



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Tennessee Wesleyan University
Local Education Agency (LEA)	McMinn County Schools
Academic Year of Agreement	2024-25

EPP Contact/Designee	
Name: Melanie Amburn	Title: Education Department Chair
Email: mamburn@tnwesleyan.edu	Phone Number: 865-567-5621

LEA Contact/Designee	
Name: Lee Parkison	Title: Director of Schools
Email: lparkison@mcminnschools.com	Phone Number: 423-435-7403

Certification (signatures verify partnership)	
EPP Head Administrator: Melanie Amburn	Title: Education Department Chair
Signature: 	Date: 8-9-24

LEA Head Administrator: Lee Parkison	Title: Director of Schools
Signature: 	Date: 08/09/24

**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.*

During the 2024-25 reporting year, the EPP and the LEA will work to strengthen the partnership through the formalization of communication, information sharing, feedback, and more direct ways to open a direct pipeline of certified candidates. While formal partnerships have existed in the past between the LEA and the EPP, the goals identified for the 2024-25 year are indicative of the depth of commitment and the collaborative nature of the partnership. The EPP will convene with its State and Primary Partners during the summer and fall 2024 to review the current collaborative practices and plans for continuous improvement based off previous communication. During summer and fall 2024 meetings, the EPP and LEAs will identify the appropriate representatives for the EPP and partner LEA, expectations for the formal partnership work will be reviewed and the Partnership meeting goals and objectives, inclusive of recruiting of high quality candidates, including candidates from a broad range of backgrounds and diverse populations, will be co-constructed and agreed upon, therefore setting the 2024-25 partnership goals. The collaboratively-developed goals for the 2023-24 reporting year are: *Identify the appropriate representative for the EPP and the partner LEA; *The EPP will plan an annual Partnership Data meeting to occur in the Spring 2025 at which the EPP and LEA will present data and set recruitment and selection goals for the 2025-26 reporting year along with indicators of success in increasing the educator pipeline; *The EPP and partner LEA will set mutually agreed upon dates to engage the partner LEA in Teacher Education Program interviews, to facilitate early exposure and opening of the pipeline between the partner LEA and the teacher candidates.* The EPP will communicate opportunities for teacher candidates to become involved in the partner LEA through AllCorps, summer learning camps, and Kids Connection before and after school daycare. This early exposure to the partner LEA academic activities will help the partner LEA develop relationships with teacher candidates and open the pipeline for them as future employees. * At the Partnership Data meeting, the EPP will: *present program enrollment numbers to predict future numbers of Candidates prepared; * present the previous years' recruitment plan and outcomes; *present any updates on clinical experience, program, or curriculum changes; *review the Annual Report/Insights tool to inform recruitment efforts in high-needs areas as identified by the LEA's Human Capital Data report; *share with the LEA its Recruitment Plan and Diversity Plan which include data on high quality candidate recruitment and selectivity as well as inclusion of a broad range of backgrounds and diverse populations; *review clinical experience expectations to ensure the clinical experience meets the requirements per the Educator Preparation Policy. During the Partnership Data meeting, the LEA partner representative will: *provide upcoming critical areas of need in the district. This will include, but is not limited to, review of Human Capital Report data; *provide data related to employer satisfaction and provider impact for review; *address completer strengths and areas for improvement to help inform the program design of the EPP coursework. At the end of the Partnership Data meeting, the EPP and LEA will: * work together to discuss the shared data to forecast pipeline need and thus set the goals and outcomes for the subsequent reporting year to ensure a strategic and united recruitment effort.

