

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

Educator Preparation Provider (EPP)	CUMBERLAND UNIVERSITY
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Local Education Agency (LEA)	LEBANON SPECIAL SCHOOL DISTRICT
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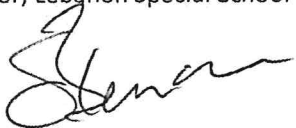
Term of Agreement	2019 – 2022 (3 years)
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Revised/Submitted 9/5/19

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

Collaboration (signatures verify partnership)	
Signatures below verify partnership agreement	
EPP Head Administrator	<p>Name: Eric Cummings                      Date: 08/30/2019</p> <p>Title Dean, School of Humanities, Education and the Arts</p> <p>Signature: </p>
LEA Director of Schools	<p>Name: Scott Benson                      Date</p> <p>Title Director, Lebanon Special School District</p> <p>Signature: </p>

Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals	500 words
<p>Structures and systems are in place to coordinate recruitment efforts. The plan will reflect a two-prong approach. LSSD Human Resources Department will gather data to determine high need areas and under-represented groups in the district. Secondly LSSD will survey educators to determine interests in additional endorsements. CU will respond to the information by offering opportunities for additional endorsement of interest and needed professional development as facilitated by the MAE (Master of Arts in Education) Program Director.</p> <p>The plan also includes representatives of LSSD and CU analyzing data related to career inventories completed during middle school in an effort to identify students interested in content specific disciplines and/or education. CU will coordinate with LEA School Counselors and administrators to create a series of collaborative seminars and events for those P-12 students interested in education as a career. A list of the P-12 students will be gathered annually and ongoing communication will be maintained. The CU Student Teacher Education Association will identify members who will engage an annual online mentorship project targeting P-12 students from underrepresented groups and those interested in high-needs endorsement areas. Members of the CU EPP will continue to coordinate efforts with the CU Office of Admission to participate regularly in all planned events involving students from LSSD.</p> <p>Year 1 – Established focus group will meet to determine availability of data. Focus group will meet at the end of the Spring semester to review and identify trends. The focus group will include: EPP representatives: Dean of the School of Humanities, Education, and the Arts, the Coordinator of Field Experiences, the Certification Analyst, and Assessment Coordinator. LSSD representatives will include</p>	

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the Supervisors of Instruction and Directors of District-wide Programs and the Director of Teaching and Learning.

Year 2 – Engage CU Arts and Sciences faculty and outline plans to involve direct engagement with middle school students through campus visits, etc...Year 3 – Implement plans and evaluate. During this phase of recruitment efforts, data will be evaluated to determine the effectiveness.

In an effort to recruit high need areas, specifically special education, representatives of LSSD and CU will specifically target current paraprofessionals and provide incentives for bachelor degree completion. Possible incentives include discounts, grants, and offering online options for coursework. Year 1 – Generate list and determine interest. Year 2 – Form cohort and initiate coursework. Year 3 – Evaluate progress and begin cohort 2.

Representatives of LSSD and CU will investigate the development of collaborative grant proposals for STEM areas. Year 1 – Research potential funding sources and establish a committee. Year 2 – Collaboratively attend a grant writing training. Year 3 – Submit a proposal.

Representatives of LSSD and CU will collaboratively develop new licensure proposal for undergraduate elementary and special education dual endorsement program. Year 1 – Establish a task force to develop the proposal and submit to the TN SDE. Obtain approvals for submission. Year 2 – Offer a dual endorsement program in SPE and Child Growth and Learning.

All LSSD administrators are invited to participate in CU EPP Admission Interviews. All current LSSD administrators and administrators-in-training are invited to submit questions to be included in the interview process. Year 1 – CU Coordinator of Field Experience will meet with LSSD Supervisor of Instruction to coordinator involvement for 2 semesters.

<p><b>Prompt 2:</b> Identify how entities will collaborate to select, prepare, evaluate, support and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development.</p>	<p>500 words</p>
<p>LSSD and CU representatives collaboratively develop strategies to recruit, select, and prepare high-quality provider- and school-based clinical educators. LSSD and CU will continue to design the mentoring content of the orientation for the Clinical Teachers and CU Supervisors. Specific roles and responsibilities of each will be identified during the orientation. The CU Coordinator of Field Experiences will present a written list of approved student teachers and a listing of eligible CU clinical educators to the LSSD Supervisor of Instruction. LSSD and CU will collaboratively select school-based clinical educators who</p> <ol style="list-style-type: none"> <li>1. Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate;</li> <li>2. Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and</li> <li>3. Have a minimum of three (3) years of experience as a teacher, school services personnel, or instructional leader as applicable. and have expressed an interest in mentoring and</li> </ol>	

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4. Have expressed an interest in mentoring.

