



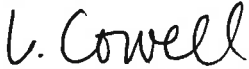
Department of
Education

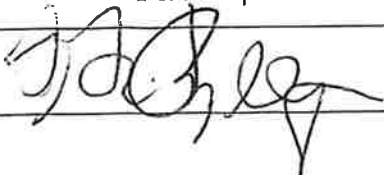
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Lipscomb University
Local Education Agency (LEA)	Sumner County Schools
Academic Year of Agreement	2022-2023

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Certification (signatures verify partnership)	
EPP Head Administrator: Leslie Cowell	Title: Dean, College of Education
Signature: 	Date: 9/27/22

LEA Head Administrator: Del Phillips	Title: Superintendent, Sumner County Schools
Signature: 	Date: 9/27/2022

**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.*

The Lipscomb University and Sumner County Schools (SCS or district) partnership will develop recruitment goals and supporting strategies through collaboration, projected leadership vacancies, and the use of shared data. At a minimum, the goals of this partnership are 1) to generate a high-quality pool of leadership candidates for the district; 2) to increase the competency of aspiring leaders through authentic learning experiences; and 3) to strategically target leadership candidates for the district's projected vacancies. "Leadership vacancies" is defined by the district and includes any position in which an individual will be leading teams of educators or schools including, but not limited to, lead teachers, lead educators, and assistant principals. Members of the partnership will work together in an iterative process to identify and select quality leadership candidates to support the pool of leadership talent for potential vacancies in the district.

Partnership members and other identified faculty and staff will meet annually to assess how well the partnership is meeting its recruitment goals and to determine the quality of the program and authentic experiences delivered to the candidates. The partnership will collaborate at least annually to project leadership vacancies to align recruitment goals with anticipated seats in the educational leadership cohort. Additionally, the partnership will meet annually to review the selection criteria for candidates to the educational leadership program.

Selection criteria will include vetting of the leadership candidates by both the district and EPP. District leadership will screen potential candidates for the program through an internal vetting process. Qualified candidates will participate in a selection process with the EPP that includes an application to graduate education, a timed case study writing sample, role play discussion, and an interview with EPP faculty and members of the district leadership team. Interviews and writing scores will be reviewed collaboratively with the district to match the most qualified candidates to seats in the cohort relative to the projected vacancies in the district.

**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.*

The EPP/SCS partnership will collaboratively create a process for identifying individuals to serve as clinical mentors for candidates throughout the duration of the program. Clinical mentor requirements include, but are not limited to, years of experience, tier-level leadership, performance related to improvement in achievement and/or culture, commitment to training, positive dispositions, communication skills, and a collaborative and reflective mindset willing to carry out the partnership-identified roles and responsibilities.

The partnership will create and implement a common process for selecting clinical mentors. The district will retain discretion with selecting clinical mentors from the district to support candidates in the program. The EPP will develop expectations and program-specific requirements for the mentorship component of the program. The EPP and district will collaboratively create a Memorandum of Understanding to clearly define the components, milestones, and expectations for the mentorship. Selected mentors from SCS will sign the MOU to formally enter into an agreement to support candidates during the program.

Preparation – The partnership will create and implement a common process for preparing clinical educators. Clinical educators will have at least three years of leadership experience and evidence of a success in the district in improving achievement and/or culture in the school. The roles and responsibilities of clinical mentors pertaining to coaching and feedback to program candidates will be outlined in the mentor MOU. SCS will select the clinical educators for pairing with graduate students. When possible, SCS will use the clinical experience as an opportunity to provide additional coaching and development to the clinical educator, as well. The clinical experience will include a cycle of refinement and evaluation, which will include three cycles of assessment at strategic points of the program including a self-assessment, growth goals, evidence of growth, and summative mentor evaluation. In addition, the candidates will provide summative feedback on the quality of the clinical experience.

**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.*

Depth: Clinical experiences delivered in during a course will be aligned to course objectives and may require candidates to observe leadership situations or engage in participatory activities. Observational clinical experiences will require candidates to reflect on the experience. Participatory experiences will provide opportunities for the candidates practice key leadership skills. Candidates will be coached by a school-based mentor on leadership topics aligned to the course content in three organizational-themed courses and participate in three Experiential Learning Days.

Coherence: The clinical experiences are sequenced in a way that begins with an understanding of interpersonal and intrapersonal skills essential for successful school leaders and moves into more complex strategies such as vision casting, instructional feedback, recruitment and talent management, and legal and political implications.

