



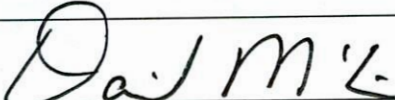
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tusculum University
Local Education Agency (LEA)	Greene County Schools
Academic Year of Agreement	2024-2025

EPP Contact/Designee	
Name: Dr. Miriam Stroder	Title: Dean, College of Education
Email: mstroder@tusculum.edu	Phone Number: 423-787-8320, ext. 5475

LEA Contact/Designee	
Name: David McClain	Title: Director of Schools, Greene County Schools
Email: David.McClain@gcstn.org	Phone Number: 432-639-4194

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Miriam Stroder	Title: Dean, College of Education
Signature: Miriam Stroder <small>Digitally signed by Miriam Stroder Date: 2024.09.19 12:13:58 -04'00'</small>	Date: 09/19/2024

LEA Head Administrator: David McClain	Title: Director of Schools, Greene County Schools
Signature: 	Date: 10/15/24

12-10-19

12-10-19



<p>Prompt 1</p>	<p>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. <i>NOTE: Responses should not exceed one page per prompt.</i></p>
<p>Collaborative Recruitment and Selection Goal: Actively recruit students who may not be considering a career in education, but possess qualities of a potentially effective teacher</p> <p>Selection Strategies: TU will host GCS 9th-12th graders on campus and participate in yearly recruitment events for 6th-8th graders at each Greene County Middle School. TU will discuss career opportunities in the field of education, why education is an important and rewarding career, and explain admissions process to the university and the COE.</p> <p>Recruitment Strategies:</p> <p>TU Education Recruitment Days:</p> <ol style="list-style-type: none"> 1. Middle and HS Counselors will identify students who would be good candidates for education profession and add these names to TU recruitment event list. Specific targets will be: <ol style="list-style-type: none"> a. High Need-Math, SPED, ELA; HS Counselors will identify students who would be good candidates for education profession and add these names to TU recruitment event list. b. Ethnicity-HS Counselors will identify minority students who would be good candidates for education profession and add these names to TU recruitment event list. 2. Dates and locations for 2024-25 <ol style="list-style-type: none"> a. Why Teach? Event 9th-12th grades, Tusculum University Campus, November 8, 2024, 10am-1pm b. Spring 2025 - TU COE information table at all middle school sites during College and Career Fairs 3. Initial strategic planning meeting with TU COE faculty, GCS HR, GCS guidance counselors 4. This diversity recruitment plan is a result of the annual partnership meeting between GCS and TU COE. <p>GCS Career Fair:</p> <ol style="list-style-type: none"> 1. TU will participate in 2024-25 GCS Career Fair in an effort to recruit candidates for high-need endorsement areas, as well as promote current COE teacher education candidates nearing completion. GCS will contact TU with specific date for the event. <p>Student Teachers as GCS Tutors:</p> <ol style="list-style-type: none"> 1. TU will provide GCS with names of upcoming clinical candidates eligible to be utilized as tutors. 	

**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 Criteria for University Clinical Supervisors:

1. Documented evidence of having been a highly-effective teacher
2. Minimum of 5-years classroom experience
3. Ability to provide candidates with strategies for engaging diverse learners in meaningful learning
4. Ability and willingness to provide constructive feedback to teacher candidates about their strengths and areas for improvement
5. Ability and willingness to communicate effectively with teacher candidates and cooperating teachers

Selection Criteria for Cooperating Teachers:

1. Recommended by the school principal
2. Highly-effective in the classroom based on TEAM evaluations and TVAAS data, including an overall LOE score of 4 or 5
3. Minimum of 3-years classroom experience required; 4+ years of classroom experience preferred
4. Identified as a Learning Leader by GCS
5. Ability to engage diverse groups of learners
6. Ability and willingness to provide authentic feedback to teacher candidates about their strengths and areas for improvement
7. Ability and willingness to communicate effectively with university clinical supervisors about candidate strengths and areas for improvement
8. Willingness to host and mentor a teacher candidate allowing him/her opportunity to gain consistent experience within the classroom

