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

**Educator Preparation Provider (EPP):** Vanderbilt University

**Local Education Agency (LEA):** Sumner County Schools

**Term of Agreement:** August 2021-August 2022

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**Other Key Staff**
Name: Alexandra Da Fonte  
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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: 9-1-21

**LEA Director of Schools**
Name: Dr. Del Phillips III  
Title: Director of Schools  
Signature:  
Date:
Prompt 1: Program Recruitment and Selection
Identify the collaboratively-developed recruitment and selection strategies and goals.

Sumner County Human Resource Staff and Peabody faculty from the Department of Special Education will discuss and review Vanderbilt’s recruitment and selection plan. The plan was developed based on local and regional data on teacher shortage areas and institution enrollment. Goals in the plan include: 1) generate a high-quality pool of educator candidates for the district; 2) increase the diversity of the Sumner 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 area of Special Education.

VU and Sumner 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. Sumner County will host recruitment fairs and be invited to VU events to recruit VU candidates.

Members of the VU and Sumner County partnership committee will meet annually to monitor the effectiveness of the recruitment and selection plan strategies. Data from Sumner County’s 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 Sumner 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 (Sumner County teachers) and clinical supervisors (VU supervisors) will be selected in collaboration with VU faculty and Sumner 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) experience in pre-K-12 school setting, 2) collaborative and reflective educator, 3) positive dispositions, 4) effective communication skills, and 5) completion of clinical supervisor professional development training. VU faculty and Sumner 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 human resources 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 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 Sumner 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.