructional leadership program, beginning in fall 2024. BU will collaborate with MNPS partners to co-construct the MEd and EdS pathways. The focus of the collaboration will include: admission requirements, recruitment, candidate evaluation, coursework, and clinical experience.

