

## 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>	Hawkins County Schools
<b>Academic Year of Agreement</b>	2024-2025

EPP Contact/Designee	
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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>Cindy Chambers</i>	<b>Date:</b> 9-18-2024

<b>LEA Head Administrator:</b> Matt Hixson	<b>Title:</b> Director of Schools
<b>Signature:</b> <i>Matt Hixson</i>	<b>Date:</b> 9-23-24

Prompt  
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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 ensure residency candidates have adequate time to complete their edTPA as well as engage in experiences during the beginning, middle and end of the academic year. Pre-residency occurs during July and August in order for candidates to experience teacher requirements during the beginning 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 half and/or full day of school for students, district substitute training, and Resilient Teachers Trauma-Informed Care Training. Next, candidates complete Residency I, which is a 15-week field experience that requires candidates to continue working with their mentor teacher for a minimum of 135 hours. Candidates will be observed by their university supervisor three times during the semester as well as complete a reflective discussion summary and professional dispositions checklist each month with their mentor teacher. Finally, during Residency II, candidates complete a minimum of 15 weeks of full-time student teaching where they will experience two placements across their licensed grade span. Candidates will be observed by their university supervisor three additional times as well as complete two Reflective Discussion Summaries and one Professional Disposition Checklist each month with their mentor teacher. These requirements were established during collaborative meetings with LEA partners.

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 that 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. In order 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 is in the process of securing 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.