




Department of  
**Education**


## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Belmont University - Leader Preparation PPA
<b>Local Education Agency (LEA)</b>	Williamson County Schools
<b>Academic Year of Agreement</b>	2025-2026

<b>EPP Contact/Designee</b>	
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<b>Certification (signatures verify partnership)</b>	
<b>EPP Head Administrator:</b> JAMES MCINTYRE	<b>Title:</b> DEAN
<b>Signature:</b> 	<b>Date:</b> 9/30/25

<b>LEA Head Administrator:</b> Jason Golden	<b>Title:</b> Superintendent
<b>Signature:</b> 	<b>Date:</b> 10/1/25



**Prompt**  
**1**

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. *NOTE: Responses should not exceed one page per prompt.*

*The BU/WCS partnership will use similar strategies to recruit high-quality instructional leader candidates as are in place for the recruitment of teacher candidates. These including, but are not limited to: attending career fairs and events, collaboration with community colleges, hosting monthly informational sessions for prospective students, exploration and interest meetings with community partners, individual phone calls and campus visits. University faculty will facilitate weekly admission tours and meet with prospective candidates.*

*Once the instructional leader program is approved and implemented, BU/WCS partnership will meet biannually to monitor the effectiveness of the recruitment and selection plan strategies. Data from WCS HCDR and BU'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.*

*Instructional leader candidate enrollment is projected across the Instructional Program at both the M.Ed. and Ed.S levels. Once the program is implemented, evidence will be collected, shared, and used in the following ways:*

- BU will survey WCS partners to understand teacher vacancies and needs. Survey data are used to inform programmatic decision-making (creation of new program offerings, grant opportunities, etc.).*
- BU facilitates steering committee meetings with WCS district partners to determine next steps*
- WCS regularly shares any BU recruitment and marketing advertisements/opportunities/resource widely across the district.*



**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.*

*Clinical educators will be selected in collaboration with BU Clinical faculty and WCS representatives,*

*According to TN Educator Preparation Policy 5.504, minimum criteria for school based clinical educators include:*

- 1) hold an active TN instructional leadership license*
- 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 an instructional leader.*

*In addition, clinical educators requirements include, but are not limited to:*

- 4) collaborative and reflective leader*
- 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 school administrative experience, and*
- 3) holding a valid instructional leader 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 mentors who meet the identified criteria. At a minimum, this process will include WCS to assist in the selection of identifying instructional leaders to serve as clinical mentors and for BU to request placement for leader candidates. Provider based clinical educators (supervisors) selection will include 1) reviewing the job description annually with WCS to allow opportunities for input, 2) inviting a member of WCS to serve on the interview panel alongside Belmont faculty and administrators.*

*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 includes online and in-person meeting and is 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, co-teaching models, and BU 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 leader candidates. The partnership will continue use of satisfaction surveys to review triangulation data between clinical mentors, supervisors and leader candidates to identify areas of growth needed and improve clinical educator support. This data will be shared annually with WCS.*



**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.*

*The BU/WCS Teacher Education Affiliation agreement addresses its design of clinical experiences to ensure teacher and leader candidates demonstrate developing effectiveness and positive impact on students' learning/development aligned with CAEP, TN Standards and the TEAM Evaluation. The agreement will be maintained on file with the Director of Clinical Practice and reviewed annually by the district and EPP. The BU/WCS partnership ensures the following:*

- 1. Programs meet minimum expectations for clinical practice as outlined in the educator preparation policy (5.504).*
- 2. Candidates have regular and consistent opportunities across clinical experiences, including the minimum number of hours or days (as required) for both field experiences and the clinical practice, for teacher and leader programs.*
- 3. 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.*
- 4. Candidates participate in either a Residency Pathway or Clinical Practice Pathway experience:*
  - The Residency Pathway is a 2-year immersive experience where candidates are placed on an Aspiring Leaders License and apply knowledge/skills attained throughout preparation in a practical setting. They will be employed full time as an assistant principal, assistant head of school, or equivalent administrative role with progressive leadership responsibility. Candidates will exceed 240+ hours of leadership experience.*
  - The Clinical Practice Pathway candidates will complete 80+ hours of leadership field experience in their schools while they serve as the teacher of record.*

