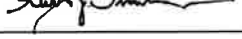
TN Department of Education

Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	White County
Local Education Agency (LEA)	Tennessee Tech University
Academic Year of Agreement	2026-27

EPP Contact/Designee	
Name: Dr. Amy Brown	**Title:** Director, Teacher Education
Email: abbrown@tntech.edu	**Phone Number:** 931-372-3170

LEA Contact/Designee	
Name: Kurt Dronebarger	**Title:** Director
Email: kurt.dronebarger@whitecoschools.net	**Phone Number:** 931-836-2229

Certification (signatures verify partnership)	
EPP Head Administrator: Kurt Dronebarger	**Title:** Director
Signature: 	**Date:** Sep 28, 2026

LEA Head Administrator: Dr. Matt Smith	**Title:** Associate Dean
Signature: 	**Date:** 9-28-2026

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.*

Recruitment goals and strategies:

-Conduct face to face communication with stakeholders
-Collaborate to create dual credit and enrollment opportunities – to assist with state requirement of EPSO (early post–secondary opportunities) units at the secondary level
-Collaborate on Education Fair – recruitment targeting 200+ candidates
-College of Education and Human Sciences (CEHS) Recruitment and Marketing Coordinator – recruits within P-12 school partnership districts
-EPP presenting to P-12 faculty and students - professional development for current P–12 teachers, host education-specific campus visits for P-12 students (i.e. TAP student groups)
-Collaborate with partnership districts to educate and recruit teachers currently hired on a permit leading to a licensure pathway
-Faculty presentations/visits to community colleges
-Fliers and posters disseminated at community colleges and P-12 schools targeting diverse populations
-Email messages/print materials delivered to P-12 schools
-Use of digital signage and social media
-EPP advisors meet with prospective students weekly and send handwritten notes to all prospective students after campus visits
-Teacher Education staff attend Upper Cumberland Director's Study Council monthly.

Evidence of recruitment in high-needs areas:

-EPP uses gender, race, geographic location, identifying feeders for diverse students, DOE demographic data via DOE site
-Doubled departmental visits in past 3 years
-Licensure exam preparation – materials/resources, individual and group tutoring, licensure exam scholarship fund

Instructional Leadership (INSL):

-Leadership faculty regularly recruit other aspiring administrators.
-Leadership faculty meets/visits with each candidate and school administrator to collaboratively discuss program expectations.

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.*

-EPP organizes candidate requests to send districts. Upon receiving placement requests, P-12 partners provide the EPP with mentor matches. Clinical mentors chosen to work with candidates shall demonstrate necessary teaching and interpersonal skills.
*For field experience/practicum candidates, clinical mentors:
• Have completed at least one evaluation cycle.
• Are certified in area(s) they are teaching.
*For student teachers/residents, clinical mentors:
• Are identified as highly effective.
• Demonstrate necessary teaching and interpersonal skills.
• Have at least 4 years full–time teaching experience.
• Are certified in area(s) they are teaching.
• Received positive evaluations.
• Demonstrated the potential to work collaboratively.
NOTE: Prior to clinical experience, clinical mentors attend virtual orientation addressing expected roles/responsibilities. Faculty, staff, and clinical supervisors attend face-to-face trainings/orientations addressing expected roles/responsibilities. Candidates attend 3 seminars addressing classroom management, poverty training, personality-based methodology, ethics, school safety, family/community collaboration, and professional growth plan. Additionally, candidates are expected/required to attend LEA professional development opportunities.
-Candidates complete online clinical mentor and site evaluations. Mentors are evaluated on a Likert scale (i.e. teaching strategies, assessing student learning, classroom/behavior management). The EPP compiles and analyzes site evaluation data each semester to share with mentors and districts.
-EPP collaborates with LEAs participating in the Registered Teacher Apprenticeship Program (RTAP) Grant to co-select, evaluate, and support teacher candidates.
INSL
-EPP faculty meet with each INSL candidate and P-12 school administrator to identify a highly effective mentor. This mentor will remain with the candidate throughout the entire program (if mentor does not relocate). The EPP requires the mentor to be the current principal or assistant principal. INSL faculty supervises candidates – no temporary/hourly clinical supervisors are hired.
-INSL faculty members visit candidates' P-12 schools a minimum of one (1) time each semester. The frequency of visits allows faculty to collaborate and retain clinical mentors.
-INSL faculty supervise candidates and provide feedback to clinical mentors (P-12 school administration) via the Mentor Assessment and the Completion of Clinical Activities Reported Experiences (CARE) document.