**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.*

This agreement signifies the commitment of both the EPP and the partner LEA to collaborate for enhancement of the experience of clinical educators and their impact on the education preparation pipeline as well as positive impact on Pre-k-12 students in the LEA. The Clinical Experience Handbook will be discussed in the summer and fall 2024-25 meetings and collaborative changes will be made inside the Handbook. The fully revised Clinical Experience Handbook will be made available at the beginning of each academic year and then reviewed at the spring Partnership Data meeting for clarification purposes or to update to meet the current clinical experience requirements set by the Educator Preparation Policy. The Clinical Experience Handbook will be the shared resource that identifies the roles and responsibilities for clinical expectation and the provider and school-based clinical educators. The EPP and partner LEA will work together to identify qualified and effective school-based clinical educators. For each preparation program type, the LEA and EPP will identify the indicators of effectiveness for the clinical educators during the summer meeting. The LEA will provide to the EPP the school-based mentor's information, such as the mentor's name as it appears on the T DOE educator license, the T DOE educator license number and area(s) of certification and license type. This is to ensure that the mentor meets the requirements in the Educator Preparation Policy. If the clinical educator was involved with teacher candidates from the EPP during the previous school year, the information from teacher candidate and clinical supervisor surveys will be shared and used to select, prepare, evaluate, support, and retain high quality clinical educators. The EPP will request from the LEA recommendations of effective educators no longer employed by the LEA to serve as clinical educators. The LEA may invite the EPP to participate in the interview process for provider-based clinical educators. The EPP will assess clinical practice experience by soliciting feedback from program completers, school-based mentors, and provider-based clinical supervisors. Data will be summarized and shared with the LEA to address any areas for improvement in clinical experience. Clinical educators will receive actionable feedback on their performance through observation and assessment for purposes of improvement provided by the EPP and partner LEA. School and provider-based clinical educators will have the opportunity to participate in EPP and LEA training and professional development to increase their effectiveness as clinical educators. Schools-based clinical educators will sign an agreement that lists the expectations for any required training necessary to serve as a clinical educator. LEAS will allow EPP representatives to attend professional development opportunities as appropriate to stay informed of best practices in the field. EPP representatives will offer professional development based on partner LEA need. With the goal of retaining high-quality clinical educators, the LEA and EPP will work toward identifying ways the clinical educator is recognized for their work and training. The EPP will seek feedback from the clinical educators for the purpose of improving their experience and, in turn, increase the support and retention of high-quality clinical educators.

**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.*

In addressing the need for a high quality teacher candidate, EPP Clinical Experience Protocols, as mutually-agreed upon by the district and the university, demand that prior to entering the clinical practice, the teacher candidate will have submitted a criminal history records check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation. The teacher candidate will have obtained a qualifying score on the ACT, SAT, or the reading, writing and math subtests of the CORE Praxis. The teacher candidate must have completed all required coursework, passed all required PRAXIS exams, and will have a minimum GPA of 2.75.

In the provision of sufficient depth, breath and coherence, the district agrees to place the teacher candidate with level 4 and 5 educators in the classroom. As mutually agreed by the district and the EPP, in the provision of sufficient duration of the clinical experience, there will be two placements for each teacher candidate. The first placement is for ten weeks in length and the second placement is for five weeks for a total of two placements in two settings. The placement will offer the teacher candidate the opportunity to work with all students, including those with diverse backgrounds and needs. The second placement will be in a grade level that ensures the breadth of the endorsement subject area and grade band area are experienced. Exposure to various modalities of instruction, such as in-person learning using direct instruction and individualized technology, as well as online direct instruction and use of online instructional platforms, may be available in the clinical experience. Teacher candidates will complete the edTPA assessment during the first placement. Teacher candidates will follow the district's school schedule of holidays, professional development, etc. Teacher candidates will participate in all mentor teacher activities to include faculty meetings, bus duty, staff professional development, parent conferences, parent-teacher organization meetings, IEP meetings, etc. unless otherwise directed by the principal of the school. The clinical educator will work cooperatively and collaboratively with the TWU clinical supervisor to formatively evaluate and direct the activities of the teacher candidate in the interest of developing and evaluating instructional effectiveness and positive impact on the PreK-grade 12 students. The teacher candidate, with guidance from the clinical supervisor and educator, will plan, instruct, and assess students in preparation for the edTPA portfolio. In collaboration and mutual agreement with the partner LEA, the EPP has developed requirements for completion of student teaching clinical practice and has outlined the causes and procedures by which the clinical practice can be terminated. Collaboration with the director of student teaching as outlined in the Clinical Experience Handbook will ensure the termination process is completed with fidelity and integrity should an issue arise with a teacher candidate.

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.*

Clinical educators from Tennessee Wesleyan University include university faculty and adjunct faculty. Faculty members were chosen based on identified selection criteria which includes administrative and leadership experience in PreK-grade 12 schools, both public and private. The search committee includes representatives from partner district administrative teams. In the selection of adjunct instructors, efforts are made to utilize experts from the partner districts who are highly qualified, thus strengthening partnerships and making valuable connections between practicing administrators and program candidates. To ensure that candidates are prepared to instruct and lead, the program is aligned with the InTASC Model Core Teaching Standards, NAEYC Program Standards, CAEP Elementary Teacher Preparation Standards, ISTE instructional technology standards, and The TN State Board of Education Literacy Standards for Education Preparation Providers.