LSSD and CU will collaboratively identify provider-based mentors from those CU faculty who have P-12 teaching experience and have received training or had experience with observation of educators. The CU Coordinator of Field Experiences and the LSSD Supervisor of Instruction will collaboratively finalize the assignments.

Year 1: Orientation for CTs and Supervisors will be offered during the Fall 2019 LSSD professional development schedule. Supervision documents for CTs will be provided online and follow up orientation meetings with individual CU supervisors will be scheduled within the first 3 weeks of each clinical placement. CU Coordinator of Field Experiences and LSSD Supervisor of Instruction will collaborate to facilitate this process.

LSSD and CU representatives will continue to annually review and make revisions of the clinical practice evaluation tool used by both the school-based and provider-based clinical educators. The tool includes a feedback section to be completed by school-based clinical educator regarding the quality of the collaboration with the provider-based clinical educator. The tool also offers a similar section to be completed by the provider-based clinical educator. In addition, student teaching candidates are provided a section on their self-assessment tool to rate the effectiveness of their mentoring experience with both the school-based and provider-based clinical educators. Each student teaching candidate will complete the document after the clinical experience has concluded. The tool is based on a 5-point rubric and will yield an aggregate score. Any overall score of 1 or 2 is considered unacceptable and will result in the development of an action plan for improvement of mentoring skills.

The data are reported to the CU Coordinator of Field Experience and the LSSD Supervisor of Instruction. The CU Coordinator of Field Experience shares the data for each provider-based clinical educator with the Dean of the School of Humanities, Education and the Arts and the information is discussed during the annual review at the end of each academic year. Individual data for the school-based clinical mentor is shared with the Supervisor of Instruction who reports the information to the building-level administrator. School-based administrators will share the results during annual review conferences during the spring of each academic year. Annual summary data for each academic year are compiled and shared with all mentors and the CU Primary Partner Advisory Board. The annual summary will also be shared with the instructor for the CU SPE 345 *Effective Collaboration* course. The course content will be revised to reflect any suggestions for improvement. Additionally, the instructor for SPE 345 *Effective Collaboration* will prepare and share online collaborative modules for prospective clinical educators.

Based on the analysis of data reflected in the annual summary, the CU Coordinator of Field Experiences and the LSSD Supervisor of Instruction, along with the Advisory Board, will determine the continued involvement of those participating during that particular academic year, for both the school-based and provider-based clinical educators. Provider-based clinical educators will be required to participate in school-based professional development opportunities. Each provider-based clinical educator will document participation and report it to the Dean of the School of Education, Humanities, and the Arts during the annual review conducted each spring. The school-based Director of Teaching and Learning will share the professional development opportunities for each academic

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year and will serve as the contact for the provider-based clinical educators interested in participating in a particular PD opportunity.

CU and LSSD will plan collaboratively to host a special meal function for all participating CTs and assigned candidates. CU and LSSD will also co-develop professional development modules for clinical educators and offer both on-ground and online engagement opportunities for engagement.