Preparation and Support of Clinical Educators:

1. TU will provide mentoring resources and one-on-one orientation for GCS cooperating teachers on mentoring Clinical I, Clinical II, and student teachers, the TU Modified TEAM evaluation, the TU Disposition and Professionalism form, and using LiveText by Watermark
2. TU will provide Zoom and/or in-person training for Clinical Supervisors at the beginning and midpoint of Fall and Spring semesters
3. GCS Mentors will sign the TU Agreement Form upon completion of the training and acceptance of their specific candidate
4. TU will provide support via TU Clinical Experience staff and consider developing PD opportunities for GCS teachers as the need arises

Evaluation of Clinical Educators:

1. At the end of each clinical experience placement, Clinical Supervisors and Cooperating Teachers will evaluate each other.

Retention of Clinical Educators:

1. GCS will add participating as a cooperating teacher at a minimum of every other year into the Learning Leader job description
2. Student Teachers will be placed with the same cooperating teacher for Clinical II and Student Teaching whenever possible

**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.*

GCS and TU will collaborate to secure highly effective cooperating teachers to provide opportunities for candidates to demonstrate their developing effectiveness and positive impact on students' learning and development in diverse learning environments that cover a significant breadth of the candidate's licensure area. TU Clinical Supervisors and Cooperating Teachers will use data from joint observations and on-going informal evaluations of candidates to identify strengths and areas for refinement to encourage candidate growth during Clinical Experiences. The purpose of the content mentoring program is to provide job embedded candidates with purposeful, structured, and specific support by an assigned content mentor. The content mentor will be a resource throughout their first two semesters of full-time teaching. Throughout this experience, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Clinical I

1. 30 hours in a Title I school - observation of instruction, work with students one-on-one/small groups
2. 30 hours in a different school and alternate grade span - observation of instruction, teach at least one small group lesson to be observed and evaluated by the university clinical supervisor using the TEAM rubric

Clinical II

1. 80 hours in one placement (ideally, the candidate remains in this placement for the student teaching semester) - active observation, work with students one-on-one/small groups, teach at least two lessons using the following evaluation schedule: 1st - university clinical supervisor using TEAM rubric and cooperating teacher using Modified TEAM (first 40 hours); 2nd - university clinical supervisor using TEAM rubric and cooperating teacher using Modified TEAM (second 40 hours)

Student Teaching

1. Minimum of 15 weeks-13 weeks with the primary cooperating teacher, 2 weeks with an alternate teacher as approved by the principal where candidates: work as an apprentice teacher, engage in all duties and responsibilities of a regular classroom teacher, maintain the same schedule as the classroom teacher
2. Requires candidates to teach a total of 3 formally-observed lessons, in addition to lessons required for edTPA, using the following evaluation schedule: 1st-university clinical supervisor using TEAM rubric, cooperating teacher using Modified TEAM (between weeks 4-6), 2nd-university clinical supervisor using TEAM rubric (between weeks 8-12), 3rd-university clinical supervisor using TEAM rubric, cooperating teacher using Modified TEAM (between weeks 12-15)
3. Tusculum University requires one full week of solo-teaching time or at least two full weeks of co-teaching with the cooperating teacher

Content Mentoring I

1. "Intent to Hire" letter (appendix form JB.1) - building or district administrators assigned content mentor who currently teaches in the same or similar content area, in the same school or school district as the candidate. Job embedded candidates will meet with weekly with their mentor throughout the semester
2. Content mentor - provide coaching of mentee in mentee's classroom, candidates will complete 10 hours of observation in mentor's classroom, content mentor will complete one formal observation of candidate using Modified TEAM template and one evaluation of the candidate's disposition and professional skills
3. Tusculum University Clinical Supervisor - one formal observation of the job-embedded candidate using the Modified TEAM template

