



**Educator Preparation Provider/  
Local Education Agency  
State-Recognized Partnership Agreement**

<b>Educator Preparation Provider (EPP)</b>	Aquinas College
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<b>Local Education Agency (LEA)</b>	Diocese of Memphis Catholic Schools
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<b>Term of Agreement</b>	2021-2022
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<b>Title:</b>	<b>Title:</b>
<b>Name:</b>	<b>Name:</b>
<b>Title:</b>	<b>Title:</b>

<b>Signatures (to verify partnership)</b>	
<b>EPP:</b>	<b>LEA:</b>
<b>Name:</b> Sr. Mary Grace Watson, OP	<b>Name:</b> Pierre N. Antoine
<b>Title:</b> Dean	<b>Title:</b> Superintendent
<b>Signature:</b> <i>Sr. Mary Grace Watson, OP</i>	<b>Signature:</b> <i>Pierre N. Antoine</i>
<b>Date:</b> 9/20/2021	<b>Date:</b> 9/22/2021

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## **Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement**

**Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals. (500 words)**

Aquinas College 2019 Strategic Plan states that Aquinas works with the broader community for mutually beneficial outcomes. The mission of Aquinas College aims to provide educators for Tennessee and beyond, in particular, within Catholic schools. Candidates interested in joining this mission are welcomed to enroll. Recruitment strategies remain a focus for the further development of a thriving EPP at Aquinas.

The Strategic Plan at Aquinas includes the following objectives related to recruitment goals for the next five years:

- Objective 1.3 Identify means to provide a Catholic school leadership program through graduate-level program and certificate offerings.
- Objective 1.4 Identify ways to diversify course delivery to increase accessibility of graduate programs to a wider audience.
- Objective 1.5 Implement a comprehensive admissions plan for all programs and majors.
- Objective 1.6 Provide targeted ongoing professional formation for education program graduates during their first three years in the classroom.
- Objective 4.2 Develop and implement a comprehensive communications and marketing strategy to convey to internal and external constituents the mission, identity, programs, and services of Aquinas College.

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**Prompt 2: 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. (500 words)**

College Supervisors (CS) are selected from full-time faculty members of the Aquinas College School of Education. The Dean of the School of Education regularly meets with the College Supervisors to ensure they know their role, rules and responsibilities for the clinical experience.

College Supervisors are responsible for preparing cooperating teachers with:

- Appropriate information about the program and its requirements.
- Timely response to professional problems, including inadequate performance and inappropriate behavior by the teacher candidate (TC).
- Professional courtesy in working together.
- Recognition of success.

The Cooperating Teacher (CT) and the CS will independently evaluate the TC throughout the clinical experience. The TC, CS and CT will each complete a summative evaluation. In order to retain high quality CSs, participation in professional development is required. CSs are continually reflecting and working to improve their own practice, as they serve as models for the CTs.

CTs/Clinical Mentors are selected according to the following criteria, as outlined in the SBE 5.504 requirements:

- At least 3 years of professional teaching experience in their area of licensure
  - Regular teacher licensure in the appropriate content area/grades
  - Evaluation as a highly competent teacher through local assessment and/or state evaluation procedures
  - Willingness to assume the roles expected of a mentor
  - Ability to work as a team member and facilitate learning experiences including pedagogical instruction
- The principal selects and approves of the CT.

In preparation for the clinical experience CTs are responsible for familiarizing themselves with the background information on the TC, preparing students for the arrival of "another teacher" and communicating with the teacher candidate prior to his or her arrival, sharing instructional materials. The CT and the CS will independently evaluate the TC throughout the clinical placement. Each should review their evaluation with the TC in a reflective conference. The TC, CS and CT will each complete a summative evaluation. At the end of each placement, the CS completes an evaluation of the CT. The TC also completes an evaluation of the CT. If a CT does not meet the School of Education benchmark of 4.0 or higher on the CT Evaluation, that CT may not be assigned as a mentor in the future without discussion and exception granted.

CTs will be supported by meeting with the CS and the TC prior to the clinical experience to review expectations. Throughout the placement, the CT works with the CS to provide specific suggestions for improvement. The CT provides support by allowing the TC the opportunity to learn through observation of teaching, assistance in learning to plan for instruction, provision of suggestions for improvement, and a gradual induction into primary teaching responsibilities.

Strategies:

- \*The Dean will collaborate with Diocesan principals in the selection of high-quality clinical educators.
- \*Aquinas will conduct mentor training/orientation at the beginning of the clinical experience and a celebratory dinner at the conclusion of the placement.
- \*Observation forms are sent to the Dean, the TC, and the CS/CT, which allows the Dean to continually evaluate the effectiveness of feedback provided by the CS and the CT.