<p><b>Prompt 3:</b> Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation and establish shared accountability for candidate outcomes.</p>	<p>500 words</p>	
<p>LSSD and CU representatives will continue to utilize observation tools that directly relate to the current TEAM rubric, InTASC Standards and edTPA expectations.</p> <p>Candidates seeking endorsements in Early Childhood, Elementary Education, and Special Education enroll in ED 304 Strategies for Reading and Language Arts. In ED 304, candidates prepare and share with peers instructional materials to teach a variety of foundational skills. While completing the required field experience in a PreK-3 setting, candidates present the instructional materials in a focus mini-lesson under the supervision of the school-based mentor. Written and oral feedback is provided and discussed during a designated ED 304 class session. The purpose of the task is to reinforce the instructional framework featured in the <i>Teaching Literacy in Tennessee</i> document. The field experiences for ED 304 are strategic and require candidates to observe and engage in Tier I and Tier II instruction. Candidates are provided opportunities to work one on one with a student or in a small group setting. Candidates are expected to demonstrate knowledge of phonemic awareness, phonological awareness, word recognition strategies, and the ability to support comprehension through Interactive Read Alouds, Shared Readings or Language Experience approaches. The school-based clinical educators and the ED 304 instructor collaboratively determine the foundational skills to be taught by the candidates.</p> <p>Candidates seeking secondary and P-12 endorsement areas majors enroll in ED 340 Reading and Writing in the Content Areas. Structured field experiences are designed for the candidates to observe school-based educators and note connections with specific learning frameworks or theories. When enrolled in the 300-level professional block, candidates are placed with school-based clinical educators in their endorsement areas, however, candidates are required to identify literacy demands of their disciplines. The instructor for the ED 300 Instructional Assistance I field experience and the school-based clinical educator for each candidate develop a schedule for observations and candidate engagement. Candidates maintain weekly reflections where they explicitly identify specific learning theories they observe in their settings. They also identify literacy demands and conduct a process of selecting complex text to use in their settings as part of learning segment. Candidates present mini lessons under the supervision of the school-based clinical educator and receive written feedback. Candidates also identify components of the context for learning that can influence planning, instruction, and assessment.</p>		



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Year 1: School and preparation-based clinical educators will collaboratively engage in an orientation outlining the progression of field and clinical experiences and the expectations associated with each experience. Establish a CU PRIMARY PARTNER ADVISORY BOARD with one meeting per semester to review data and discuss progress toward current goals. The Dean and Director of Schools will identify the membership of the board with each member holding a 3-year term.

Year 1; semester 1: Form focus group (CU students, faculty, LSSD administration, and educators) to revise the current self-assessment tool to include an effectiveness rating of their mentoring experience.

Year 1; semester 2: Administer the revised self-assessment tool. Summarize data. School and preparation-based clinical educators will collaboratively engage in an ongoing annual review of the progression & expectations of field and clinical experiences and make revisions as needed.

Prompt 4: Identify mutually-agreed upon key assessments, transitional points, and exit requirements.

500 words

LSSD and CU representatives mutually agree upon the following transition points:  
 STEPP I Admission to the EPP (second semester of Sophomore year)  
 STEPP II Acceptance for Clinical Practice (first semester of Senior year)  
 STEPP III Continuation of Clinical Practice (mid-semester for Student Teaching; mid-year for Job Embedded Clinical Practice)  
 STEPP IV Program Completion (following completion of the approved program of study)

LSSD and CU representatives mutually agree on the importance of evaluating candidates' dispositions as a key assessment at multiple points throughout the program. Candidates are required to submit 4 disposition ratings at STEPP I Admission to the EPP and STEPP II Acceptance for Clinical Practice transition point. LSSD and CU representatives agree that 2 of the 4 submitted for STEPP II must be completed by school-based clinical educators.

Year 1: Implement the new disposition rating scale adopted by CU in the Spring 2019 semester. Make it mandatory that candidates' request a rating from all CTs in their 300- and 400 -level field experiences and student teaching. CU faculty will include requirement in syllabus for the 300- and 400-level field experiences and document for the STEPP II process. At the end of each semester, CU faculty will summarize ratings for mid -year and annual assessments. Year 1, 2, and 3: Data will be shared at CU PRIMARY PARTNER ADVISORY BOARD meetings each semester.

LSSD and CU representatives mutually agree on the importance of multiple assessments as predictors of educator success. Year 1-3: Data from candidate assessments (PRAXIS I, ACT, SAT, MAT, GRE, and state licensing exams PRAXIS II and edTPA) will be summarized and shared at CU PRIMARY PARTNER ADVISORY BOARD meetings.

Year 1-3: LSSD administrators and educators will annually participate in the interview process at the STEPP I and II transition points. School-based and provider-based clinical educators will co-develop the interview questions, participate in the interviews, analyze and summarize the candidate performance data.

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Year 1-3: CU faculty will facilitate an edTPA orientation for school-based educators. All clinical educators will be encouraged to apply to score edTPA portfolio submissions and attend annual state, regional, and national edTPA Conferences.

Year 1-3: LSSD faculty and administration will continue to co-develop and present professional development sessions for CU licensure candidates.

