

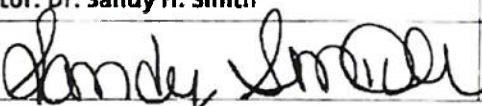


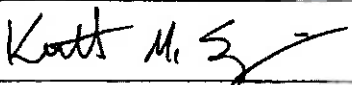
Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Cumberland University
Local Education Agency (LEA)	Donelson Christian Academy
Academic Year of Agreement	2023-2024

EPP Contact/Designee	
Name: Dr. Sandy H. Smith	Title: Director, Education Preparation Program
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LEA Contact/Designee	
Name: Natalie Brown	Title: Head of Elementary
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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Sandy H. Smith	Title: EPP Director
Signature: 	Date: October 1, 2023

LEA Head Administrator: Keith M. Singer	Title: Head of School
Signature: 	Date: 10-16-23

**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.*

The EPP and the school-based provider co-select clinical educators prepared to support candidates during field and clinical experience in both the traditional and alternate pathways. The EPP Director collaborates with the CU Facilitator of Field Experiences to assign a faculty member from the EPP to supervise the candidate during the field or clinical experience. Supervision of the candidate includes onsite visits as well as video recordings or virtually-delivered meetings with the candidate and the clinical mentor. The Facilitator of Field and Clinical Experiences provides an orientation for all clinical mentors (school-based and EPP) for all traditional pathway candidates. The orientation is delivered on campus or virtually. The CU Facilitator of Field and Clinical Experiences provides a multi-media presentation with an introduction to the CU candidate evaluation process. The EPP uses evaluation forms that are aligned with the TEAM rubric that are categorized according to the InTASC Principles. All observation forms are reviewed and shared along with a timeline for submissions throughout the semester. School-based mentors are expected to submit a mid-point and final evaluation for each candidate during a traditional placement. At the culmination of the placement, the school-based mentor also submits a holistic summary using the TEAM rubric framework. Provider clinical mentors are expected to submit a minimum of two observations of specific lesson plans with evaluation summaries for each placement during student teaching. The provider mentor also collects candidate self-evaluation data for review during Exit Interviews. Candidates video-record a minimum of one lesson taught during each of the two Professional Field Experiences. The video recordings are uploaded to a video library application (Go React) and are viewed by the candidate for self-reflection and for obtaining feedback from the provider-based mentor. The feedback includes information aligned with TEAM rubric criteria but is also specific to edTPA rubrics. Alternate candidates are assigned a school-based mentor by the local administration and the mentor's information is reported to the EPP by the candidate. The EPP Director is engaged with all alternate candidates on a weekly basis during the first year of employment. Onsite observations are conducted during the second semester of employment or when requested by the mentor, local administration, or the candidate. Candidates share local evaluation data with the EPP Director as a seminar or course assignment. MED Instructional Leadership candidates are assigned mentors who are co-selected by the local administration and the MED Program Director. The MED Program Director meets with the local administration and co-constructs the role of the school-based clinical mentor. The MED Program Director and the local administration meet with the school-based clinical mentor and discuss the program outcomes and plans for each candidate. Each semester, the MED Program Director maintains communication with the school-based clinical mentor (on site visit, email, phone, or virtual) to mark progress of the candidate and solicit feedback regarding candidate progress with recommendations for improvement. School-based mentors are also involved in the candidate's final portfolio presentation. School-based clinical educators are co-selected based on the follow criteria: a. must be appropriately licensed with an endorsement in the area required for the candidate; with a preference for a professional license. b. must have received a level of effectiveness rating of 3, 4, or 5; with a preference for Level 4 or 5. C. must have indicated an interest in serving as a mentor for a pre service candidate. D. must have successfully participated in the CU Field/Clinical Practice Orientation. Provider-based clinical educators must have documented teaching and/or administrative experience; must have demonstrated knowledge of current practices; must have indicated an interest in serving as a mentor; and must participate in the CU Field/Clinical Practice Orientation.

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.*

Clinical experiences are designed to prepare candidates to teach utilizing various modalities. Carefully designed assignments require candidates to deliver instruction both on ground, hybrid or flipped classroom approach, or completely virtual. Clinical experiences include placements that include any or all of those approaches. Traditional candidates are enrolled in two introductory courses (ED 201 and ED 230) prior to formal admission. These courses require early field experiences that involve observation and working one-on-one with a student or small groups of P-12 students. Following admission to the program, candidates complete a 30-hour practicum. These placements are co-designed by the EPP and the school-based personnel and address both the needs of the school and the candidates. Placements require direct engagement with P-12 students but engagement can be in a one-on-one situation, small group or a whole class format. Placements may be delivered hybrid, on ground or through a virtual delivery model. Candidates are expected to develop a familiarity with high quality instructional materials as well as have an opportunity to observe the clinical mentor teach using the materials. An emphasis on lesson planning is the focus of the first professional practicum. Candidates complete a minimum of 30 hours in the field experience. The second professional field experience is completed the semester prior to student teaching. This field experience or practicum requires a minimum of 40 hours. Candidates continue to be engaged directly with P-12 students and the school-based curriculum. This field experience emphasizes both instruction and assessment and continues as the candidates' first placement for traditional student teaching. Traditional student teaching is completed in two placements. Candidates are placed for 7-1/2 weeks each at two different grade spans within their licensure areas and two different schools/districts. Placements are as follows: Elementary K-5 candidates have K-2 and a 3-5 placement. Special Education, Physical Education, Music and Art Education have two of the three elementary, middle school, and high school placements. Secondary content candidates complete middle school and high school placements. The EPP and the LEA collaboratively provide support for any candidates eligible for the Clinical Practice Permit. The candidate receives support from the EPP and an EPP mentor and will have a school-based mentor assigned. Candidates receive observation feedback from the EPP and the school-based mentors. The EPP advisor also supports the candidate in the completion of the edTPA. Candidates following the alternate pathway enroll in two sequenced courses during their first two semesters of employment. Candidates participate in virtually-delivered modules focused on pedagogy. Candidates also attend regularly scheduled virtually-delivered seminars where they discuss their reflections and share with each other. These two courses emphasize the concepts of planning, instruction and assessment. Alternate candidates apply skills learned in these courses in their own classrooms and provide feedback through discussions (online and in seminar) and reflective journaling. In addition to applying their pedagogical understandings in their own classrooms, they are also required to complete observations in other grade spans appropriate for their license ranges and interview colleagues at those levels. MED (Instructional Leadership)

candidates complete a program of study that features five courses with specific co requisite Practicums for each of the courses in the program. As candidates are enrolled in a course, they have the opportunity to apply their understanding immediately through the field-based Practicum courses. The courses focus on continuous improvement, establishing a culture of teaching and learning, professional learning and growth and resource management. All of the courses and clinical experiences are aligned with the TILS (Tennessee Instructional Leadership Standards) with the specific clinical experience tasks co-designed by the MED Program Director, each individual candidate, the school-based administrator and the clinical mentor. The team meets at the beginning of each semester to outline the Practicum expectations and projects and to discuss how each experience connects to the overall outcomes of the program.