

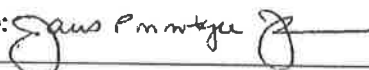



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Belmont University
Local Education Agency (LEA)	Metro Nashville Public Schools
Academic Year of Agreement	2024-2025

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. James McIntyre	Title: Dean, College of Education
Signature: 	Date: 10/1/24

LEA Head Administrator: Dr. Adrienne Battle	Title: Director Schools
Signature: 	Date: 10/1/24

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.*

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 such as mathematics, science, social studies, and special education as identified by MNPS. Belmont remains responsive of MNPS needs by creating programs and pathways (e.g., special education program was approved in 2021 and will be graduating the first cohort in 2025; new integrated early childhood program is underway, with expected approval in 2025).

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. In addition, a revamped committee was created to update the MNPS Clinical Practice Handbook, which will support with recruitment and retention efforts.

**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, MNPS has designed a process (Clinical Placement spreadsheet) to identify qualified mentors, with principal approval, to serve as clinical educators and for the EPP to request placement for teacher candidates. This spreadsheet is updated every year.

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 Institute in collaboration with the MNPS Primary Partnership Consortium. This training began in fall of 2022 and will continue through the 2024-2025 academic year.

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 and development aligned with CAEP, TN standards, and the TEAM Evaluation. The agreement will be maintained 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 outlined in the SBE Educator Preparation Policy (5.504).

2) Educator candidates gave regular and consistent opportunities for clinical experiences, including the minimum number of hours or days (as required) for both field experiences and 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 individual and small groups), deliver instruction, and review/collect assessment data in frequent, varied, and intentionally planned experiences.

Coherence: Attention to the goals of each field experience/clinical practice will be sequenced to ensure developmental progression of the educator candidate across their program. Based on evaluation data from clinical educators and EP faculty observations, the 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 and 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 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.*

The EPP and MNPS are active partners in determining needs and action 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 meetings 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 twice a year 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 2021, BU received a \$2million grant from the TDOE to increase the number of secondary math and ESL candidates. In 2022, initiated by stakeholder feedback from the TEAC, Belmont's entire job-embedded program was revised and offered online. This supported an almost 200% increase in our graduate program. This year, BU launched its new instructional leader program. BU is also in process of seeking state and university approval for the integrated early childhood pre-K-3 program.

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.) Candidates are required to participate in MNPS professional development opportunities, including those focused on standards changes, curriculum adoption training, technology use, etc.
- 2.) BU faculty and supervisors participate in LEA curricular professional development (e.g., Early Reading Training and TEAM training) to ensure connecting making in the university classrooms.
- 3.) 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.
- 4.) University supervisors, co-selected by MNPS and BU, regularly engage with candidates in the classroom when observing lessons, often crafted from the 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 a 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 the 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 TACTE meeting and the 2024 AACTE annual meeting.

This year, this faculty and supervisor training has expanded to Wit and Wisdom and the TN Foundational Skills Curriculum Supplement, delivered by the elementary literacy coordinator from MNPS. In addition, BU has IRB approval to study the impact of this training on teacher candidate 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.
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Short term goals:

BU has joined MNPS in the Lead in Literacy (LIL) network, which is a three-year partnership focused on:

- collectively constructing a shared vision for literacy instruction
- building candidate knowledge and skills around the research on reading (foundational literacy skills instruction) and high-quality instructional materials.
- ensuring best practices from these efforts translate to improved support for diverse learners (ESL and SPED).

This year, the network has focused on improving clinical experiences to support preservice teachers' literacy proficiency.

Long term goals:

Continue recruitment efforts by promoting new program offering and scholarship opportunities (e.g., 30% tuition reduction for graduate programs) to increase pipeline efforts.