Content Mentoring II

1. Candidates - meet with their mentor weekly throughout the semester
2. Content mentor - provide coaching of mentee in mentee's classroom, candidates will complete 10 hours of observation in mentor's classroom, Content mentor will complete one formal observation of the candidate using the Modified TEAM template and one evaluation of the candidate's disposition and professional skills

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.*

Design and Decision-Making:

1. TU and GCS will have an annual partnership meeting to discuss any needed program and/or curricular changes, as well as the PPI.
2. Tusculum University COE literacy courses will offer preparation on the new literacy standards being implemented by the TNDOE.
3. TNDOE initiatives such as Read to Be Ready, RTI2, and Teaching Literacy in TN are required topics in all of TU's educator preparation programs.
4. Tusculum University will continue to align coursework with district language, as well as encourage TU faculty engagement and participation in GCS PD and PLC meetings.
5. Tusculum University will require all teacher candidates to complete 140 hours of clinical experience as part of the coursework for Clinical I and Clinical II prior to student teaching.
6. Clinical I and Clinical II courses will focus on observation of instruction, lesson planning and presentation, and effective classroom management strategies.
7. TU and GCS will continue to work together to support job-embedded candidates being utilized by the district.

Evaluation:

1. Tusculum University will provide access to Student Learning & Licensure by Watermark feedback data for candidates, cooperating teachers, and university clinical supervisors.
2. Tusculum University Clinical Supervisors will have consistent and ongoing contact with candidates and cooperating teachers throughout the Clinical II and Student Teaching semester. If the cooperating teacher is unavailable during the school site visit, the TU university supervisor will reach out by email.
3. Tusculum University Clinical Supervisors and Cooperating Teachers will meet with student teaching candidates at the beginning and end of the placement to identify targeted areas for growth and continued refinement based on data from the TEAM and Modified TEAM rubrics.
4. TU will continue to communicate with GCS district contacts often to assess partnership needs, candidate performance, and overall satisfaction.



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.*

Literacy Collaboration Efforts:

1. TU and GCS will have an annual partnership meeting to discuss any needed program and/or curricular changes, specifically literacy curriculum and needs.
2. Tusculum University COE literacy courses will offer preparation on the most current literacy standards being implemented by the TNDOE.
3. TU will host GCS for state-wide training on TNDOE literacy standards and initiatives, as needed.
4. TNDOE initiatives such as Read to Be Ready, RTI2, and Teaching Literacy in TN are required topics in all of TU's educator preparation programs.
5. Tusculum University will continue to align literacy coursework with district language, as well as encourage TU faculty engagement and participation in GCS PD and PLC meetings concerning literacy.
6. Tusculum University will work with GCS to provide PD support as needed for district teachers.

<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>Taken from Partnership Meeting 9/19/2024</p> <p>Short-term outcomes:</p> <ol style="list-style-type: none"> 1. TU will have an information table at 2023-24 GCS career nights for participating middle schools 2. Why Teach recruitment event to be held November 8, 2024 <ol style="list-style-type: none"> a. Invitations to be sent to 9-12th graders b. Continue to target minorities and students who show aptitude for high-needs licensure areas <p>Long-term outcomes:</p> <ol style="list-style-type: none"> 1. By beginning recruitment to education in 6th grade, students who are showing early interest in becoming a teacher will begin to work toward developing the skills and dispositions necessary for the major and build a strong pipeline of upcoming educators. 2. TU COE is hopeful to begin seeing an increase in enrollment based on the Why Teach events. GCS Central Office will task HS guidance counselors with tracking their students for enrollment in teacher education programs at TU or other institutions. TU will update the interview form to include a question asking candidates if they participated in an event like Why Teach? during high school. 4. TU COE will evaluate courses to be sure candidates have access to learning how to use data to make informed planning decisions. 5. TU COE will evaluate courses to ensure candidates have opportunity to focus on classroom management as a relationship building concept with a focus on consistency. 	