

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Belmont University
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Local Education Agency (LEA)	Franklin Special School District
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Term of Agreement	August 2021 through July 2022
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EPP Contact/Designee	
Name: Dr. Phil Johnston	Title: Interim Dean/Vice Provost
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LEA Contact/Designee	
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Other Key Staff	
Name: Dr. Cathy Eschete	Name: Andrea McClain
Title: Director of Clinical Practice	Title: Coordinator for Teacher Licensure and Education Admission
Name: Dr. Darcie Finch	Name:
Title: Director of Residency Programs	Title:

Certification (signatures verify partnership)		
EPP Head Administrator	Name: <i>PHILIP G. JOHNSTON</i>	Date: <i>9/29/2021</i>
	Title: <i>INTERIM DEAN, VICE PROVOST</i>	
	Signature: <i>Philip Johnston</i>	
LEA Director of Schools	Name: <i>David L. Snowden</i>	Date:
	Title: <i>Director of Schools</i>	
	Signature: <i>David Snowden</i>	<i>9/27/21</i>

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Prompt 1: Identify the collaboratively-developed **recruitment and selection strategies and goals.**
(500 words)

1. Review current recruitment and selection goals identified by Belmont University in their 2020 Recruitment Plan informed by data on national teacher shortage areas and enrollment in teacher education programs from the Education Commission of the States (ECS), local and regional data on teacher shortage areas and Teacher Education enrollment provided by the Tennessee Department of Education, and institutional enrollment data. Determine if the identified goals encompass the needs of FSSD and/or if additional goals are needed based on FSSD Human Capital Data Report (HCDR) and/or other district data. Current goals include, but are not limited to:
 - a) Increase the number of teacher candidates (undergraduate and graduate) pursuing licensure in School of Education (SOE)
 - b) Increase the number of teacher candidates pursuing licensure in identified high needs areas in SOE programs.
 - c) Increase and maintain racial/ethnic diversity of teacher candidates pursuing licensure in SOE programs.
2. Review current recruitment strategies and develop additional strategies to focus on agreed upon goals. Belmont University's current recruitment strategies include attending career fairs and events, collaboration with community colleges, hosting monthly informational sessions for both graduate and undergraduate prospective students, exploration and interest meetings with local high school students, engagement with churches and other community partners, individual phone calls and campus visits.
3. Meet annually to monitor the effectiveness of the recruitment and selection plan strategies. Data from FSSD HCDR and Belmont University's admission, completer, and retention data from the current year will be used to evaluate the plan and determine if new goals or strategies are needed.

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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 Belmont University Clinical faculty and FSSD representatives.

According to TN Educator Preparation Policy 5.504, minimum criteria for school based clinical educators include: 1) hold an active TN license with an endorsement in the area or closely related area where are will be supervising the candidate, 2) have an overall effectiveness of above expectations or significantly above expectations for previous school year, 3) have a minimum of 3 years of experience as a teacher, school services personnel, or instructional leader as applicable. In addition, clinical educators' requirements include, but are not limited to, 4) collaborative and reflective teacher, 5) positive dispositions, 6) effective communication skills, and 7) completion of clinical educator training.

Minimum criteria for provider based clinical educators (supervisors) will include: 1) master's degree or higher 2) seven years of teaching or school administrative experience, and 3) holding a valid educator license in the area or closely related area, and/or grade level of supervision.

The partnership will include a process for selecting school based clinical educators who meet the identified criteria. At a minimum, this process will include FSSD to assist in the selection of identifying teachers to serve as clinical educators and for Belmont University to request placement for teacher candidates. Provider based clinical educators (supervisors) selection will include reviewing the job description annually with FSSD to allow opportunities for input.

The partnership will create and implement a common process for preparing clinical educators. This will include collaboratively developed mentor training that all must complete. This training will be online and facilitated by members of the partnership. Content will include areas of agreed upon need as identified by the partnership and will include, but is not limited to overview of handbooks, effective mentoring, edTPA requirements, co-teaching models, and 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 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 to identify areas of growth needed and improve clinical educator support. This data will be shared annually with FSSD.

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.