Tennessee Wesleyan works with partnering districts to design and provide extensive meaningful clinical experiences for candidates to practice application of course content knowledge and skills. As part of the required field experience, the candidates are expected to complete 10-20 field experience hours associated with each of the 19 professional education courses. Clinical experience educators provided by the LEA provide after-teaching feedback to the candidates for reinforcement and refinement of instructional skills. Candidates must reflect complete a written reflection on the after-teaching feedback provided by the clinical experience educator. This reflection is used to refine instructional skill. In five of the professional courses, teacher candidates must complete key assessments directly related to the depth and breadth of the field experiences. Candidates receive extensive instruction on the Explicit Direct Instructional Model and the TEAM teacher evaluation model. The TEAM model is used to evaluate student candidate planning, instruction, environment during the professional education program courses. The connections between sound and effective intellectual preparation and instruction in the classroom environment, strong student outcomes and positive teacher evaluations, as well as level of effectiveness determinations are emphasized throughout the process. Candidates participate in the edTPA assessment program. EdTPA is a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts such as handouts slides, etc., student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness. It is focused on student learning and principles from research and theory and serves as a measure for the EPP to ensure accountability for candidate outcomes. This performance-based, subject-specific assessment and support system emphasizes, measures, and supports the skills and knowledge that all teachers need in the classroom. With respect of importance of this work to link theory and practice, reinforce coherence across the clinical and academic components of preparation and establish shared accountability between the EPP and teacher candidate, the EPP developed a course specifically designed to oversee the candidate progress toward completion of edTPA program and submissions. All teacher candidates must successfully participate and complete this course.

The EPP and partner LEA mutually agree to collaborate on implementation of direct measures to refine areas of challenge as well as reinforce areas of mastery. These measures include collaboration with university clinical supervisors and district personnel. Data collection from surveys completed by clinical experience supervisors, teacher candidate, and clinical educators provide important information to analyze in LEA partner meetings as well as during the Partnership Data meeting. Less formal, but just as valuable, information is obtained through direct contact between the EPP student teaching director and partner LEA administrators.

**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.*

The EPP and partner LEA collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricula content and materials through several actions. First, the EPP instructional staff and department chair will collaborate with the partner LEA representatives to share information on curricular choices and strategic pieces of instructional materials. Discussion will surround the purpose and uses of that information within the professional course instruction of teacher candidates. EPP staff may be invited to attend professional development provided by the partner LEA to their staff over effective use of the materials. Second, inside the EPP professional course instruction, teacher candidates will be exposed to high quality instructional material selections from the partner LEA curriculum so that the teacher candidates are familiar with the materials before their clinical experience. This collaboration ensures that EPP teacher candidates can effectively use the materials to support student growth more quickly and efficiently. EPP teacher candidates will be assessed within the professional course instruction on the effective use of high quality instructional materials used by the partner LEA through demonstration during teaching of lesson and/or written assessment. A third and additional measure to inform decision making on instructional effectiveness of use of partner LEA curriculum within the professional courses is EdTPA. EdTPA is the mutually agreed upon key exit assessment for all teacher candidates in all EPP licensure programs. EdTPA is a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts such as handouts slides, etc., student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness. It is focused on student learning and principles from research and theory and serves as a measure for the EPP to ensure accountability related to the partner LEA curriculum. The edTPA program has three tasks that measure developing effectiveness in the teaching candidate as well as measuring the impact that EPP teacher candidates have on the students through the use of LEA partner curriculum. They are Planning for Instruction and Assessment (intellectual preparation using partner LEA curriculum), Instructing and Engaging Students in Learning (actual instruction using partner LEA curriculum), and Assessing Student Learning (actual student assessment of learning outcomes using the partner LEA curriculum). With respect to importance of this work to link theory into practice, the EPP developed a seminar course specifically designed to oversee the candidate progress toward completion of edTPA program. Successful submissions using work with the partner LEA curriculum are mandatory for completion of the clinical experience and subsequent licensure.

