




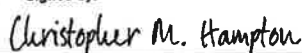
## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	East Tennessee State University
Local Education Agency (LEA)	Kingsport City Schools
Academic Year of Agreement	2025-2026

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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cindy Chambers	<b>Title:</b> Associate Dean of Academics and Educator Preparation
<b>Signature:</b> 	<b>Date:</b> 10/13/25

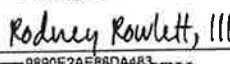
<b>LEA Head Administrator:</b> Dr. Chris Hampton	<b>Title:</b> Superintendent of Schools
<b>Signature:</b>  <small>Signed by: Christopher M. Hampton 5CDBEFA34E2F42E</small>	<b>Date:</b> 10/1/2025

Office of Educator Licensure and Preparation

ATTEST:

  
ANGIE MARSHALL  
CITY RECORDER

APPROVED AS TO FORM: 1 | January 2022

  
RODNEY ROWLETT, III  
CITY ATTORNEY

**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.*

To support recruitment of high-quality candidates, ETSUs EPP and Kingsport City School District (KCS) collaborate throughout the academic year through partnership meetings, placement meetings and additional meetings as needed.

In March of 2025, ETSU and KCS met in person to discuss potential needs for the upcoming 2025-2026 academic year and how we could collaborate to fill these vacancies. During the collaborative session, ETSU and KCS discussed several ideas for recruiting high-quality candidates. The following ideas and goals were suggested.

1.) Recruiting within the KCS community for math and science positions and ETSU would support these job-embedded candidates in obtaining a teaching license and completing their coursework. ETSU has also been working on recruiting candidates from the Arts and Science department at ETSU. ETSU now offers a biology degree with a biology/chemistry teacher education concentration to better meet the needs of LEAs. The math department also adopted the teacher education concentration into the mathematics major. ETSU also works with the NOYCE grant to provide scholarships for candidates to receive a teaching license in STEM related fields through the Master of Arts in Teaching program. In addition to math and science, ETSU's EPP continues to support KCS to fill K-12 music and art vacant positions with job-embedded teachers. ETSU's Educator Preparation Coordinator also works directly with KCS CTE Director to identify and support Occupational Licensure Candidates.

2.) ETSU's EPP continues to recruit IAs from ETSU students who are in an educator preparation program. ETSU's Educator Preparation Coordinator works with the KCS Office of Human Resources to obtain a list of Instructional Assistant vacancies and connects the interested students to these open positions. The Office of Educator Preparation will work collaboratively with KCS principals and mentor teachers to ensure teacher candidates can complete their program of study while remaining employed as an Instructional Assistant. The goal would be for KCS to hire these former Instructional Assistants when they become licensed teachers.

3.) ETSU is an approved Grow Your Own (GYO) EPP for the 25-26 academic year and is accepting GYO apprentices in Elementary Education and Special Education undergraduate programs in order to help fill high needs areas. ETSU currently has four undergraduate special education GYO apprentices enrolled for the 25-26. ETSU's funding model proposes that KCS will pay for required textbooks and first attempts at licensure exams, ETSU will cover the cost of tuition and fees.

4.) KCS continues to support the KAT (Kingsport Academy for Teachers) internship to recruit high-quality candidates. All KAT interns receive a guaranteed interview for available teaching positions in KCS, and according to KCS data, most interns have been hired as teachers at the end of their internship year.

5.) KCS acknowledges the importance of continuing to recruit through career fairs and felt ETSU's career fair had proven to be a successful recruiting mechanism. KCS also hosted their own Career Fair in early spring 2024 in hopes of filling teaching positions early.

ETSU continues to support numerous recruitment programs (e.g., university-wide recruitment, campaigns for special education, Tuition Scholarships-ELPA, RITASEE, CILNT, Personal Prep grants and RITE Internships). Both KCS and ETSUs EPP collect evidence surrounding recruitment of diverse candidates using district vacancy data, EPP surveys, employment and enrollment information, and state-report card data. Each partner shares data during partnership meetings and the data is used to revise and/or set new goals for continuous improvement.