**Prompt 5:** Identify mutually-agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

500 words

LSSD and CU mutually agree that clinical experiences are an integral component of a preparation program. Clinical educators mutually agree that the sequence of major clinical experiences for all majors are as follows:

ED 101 – observation in variety of grade spans (10 hours minimum)

ED 230 – observation in diverse settings (10 hours minimum)

ED 300 – professional block direct engagement with individual and small group instruction in Tier I and II settings (20 hours)

ED 400 – professional block direct engagement with individual, small group, and whole class instruction – initiation of edTPA (20 hours)

Student Teaching – during the first placement the candidate will return to ED 400 placement to complete edTPA; the second placement will continue in a different setting for the endorsement and appropriate grade span

School-based and provider-based clinical educators collaboratively rate performances of the candidates engaged in the clinical experiences in ED 300 professional block, ED 400 professional block, and Student Teaching.

Members of the CU PRIMARY PARTNER ADVISORY BOARD will review performance data for CU program completers. The team will meet at an annually scheduled data retreat to make recommendations for program revisions based on data analysis.

Educator Preparation Policy 5.504 will serve as a reference for CU and LSSD representatives as they collaborate on the design and submission of new or revised programs and additional endorsements.

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Educator Preparation Provider (EPP)	CUMBERLAND UNIVERSITY
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Local Education Agency (LEA)	WILSON COUNTY SCHOOLS
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Term of Agreement	2019 – 2022 (3 years)
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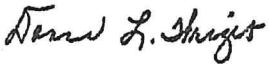
EPP Contact/Designee	
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LEA Contact/Designee	
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Other Key Staff	
Name	Name: Marjorie Anderson
Title	Title: Coordinator of Field Experiences
Name	Name: Sandy H. Smith
Title	Title: Associate Professor

*Donna Wright*



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

<b>Collaboration (signatures verify partnership)</b>	
Signatures below verify partnership agreement	
EPP Head Administrator	<p>Name: Eric Cumming <span style="float: right;">Date: 08/30/2019</span></p> <p>Title Dean, Cumberland University, School of Humanities, Education, and the Arts</p> <p style="text-align: center;">Signature: </p>
LEA Director of Schools	<p>Name: Donna Wright <span style="float: right;">Date</span></p> <p>Title Director, Wilson County Schools</p> <p style="text-align: center;">Signature: </p>

<b>Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals</b>	500 words
<p>Structures and systems are in place to coordinate recruitment efforts between WCS and CU. The plan reflects a two-prong approach. Wilson County Schools (WCS) Human Resources Department will gather data to determine hiring gaps such as the need to fill high need areas and the employment of under-represented groups in the district. During the Fall 2019 semester, WCS and CU representatives will co-develop an educator survey to determine current practitioners' interests in additional endorsements. CU and WCS representatives will co-develop opportunities for additional endorsement as well as any needed professional development. The MAE (Master of Arts in Education) Program Director will collaborate with WCS Supervisors of Instruction and Human Resources staff to identify school-based needs.</p> <p>WCS and CU representatives will analyze data related to career inventories completed during middle and high school in an effort to identify students interested in content specific disciplines and/or education. CU will coordinate with WCS School Counselors and administrators to create a series of collaborative seminars and events for those P-12 students interested in education as a career. A list of the P-12 students will be gathered annually and ongoing communication will be maintained. The CU Student Teacher Education Association (STEA) will identify members who will engage in an annual online mentorship project targeting P-12 students from underrepresented groups and those interested in high-needs endorsement areas. CU EPP faculty will continue to coordinate efforts with the CU Office of Admission to participate regularly in all planned events involving students from WCS.</p>	

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Year 1 – Established focus group will meet to determine availability of data. Focus group will meet at the end of the Spring semester to review and identify trends. The focus group will include: EPP representatives: Dean of the School of Humanities, Education, and the Arts, the Coordinator of Field Experiences, the Certification Analyst, and Assessment Coordinator. WCS representatives will include the Supervisors of Instruction and Directors of District-wide Programs and staff from Human Resources.

Year 2 – Engage CU Arts and Sciences faculty and outline plans to involve direct engagement with middle and high school students through campus visits, etc...

Year 3 – Implement plans and evaluate. During this phase of recruitment efforts, data will be evaluated to determine the effectiveness. Outcomes will be reviewed by CU Office of Admissions and the CU PRIMARY PARTNER ADVISORY BOARD.

