## Educator Preparation Provider/Local Education Agency

**Primary Partnership Agreement**

### Educator Preparation Provider (EPP)
- **Provider**: Peabody College at Vanderbilt University

### Local Education Agency (LEA)
- **Agency**: Metro Nashville Public Schools

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

### EPP Contact/Designee
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### Other Key Staff

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### Certification (signatures verify partnership)

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Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals.

(500 words)

The Peabody College of Vanderbilt University (VU) and Metro-Nashville Public Schools actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which VU is a member.

The VU and MNPS 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 MNPS teaching force to better reflect the demographics of the student population; 3) strategically target educator candidates for the district's high need content areas of Special Education, English Language Learners, Mathematics, and Natural Sciences.

MNPS Human Resource staff, Peabody's Director of Licensure, and faculty from the Teaching and Learning and Special Education departments reviewed the recruitment and selection plan in May 2021. Data regarding current MNPS teacher shortage areas were discussed, along with ways Vanderbilt can recruit students specifically into these fields.

VU and MNPS recruitment strategies 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 virtual weekend for interested students graduating from Historically Black Colleges and Universities, Black and Gold Days, individual phone calls, and campus visits. MNPS will host recruitment fairs and be invited to VU courses and career events to recruit VU candidates.

Members of the VU and MNPS partnership committee will meet bi-annually to monitor the effectiveness of the recruitment and selection plan strategies. Data from MNPS'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 MNPS will collaborate when opportunities become available that may increase the teaching force and address the goals of the recruitment and selection plan. This may include providing tuition support and/or stipends to candidates through programs such as residencies within MNPS, Teaching and Learning in Urban Schools (TLUS) program, Noyce grants, and Personnel Preparation grants funded by the Office of Special Education programs. In particular, our current residency program with M.Ed. candidates at the secondary level, in English, Math, Science, and Social Studies, provides a rich experience for them to learn in and through practice at MNPS schools. MNPS principals hire our teacher candidates as urban instructional aides and support their trajectory to learn to teach by working with mentor teachers, instructional coaches, and content/grade level teams to provide opportunities for them to increase their instructional responsibilities as the year goes on. It has proven to be a strong pipeline and we continue to support this program through this partnership.

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Prompt 2: 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. (500 words)

Clinical educators will be selected in collaboration with VU faculty and MNPS representatives. Minimum criteria for school-based clinical educators include: 1) a minimum of 3 years teaching experience, 2) licensure in current teaching assignments, 3) average score of 3 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 training. Minimum criteria for university clinical supervisors include: 1) minimum of 3 years teaching experience, 2) collaborative and reflective, 3) positive dispositions, 4) effective communicator, and 5) completion of clinical supervisor training.

VU faculty and MNPS representatives will complete the Identification of Effective Clinical Educators Form twice a year.

A process for selecting clinical mentors was developed in the summer of 2021. This process includes mechanisms for the principal to identify MNPS teachers to serve as clinical educators, an interest survey for teachers to complete to move forward in the process, and an established process for VU to request placement for teacher candidates.

A common process for preparing clinical educators will be created. This will include a collaboratively developed mentor training that all must complete. This training will be facilitated by members of the partnership. Content includes, but is not be limited to, an overview of handbooks, effective mentoring, edTPA requirements, and the co-teaching model. Clinical educators will also be trained on using the EPP evaluation forms designed to provide feedback to candidates to ensure they are receiving positive feedback as well as constructive feedback to improve their teaching.

The roles and responsibilities of clinical educators have been collaboratively developed by the VU and MNPS partnerships and they are aligned to the TEAM professionalism rubric. These roles and responsibilities are outlined in the VU handbook.

The VU and MNPS partnership will co-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. 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 the clinical experience. Candidates and clinical supervisors will provide actionable feedback based on these observations at the completion of each experience or sooner based on the nature of the observation. Clinical supervisors will be observed by educator candidates and clinical mentors throughout the clinical experience. Educator candidates and clinical mentors will provide actionable feedback based on these observations 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 educators and clinical supervisor's ability to perform assigned roles and responsibilities.
Prompt 3: Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. (500 words)

Through ongoing collaboration, the VU/MNPS partnership will ensure that educator candidates possess the appropriate knowledge, skills, and dispositions required for educator candidates to meet the required standards for all specialty area programs offered. The partnership will ensure educator candidates understand preparation expectations, licensure requirements, and professional responsibilities.

The VU/MNPs partnership will mutually agree upon evidence-based practices in curriculum planning, instruction, assessment, and classroom management for all populations of students. Educator candidates and clinical educators will engage in collaboration opportunities that will allow the educator candidate to progressively engage in opportunities to link these evidence-based practices to classroom practice. The VU/MNPS partnership will mutually agree on expectations that educator candidates will complete a clinical placement in a Pre-K-12 school setting where these agreed upon practices are effectively implemented by clinical educators.