**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.*

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 prek-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  
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.*

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.



**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.*

ETSU prioritizes continuous improvement and collaborates with our primary partner, Kingsport City Schools (KCS) to ensure we are reflecting on program design, evaluation, and decision-making in order to implement improvements to support both LEAs and our EPP. ETSU and KCS participate in collaborative partnership meetings twice a year (fall and spring) in person, once a year virtually (April or May) to focus on clinical placements, and then as needed via phone or email.

During our virtual partnership meetings in May, KCS articulated the need for our graduating candidates to be skilled in the ability to collaborate with others (e.g., grade level, content area, school-wide, vertical grade levels, etc.) and value the importance of continuous learning. substitute teachers and asked if this is something we could require of our candidates. ETSU' S OEP worked with each district to obtain contact information and substitute requirements to share with our candidates. Specifically, ETSU arranged for ESS, the organization that KCS and several other LEAs use to hire substitute teachers, to come to campus and train candidates that would be completing placements in these districts. Candidates were reimbursed for any additional cost that was required for substitute training. Now, candidates are able to substitute during their Residency I semester if they are available as well as substitute when their mentor teacher is absent during Residency II. ETSU received overwhelming positive feedback from KCS and LEAs regarding the required substitute training.

At the end of each academic year, various programs of study arrange for graduating candidates to participate in mock interviews with principals from Kingsport City Schools and other partnering districts. After the interviews are complete, the participating principals provide feedback surrounding candidates level of preparedness. During the 25-26 academic year, all programs will work together to create a mock interview event for all graduating candidates to participate in mock interviews.

In addition to the decision making that occurs during the partnership meetings, EPP instructors collaborate with principals and teachers in KCS and other partnering districts to gain insight and feedback surrounding program design. The EPP continues to work on revamp educational technology courses to support current technology practices in the classroom and to align to the computer science standards. During the summer of 2025, the Educational Technology Resource Center underwent a renovation to better meet the needs of students working through the education programs at Clemmer College of Education and Humans Development.

To better evaluate our programs, the Office of Educator Preparation examines data with KCS during our primary partnership meetings. In addition to state report card data, ETSU also reflects with KCS on end of program, mentor teacher, and university supervisor survey data to make improvements related to course content, clinical practice and professional development for residency candidates. ETSU and KCS continue to revise surveys in order to improve feedback regarding curriculum and practices, clinical practice placements, and the office of educator preparation.

**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.*

ETSU's Office of Educator Preparation (OEP) continues to collaborate with Kingsport City Schools (KCS) Curriculum Supervisors and Instructional Coaches during partnership meetings, and throughout the academic year as questions occur to ensure instructional practices used by EPP faculty are aligned with practices that are being used with classroom teachers.

One example of this was regarding Trauma Informed Care (TIC) Practices and de-escalation training. KCS supported and recommended that our residency candidates receive as much professional development related to this content before beginning their residency year. ETSU's OEP arranged a 4-hour professional development event, Resilient Teachers Trauma-Informed Care as one of the pre-residency requirements. This PD was an extension to the TIC modules and content candidates complete in their coursework and provides an overview of what is meant by adverse childhood experiences (ACEs) and how (ACEs) may impact lifelong physical and mental health. This is a foundational course and is prerequisite to future trainings for K-12 education. For the 2025-2026, the OEP plans require residency candidates to complete a second (ACEs) training module at the beginning of their Residency II clinical practice, which includes additional information about (ACEs), trauma responsiveness, and resilience building specifically tailored for school faculty and staff.

In addition to the Trauma-Informed Care training, KCS also requested that the EPP spend more time addressing professionalism for teachers including topics such as professional dress, written and oral communication skills, collaboration, continuous learning, technology and cell phone usage, etc. At the beginning of the 25-26 academic year, ETSU's OEP added an additional 2-hour professionalism training covering specific scenarios that were requested by KCS.

