



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	2024-2025

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

LEA Contact/Designee	
Name: Alex Moseman	Title: Executive Director of Talent Aquisition
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: 	Date: 8/19/24
LEA Head Administrator: Dr. Jon Rysewyk	Title: Director of Schools
Signature: 	Date: 8/16/2024

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.*

Prompt 1

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 eight 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. Additionally, Templar has collaborated with Knox County Schools to develop recruitment goals and strategies.

Goals:

Goal 1: TSoE will develop a pool of high-quality candidates for KCS.

Goal 2: TSoE will increase the diversity of the KCS teaching staff.

Goal 3. TSoE will intentionally identify and support teacher candidates for high need areas such as special education, math and ELL.

Strategies:

Goal 1: Representatives from KCS and JU will meet at least 2 times per year to analyze the partnership goals. Topics of discussion will include sharing data on current JU candidates, KCS district personnel needs and recruitment. The partnership members will monitor the progress of the goals and determine if changes or additional strategies are needed. The partnership will collaborate and share data to better understand the specific recruiting needs of the EPP and the staffing needs of the district.

Goal 2:

Templar School of Education will work closely with the JU admissions office to prioritize the recruitment of diverse candidates while providing equal educational opportunities to all students. The partnership members developed a plan focused on targeting underrepresented gender and racial/ethnic groups to support the districts goal of having a teaching staff that reflects the student population.

Goal 3:

Templar School of Education is working with KCS to implement recruitment strategies to meet the goals of the district. TSoE is providing teacher candidates with field experiences in hard-to-staff schools in order to increase the skill set and knowledge of working in high needs schools. Additionally, all TSoE K-5 candidates receive a license in ELL which supports the district's increasing need for ELL teachers. TSoE has added the PreK-3 license beginning in 2024-2025 to better support the district to meet the needs of students with disabilities in general education classroom.

Johnson University will engage in various recruitment strategies to support the areas identified in the recruitment plan. On-going activities include JU staff and faculty attendance Emerald Youth College Events and KCS college fair, providing guest speakers at college and career meetings at KCS middle and high schools, collaboration with community colleges, collaboration with churches and other community partners, and targeted social media campaigns. Additionally, Templar School of Education awards annual scholarships to students with diverse backgrounds. 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. BOA members also support TSoE faculty in identifying specific district needs.



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.*

Selection of Clinical Mentors

Clinical mentors are selected by KCS principals collaboratively with the Director of Clinical Placements. The mentors must have three years of experience, a high level of effectiveness score for the prior school year, a minimum of three years of experience, 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. Clinical mentors will have expressed a commitment to supporting, training and providing feedback to Interns/student teachers. Clinical mentors agree to carry out the partnership identified roles and responsibilities (located in the TSoE Intern/Student Teaching Handbook). The TSoE handbook will be reviewed by KCS staff input. Once the clinical mentor has been assigned, the clinical supervisor will review the TSoE Intern/Student Teaching Handbook in detail to ensure the clinical mentor has a through understanding of the role and responsibilities.

The roles and responsibilities of the clinical supervisor are also outlined in the TSoE Intern/Student Teaching Handbook. The review by KCS allows input into the role/responsibilities of the clinical supervisor. Clinical supervisors require minimum of a master's degree and 10 or more years of teaching/administrative experience. Clinical supervisors are required to be certified in the teacher evaluation system, as well as agree to meet the expectations set forth in the TSoE Intern/Student Teaching Handbook.

The partnership discussed the preparation of clinical educators. The clinical educators will participate in a training to learn about the roles and responsibilities of the mentor and supervisor. The training will include topics such as edTPA, educator disposition assessments, providing feedback to intern/student teachers, communication expectations, TDOE standards, and In-TASC standards. The training will be conducted by EPP staff faculty and KCS staff. This training will be followed up with a meeting between the clinical supervisor and clinical mentor to discuss the specific needs of the assigned student teacher/intern and clarification of expectation of roles/responsibilities. The clinical supervisor and clinical mentor will communicate at least bi-weekly to provide support for the growth of the intern/student teacher, and to provide support and any other needs to the clinical mentor. The clinical mentors and supervisors will evaluate the training and on-going support of the experience. This data will be analyzed and used for program improvement.

The partnership discussed the assessment for clinical educators. The clinical educators will be provided feedback from an evaluation completed by the student teacher/intern. In addition, the clinical mentors and supervisors will complete a survey on the satisfaction with the implementation of roles and responsibilities of the respective roles. This data will be used for program improvement. The data will be reviewed with the school level principal and KCS human resources department for input.

The partnership discussed the importance of ongoing support for the clinical educators. The clinical educator and clinical supervisor will meet at least bi-weekly to discuss intern/student teacher progress. The clinical supervisors will collaborate weekly after seminar meetings to identify trends or areas of need for support and additional in-time training for clinical mentors. Survey data will also 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.

**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 or preparation 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. Clinical mentors complete an Educator Disposition Assessment on the field placement student. This data is analyzed individually and collectively to ensure students are developing effectiveness and positive impact on pre-k-12 students.

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.

The clinical experiences are designed to provide the depth, breadth, diversity, coherence and duration to ensure candidates demonstrate their effectiveness and positive impact on pre-k-12 students. Field placements and student teaching/internship provide candidates with in depth opportunities to plan and deliver instruction to individuals, small and large groups, administer and analyze student assessments, and develop classroom management skills. The experiences are sequenced and aligned to methods courses to provide students with a coherent framework to ensure progression throughout their program. TSoE candidates have the opportunities to work with diverse students in multiple clinical and field experiences utilizing appropriate content and pedagogical models with ongoing feedback from clinical educators.



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. Data will also be shared the meeting with KCS partnership agreement team. Feedback will be requested to aid the faculty in decisions for continuous improvement. The partnership will share data regarding praxis scores, edTPA, TVAAS scores and the TDOE EPP report card, along with teacher pipeline needs and other requested areas by KCS. These discussions and data analysis will be utilized for continuous program 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, lesson preparation protocols and instruction. Clinical teacher candidates participate in all KCS professional development during the internship/student teacher year. KCS supervisors and coaches are guest speaker in methods classes and serve as adjunct professors for courses.

<p>Primary Partnership Outcomes</p>	<p>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.</p>
<p>Outcomes</p> <p>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.</p> <p>*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.</p>	

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of August, 2024 as reflected in its minutes, and certified by its Chairperson.

Betsy Henderson
Betsy Henderson, Chair

Date: 8-8-24

Approved by
Knox County Board of Education
8/8/2024 (Signature)

KNOX COUNTY GOVERNMENT

Glenn Jacobs
Glenn Jacobs, Mayor

Date: 8/12/24

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 24-502

APPROVED AS TO LEGAL FORM

Gary Dupler
Gary Dupler, Deputy Law Director

Date: 7/24/2024