

## 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>	Alcoa City Schools
<b>Academic Year of Agreement</b>	2025-2026

EPP Contact/Designee	
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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cindy Chambers	<b>Title:</b> Associate Dean of Academics and Education
<b>Signature:</b> <i>Dr. Cindy Chambers</i>	<b>Date:</b> 9/30/25

<b>LEA Head Administrator:</b> Jake Jones	<b>Title:</b> Director of Schools
<b>Signature:</b> <i>Jake Jones</i>	<b>Date:</b> 10-2-2025



**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.*

For the 25-26 academic year, ETSU's Office of Educator Preparation (OEP) collaborated with all state-recognized partners via zoom or in-person during the months of May and June to review procedures for selecting, preparing, evaluating, supporting, and retaining high quality clinical educators, and identify ways for continuous improvement. In addition to these meetings, ETSU and partnering LEAs also communicate via phone and zoom as needed to ensure the relationship with clinical educators positively impact candidates' and pre-k-12 students' development. The OEP also continues to communicate via email and phone with partnering LEAs that currently do not have students placed in their district.

To improve the co-selection process of clinical educators, ETSU's EPP continues to implement the mentor teacher/residency candidate match system that involves a mentor teacher interest survey and a residency candidate video clip. The OEP requires candidates to complete a 2-minute video clip of themselves answering predetermined questions related to goals, work style, etc., and provides each LEA with a personalized mentor online interest survey to use when selecting clinical mentors to help districts create a list of teachers interested in mentoring students. LEAs continue to provide overwhelming positive feedback from LEAs regarding the videos and the match system and how it positively impacts the co-selection process. Furthermore, the OEP asks instructors to complete a readiness survey with the students they have taught during the junior year and then collaborates with these same instructors to gather additional information about candidates' who seemed to have issues in the classroom and areas where additional support is needed. The OEP also shares this candidate information is shared with LEAs during the partnership meeting to strengthen the co-selection process. To improve the co-selection process of university supervisors, LEAs continue to share the EPP/LEA created university supervisor online application to retiring teachers they would recommend working with pre-service candidates. ETSU conducts interviews and contacts LEAs regarding supervisor references.

To prepare and support high-quality clinical educators the OEP provides a full day of training for university supervisors. This training is organized by the newly hired Coordinator of Clinical Practice Supervisors, and the content of the meeting includes information about the coaching cycle, TEAM training, Co-teaching, and the state-approved Observation Model Process. The OEP provides a similar training to mentor teachers during two virtual after-school sessions. Principals are also invited to attend the virtual mentor teacher training. For mentors who are unable to attend either virtual session, a PowerPoint and recording is emailed and one-on-one sessions are provided as needed. Additional university supervisor monthly meetings are scheduled to review candidate performance data and trends connected to observations and professionalism. In addition to this training, ETSU's OEP created a Mentor and Candidate Discussion Summary Document to positively impact candidate's development and pre-k 12 students. This document must be completed by the candidate and mentor once a month during the Residency I and II semesters. This document promotes collaboration between the student teacher and mentor teacher by identifying an area of reinforcement and an area of refinement connected to the domains and indicators from the TEAM rubric. This summary also tracks the type of co-teaching the candidate and mentor complete each month and identifies the student's role in planning, instruction, and evaluation. In order evaluate high-quality clinical educations, ETSU's OEP distributes surveys to residency candidates, mentor teachers, and university supervisors at the end of each academic year to provide feedback related to the students' preparation and residency placement. ETSU's OEP continues to share the mentor teacher and university supervisor survey data with LEAs.





**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 has developed a robust year-long residency program to provide residency candidates adequate time to complete to engage in experiences during the beginning, middle and end of the academic year. Pre-residency occurs in July and August for candidates to experience teacher requirements at the start of the school year. ETSU residency candidates are required to attend 1 to 2 days of district and/or school administrative or in-service days, minimum of 1 day classroom setup with their mentor teacher, the first full day of school for students, district substitute training, and Resilient Teachers Trauma-Informed Care Training. Next, candidates complete the Residency I semester, a 15-week field experience requiring candidates to continue working with their mentor teacher during the fall semester for at least 135 hours. University supervisor will follow the approved Observation Evaluation Model and complete one complete TEAM observation (including pre- and post-conferences) during the fall semester and the mentor teacher will complete an informal observation once a month and follow up with a Mentor and Candidate Reflective Discussion Summary and Professional Disposition Checklist each month during this semester. Candidates are also required to complete a reflection on each informal mentor teacher observation and meet with their university supervisor review the identified area of strength and refinement. will complete three times during the semester and complete a reflective discussion summary and professional dispositions checklist each month with their mentor teacher. Finally, during Residency II clinical practice semester, candidates complete at least 15 weeks of full-time student teaching where they will experience two placements across their licensed grade span. University Supervisors will complete four complete TEAM observations during their clinical practice semester (including pre- and post-conferences). Mentor Teachers will also complete a Reflective Discussion Summaries and Professional Disposition Checklist each month during this semester. ETSU supports several dual licensure programs such as K-5/ESL Elementary Education and K-12 Comprehensive/Intervention Special Education. The Elementary Education program will continue to implement a model what was piloted last year. This model requires K-5 candidates to complete one placement in a self-contained setting and a second placement in a departmentalized setting where they travel with a group of students to complete their clinical practices in all academic settings (ELA, Math, Social Studies, and Science). ESL clinical practices will be embedded within these placements.

The OEP continues to collaborate with LEAs to ensure candidates are placed in clinical experiences that include diverse placements across rural, suburban and urban settings. The OEP shares a detailed description of how the clinical experiences connect to coursework and inform mentors about assignments that will allow candidates to be placed with mentor who can model and support the evidence-based practices being taught in the classroom. Candidates' clinical experiences also are tracked throughout their time at ETSU to ensure this is happening.

To provide more opportunities to practice, reflect and evaluate on both residency and job-embedded candidates' progress, ETSU has purchased a GoReact subscription. Candidates will have the opportunity to record lessons for their university supervisor that focus on an area of refinement to get specific feedback. Utilizing this type of technology allows candidates to not only get specific time-stamped feedback more frequently, but also allows them to watch themselves teaching lessons.

Finally, ETSU's EPP continues to respond to feedback from candidates and mentor teachers regarding preparedness in using High-Quality Instructional Materials (HQIM) during clinical practice. ETSU has connected with the First CORE office and secured a list of HQIM that are used within the First District and has secured these materials for instructors to use. LEA curriculum coordinators and/or instructional coaches will continue to share curriculum preparation strategies with EPP instructors and university supervisors to better support candidates during their clinical practice.