ETSU's EPP has also responded to feedback from candidates and mentor teachers regarding High Quality Instruction Materials (HQIM) connected to lesson plan preparation. In order to better prepare candidates for lesson plan preparation with curricular content and materials that are being used in KCS and other LEAs, ETSU's EPP is collaborating with KCS and various other LEAs to share intellectual preparation practices using HQIM. KCS's curriculum coordinators and/or instructional coaches will share intellectual preparation strategies that teachers use so EPP instructors and university supervisors can support residency candidates.

<b>Primary Partnership Outcomes</b>	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.
<p>Short Term goals:</p> <ol style="list-style-type: none"> <li>1. In order to support mentor teachers with residency candidates, ETSU supervisors will share resources obtained during the university supervisor monthly meetings to use with their residency candidate (e.g., Teacher Support Strategies, Candidate and Mentor Reflective Discussion Summary, Candidate Performance Checklist for Professionalism, DEAL reflection tool, etc</li> <li>2. The KCS CTE director and ETSU' s Educator Preparation Coordinator will collaborate to schedule education focused campus tours to allow TAP students the opportunity to visit ETSU' s main campus as well as Clemmer College of Education programs of study and instructors.</li> <li>3. To provide candidates with a diverse set of clinical experiences, the Office of Educator Preparation will begin to connect with educator preparation students earlier in their program of study to ensure there are clinical experiences in a rural, urban and suburban setting. ETSU' s Office of Educator Preparation will collaborate with Kingsport City Schools to develop and document this process. A system has been developed to meet this goal and the OEP will continue to work within this system to ensure a diverse set of clinical experiences are provided to students throughout their program of study.</li> <li>4. KCS Human Resources Department continues to share vacant positions for classroom teachers and instructional assistants and ETSU' s Educator Preparation Coordinator continues to provide them with education student that are interested in the positions. work together to share vac regarding vacant positions for classroom teachers and instructional assistants. The OEP will forward these needs to ETSU' s educator preparation programs to determine if there are potential students that could be recommended for either a job-embedded teaching license or a clinical practice permit. A system has been developed to meet this goal and the ETSU' s OEP will continue to work with KCS HR department to fill vacant IA positions with students completing an educator preparation program.</li> </ol> <p>Long Term goals:</p> <ol style="list-style-type: none"> <li>1. Now that the Observation Evaluation Model has replaced the edTPA, ETSU' s EPP is collaborating with KCS and various other LEAs to share intellectual preparation practices during seminar time to support candidates. ETSU' s EPP continues to respond to feedback from candidates and mentor teachers surrounding High Quality Instruction Materials (HQIM) connected to curricular content, classroom preparation and lesson planning.</li> <li>2. KCS and ETSU will collaboratively implement a Mentor Leadership Institute to provide mentor teachers with professional development that focuses on leadership skills such as collaboration and coaching strategies. This goal was difficult to achieve due to the different calendar start dates between LEAs and EPPs and the timeframe to confirm placements for candidates. This will continue to remain a long-term goal and ETSU' s EPP and KCS will collaborate for other possible solutions for the Mentor Leadership Institute.</li> </ol>	




Department of  
**Education**

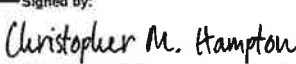
## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

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Local Education Agency (LEA)	Kingsport City Schools
Academic Year of Agreement	2025-2026

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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cindy Chambers	<b>Title:</b> Associate Dean of Academics and Educator Preparation
<b>Signature:</b> 	<b>Date:</b> 10/13/25

<b>LEA Head Administrator:</b> Dr. Chris Hampton	<b>Title:</b> Superintendent of Schools
<b>Signature:</b>  <small>Signed by: Christopher M. Hampton</small>	<b>Date:</b> 10/1/2025

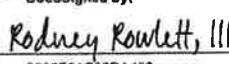
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**Prompt  
1**

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.*

Selection of candidates for the Administrative Endorsement concentration begins with recommendations from LEA partners. Candidates must have a letter of recommendation from their director of schools (or designee) and principal. Specific criteria used in the selection process have been developed collaboratively and reviewed in meetings of the Advisory Council comprised of area directors of schools and EPP representatives. Additionally, during on-site visits, the internship supervisor and current mentors/sub-mentors collaborate on the identification of potential recruits for future cohorts. These conversations regularly include discussions regarding the needs of the LEA in terms of diversity among their leadership. Throughout the planning process the EPP works with the LEA to provide services to meet identified leadership needs within the district. As an example, the EPP and the Kingsport-only cohort (2023-2025) are working collaboratively to expand opportunities for minority leaders. We use several Kingsport City Schools Administrators as adjunct faculty in courses which helps in the recruiting process.



