



Department of
Education

Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Johnson University
Local Education Agency (LEA)	Knox County Schools
Academic Year of Agreement	2023-24

EPP Contact/Designee	
Name: Missy Drinnon	Title: Elementary/ Special Education Director
Email: mdrinnon@johnsonu.edu	Phone Number: 865-251-2348

LEA Contact/Designee	
Name: Alex Moseman	Title: Executive Director of Talent Acquisition
Email: alex.moseman@knoxschools.org	Phone Number: 865-594-1529

Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Roy Miller	Title: Dean, Templar School of Education
Signature: Roy Miller <small>Digitally signed by Roy Miller DN: cn=Roy Miller, o=Johnson University ou, email=rmiller@johnsonu.edu, c=US Date: 2023.07.21.14:38:46 -0400</small>	Date:

LEA Head Administrator: Dr. Jon Rysewyk	Title: Superintendent / Director of Schools
Signature:	Date: 9/13/2023



**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.*

Templar School of Education (TSoE) is committed to working collaboratively with Knox County Schools (KCS) to identify and recruit outstanding teacher candidates. Over the last seven years, Johnson University's (JU) Admissions Offices and Templar School of Education have developed a collaborative partnership focused on creating strategies and goals for recruiting educator candidates.

Goal 1: increase the number of educators of color.

*Templar School of Education will work closely with the JU admissions office to update the admissions process to prioritize the recruitment of educators of color while providing equal educational opportunities to all students.

*Johnson University will participate in two Emerald Youth College nights to meet with potential students and their families.

*Templar School of Education awards annual scholarships to students with diverse backgrounds. TSoE awards scholarships yearly to students from diverse backgrounds. These scholarships are in addition to scholarships provided by Johnson University.

*TSoE will send a representative to attend KCS's school-based college and career days to increase students' awareness of TSoE's degree programs and to educate students about available careers in the field of education. In addition, to attract a diverse range of potential candidates, recruiting materials will be developed by TSoE.

*Johnson University and TSoE have a Board of Advisors (BOA) that includes key Knox County personnel, including the Superintendent and Director of HR, as well as principals and other school-based leaders. Members are invited to participate in the admission process by reviewing applications and participating in prospective student interviews. In addition, BOA members will help TSoE faculty in identifying specific recruitment activities to increase enrollment of students of color.

Goal 2: to increase the number of educators in the high-need areas of ELL and Special Education

*TSoE has developed and approved a Special Education K-8 Interventionist initial license program and began enrollment in Fall 2019.

*All Master of Arts in Holistic Education graduates will graduate with an initial license in K-12 ELL and K-5 (this has always been an option but is now a requirement).

*TSoE will partner with KCS to make available an ELL endorsement for teachers with an initial license.

Johnson University staff will meet bi-annually to analyze data in collaboration with the KCS Human Resources department to determine the success of recruiting candidates from diverse backgrounds. Data analysis will also address the success of meeting the needs in hard-to-staff areas. TSoE staff will discuss areas for improvement and determine future action steps in collaboration with KCS HR.



**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.*

Prompt 2

TSoE and KCS will continue collaborating on the selection, preparation, evaluation, support, and retention of high-quality clinical educators. Bi-annually, TSoE faculty and KCS personnel will meet to review expectations for the selection, practice, and evaluation of clinical educators.

Clinical Supervisors: All clinical supervisors are under the direct supervision of the Dean of The TSoE and are required to hold a minimum of a master's degree, be certified in a TEAM evaluation model, and have professional experience in the area supervised. Exceptions may be made in unique circumstances if agreed upon by both KCS and TSoE. Clinical supervisors receive TEAM training and certification annually under the Dean's direction utilizing NIET resources.

Clinical supervisors are provided with opportunities for high-quality professional development and are evaluated using an annual performance review conducted by the Dean.

Clinical Mentors: Clinical mentors are selected by KCS principals. The mentors must have three years of experience, a high level of effectiveness score for the prior school year, and hold an active Tennessee license with an endorsement in the area or closely related site where they will be mentoring the candidate, per state board policy. The goal of both KCS and TSoE is to recognize clinical mentors for their contributions at a banquet at the end of the year, where they are recognized and provided with gift cards to show appreciation for their support of TSoE's students. In addition, a more formal process for giving feedback to clinical mentors and supervisors is developed to foster support and collaboration. Until recently, informal measures (i.e., conversations with KCS administrators and continued requests for interns and student teachers) were used to evaluate clinical experiences. To better assess clinical mentors and supervisors, a survey has been created for candidates, mentors and supervisors to provide feedback. Survey data will guide and inform clinical supervisors' and mentors' need for additional support, training, or professional development opportunities. TSoE will administer the survey and share the results with the principals for review with their school's clinical mentors.

