

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

<b>Educator Preparation Provider (EPP)</b>	East Tennessee State University
<b>Local Education Agency (LEA)</b>	Blount County Schools
<b>Academic Year of Agreement</b>	2023-2024

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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cynthia Chambers	<b>Title:</b> Associate Dean of Educator Preparation
<b>Signature:</b> <i>Cynthia Chambers</i>	<b>Date:</b> 9-20-23

<b>LEA Head Administrator:</b> <i>David Murrell</i>	<b>Title:</b> <i>Director of Schools</i>
<b>Signature:</b> <i>DMurrell</i>	<b>Date:</b> <i>9/20/23</i>

**Prompt**  
**1**

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.*

ETSU's Office of Educator Preparation (OEP) collaborate via zoom or in person with all state-recognized partners during the months of May and June to examine procedures that are in place to select, prepare, evaluate, support, and retain high-quality clinical educators, and identify ways for continuous improvement. Throughout the year, ETSU and LEAs will also contact one another via phone and/or email if situations occur that warrant collaboration to ensure the relationship with clinical educators positively impact candidates' development and pre-k-12 students. The OEP continues to communicate via email and phone with partnering LEAs that currently do not have students placed in their district.

In order to improve on the co-selection process of clinical educators, ETSU created an online mentor teacher interest survey for LEAs and the OEP to use when selecting clinical mentors. LEAs felt this survey created a win-win situation because it not only provided the district with a list of teachers who were interested in mentoring candidates, it also gave teachers a voice in the process and expanded the pool of candidates that have typically been used in the past. Furthermore, the OEP provides candidates with a self-assessment survey to gather information about their work style with others along with additional information that would be useful for their placement, and collaborates with program of study instructors to gather more information about candidates' strengths and areas where added support is needed. This candidate information is shared with LEAs during the partnership meeting to strengthen the co-selection process. LEAs have also agreed to share the EPP/LEA created university supervisor online application to retiring teachers they would recommend to work with pre-service candidates.

The OEP also requests input from LEAs to strengthen practices that are used to prepare and support high-quality clinical educators. While the OEP provides beginning of the year training for school-based and university clinical educators that contains information about co-teaching, coaching cycles, edTPA and other topics, some of our LEA partners thought it would be beneficial to offer a full day of professional development with leadership topics related to making connections, collaboration, edTPA requirements, and coaching. The OEP is planning on implementing two days of professional development sessions between May-August of 2024. The content each day will be differentiated to accommodate novice and experienced clinical educators. University instructors and LEA curriculum coordinators and/or district coaches will work together to facilitate the PD sessions. In addition, EPP began using a new platform, Student Learning and Licensure by Watermark for triangulating candidate progress and observational data, so several additional virtual support sessions were implemented during the month of September to train and support school based clinical educators on this new platform. University supervisors also receive virtual and in-person training sessions to support the use of the new platform. These sessions were in addition to the regular monthly supervisor meetings that are provided by the OEP.

The OEP has shared the mentor teacher and university supervisor surveys that are distributed at the end of each school year. LEAs are given the opportunity to provide feedback surrounding the survey questions and EPP is transparent with the data that collected from the survey responses. EPPs requested input from LEAs regarding the best way to get input from principals regarding the preparedness of teachers that are hired in their school using the Principal/Employer Survey. LEA recommended agreed that focus group would be better than surveys to get valuable feedback. EPP will schedule a focus group meeting that includes diverse principals from partnering districts to gather feedback on recent graduates during their 1st and 3rd years of teaching.



**Prompt  
2**

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.*

ETSU Office of Educator Preparation (OEP) and LEAs collaborate during partnership meetings and throughout the academic year to share ideas and needs surrounding the design and implementation of clinical experiences that allow candidates to improve their teaching effectiveness and positively impact Pre-K12 students.

During the 2022-2023 academic year, ETSU implemented CUI K-5/ESL dual licensure program. The faculty from the CUI program met with several ESL coordinators from partnering districts to create a list of beneficial clinical experiences that candidates would need to complete to prepare them as an ESL teacher. The OEP and CUI faculty scheduled a follow up meeting in September 2023 so ESL mentors could provide feedback about clinical experiences from the previous year as well as revise and edit the clinical experiences for the upcoming year. ETSU will continue to collaborate with ESL mentor teachers for continuous improvement for the required clinical experiences. CUI program is also piloting a model that allows residency candidates placed in a departmentalized setting, to travel with their students to complete their clinical practices with an ELA/Social Studies and Math/Science mentor teacher. This pilot was implemented due to the feedback received from principals during candidates' mock interviews. Principals noticed that candidates were not always confident in sharing strategies from all settings if the majority of their time was spent in one or two content areas.

The OEP is also working with partnering districts to ensure candidates receive clinical experiences with sufficient depth, breadth, diversity, and coherence. After collaborating about diverse experiences, LEAs agreed that EPPs should make every effort to expose candidates to clinical experiences in rural, urban, and suburban settings. The OEP is working to track clinical experiences throughout a candidate's program of study in order to provide candidates with a wide range of diverse experiences in a variety of settings. When placement requests are made to LEAs, the OEP also shares a detailed description of how the clinical experiences connect to coursework and inform mentor about assignments candidates are required to complete during the clinical experience. Strategically placing candidates in diverse settings and providing districts with course information and class assignments will allow candidates to be placed with a mentor who can model and support the evidence-based practices being taught in the classroom and increase the depth, breadth, diversity, and coherence throughout the clinical experiences.

ETSU's EPP has also responded to feedback from candidates and mentor teachers surrounding High Quality Instruction Materials (HQIM) connected to lesson planning and edTPA completion. In order to better connect classroom preparation with clinical experiences, ETSU's EPP is collaborating with various LEAs to share teacher preparation practices with HQIM and how this can be supportive when completing the edTPA. LEA curriculum coordinators and/or instructional coaches will share curriculum preparation strategies with EPP instructors and university supervisors to better support candidates during their clinical experiences.