

EPP/LEA Partnerships

Partnerships between Educator Preparation Programs (EPP) and Local Education Agencies (LEA) ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all pre-K–12 students’ learning and development.

Throughout the year, EPP and LEAs have multiple meetings to collaborate to strengthen educator development.

<p>Select, prepare, evaluate, support and retain high quality clinical educators</p>	<ul style="list-style-type: none"> • EPP provides differentiated training to mentor teachers (novice & veteran) • Evaluative information from the LEA and EPP is shared about mentors and supervisors. <ul style="list-style-type: none"> • Advisory group was created to examine candidates’ strengths • Guidelines were developed for selecting mentor teachers • Advisory group can determine placements. This is the most mutually beneficial option for EPP/LEAs. • EPP works with LEAs to provide additional coaching and edTPA training with teachers and coaches. • EPP/LEA partnership meeting was set up to design screening process and questions for supervisor interviews.
<p>Recruitment and Selection</p>	<ul style="list-style-type: none"> • Community conversations collaborative was held with LEAs and local business partners • Dual Enrollment classes are offered between LEA/EPP • Diversity Committee development to meet LEA needs • EPP strives to meet LEA Needs <ul style="list-style-type: none"> • Interim/job embedded positions
<p>Data: Key assessments, transition points, exit requirements Surveys</p>	<ul style="list-style-type: none"> • Progression Points: During a collaborative meeting with LEA primary partner, plans to measure the success of the advanced programs were discuss and developed. What do the progression points (beginning, middle, end) need to look like at the beginning, middle and end of the programs? • Surveys: Collaboration to discuss information that is meaningful to LEAs as students are moving out of departments and preparing to graduate. <ul style="list-style-type: none"> • Core knowledge curriculum and pedagogy • Mock interviews with pre-service teachers • Praxis scores
<p>Design of Clinical Experiences</p>	<ul style="list-style-type: none"> • Collaboration with partnering LEAs around alternative Field Experiences during Covid19. Discussion focused on LEA created videos that could be used in the EPP classroom. <ul style="list-style-type: none"> • Elements of a literacy block • Virtual Assessments • Literacy Proposal Review <ul style="list-style-type: none"> • Review process from the state outlined • Assignments detailed by the ETSU faculty were aligned with literacy school district.
<p>Innovative Practices</p>	<ul style="list-style-type: none"> • Candidate to Substitute

	<ul style="list-style-type: none">• Pre-service teachers to attend LEA substitute training session• Kingsport/Clemmer Academy for Teachers (KAT/CAT)<ul style="list-style-type: none">• Continue to focus on the enhanced, immersed experience for residency candidates.• Expand at the elementary level and add Special Education• RITE Initiative (Rural Initiative for Talented Educators)<ul style="list-style-type: none">• Focuses on an enhanced, immersed experience for residency candidates.
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