<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>Primary Partnership Outcomes The EPP and partner district LEA met collaboratively and set these primary partnership outcomes.</p> <ol style="list-style-type: none"> 1. The partner district LEA and EPP will identify an appropriate representative and contact for the collaboration meetings. August 2024 2. The partner district LEA will provide access to High Quality Instructional Materials (HQIM) used in the district curriculum. This access will include access to text, instructional materials, and assessments. August 2024 3. The partner district LEA will provide information on opportunities to employ EPP teacher candidates in All Corp tutoring, summer learning camps, and Kids Connection before and after school day care. This will facilitate relationships between possible employees and the district as well as provide experiences built to increase LEA student achievement. August 2024 4. The EPP will disseminate the employment opportunities with the district LEA to teacher candidates by email and will also post the information on the INFORMATION FOR YOU board in Sherman Hall. August 2024 and January 2025 5. The EPP and partner district LEA will work together to place field experience students and clinical experience students in productive placements. August 2024 and January 2025 6. The EPP will share marketing information on recruitment and retainment of teacher candidates as well as any informational updates with the partner district LEA through a twice annual newsletter. Fall 2024, Late Winter 2025. <p>The EPP will plan a spring partnership data meeting on campus for collaboration of information, gathering of survey information and dissemination of data related to the EPP evaluations and scores from TDOE as well as survey information from completers. The EPP and LEA will present data and set recruitment and selection goals for the 2025-26 reporting year along with indicators of success in increasing the educator pipeline; The EPP and partner LEA will set mutually agreed upon dates to engage the partner LEA in Teacher Education Program interviews, to facilitate early exposure and opening of the pipeline between the partner LEA and the teacher candidates. At the Partnership Data meeting, the EPP will present program enrollment numbers to predict future numbers of Candidates prepared; present the previous years' recruitment plan and outcomes; present any updates on clinical experience, program, or curriculum changes; review the Annual Report/Insights tool to inform recruitment efforts in high-needs areas as identified by the LEA's Human Capital Data report; share with the LEA its Recruitment Plan and Diversity Plan which include data on high quality candidate recruitment and selectivity as well as inclusion of a broad range of backgrounds and diverse populations; review clinical experience expectations to ensure the clinical experience meets the requirements per the Educator Preparation Policy. The LEA will provide upcoming critical areas of need in the district. This will include, but is not limited to, review of Human Capital Report data; provide data related to employer satisfaction and provider impact for review; address completer strengths and areas for improvement to help inform the program design of the EPP coursework. At the end of the Partnership Data meeting, the EPP and LEA will work together to discuss the shared data to forecast pipeline need and thus set the goals and outcomes for the subsequent reporting year to ensure a strategic and united recruitment effort. March/April 2025</p>	

Awarded to qualified new freshman who declare Education as their major. These students get an additional \$2,500 scholarship per year (total value \$10,000) as long as they continue to be an Education major. The recipients must work with either the Education Department or a Community Partner 45 hours each semester (3 hours per week).

To qualify, students must be a graduate from a high school in a primary or state-approved partner with TWU. The student must be from:

1. An underrepresented racial/ethnic group – or –
2. Male – or –
3. Declaring an education major that is an identified high-needs area.

The candidate must have an ACT composite score of 21 or SAT equivalent and a minimum high school GPA of 3.0.

Appendix B

Master of Arts in Teaching (MAT)

Program Description

The Master of Arts in Teaching (MAT) program at Tennessee Wesleyan is designed to offer many high-needs areas of endorsement. The program offers both a job-embedded pathway and a semester-long student-teaching pathway. The program is designed for working adults who have decided to bring their skills and experience into the classroom.

The MAT program is an initial licensure program, providing college graduates who did not complete a traditional teacher education program the opportunity to earn their graduate degree and teaching license.

Available Licensure Areas

- Special Education Interventionist (K-8)
- Elementary Education (K-5)
- Secondary Biology, Chemistry, English, History, or Mathematics (6-12)

Students complete a 36-semester hour program of study. Each program has a job-embedded pathway where the six-hour student teaching requirement is waived if the student is serving as a teacher of record for at least 100 days.

Hybrid Format

Students complete the majority of their coursework online, and they participate in one in-person class meeting each month (typically the second Saturday). The hybrid format accommodates professionals' busy schedules, without sacrificing important face-to-face time with colleagues and professors.

Program Completion Times

The MAT program has three main timelines for completion:

- Summer start date: 12 months over three semesters
- Spring start date: 16 months over four semesters
- Fall start date: 21 months over five semesters

Appendix C

Field Experience Assessment Forms

Field Experience Record Summary

After Teaching Feedback Form

Candidate Disposition Evaluation

After Teaching Feedback Form

Lesson Assessment

Student Teaching After Teaching Feedback Administration and Purpose

The Student Teaching After Teaching Feedback (ST-ATF) form is based on modified TEAM Instruction evaluation indicators. The ST-ATF is designed to help candidates progress during student teaching with feedback provided by classroom teachers or university instructors. The purpose of the ST-ATF is to allow candidates to learn the TEAM Instruction evaluation indicators. Candidates may be asked to self-assess or reflect on classroom teacher or university instructor feedback based on the form. The basis for judgement of the ST-ATF form will follow TEAM Instruction evaluation protocol with scores ranging from Significantly Above Expectations (5), to At Expectations (3), and Below Expectations (1).