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.*

Design, Alignment, and Implementation of Clinical Experiences:

-50+ P-12 partners to secure placements for clinical experiences. Experiences consist of ethnically/racially and economically diverse students, students with disabilities, and English language learners.

-Clinical experiences align with InTASC and State standards. Clinical experiences provide training and practice directly aligned to categories such as learner and learning, content knowledge and application, instructional practice, and/or professional responsibility. Candidates are evaluated using the following assessments: 1) licensure content exams; 2) TEAM Rubric/Aspiring Teacher Rubric (ATR); 3) disposition assessments; and 4) summative evaluations.

-Residency/Student teaching candidates completing an endorsement in an area spanning multiple grades (e.g., 6-12 or K-12), the clinical experiences (field experiences, residency, student teaching) placement experiences across different grade spans.

-Candidates pursuing initial licensure at the undergraduate level complete a one–semester clinical experience, residency.

-Candidates pursuing initial license at the graduate level (post-bacc) complete one–semester clinical experience, student teaching.

-Job-embedded candidates - P-12 partners and prospective candidates contact EPP to fill positions via job-embedded contracts. Proof of content knowledge, intent to hire letter from the P-12 partners, etc. are required.

Expectations are communicated to candidates via course syllabi, course descriptions, general information seminars, information packets, and Teacher Education newsletters.

-Field/Practica experiences - EPP faculty place candidates in early field experiences, identified as practicum placements. Candidates are evaluated by both EPP faculty and P-12 mentors based on the ATR rubric. Field experience hours range from 10-70 hours (varies by course).

Residency/Student Teaching experience - 1 mid-term observation,1 summative evaluation by mentor teacher, 1 collaborative conference, 4 formal evaluations by and clinical supervisor. Residency one-semester (15-17 weeks, 5 days per week).

-Job-embedded experience - Candidates complete a graduate degree while teaching in P-12 partner schools. Through coursework, candidates share P-12 evaluations with EPP faculty who then provide feedback/guidance. Candidates are observed/evaluated by EPP supervisors and closely monitored via advisor/mentor through experience. Job-embedded experience is a minimum of 100 days as the teacher of record. **Design and Implementation of INSL:**Candidates complete 45 field experience hours per semester (MA degree=33 hours,6 semesters; EdS degree=30 hours,5 semesters). TILS and literacy standards must be addressed.

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.*

Collaboration with P–12 partners to link program design and decision-making for continuous improvement:

-Literacy block (3 courses, 11 hours): candidates learn literacy theory/pedagogy and apply learning in the co–requisite early field experience/practicum course.

-Content level courses: candidates learn specific strategies, skills, and assessment methods aligned to content area.

-EPP partnered with P-12 schools to create the VISION Lab where candidates use cutting-edge immersive virtual reality to plan, deliver, and assess instruction.

-P-12 partners shared candidates/completers needed more knowledge and experience with the interpretation of assessment data. This led to the EPP creating an Educational Data and Assessment course (4725). The course prepares teacher candidates to interpret data and apply effective assessment and evaluation in the Pre K-12 classroom.

-Field Experience/Practicum (FOED 3810): EPP faculty collaborate with P-12 partners to select appropriate early field experiences where candidates apply theory to practice.

-Professional Seminar I (4875) course requires candidates to provide evidence of discipline specific methods of communicating content through planning, instructing, and assessing.

-Residency (4900) allows additional opportunities for mentor collaboration to link theory and practice. Candidates learn and collaborate with mentors (i.e. classroom management, poverty training, personality-based methodology, ethics, school safety, family/community collaboration, and profession growth plan).

-Regular meetings with PPI partners for collaboration.

-Regional meeting with CTE directors.

INSL

Candidates develop a plan to address the P-12 partner's goals based on student assessments and evaluation instruments.

Evaluation actions and decision-making for continuous improvement:

-EPP hires adjuncts from P-12 partners to teach education courses.

-P-12 level observation data provided to the EPP; EPP evaluates and adjusts curriculum as needed based on completers' observation scores from the rubric indicators.