Principals: Principals are provided with the Student Teaching/ Intern Handbook, where their role is outlined. The placement coordinator and principal review the handbook. The expectations for each candidate and how to support the candidates on an ongoing basis are emphasized in training.

Mentors are surveyed for feedback to determine areas for improvement for each candidate multiple times throughout their placements. The clinical supervisor uses this information to provide targeted support as needed. The EPP Data team analyzes the surveys used to adjust and improve the EPP program.

TSoE and KCS will explore ways to develop standard clinical experience across KCS to enhance the experience of all clinical placements in KCS. Beginning in the 23-24 school year and as a part of the work being done to ensure standard clinical experiences. TSoE and KCS will work to develop common tools to receive feedback on clinical experiences and mentor support. Our goal is to enhance not just the candidate experience but also the experience of mentors.

Also as part of the work being done to create standard clinical experiences, TSoE and KCS will work to develop a continuum of mentorship (Preservice to established) intended to help KCS both standardize the systems of mentorship and differentiate the need for mentorship based on the experience level of candidates or teachers.



**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.*

Templar School of Education's graduate placement coordinator and undergraduate field experience coordinator work closely with KCS to place students in mutually agreed upon clinical experiences. The design of the clinical experiences allows candidates to apply what they are learning in methods courses in the classrooms during their placements. Clinical supervisors are provided a handbook and training on their role in supporting the teacher candidate. In addition, the EPP supervisors regularly visit the classroom to support the candidate and mentor.

Undergraduate clinical experiences begin during the student's first year with a general school observations course where students participate in observations at four different KCS schools. This experience's purpose is to deepen students' understanding of local schools and districts and to allow students to observe teachers, routines, classroom management, physical classroom environments, and other elements of the school.

After their first year, candidates have one clinical placement each semester during years two through four. Each experience builds upon the previous knowledge and ties to a specific course. In addition, the concurrent course provides direct instruction on content-specific pedagogy, lesson plan development, and opportunities for feedback from TSoE faculty and KSC faculty. The duration for each clinical placement varies; however, teacher candidates generally are in schools one day a week for approximately ten weeks for every experience.

Field experiences are designed to accompany methods courses, and the schools are identified to target students needing additional support in those content areas.

TSoE candidates observe and participate in clinical placements in eight to ten KCS schools. These placements provide them with various opportunities to observe and implement teaching techniques and strategies in multiple settings with diverse student populations. Candidates complete at least one placement in a Title I school and two placements in ESL classrooms. In addition, all students take an Encountering Cultures course and participate in professor-led classroom discussions to prepare them for their clinical placements.

TSoE candidates participate in a full year Internship while earning a Masters degree during the 5th year. Candidates have 3 placements during the Internship year. Data is collected (to include TEAM evaluation, clinical mentor report and EDA) multiple times throughout the year to monitor, support and provide feedback regarding candidate growth.



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.*

TSoE and KCS have several mutually agreed upon key assessments, transition points, and exit requirements for teacher candidates. The outline is below:

Initial: (Years 1 and 2) Students apply and are admitted to Johnson University with an ACT of at least 21. During this time, students complete their core curriculum and have the opportunity to be exposed to teaching through a first-year observation course. Before clinical placements begin, all students undergo initial fingerprinting and background checks. Students familiarize themselves with KCS schools during the first-year observation course by researching and observing four school settings. During year two, students participate in an introduction to teaching course that includes a clinical experience focused on implementing TEAM lesson plans under the direct supervision of faculty with immediate feedback.

Mid-Point (End of Year 2): At the end of year 2, Johnson University students must apply to TSoE. To be accepted, applications must include references, Praxis I Core, 2.75 GPA, portfolio, interview with faculty, and a KCS representative. A committee, including TSoE faculty, Student Services staff, and a KCS representative, reviews these assessments.