		Above Expectations	At Expectations	At Expectations	Below Expectations	Not Applicable	
1	Most learning objectives were communicated, connected to the state standards, and referenced throughout lesson. The assessment criteria are aligned, communicated, and measurable. Comments:	5	4	3	2	1	NA
2	The candidate developed learning experiences where inquiry, curiosity, and exploration are valued. Comments:	5	4	3	2	1	NA
3	Presentation of content most of the time included: visuals, examples, modeling by the teacher, technology, and logical sequencing and segmenting. Comments:	5	4	3	2	1	NA
4	The lesson started promptly, and the lesson's structure was coherent, with a beginning, middle, and end. Comments:	5	4	3	2	1	NA
5	The activities and materials included most of the following: Challenging, sustained students' attention, elicited a variety of thinking, provided time for reflection, and are relevant to student's lives. Comments:	5	4	3	2	1	NA
6	Questions usually require students to cite evidence. A moderate frequency of questions was asked and wait time was sometimes provided. Comments:	5	4	3	2	1	NA
7	The teacher circulated during instructional activities to support engagement and monitor student work. Comments:	5	4	3	2	1	NA
8	The instructional grouping arrangements enhance student understanding and learning efficiency. Comments:	5	4	3	2	1	NA
9	The teacher displayed accurate content knowledge of all the subjects he or she taught. Comments:	5	4	3	2	1	NA
10	The teacher sometimes provided differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Comments:	5	4	3	2	1	NA
11	The teacher thoroughly taught one or more types of thinking: analytical thinking, creative thinking, and research-based thinking. Comments:	5	4	3	2	1	NA
12	The teacher implemented activities that taught two problem-solving types such as: Drawing conclusions and predictive outcomes. Comments:	5	4	3	2	1	NA

TWU Student Name _____

School Name _____

Signature of Teacher Observing _____

TWU Course Number _____

Grade Level _____

Date _____

Candidate Dispositions Evaluation

Please circle the appropriate response.	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory
1. Provides equitable learning opportunities for all Students	5	4	3	2	1
2. Uses sound judgment and thoughtful decision making when dealing with students.	5	4	3	2	1
3. Maintains confidentiality in the classroom	5	4	3	2	1
4. Participates in required meetings or professional development activities	5	4	3	2	1
5. Accepts responsibility for what transpires in his/her classroom	5	4	3	2	1
6. Demonstrates a strong work ethic	5	4	3	2	1
7. Demonstrates strong interpersonal skills	5	4	3	2	1
8. Collaborates with families, colleagues, and other professionals to improve overall student learning	5	4	3	2	1
9. Effectively plans units and lessons for student growth and learning	5	4	3	2	1
10. Seeks growth through continual reflection and Positive feedback from mentors	5	4	3	2	1
11. Seeks out and develops the most appropriate methods to meet the needs of diverse learners in the classroom	5	4	3	2	1
12. Understands working with a variety of resources	5	4	3	2	1
13. Connects with stakeholders and community members	5	4	3	2	1
14. Promotes student achievement at all levels Advocates for all learners	5	4	3	2	1
15. Models and promotes positive professional behaviors (e.g., social media, background check etc.)	5	4	3	2	1
TWU Student Name				TWU Course Number	
School Name				Grade Level	
Signature of Teacher Observing				Date	

Appendix D
Clinical Experience Assessment Forms

Cooperating Teacher Final Report
Clinical Practice Supervisor Evaluation
Mentor Teacher Evaluation
Exit Survey
Survey of Student Teachers
Technology Survey

Cooperating Teacher Final Report

Please rate the student teacher in the stated domains. This form may be used in conjunction with the *After Teaching Feedback Form* to provide a more detailed evaluation of the student teacher's performance.