In an effort to recruit high need areas, specifically in Special Education, WCS Supervisors of Instruction, WCS Human Resources staff members and CU Director of Special Education will specifically target current paraprofessionals and provide incentives for bachelor degree completion. Possible incentives include discounts, grants, and offering online options for coursework. Year 1 – Generate list and determine interest. Year 2 – Form cohort and initiate coursework. Year 3 – Evaluate progress and begin cohort 2.

In an effort to recruit high needs areas, specifically middle and high school math educators, WCS will guarantee all CU Math Education program completers an interview letter.

Representatives of WCS and CU will investigate the development of collaborative grant proposals for STEM areas. Year 1 – Research potential funding sources and establish a committee. Year 2 – Collaboratively attend a grant writing training. Year 3 – Submit a proposal.

WCS Supervisors of Instruction, WCS Human Resource staff members and CU Directors of Child Growth and Learning and Special Education will collaboratively develop a new licensure proposal for undergraduate elementary and special education dual endorsement program. Year 1 – Establish a task force to develop the proposal and submit to the TN SDE. Obtain approvals for submission. Year 2 – Offer a dual endorsement program in SPE and Child Growth and Learning K-5.

WCS administrators and school-based clinical educators will continue to collaborate with provider-based clinical educators in CU STEPP I and II Interviews. WCS administrators and administrators-in-training also submit questions to be included in the interview process and review the rating rubric annually for necessary revisions. Year 1 – CU Coordinator of Field Experience will meet with WCS Supervisors of Instruction and WCS Human Resource staff members to coordinate involvement for 2 semesters.

WCS Secondary Supervisor of Instruction and CU Secondary Education Program Director will co-develop and facilitate an essay contest for local high school students interested in education as potential university major. The topic of the essay will be related to the individual's interest in teaching and the impact of teachers on that decision. CU will develop and offer a scholarship devoted to the essay winner.

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CU will collaborate with WCS high schools to provide speakers and mentors for high school students interested in majoring in education at CU. Members of the CU STEA organization and faculty sponsors will collaborate with high school sponsors to organize and facilitate the process.

CU will collaborate with WCS administration to offer the ED 201 Introduction to the Profession course through the dual enrollment program.

<p><b>Prompt 2:</b> Identify how entities will collaborate to select, prepare, evaluate, support and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development.</p>	<p>500 words</p>
<p>WCS and CU representatives collaboratively develop strategies to recruit, select, and prepare high-quality provider- and school-based clinical educators. WCS and CU will continue to design the mentoring content of the orientation for the school-based and provider-based mentors. Specific roles and responsibilities of each will be identified during the orientation. The CU Coordinator of Field Experiences will present a written list of approved student teachers and a listing of eligible provider-based mentors to the WCS Supervisor of Instruction and WCS Human Resource staff. WCS and CU will collaboratively select school-based clinical educators who</p> <ol style="list-style-type: none"> <li>1. Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate;</li> <li>2. Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and</li> <li>3. Have a minimum of three (3) years of experience as a teacher, school services personnel, or instructional leader as applicable. and have expressed an interest in mentoring and</li> <li>4. Have expressed an interest in mentoring.</li> </ol> <p>WCS and CU will collaboratively identify provider-based mentors from those CU faculty who have P-12 teaching experience and have received training or had experience with observation of educators. The CU Coordinator of Field Experiences and the WCS Supervisors of Instruction and WCS Human Resource staff will collaboratively finalize the assignments.</p> <p>Year 1: Orientation for school-based mentors will be offered during the Fall 2019 WCS professional development schedule. Collaboratively developed supervision documents will be provided online and follow up orientation meetings with individual school-based mentors will be scheduled within the first 3 weeks of each clinical placement. CU Coordinator of Field Experiences and WCS Supervisor of Instruction and WCS Human Resources staff will collaborate to facilitate this process.</p> <p>WCS and CU representatives will continue to annually review and make revisions of the clinical practice evaluation tool used by both the school-based and provider-based clinical educators. The tool includes a feedback section to be completed by school-based clinical educator regarding the quality of the collaboration with the provider-based clinical educator. The tool also offers a similar section to be completed by the provider-based clinical educator. In addition, student teaching candidates are provided a section on their self-assessment tool to rate the effectiveness of their mentoring experience with both the school-based and provider-based clinical educators. Each</p>	

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

student teaching candidate will complete the document after the clinical experience has concluded. The data are reported to the CU Coordinator of Field Experience and the WCS Supervisor of Instruction. The tool is based on a 5-point rubric and will yield an aggregate score. Any overall score of 1 or 2 is considered unacceptable and will result in the development of an action plan for improvement of mentoring skills.