Breadth: The clinical experiences will cover a spectrum of leadership experiences including instructional leadership and curriculum development, fiscal management, human capital management, legal and political implications, and community relations.

Duration: Clinical experiences begin with the first course in the progression and continue throughout the program. Experiences are varied according to the type of experience required in the course (observational, shadowing, and participatory).

Diversity: Candidates will have regular opportunities to observe and practice in a variety of settings including different schools, district observational settings, instructional feedback situations, and shadowing days to observe the leadership in action across the school day. The Experiential Learning Days will expose candidates to successful schools in a variety of settings.



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.*

The EPP/SCS partnership will mutually agree upon experiential assessments that will be used to evaluate and inform candidate competency, according to the stated program leadership competencies, at three strategic points of the program. These key points are during the organizational courses where mentor interaction and support is focused. The results of these assessments will not be punitive in terms of course outcomes or GPA, but will inform candidates of their leadership skills to assist them in developing stronger and more focused growth goals during the mentor interactions.

The EPP/SCS partnership will collaboratively review and adjust key assignments for each course to ensure the assignment is aligned to standards, relevant, and addressing key trends and issues in school leadership. The key assignments, to the extent possible, will be project-based or grounded in an authentic experience to assist the candidates in making real-world connections to the learning.

The EPP/SCS partnership will mutually agree upon exit criteria to be recommended for licensure in Tennessee. Leadership candidates must meet the minimum score on the SLLA and have participated in a residency experience during the program. The EPP and district will collaborate to review and adjust the job-embedded internship opportunity to ensure that it addresses current issues and trends in school leadership as well as satisfies the requirements for residency in Tennessee for the ILL license.

The EPP/SCS partnership will collaboratively build courses for the program to ensure the most current topics and strategies are being addressed in the program, particularly as it pertains to literacy instruction and curriculum development.

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/SCS partnership will include participation in the Educational Leadership Advisory Council to ensure that the most current trends, topics, and issues are represented in the program and to ensure that the program remains relevant to future aspiring leaders. SCS representation will also include that of a curriculum designer to ensure that the topics addressed in the advisory council are vetted and ultimately included in the course objectives. Additionally, new courses or content may be created to meet the needs of the candidates in the program to support their leadership development and candidacy as an educational leader in the district.

SCS is revered as a leader in the arena of literacy instruction and high quality instructional materials (HQIM). The district has been at the front of the state-wide effort to procure and implement HQIM. This expertise will be an integral component of the collaborative process to build new courses or redesign existing courses to meet the demands of the instructional rigor required in literacy classrooms in Tennessee.

**Primary
Partnership
Outcomes**

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

The EPP/SCS partnership includes a commitment to both short- and long-term goals to address the needs of leadership pipeline development, curriculum development, and professional learning for current school leaders.

Short term goals will focus on maintaining the current leadership pipeline in the district to continue to recruit high-quality leadership candidates to fill anticipated vacancies in the district. SCS will continue to recruit and screen applicants for the program and will participate with the EPP in the interview and selection process for the program. Additionally, the EPP/SCS partnership will explore opportunities for qualified SCS personnel to teach in the leadership program to further enhance the applicability and relatability of the content. The EPP intends to lean on the expertise of the SCS district leadership to help design and implement curriculum for the program that focuses on current leadership trends and content, particularly in the areas of literacy instruction and high quality instructional materials.

Short term goals will also include a focus on emphasizing the importance of instructional leadership and leadership with talent management and development. The EPP/SCS partnership recognizes the importance of the leader as a developer of talent and capacity as reported by the Tennessee Educator Research Alliance and desires to continue to strengthen this aspect of the program.

The long term goal for the partnership includes a vision for the partnership to move towards greater influence in the region. The EPP/SCS partnership recognizes the common commitment to hiring and retaining teachers and leaders in the surrounding communities and districts and intends to explore a collaboration with other districts to expand the influence of the partnership. This may include selecting a site within the district to hold graduate classes on-location with candidates from SCS. Additionally, the on-location site may also include candidates from nearby districts with like-minded goals in regards to teacher and leader development. The EPP and SCS envisions a partnership where highly qualified instructors from the EPP and SCS co-teach or co-lead courses within the program.

Lastly, long term goals include a focus on professional learning for current school leaders to continue to build the skills of instructional and human capital leadership.