	Excellent	Above Average	Average	Below Average	Unsatisfactory
I. Planning:					
A. Preparedness	5	4	3	2	1
B. Planning for diverse students	5	4	3	2	1
C. Knowledge base	5	4	3	2	1
II. Strategies:					
A. Relevancy	5	4	3	2	1
B. Variety of strategies	5	4	3	2	1
C. Student ownership	5	4	3	2	1
III. Assessment:					
A. Understands ongoing assessment (formative)	5	4	3	2	1
B. Evaluates continually to improve instruction	5	4	3	2	1
C. Includes assessment component in most lessons	5	4	3	2	1
D. Understands contribution to summative assessment	5	4	3	2	1
IV. Classroom Management:					
A. Develops a climate conducive to learning	5	4	3	2	1
B. Manages classroom resources well	5	4	3	2	1
C. Uses appropriate classroom management techniques	5	4	3	2	1
D. Implements adaptations as necessary for diverse student needs	5	4	3	2	1
V. Professional Growth:					
A. Attends all faculty, PTA/PTO, etc. meetings	5	4	3	2	1
B. Participates in other school and professional activities	5	4	3	2	1
C. Collaborates with colleagues and appropriate others	5	4	3	2	1
VI. Communication:					
A. Writes and speaks clearly and correctly (Proper grammar, voice modulation, etc.)	5	4	3	2	1
B. Uses appropriate verbal and nonverbal techniques	5	4	3	2	1

Comments and written narrative (for additional comments use the back of this page)

<hr/> Cooperating Teacher Name [print]	<hr/> Student Teacher Name
<hr/> Cooperating Teacher Signature	<hr/> Grade
<hr/> Placement School Name	<hr/> Date

Clinical Practice Supervisor Evaluation

First Placement – Supervisor’s Name _____

First Placement – Name of School _____

Second Placement – Supervisor’s Name _____

Second Placement – Name of School _____

Please use the scale below to rate your supervising teacher’s performance.

5= Strongly Agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

	First Placement	Second Placement	Comments
1. Your clinical practice supervisor was prepared to help you at all times.			
2. Your clinical practice supervisor was friendly and had a good rapport			
3. Your clinical practice supervisor spent a lot of time with you.			
4. Your clinical practice supervisor treated you like a professional.			
5. Your clinical practice supervisor collaborated with you on lesson plans.			
6. You would recommend the clinical practice supervisor again concerning other student teacher placements.			
7. Your clinical practice supervisor was prompt when arriving for a formal observation.			
8. Your clinical practice supervisor stayed with you when he/she was needed.			
9. Your clinical practice supervisor communicated with you weekly.			
10. Your clinical practice supervisor gave helpful feedback to your weekly dialogue journal entries.			
11. Your clinical practice supervisor clearly articulated the rationale for scores given on the TEAM rubric.			

Mentor Teacher Evaluation

Semester/Year: _____

Your Name: _____

First Placement-Mentor's Name: _____

First Placement-School's Name: _____

Second Placement-Mentor's Name: _____

Second Placement-School's Name: _____

Please use the scale below to rate your mentoring teacher's performance.

5=Strongly Agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

	First Placement	Second Placement
1. Your mentoring teacher was always prepared to help you.	<input type="checkbox"/>	<input type="checkbox"/>
2. Your mentoring teacher was friendly, and you had a good rapport.	<input type="checkbox"/>	<input type="checkbox"/>
3. Your mentoring teacher spent a lot of time with you.	<input type="checkbox"/>	<input type="checkbox"/>
4. Your teacher treated you like a professional.	<input type="checkbox"/>	<input type="checkbox"/>
5. Your teacher collaborated with you on lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>
6. You would recommend the teacher again concerning other student teacher placements.	<input type="checkbox"/>	<input type="checkbox"/>
7. Your mentoring teacher stayed with you when he/she was needed.	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments or suggestions?

STUDENT TEACHING

EXIT SURVEY
Conducted: Spring 20__

Please mark your response and provide a written response where indicated.
Please to do not leave any blanks.

Anticipated Graduation	Fall	<input type="text"/>	Spring	<input type="text"/>
Are you currently employed?	Yes	<input type="text"/>	No	<input type="text"/>
Do you anticipate immediate employment as a teacher?	Yes	<input type="text"/>	No	<input type="text"/>
Will this immediate employment be full-time or part-time?	Full-time	<input type="text"/>	Part-time	<input type="text"/>

Please list the names of the schools you will be teaching at.