Coursework: After acceptance, students transition into the coursework stage. In this stage, candidates take their education-specific coursework, including Methods courses with concurrent clinical experiences. Critical assessments include the peer and professor feedback on practice lessons, and evaluations from Clinical mentors.

Undergraduate Graduation: Candidates graduate from Johnson University with a BA/BS in Interdisciplinary Studies. Before completing their undergraduate degree, candidates must apply to the Master of Arts in Holistic Education (MAHE) program and complete an interview with the graduate committee, including TSoE faculty and KCS representatives. In addition, candidates must have a 3.0 GPA and at least a B- in all Teacher Education Methods courses. Another Key assessment is the successful completion of the state-approved specialty Praxis II tests. Upon admission, candidates will again undergo drug testing and FBI/TBI criminal background checks before transitioning into their internship.

Graduate Level: During the graduate year, candidates will complete coursework and a year-long internship in a Knox County school. Candidates will attend weekly seminars and participate in workshops conducted by TSoE faculty, KCS representatives, and other professionals in education and related fields. Workshop topics include: diversity, special education, resume creation, interviewing, English Language Learners, challenging behaviors, and project-based learning.

Graduation and Licensure: To graduate and receive licensure, candidates must complete multiple TEAM observations and evaluations, pass edTPA for their licensure area, participate in weekly seminars and demonstrate "proficient" or above on the Education Disposition Assessment.

Post-Graduation: Post-graduation, first and third-year surveys are distributed to completers and employers. The assessment coordinator will track the TVASS data of completers using the TNAtlas and Via database system. The TSoE faculty review and analyze the completer's data through these measures and make necessary changes to the programs with the support and advisement of the Board of Advisors. In response to significant trends in graduate performance data and feedback from KCS, professional development is offered to help TSoE graduates in the field.

All candidate data is analyzed during Data Team meetings. Data is shared and input is provided by stakeholders at TSoE Board of Directors meeting. Data portfolios will be created and shared with principals and clinical mentors. Feedback will be requested to aid the Faculty in decisions for continuous improvement.



**Prompt
5**

Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

Johnson University faculty work closely with KCS Supervisory staff to ensure candidates' preparation includes LEA curricular content and materials. JU faculty attend teacher training on HQIM and other training provided by the district. Johnson University has purchased the HQIM adoptions of Knox County to allow candidates to learn to utilize the materials with fidelity in peer teaching experiences before using the materials with students in clinical experience. TSoE faculty collaborate with KCS curriculum supervisors to ensure alignment between the candidate preparation and the LEA curricular content and materials.

Candidates must reflect on using the KCS curricular content and material and are provided feedback by mentors and EPP supervisors on reflections, lesson plans, and instruction.



**Primary
Partnership
Outcomes**

As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.

The EPP and KCS will work together to achieve the following short-term and long term goals:

Short term:

- * Recruit high-quality teacher candidates, including intentional recruitment of candidates from diverse backgrounds.
- * Provide licensure in areas of high need to support the needs of KCS teacher vacancies.
- * Provide high-quality experiences for teacher candidates to prepare them to meet the needs of all learners.
- * Identify, train and support diverse clinical supervisors to support teacher candidate development.
- * TSoE and KCS will explore ways to develop standard clinical experience across KCS to enhance the experience of all clinical placements in KCS.

Long-term goals:

- * Monitor progress and identify strengths and areas for continued improvement for the next academic year.
- * KCS's Primary EPP Partner commit to a close and collaborative work aligned with the KCS talent strategy. The KCS Talent Strategy has 4 main areas.

Talent Systems and Infrastructure: How we manage and support talent initiatives
 KCS Employer Brand: How we communicate, invest, and engage the KCS Community in our work.
 Hiring Manager and District Supports: How we create successful hiring conditions for KCS schools and departments.
 Pathway Development and Ownership: How we deliver a reliable supply of high-quality diverse talent to KCS.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 7th day of September, 2023, as reflected in its minutes, and certified by its Chairperson.


Kristi Kristy, Chair

Date: 9/7/2023

Approved by
Knox County Board of Education

9/7/2023 

KNOX COUNTY GOVERNMENT


Glenn Jacobs, Mayor

Date: 9/15/23

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 23-512

APPROVED AS TO LEGAL FORM


Gary Dupler, Deputy Law Director

Date: 8/22/2023