VU and MNPS have identified the following 6 high leverage practices to be implemented in didactic courses and field experiences: 1) collaborate with professionals; 2) use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs; 3) Provide positive and constructive feedback to guide students' learning and behavior; 4) Provide scaffolded supports; 5) Use explicit instruction; and 6) Use strategies to promote active student engagement.

Teacher candidates complete a clinical placement in a Pre-K-12 school setting prior to candidacy for licensure. VU will ensure that these placements meet the minimum expectations for clinical placement as outline in Educator Preparation Policy 5.504.

Throughout the clinical placement, educator candidates will engage in progressive opportunities to bring research and theory to classroom practice. The VU/MNPS partnership will mutually agree on observation and evaluation methods to be used when providing feedback to educator candidates throughout their clinical experience. In addition, the partnership will mutually agree upon a process to obtain educator candidate feedback on the way in which clinical educators and supervisors perform their roles and responsibilities as well as measuring candidates’ perception that clinical educators and supervisors have had a positive impact on the educator candidate’s ability to influence student achievement.

The partnership will mutually agree upon educator candidate's outcomes and will follow completers who are employed by MNPS into their first year of teaching, sharing accountability for completers' career outcomes and successes. These data will come from employer and completer surveys, the Tennessee Board of Education Teacher Preparation Report Card, and the Tennessee Department of Education Annual EPP Report.

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The identified VU and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which VU is a member.

The VU/MNPS partnership will mutually agree upon criteria for admission to teacher education programs including minimum SAT/ACT scores or Pre-Professional Exam Scores, minimum cumulative GPA of 2.75, overall disposition scores of 3.0 or higher (on a 4 point scale), minimum scores on key assessments of 3.0 or higher (on a 4 point scale), minimum C+ grades in pedagogical courses, and faculty recommendations.

The VU/MNPs partnership will mutually agree upon key assessments that will be used to evaluate educator candidates at 4 transition points (i.e. semester checks, admission to clinical experience, completion of clinical experience, and exit requirements for licensure recommendation). Candidates must maintain the cumulative GPA, overall disposition scores, minimum scores on key assessments, and C+ in all pedagogical courses. These criteria are evaluated at the end of each semester and candidates receive notification if they have not met the criteria. These key assessments will ensure that educator candidates have the knowledge and skills to effectively teach the mutually agreed on standards throughout their program. These assessments include lesson planning, unit development, case studies, and other assessments specific to a content area. To be admitted to the clinical experience, candidates must maintain all criteria listed above, as well as have received positive scores from clinical educators in their early field experiences. Successful completion of the clinical experience requires positive disposition scores and a minimum overall score of 3 on all components of the TEAM.

The VU/MNPS partnership will mutually agree upon exit criteria to be recommended for licensure in Tennessee. Educator candidates must meet the minimum score on the edTPA and Praxis exams as required by the Tennessee Department of Education. The VU/MNPS partnership will acknowledge the requirement of edTPA completion during the educator candidate’s clinical experience.
The identified VU and MNPS actions discussed below will be completed as part of the MNPS Primary Partnership Consortium of which VU is a member.

The VU/MNPS Memorandum of Understanding (MOU) addresses its mutually agreed upon design of clinical experiences to ensure educator candidates demonstrate developing effectiveness and positive impact on all students’ learning and development aligned with CAEP TN standards and the TEAM Evaluation. The MOU will be maintained on file with the Director of Schools and reviewed annually by VU and MNPS. A copy of the MOU is available in the supplementary documents in TNArtas.

The VU/MNPS partnership ensures the following: 1) programs meet minimum expectations for clinical practice as outlined in the educator preparation policy (6.504); 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. Educator candidates will have opportunities to observe; tutor, through both individual and small group delivery; deliver instruction; and review and collect assessment data in frequent, varied, intentionally-planned experiences.

Educator candidates will have sequenced field and clinical experiences to ensure developmental progression of the educator candidate across the continuum of their program. Candidates will complete assessments (e.g., lessons, units, case studies, etc.) that will ensure they are able to effectively implement the content learned in their didactic courses. The sequence of these experiences will begin with observations and then be tied directly to methods courses (e.g., math, science, literacy, behavior) prior to their final clinical practice experience where they will be expected to bring all content together.

VU faculty, with the support of MNPS partners will design/develop clinical experiences that include teaching and professional experiences reflecting appropriate content and pedagogical models across diverse school/classroom communities and curriculum. Candidates will be placed in a variety of settings that allow them to work within urban, suburban, and rural schools. Candidates will spend between 250 and 350 hours (dependent on program area) in field experiences prior to beginning their clinical practice. Candidates will spend a minimum of a 15-week semester in a full-time clinical practice setting (minimum of 600 hours).

The VU/MNPS partnership will develop guidelines to ensure field experiences are designed and varied regarding the time in various settings based on the goals of preparing successful first-year teachers.