*Coherence: Leader candidates enroll in courses while participating in their internship. Reflective Practice Seminars are required to ensure the academic coursework and clinical experiences are tightly aligned to standards. These seminars explicitly connect the tasks and activities candidates undertake in their clinical experience placement & state and national leadership standards (e.g., TILS, PSEL).*

*Depth: Leader candidates gain valuable and practice experience in the work of school leadership in an intensive but scaffolded environment. Candidates are given progressive responsibly and dedicated time to engage with their mentor to explicitly share their thinking regarding specific leadership decisions and opportunities to implement these practices.*

*Breadth: BU faculty, with the support of WCS partners, design/develop field and clinical experiences that include leadership and professional experiences reflecting appropriate content and pedagogical models across diverse school/classroom communities and curriculum.*

*Duration: Leader candidates will serve in their school leadership role under the mentorship of a highly effective leader for four days a week. Over the two-year program leader candidates will log up to 2,000 hours of clinical experience in a school setting, which will complement their conceptual and theoretical education in leadership.*

*Diversity: Leader candidates will have regular opportunities to observe and lead in a variety of settings (across different schools, classrooms, types of instruction, times of day,) to adequately cover the breadth of the endorsement and ensure exposure to varied school communities, including suburban and rural.*

*All candidates placed in WCS receive a WCS email address which allows access to all curriculum and technology resources available to WCS in-service teachers and leaders. This access allows for adaptation to different modalities of teaching, leading, and observing (e.g., virtual) should circumstances require this change.*



**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.*

*BU and WCS are active partners in determining needs and actionable steps to improve program design, evaluation, and decision-making for the purposes of continuous improvement.*

- 1. BU surveys WCS partners to understand leader vacancies and needs. Survey data is instrumental in determine changes that need to be made to existing programs.*
- 2. BU engages with WCS district partners in various different capacities to interpret survey data, discuss additional needs and determine programmatic next steps. Examples of engagements include panels discussions with WCS teachers and administrators (recently conducted to support development of the newly approved special education interventionist program) and steering committee meetings with WCS HR administration to determine challenges and opportunities related to teacher and leader vacancies and staffing (e.g., Math Residency Grant Steering Committee)*
- 3. BU's Teacher Education Advisory Committee includes teachers and administrators from WCS to support programmatic decision making. This committee meets quarterly throughout the academic year, both in-person and virtually, to review survey data patterns and trends and feedback from district engagements and facilitate decision-making and actionable next steps.*



<b>Prompt</b> <b>5</b>	Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. <i>NOTE: Responses should not exceed one page per prompt.</i>
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*BU and WCS collaborate to ensure candidate preparation is inclusive of LEA curricular content and materials in the following ways:*

- 1. All teacher and leader candidates placed in WCS receive a WCS email address which allows access to all curriculum and technology resources available to WCS in-service teachers.*
- 2. Leader candidates are provided opportunities to participate in all WCS professional development opportunity, including those focused on standards changes, curriculum adoption training, technology use, etc.*
- 3. Leader candidates take an application-based course in which they learn how to budget accordingly for curriculum, materials, resources, and technology.*
- 4. BU faculty participate in LEA curricular professional development (e.g. Early Reading Training) to ensure connection making in university classrooms.*
- 5. BU collaborates with WCS to recruit adjunct instructors from the field to teach university courses. Adjunct teachers from the field bring a wealth of knowledge regarding current curriculum implementation. This engagement also allows the university faculty to engage with the adjunct teachers when planning for courses to ensure the content and pedagogy is streamlined across all sections.*