The data are reported to the CU Coordinator of Field Experience and the WCS Supervisor of Instruction and WCS Human Resources staff. The CU Coordinator of Field Experience shares the data for each provider-based clinical educator with the Dean of the School of Humanities, Education and the Arts and the information is discussed during the annual review at the end of each academic year. Individual data for the school-based clinical mentor is shared with the Supervisor of Instruction who reports the information to the building-level administrator. School-based administrators will share the results during annual review conferences during the spring of each academic year.

Summary data for the academic year are compiled and shared with all mentors and the CU Primary Partner Advisory Board. The annual summary will also be shared with the instructor for the CU SPE 345 *Effective Collaboration* course. The course content will be revised to reflect any suggestions for improvement. Additionally, the instructor for SPE 345 *Effective Collaboration* will prepare and share online collaborative modules for prospective clinical educators.

Based on the analysis of data reflected in the annual summary, the CU Coordinator of Field Experiences and the WCS Supervisor of Instruction and WCS Human Resources staff, along with the Advisory Board, will determine the continued involvement of those participating during that particular academic year, for both the school-based and provider-based clinical educators. Provider-based clinical educators are required to participate in school-based professional development opportunities. Each provider-based clinical educator will document participation and report it to the Dean of the School of Education, Humanities, and the Arts during the annual review conducted each spring. The school-based Director of Human Resources will share the professional development opportunities for each academic year and will serve as the contact for the provider-based clinical educators interested in participating in a particular PD opportunity.

CU and WCS will plan collaboratively to host a special meal function for all participating CTs and assigned candidates. CU and WCS will co-develop professional development modules for clinical educators and offer both on ground and online engagement opportunities for engagement.

**Prompt 3:** Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation and establish shared accountability for candidate outcomes.

500 words

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WCS and CU representatives will continue to utilize observation tools that directly relate to the current TEAM rubric, InTASC Standards and edTPA expectations.

Candidates seeking endorsements in Early Childhood, Elementary Education, and Special Education enroll in ED 304 Strategies for Reading and Language Arts. In ED 304, candidates prepare and share with peers instructional materials to teach a variety of foundational skills. While completing the required field experience in a PreK-3 setting, candidates present the instructional materials in a focus mini-lesson under the supervision of the school-based mentor. Written and oral feedback is provided and discussed during a designated ED 304 class session. The purpose of the task is to reinforce the instructional framework featured in the *Teaching Literacy in Tennessee* document. The field experiences for ED 304 are strategic and require candidates to observe and engage in Tier I and Tier II instruction. Candidates are provided opportunities to work one on one with a student or in a small group setting. Candidates are expected to demonstrate knowledge of phonemic awareness, phonological awareness, word recognition strategies, and the ability to support comprehension through Interactive Read Alouds, Shared Readings or Language Experience approaches. The school-based clinical educators and the ED 304 instructor collaboratively determine the foundational skills to be taught by the candidates.

Candidates seeking secondary and P-12 endorsement areas majors enroll in ED 340 Reading and Writing in the Content Areas. Structured field experiences are designed for the candidates to observe school-based educators and note connections with specific learning frameworks or theories. When enrolled in the 300-level professional block, candidates are placed with school-based clinical educators in their endorsement areas, however, candidates are required to identify literacy demands of their disciplines. The instructor for the ED 300 Instructional Assistance I field experience and the school-based clinical educator for each candidate develop a schedule for observations and candidate engagement. Candidates maintain weekly reflections where they explicitly identify specific learning theories they observe in their settings. They also identify literacy demands and conduct a process of selecting complex text to use in their settings as part of learning segment. Candidates present mini lessons under the supervision of the school-based clinical educator and receive written feedback. Candidates also identify components of the context for learning that can influence planning, instruction, and assessment.

Year 1: School and preparation-based clinical educators will collaboratively engage in an orientation outlining the progression of field and clinical experiences and the expectations associated with each experience. Establish a CU PRIMARY PARTNER ADVISORY BOARD with one meeting per semester to review data and discuss progress toward current goals. The Dean and WCS Director of Schools will identify the membership of the board with each member holding a 3-year term.