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Have you already accepted a substitute teaching position?	Yes	<input type="text"/>	No	<input type="text"/>
Would you be willing to accept a substitute teaching position?	Yes	<input type="text"/>	No	<input type="text"/>
Have you already accepted an interim position?	Yes	<input type="text"/>	No	<input type="text"/>
Would you be willing to accept an interim position?	Yes	<input type="text"/>	No	<input type="text"/>
Have you already accepted a full-time teaching position?	Yes	<input type="text"/>	No	<input type="text"/>
Would you be willing to accept a full-time teaching position?	Yes	<input type="text"/>	No	<input type="text"/>
Do you plan on continued education?	Yes	<input type="text"/>	No	<input type="text"/>

If yes, where do you plan on continuing your education?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Do you have plans other than those listed above?

Yes	<input type="text"/>	No	<input type="text"/>
-----	----------------------	----	----------------------

If yes, please comment:

**Survey of Student Teachers
For Fall 2022
Student Teachers**

**Please fill out this survey concerning your preparation at Tennessee Wesleyan College.
Please use the following scale: 1=Not Prepared 2=Fairly Prepared 3=Prepared 4=Well Prepared
5=Exceptionally Prepared**

		Exceptionally Prepared	Well Prepared	Prepared	Fairly Prepared	Not Prepared
1	Reflective Practitioner					
2	Good Communicator					
3	Service Oriented Individual					
4	Assessment Strategist					
5	Critical Thinker					
6	Organizational Skills					
7	Competent at Human Relations					
8	Integration of Theory into Practice					
9	Improvement of Leadership Abilities					

In TASC Standards: Please rank the TWU licensure program concerning the following standards.						
10	Standard 1: Learner Development					
11	Standard 2: Learning Differences					
12	Standard 3: Learning Environment					
13	Standard 4: Content Knowledge					
14	Standard 5: Application of Content					
15	Standard 6: Assessment					
16	Standard 7: Planning for Instruction					
17	Standard 8: Instructional Strategies					
18	Standard 9: Professional Learning and Ethical Practice					
19	Standard 10: Leadership and Collaboration					

Student Teaching

	Strongly Agree	Mildly Agree	Neutral	Disagree Somewhat	Strongly Disagree
31 During my student teaching I participate in a range of professional responsibilities. (meetings, parent conferences, testing)					
32 During my student teaching I had the opportunity to work with several different teachers.					
33 The faculty at TWU supported me throughout the student teaching experience.					
34 The faculty at TWU made appropriate judgments about the quality of my work.					
35 The faculty at TWU assessed my progress according to the latest teacher performance assessment.					
36 The faculty at TWU enabled me to reflect upon my practice to improve instruction.					
37 My cooperating teacher was aware of the programs requirements, goals, and expectations.					
38 My cooperating teacher was an excellent teacher.					
39 The TWU faculty was available for conferences, meetings or when I needed advice.					

TECHNOLOGY SURVEY
Conducted: Fall/Spring 20__

Technology is a broad concept that can mean a lot of different things. For the purpose of this survey, technology refers to digital technology(-ies) that may be used in an educational setting, such as computers, laptops, iPads, interactive whiteboards, apps, software programs, etc. Please answer all of the questions; if you are uncertain or neutral, please respond with "Neither Agree nor Disagree."

		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1.	I know how to solve my own technical problems.					
2.	I can learn technology easily.					
3.	I keep up with important new technologies.					
4.	I frequently play around with technology.					
5.	I know about a lot of different technologies.					
6.	I have the technical skills I need to use technology.					
7.	I know how to assess student performance in a classroom.					
8.	I can adapt my teaching based upon what my students currently understand or do not understand					
9.	I can adapt my teaching style to different learners.					
10.	I can assess student learning in multiple ways.					
11.	I can use a wide range of teaching approaches in a classroom setting.					
12.	I know how to organize and maintain classroom management.					
13.	I can select effective teaching approaches to guide students' thinking and learning in my content area(s).					
14.	I know about technologies that I can use for understanding and doing my content area(s).					
15.	I can choose technologies that enhance the teaching approaches for a lesson.					
16.	I can choose technologies that enhance my students' learning for a lesson.					
17.	I am thinking critically about how to use technology in a classroom.					
18.	I can adapt the use of the technologies that I am learning about to different teaching activities.					
19.	I can select technologies to use in my classroom that enhance what I teach, how I teach, and what students learn.					