**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.*

Educational Leadership Program:

The current internship supervisor for the Administrative Endorsement concentration was recruited based in part on input through discussions with LEA administrators. His experience includes twelve years of teaching and 27 years of administration in PreK-12 public schools (elementary principal, supervisor of instruction and facilities, and high school principal) in South Carolina and Tennessee.

LEA mentors are recruited based upon input from both current LEA administrators and candidates (both past and current). The mentors are required to be serving as school principals or have served in that role in the past. Mentors are provided preparation and support via face-to-face orientation meetings with the internship supervisor and the candidate. Additionally, they are provided ongoing support through on-site visits which occur each semester of the internship. During the final face-to-face on-site meeting an exit interview is conducted for two main purposes, i.e. to 1.) Identify areas of improvement in the program and 2.) Elicit future participation and support of the mentor.

Mentors and candidates are provided the Internship Handbook which includes information about required internship activities and a list of suggested internship activities aligned with the TILS standards. The Internship Handbook includes the rationale for the internship and outlines the responsibilities of the mentor and the expectation for the candidate.

Finally, the evaluation of clinical educators (mentors) is accomplished through collaborative discussions which include the Administrative Endorsement program coordinator, the internship supervisor, LEA administrators, and candidates themselves in the form of exit interviews.

**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.*

**Educational Leadership Program:**

The design of the Administrative Endorsement concentration was developed with close collaboration among the EPP and two area LEAs (Kingsport City Schools and Greeneville City Schools). It includes a minimum of 540 hours of practical internship experience aligned with 36 hours of core coursework. It has since been modified based upon input gained through collaboration among the EPP, LEA administrators (on-site visits), and an Advisory Council consisting of regional directors of schools.

The EPP supervisor and LEA mentors are charged with ensuring that the candidate has meaningful experiences at three levels (observation, participation, and leading). Among those experiences are 28 that are required.

Candidates and mentors are also provided a list of 148 suggested internship activities that are categorized by TILS standard. They include collaboratively identified experiences that allow the candidate to both manage and to lead.

These experiences are also identified and evaluated in relation to the required 36 hours of coursework. They are required to involve practical and meaningful opportunities to apply classroom theory in six settings: 1.) elementary schools (100 hours minimum), 2.) middle schools (100 hours minimum), 3.) high schools (100 hours minimum), 4.) central office (100 hours minimum), 5.) community, and 6.) diversity. The total minimum hours for community and diversity is 140 hours with no fewer than 40 hours in either.

Accountability of candidate outcomes is shared among the candidate, EPP, and LEA. Such accountability is laid out in the mutually agreed upon Memorandum of Understanding which is signed by all parties at the inception of the internship. Throughout the six-semester internship, the intern is responsible for providing detailed documentation which is always accessible to the internship supervisor via D2L. Accountability is strengthened through reliance upon the review of documentation during face-to-face on-site visits attended by the candidate, the LEA mentor, and the internship supervisor.

**Depth:** Candidates and LEA mentors (or sub-mentors) are required to collaboratively develop a detailed Professional Growth Plan each semester. The plan must be designed with the collaboration and approval of the internship supervisor. The plan must document the TILS standard(s) to be addressed, the resources needed, and the activities that will be depended upon. Upon completion of the plan, the candidate must provide a written reflection of the benefits and challenges associated with the experiences described in the plan. The LEA mentor (or sub-mentor) then provides a written evaluation that includes a description of the growth observed and suggestions for additional growth.

**Breadth and Diversity:** Clinical experiences are required to include a minimum of 540 hours of high quality learning in six settings (elementary school, middle school, high school, central office, community, and diversity).

