



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

<b>Educator Preparation Provider (EPP)</b>	Belmont University
<b>Local Education Agency (LEA)</b>	Dickson County Schools
<b>Academic Year of Agreement</b>	2024-2025

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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. James McIntyre	<b>Title:</b> Dean, College of Education
<b>Signature:</b> 	<b>Date:</b> 9/12/24

<b>LEA Head Administrator:</b> Dr. Christie Southerland	<b>Title:</b> Director of Schools
<b>Signature:</b> 	<b>Date:</b> 9/10/2024

**Prompt  
1**

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 Belmont University Clinical faculty and Dickson County School (DCS) 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.

This partnership includes a process for selecting school based clinical educators who meet the identified criteria. At a minimum, this process will include DCS 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 DCS to allow for recruitment and retention discussions.

Clinical educators participate in an online training facilitated by members of the partnership. Content includes areas of agreed-upon need as identified by the partnership and includes, 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 utilize 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 DCS and will include discussion on retention of clinical educators.



Prompt  
2

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/DCS Teacher Education Affiliation agreement addresses its design of clinical experiences to ensure educator 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/DCS partnership ensures the following:

1. Programs meet minimum expectations for clinical practice as outlined in the educator preparation policy (5.504).
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.

**Depth:** Educator candidates will have opportunities to observe; tutor (through both individual and small group delivery); deliver instruction; and review/collect assessment data in frequent, varied, and intentionally planned experiences.

**Coherence:** Attention to the goals of each field/clinical experience will be sequenced to ensure developmental progression of the educator candidate across the continuum of their program. Based on evaluation data from clinical educators and BU faculty observations, BU will hold monthly department meetings to facilitate ongoing discussions regarding connection to practice and areas of needed improvement.

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

**Duration:** Field and clinical experiences are designed and varied regarding the time in multiple settings based on the goals of preparing successful first-year teachers.

**Diversity:** Candidates will have regular opportunities to observe and practice 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.