-EPP request data from clinical educators, clinical supervisors, and teacher candidates via surveys, evaluations, etc. to adjust/revise program design as needed.

-EPP evaluation data (i.e. TEAM/ATR, licensure exam) provided to the LEA; LEA evaluates and and communicates thoughts on curriculum revisions/changes as needed.

-Informal communication is obtained on a continuous basis between the EPP (Office of Teacher Education) and LEAs. **INSL** -Candidates are required to develop a plan to address the P-12 partner's goals based on student assessments and evaluation instruments.

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.*

-EPP (Teacher Education staff) attends Upper Cumberland Directors' meetings on monthly basis.
-EPP faculty members currently serving on various district committees (i.e. Strategic Planning, etc.)
-Continuous communication between clinical educator and P-12 personnel to align pedagogy and academic content, as well as clearly present expectations for all members.
-Primary Partnership meetings: LEA shares resources and access to curricula being used by the clinical educators. Teacher candidates are actively engaged in the curricula during the clinical experience (i.e. CKLA, Amplify, etc.)
-EPP hires adjuncts from P-12 partners to teach education courses. This allows teacher candidates to have access, understanding, and implementation of high-quality instructional materials during EPP coursework.
-Current collaboration with Dean's for Impact (DFI) to bolster LEA/PPI partnerships.
-Current collaborator with Tennessee Collaboration for Effective Educator Development, Accountability, and Reform (TN-CEEDAR) to increase capacity to implement plans that sustain and scale up reform effort.
-LEAs visiting EPP classrooms to communicate district expectations.

INSL
-Leadership faculty meets/visits with each candidate and school administrator to collaboratively discuss
program expectations.
-INSL faculty members visit candidates' P-12 schools a minimum of one (1) time each semester. The frequency of visits allows faculty to collaborate and retain clinical mentors.
-INSL faculty supervise candidates and provide feedback to clinical mentors (P-12 school administration) via the Mentor Assessment and the CARE document.
-Before exiting the INSL program, INSL faculty meet with candidates and school administrators to evaluate the progress of the candidate via a portfolio system. The faculty assess the portfolio using a rubric, and together the candidate, school administrator, and faculty member will explore possible leadership outcomes.

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.

EPP Conceptual Framework: College of Education and Human Sciences prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.
EPP Vision: Be an empowering force in education.
+EPP and LEA Short-Term and Long-Term Goals:
+EPP will provide clinically rich, evidence-based experiences for teacher candidates, including multiple, meaningful, and extended field experiences that equip candidates with strong skills in instruction, assessment, classroom management, and in meeting the academic and social needs of all students.
+EPP and LEA will focus efforts to recruit and retain new teachers in high demand endorsement areas through shared responsibility with our partner districts.
+EPP will work with LEAs to foster effective, mutually beneficial partnerships to support improved teacher effectiveness and to ensure novice educators enter Tennessee classrooms well prepared to meet the diverse needs of all students.

-EPP and LEAs share Values and Beliefs:
+Learner and Learning - Teacher candidates understand the importance of the impact of human growth and development on learners, and they foster relationships with P-12 students to motivate, engage, and maximize learning. Candidates recognize that learners bring unique experiences and personal attributes to the classroom and build upon those individual perspectives to set goals and expectations for each student. Candidates also work to nurture individual and collaborative learning within a dynamic, interactive environment that encourages self-motivation.
+Content - Using digital media and information technology, candidates make content accessible to learners, which helps to ensure mastery. Candidates make knowledge relevant to P-12 learners via cross-disciplinary skills, and they relate content knowledge to issues of local and global concern.
+Instructional Practice - Candidates understand and use multiple methods of assessment to monitor and guide P-12 learner progress and instructional strategies. Candidates develop strategies to help learners set and achieve rigorous goals, drawing upon a combination of contexts including candidate knowledge, learner experiences, and community settings. Candidates' approach instructional strategies with a variety of innovative and impactful practices to foster deep understanding and apply knowledge in relevant ways.
+Professional Responsibility - Candidates use feedback and reflection to examine practices and adaptations as necessary. Candidates seek opportunities to collaborate with LEA stakeholders such as community members, school professionals, colleagues, etc. to foster learner mastery. Candidates participate in ongoing professional learning as well as opportunities to advance the profession.