		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
20.	I can use strategies that combine content, technologies, and teaching approaches that I learned about in my coursework in my classroom.					
21.	I can choose technologies that enhance the content for a lesson.					
22.	I can teach lessons that appropriately combine my content area(s), technologies, and teaching approaches.					
23.	I can design learning opportunities that apply technologically enhanced teaching approaches to support the diverse needs of learners.					
24.	I can identify and locate technology resources and evaluate them for accuracy and suitability.					
25.	I can plan for the management of technology resources within the context of learning activities.					
26.	I can plan strategies to manage student learning in a technology-enhanced environment.					
27.	I can use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice.					
28.	I can use technology to increase my classroom productivity.					
29.	I can use technology to communicate and collaborate with peers, parents, and the larger community in order to foster learning.					
30.	I can apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.					
31.	I can facilitate equitable access to technology resources for all students/stakeholders.					
			25% or less	26%-50%	51-75%	76%-100%
32.	In general, approximately what percentage of your teacher education professors have provided an effective model of combining content, technologies, and teaching approaches in their teaching?					
33.	In general, approximately what percentage of your public school cooperating teachers have provided an effective model of combining content, technologies, and teaching approaches in their teaching?					

34. Describe a specific episode where a TWC professor effectively demonstrated or modeled combining content, technologies, and teaching approaches in a classroom lesson. Please include in your description what content was being taught, what technology was used, and what teaching approach(es) were implemented. If you have not observed this yet, please respond "Not Observed."

35. Describe a specific episode where a cooperating public school teacher effectively demonstrated or modeled combining content, technologies, and teaching approaches in a classroom lesson. Please include in your description what content was being taught, what technology was used, and what teaching approach(es) were implemented. If you have not observed a teacher modeling this, please respond "Not Observed."

36. Describe a specific episode where you effectively demonstrated or modeled combining content, technologies, and teaching approaches in a classroom lesson. Please include in your description what content was being taught, what technology was used, and what teaching approach(es) were implemented. If you have not had the opportunity to teach a lesson, please indicate that you have not.

Appendix E
School District Leadership Forms

School District Leadership Survey



Tennessee Wesleyan

UNIVERSITY

TEACHER EDUCATION PROGRAM

School District Leadership Survey

1. Please enter the name of your school district: _____

2. Please select your specified area: Elementary ___ PreK-8 ___ Middle School/Jr. High ___
High School ___ District-Level _____
Other (please specify) _____

3. Please select your current role: Building level admin _____ District level admin _____
Director of Schools ___ Other (please specify) _____

4. Please select the number of TN Wesleyan University graduates employed:
0-10 ___ 11-20 ___ > 20 ___

5. Please select the three dispositions that you would like TWU to focus on with recent graduates from TWU's education program.
 - Provides equitable learning opportunities for all students
 - Uses sound judgment and thoughtful decision making when dealing with students
 - Maintains confidentiality in the classroom
 - Participates in required meetings or professional development activities
 - Accepts responsibility for what transpires in his/her classroom
 - Demonstrates a strong work ethic
 - Demonstrates strong interpersonal skills
 - Collaborates with families, colleagues, and other professionals to improve student learning
 - Effectively plans units and lessons for student growth and learning
 - Seeks growth through continual reflection and positive feedback from mentors
 - Seeks out and develops the most appropriate methods to meet the needs of diverse learners in the classroom
 - Understands working with a variety of resources
 - Connects with stakeholders and community members
 - Promotes student achievement at all levels (advocates for all learners)
 - Models positive professional behaviors (demeanor, punctuality, dress and attendance)

6. Please select the ability level for recent graduates (within the last 3 years) from TN Wesleyan University's education preparation program:

	Significantly Below Expectation	Below Expectation	At Expectation	Above Expectation	Significantly Above Expectation
Planning skills regarding learning development					
Planning skills regarding learning differences					
Planning skills regarding understanding of content knowledge					
Planning skills regarding planning for instruction					
Instructional skills regarding learning environments					
Instructional skills regarding instructional strategies					
Assessment skills regarding understanding and using collaboration					
Assessment skills regarding understanding and using assessment					
Collaboration skills regarding understanding and using collaboration					
Collaboration skills regarding leading collaboration					
Reflection skills regarding professional learning					
Reflection skills regarding ethical practice					
Integration of technology to assess student learning					
Integration of technology to improve the classroom experience					
Overall satisfaction with the education preparation program					

7. In comparison to other recent hires with similar levels of education and experience, please rate the preparation of graduates from Tennessee Wesleyan University's education preparation program:
- Much better
 - Better
 - About the same
 - Worse
 - Much worse
8. Please list any high needs licensure areas for your school and/or district.
9. Please list ideas for improving the partnerships between your school/district and Tennessee Wesleyan University's Education Department.

Thank you for your time and input! It is highly valued by our program!