**Experience Coherence:** All experiences (those suggested as well as those initiated by the candidate/mentor collaboration) are required to be focused upon TILS standards. They are also to be designed to integrate the practical application of theory gained in program coursework.

**Experience Duration:** As documented in the Professional Growth Plan, the candidate, LEA mentor, and internship supervisor all have input with regard to the duration of the experience. Some may be short-term while other may occur over the span of more than one semester.



**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.*

Educational Leadership Program:

The initial program design was accomplished through the collaboration of the EPP and two area LEAs (Kingsport City Schools and Greeneville City Schools). Subsequently, the program processes for design, evaluation, and decision-making have been evaluated and modified through the use of the following:

- 1.) Annual meetings of the Advisory Council which consists of regional directors of schools or their designees and EPP faculty.
- 2.) Discussions with internship mentors who must have current or past experience as principal.
- 3.) Regularly scheduled face-to-face meetings of candidates, their mentors, and the internship supervisor. These discussions are intended to better meet the needs of both the candidate and the LEA.
- 4.) Annual meetings of the Curriculum Advisory Group consisting of both regional LEA administrators and EPP faculty to examine, evaluate, and modify the coursework curricula.
- 5.) Review of the interns' Self-Reflections in which candidates express their internship experiences, both positive and negative, as a means to improve their own leadership capabilities and the program.
- 6.) A key assessment occurs at the end of the third semester when the candidate is required to have documented a minimum of 200 hours of high quality internship experience. If for any reason that has not occurred, the candidate, the internship supervisor and the LEA mentor collaborate to identify the issues and potential resolutions to the problem. If none can be mutually agreed upon, it may be that the candidate should withdraw from the program or pause his/her program until conditions are more conducive to success.
- 7.) Individual exit interviews conducted during the last on-site visit with interns and their mentors.
- 8.) Group exit interviews which are conducted during the last face-to-face class meeting of ELPA 5600/6600.
- 9.) The final key assessment and exit requirement is in the form of passage of School Leader License Assessment.



**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.*

**Educational Leadership Program:**

Candidate preparation in the form of the 540-hour (minimum) internship is accomplished mainly within the candidate's LEA and/or a nearby LEA. All experiences are expected to be undertaken with the knowledge, approval, and support of the mentor who is or has been a principal and the EPP internship supervisor. In addition to the on-site meetings conducted each semester (candidate, mentor, and internship supervisor), the candidate is expected to meet regularly with the mentor and/or sub-mentors with whom he/she will work that semester. It is during those conferences that the candidate has a prime opportunity to become knowledgeable of any previously unfamiliar curricular content and material.

Each of the six semesters of the internship is required to begin with a meeting of the candidate and the mentor/sub-mentor. It is then that they collaboratively develop a Professional Growth Plan (PGP) to guide that semester's work. The PGP identifies the Core Skill Area to be addressed (by TILS standard), the specific learning objective, the learning resources and strategies to be used, and the expected outcomes. Final approval of the PGP is accomplished collaboratively between the mentor and the internship supervisor. LEA participation in the candidate's design and execution of the PGP is documented through both the mentor's participation in its design and the mentor's evaluation of the candidate's work that semester. Both the PGP and the Mentor Evaluation of the Intern are housed on D2L for the supervisor's review and input.



**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.

Educational Leadership Program:

Each of the following desired outcomes can be considered both short-term and long-term goals.

EPP Outcomes:

1. To continuously improve the EPP's learning and opportunities to stay abreast of current challenges, resources, and avenues for improvement.
2. To remain a source of high quality, highly motivated future administrators and thereby continue to be a primary pipeline of future school leaders.
3. To be of effective assistance to LEAs in their quest to expand diversity in their leadership teams.

LEA Outcomes:

- 1.) To remain a desired destination for highly competent entry-level administrators who exhibit high quality training and experience at all three levels (observing, participating, and leading) and in all six settings (elementary, middle, and high school, central office, community, and diversity).
- 2.) To expand diversity among the team of administrators.