Educator Preparation Provider/Local Education Agency
State-Recognized Partnership Agreement
Wilson County Schools and Vanderbilt University

Educator Preparation Provider (EPP): Vanderbilt University

Local Education Agency (LEA): Wilson County Schools

Term of Agreement: September 2021-August 2022

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Certification (signatures verifying partnership)
EPP Head Administrator
Name: Camilla P. Benbow
Title: Patricia and Rodes Hart Dean of Education and Human Development
Signature:
Date: 8-23-21

LEA Director of Schools
Name: Rebecca W. Owens
Title: Deputy Director of HR
Signature: 
Date: 8-23-21
Prompt 1: Program Recruitment and Selection
Identify the collaboratively-developed recruitment and selection strategies and goals.

The VU and Wilson County Schools partnership will develop recruitment and selection goals to: 1) generate a high-quality pool of educator candidates for the district; 2) increase the diversity of the Wilson County teaching force to better reflect the demographics of the student population; and 3) strategically target educator candidates for the district’s high need content areas of Special Education.

Wilson County Human Resource Staff, Peabody’s Director of Teacher Licensure and faculty from the Departments of Teaching and Learning and Special Education will develop an initial recruitment and selection plan. Data from Wilson Counties current Human Capital Data Report (HCDR) and VU’s admission, completer, and retention data over the past 3 years will be used to develop the recruitment and selection plan.

VU and Wilson County recruitment strategies will focus on targeting underrepresented racial/ethnic groups, underrepresented gender, and hard-to-staff schools in specific shortage areas. VU’s recruitment strategies include attending idealist fairs and specific content area conferences across the country, hosting webinars, hosting a weekend for interested students graduating from Historically Black Colleges and Universities, Black and Gold Days, individual phone calls, and campus visits. Wilson County will host recruitment fairs and be invited to VU events to recruit VU candidates.

Members of the VU and Wilson County partnership committee will meet annually to monitor the effectiveness of the recruitment and selection plan strategies. Data from Wilson Counties HCDR, VU’s admission, completer, and retention data from the current year will be used to evaluate the plan and determine if new goals are needed.

In addition to the strategies listed above, VU and Wilson County will collaborate when opportunities become available that may increase the teaching force and address the goals of the recruitment and selection plan.
Prompt 2: Clinical Educators
Identify how entities will collaborate to select, prepare, evaluate, support and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development.

Clinical mentors (Wilson County teachers) and clinical supervisors (VU supervisors) will be selected in collaboration with VU faculty and Wilson County representatives (e.g., Human Resource Staff, Directors, Principals). The minimum criteria for clinical mentors include: 1) a minimum of 3 years teaching experience, 2) licensure in current teaching assignments, 3) average score of 4 or higher on previous year’s TEAM evaluation, 4) collaborative and reflective educator, 5) positive dispositions, 6) effective communication skills, and 7) completion of clinical educator professional development training.

The minimum criteria for clinical supervisors include: 1) a minimum of 3 years teaching experience, 2) collaborative and reflective educator, 3) positive dispositions, 4) effective communication skills, and 5) completion of clinical supervisor professional development training. VU faculty and Wilson County representatives will complete the Identification of Effective Clinical Supervisors Form in August and November of each year. These criteria meet the requirements of the Educator Preparation Policy 5.504.

The partnership will create and implement a common process for selecting clinical mentors. At a minimum, this process will include mechanisms for the principal or principal designee to identify teachers to serve as clinical mentors and for VU to request placement for teacher candidates.

The partnership will create and implement a common process for preparing clinical mentors and clinical supervisors. This will include a collaboratively developed online mentor training that all clinical mentors and clinical supervisors must complete. Content will include, but not be limited to, an overview of VU’s and Wilson County handbooks, effective mentoring, providing effective feedback, edTPA requirements, and the co-teaching model.

The roles and responsibilities of clinical mentors will be collaboratively developed by the partnership and will be aligned to the TEAM professionalism rubric. These roles and responsibilities will be outlined in the VU handbook.

The partnership will co-develop an assessment for clinical mentors and clinical supervisors to be observed and to receive actionable feedback to improve the way in which they carry out their roles and responsibilities. The partnership members will review observation feedback at their quarterly meetings. In addition, the partnership will co-develop a protocol for a collaborative conversation between clinical mentors and clinical supervisors that focuses on ways clinical educators can best support teacher candidates. Clinical mentors will be observed by candidates and clinical supervisors throughout all aspects of the clinical experience. Candidates and clinical supervisors will provide actionable feedback based on these observations to the clinical mentors at the completion of each experience or sooner based on the nature of the observation. Actionable feedback for improvement should be based on improving the mentor’s ability to
perform assigned roles and responsibilities. Clinical supervisors will be observed by educator candidates and clinical mentors throughout all aspects of the clinical experience. Educator candidates and clinical mentors will provide actionable feedback based on these observations to the supervisors at the completion of each experience or sooner based on the nature of the observation. Actionable feedback for improvement should be based on improving the clinical supervisor’s ability to perform assigned roles and responsibilities.

The partnership will co-develop a protocol for a collaborative conversation between supervisors and clinical mentors to allow for reflection and focused support for the educator candidate.

The partnership will co-create and implement a process for retaining clinical educators. This process will include identifying clinical educators who will continue to serve in this capacity based on the way in which they carry out their respective roles as a clinical educator.