Year 1; semester 1: Form focus group (CU students, faculty, WCS administration, and educators) to revise the current self-assessment tool to include a effectiveness rating of their mentoring experience.

Year 1; semester 2: Administer the revised self-assessment tool. Summarize data. School and preparation-based clinical educators will collaboratively engage in an ongoing annual review of the progression & expectations of field and clinical experiences and make revisions as needed.



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<b>Prompt 4:</b> Identify mutually-agreed upon key assessments, transitional points, and exit requirements.	500 words
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WCS and CU representatives mutually agree upon the following transition points:

STEPP I Admission to the EPP (second semester of Sophomore year)

STEPP II Acceptance for Clinical Practice (first semester of Senior year)

STEPP III Continuation of Clinical Practice (mid-semester for Student Teaching; mid-year for Job Embedded Clinical Practice)

STEPP IV Program Completion (following completion of the approved program of study)

WCS and CU representatives mutually agree on the importance of evaluating candidates' dispositions as a key assessment at multiple points throughout the program. Candidates are required to submit 4 disposition ratings at STEPP I Admission to the EPP and STEPP II Acceptance for Clinical Practice transition point. WCS and CU representatives agree that 2 of the 4 submitted for STEPP II must be completed by school-based clinical educators.

Year 1: Implement the new disposition rating scale adopted by CU in the Spring 2019 semester. mandatory that candidates' request a rating from all school-based clinical educators in their 300-and 400 -level field experiences and student teaching. CU faculty will include requirement in syllabus for the 300- and 400-level field experiences and document for the STEPP II process. At the end of each semester, CU faculty will summarize ratings for mid -year and annual assessments. Year 1, 2, and 3: Data will be shared at CU PRIMARY PARTNER ADVISORY BOARD meetings each semester.

WCS and CU representatives mutually agree on the importance of multiple assessments as predictors of educator success. Year 1-3: Data from candidate assessments (PRAXIS I, ACT, SAT, MAT, GRE, and state licensing exams PRAXIS II and edTPA) will be summarized and shared at CU PRIMARY PARTNER ADVISORY BOARD meetings.

Year 1-3: WCS administrators and clinical educators will collaborate with the provider-based clinical educators in the interview process at the STEPP I and II transition points. School-based and provider-based clinical educators will co-develop the interview questions, participate in the interviews, analyze and summarize the candidate performance data.

Year 1-3: CU faculty will facilitate an edTPA orientation for school-based educators. All clinical educators will be encouraged to apply to score edTPA portfolio submissions and attend annual state, regional, and national edTPA Conferences.

Year 1-3: WCS faculty and administration will continue to co-develop and present professional development sessions for CU licensure candidates.

<b>Prompt 5:</b> Identify mutually-agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.	500 words
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## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

WCS and CU mutually agree that clinical experiences are an integral component of a preparation program. Clinical educators mutually agree that the sequence of major clinical experiences for all majors are as follows:

ED 101 – observation in variety of grade spans (10 hours minimum)

ED 230 – observation in diverse settings (10 hours minimum)

ED 300 – professional block direct engagement with individual and small group instruction in Tier I and II settings (20 hours)

ED 400 – professional block direct engagement with individual, small group, and whole class instruction – initiation of edTPA (20 hours)

Student Teaching – during the first placement the candidate will return to ED 400 placement to complete edTPA; the second placement will continue in a different setting for the endorsement and appropriate grade span

The WCS Human Resources representatives and the CU Coordinator of Field Experiences will continue to collaboratively place field and clinical experience candidates. All prospective CU candidates will submit electronic requests on the WCS website and provide necessary information prior to the beginning of any organized field or clinical experience.

School-based and provider-based clinical educators collaboratively rate performances of the candidates engaged in the clinical experiences in ED 300 professional block, ED 400 professional block, and Student Teaching.

Members of the CU PRIMARY PARTNER ADVISORY BOARD will review performance data for CU program completers. The team will meet at an annually scheduled data retreat to make recommendations for program revisions based on data analysis.

Educator Preparation Policy 5.504 will serve as a reference for CU and WCS representatives as they collaborate on the design and submission of new or revised programs and additional endorsements.