



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	2024-2025

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Certification (signatures verify partnership)	
EPP Head Administrator: Dr. Cynthia Chambers	Title: Associate Dean of Educator Preparation
Signature: <i>Cindy Chambers</i>	Date: 09/18/2024

LEA Head Administrator: Christopher M. Hampton	Title: Superintendent of Schools
Signature: <i>Christopher M. Hampton</i> <small>Signed by: 5CDBEFA34E2F42E...</small>	Date: 10/1/2024

Office of Educator Licensure and Preparation

1 | January 2022

ATTEST:
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Angie Marshall
CITY RECORDER

APPROVED AS TO FORM:
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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 2024, KCS scheduled a hiring meeting to discuss potential needs for the upcoming 2024-2025 academic year and ways we could work together 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 have also been working on recruiting candidates from the Arts and Science department at ETSU.
- 2.) Continuing to recruit IAs from ETSU students who are in an educator preparation program remains a goal. ETSU continues to work with KCS Office of Human Resources to obtain a list of Instructional Assistant vacancies to recruit students who are currently enrolled in educator preparation programs. 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 result would be for KCS to hire these former Instructional Assistants when they become licensed teachers.
- 3.) Grow Your Own (GYO) opportunities were discussed. ETSU has since applied and been approved for the GYO Apprenticeship program.
- 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, and according to KCS data, most interns have been hired as teachers at the end of their internship year.
- 5.) KCS acknowledged 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	<p>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. <i>NOTE: Responses should not exceed one page per prompt.</i></p>
<p>For the upcoming 2024-2025 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.</p> <p>To improve the co-selection process of clinical educators, ETSU has established a mentor teacher/ residency candidate match system that involves a mentor teacher interest survey and a residency candidate video clip. ETSU 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 share how this survey positively impacts the co-selection process. Furthermore, the OEP meet with instructors from each program of study to gather additional information about candidates' areas of strength and areas where additional support is needed and additionally required candidates to complete a 2-minute video clip of themselves answering predetermined questions related to goals, work style, etc. This candidate information is shared with LEAs during the partnership meeting to strengthen the co-selection process. shared with LEAs for placement matches. ETSU received overwhelming positive feedback from LEAs regarding the videos and the match system. 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.</p> <p>To prepare and support high-quality clinical educators the OEP at ETSU provided a full day of training for university supervisors. The content of the meeting included coaching cycle and support, TEAM training, Co-teaching, edTPA, and OEP observation and evaluation procedures. The OEP planned to provide the same in-person training to mentor teachers, however, mentor teacher training was changed to a virtual format due to delays in confirming placements with LEAs. Principals were also invited to attend the virtual mentor teacher training. Additional university supervisor monthly meetings are scheduled to review monthly candidate data to look at trends and areas to improve related 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 Residency I and twice a month during Residency II (student teaching semester). 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.</p> <p>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, mentor teachers and university supervisors are given the opportunity 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.</p>	



**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 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 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 half and/or full day of school for students, district substitute training, and Resilient Teachers Trauma-Informed Care Training. Next, candidates complete Residency I, a 15-week field experience requiring them to continue working with their mentor teacher for at least 135 hours. Candidates will be observed by their university supervisor 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, candidates complete at least 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 more times and 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.

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.



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 with our primary partner, Kingsport City Schools (KCS) to ensure we are collaboratively 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 in May, KCS and other LEA partners articulated the need for 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.

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 has worked to revamp educational technology courses to support current technology practices in the classroom and to align to the computer science standards.

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	<p>Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. <i>NOTE: Responses should not exceed one page per prompt.</i></p> <p>ETSU's Office of Educator Preparation (OEP) requests input from Kingsport City Schools Curriculum (KCS) Supervisors and Instructional Coaches during partnership meetings, and throughout the academic year as questions occur to ensure instructional practices that EPP faculty and instructors use are in line with practices that are being used with teacher candidates.</p> <p>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 training 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 Residency II, which includes additional information about (ACEs), trauma responsiveness, and resilience building specifically tailored for school faculty and staff.</p> <p>KCS also provides ETSUs EPP with their Professional Development events that occur throughout the academic year. Each program of study views the list and sends faculty and/or instructors to Kingsport City School's PD sessions related to curricular content and materials used within their school district. The EPP representative(s) that attend the PD sessions share the content with other instructors in their program of study or throughout the EPP.</p> <p>ETSU's EPP have 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 and clinical experiences 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 teacher preparation practices using HQIM and how this can be supportive when completing the edTPA. KCS's 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.</p>
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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.
<p>Short Term goals:</p> <ol style="list-style-type: none"> 1. 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. 2. ETSU's EPP have 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 and clinical experiences 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 teacher preparation practices using HQIM and how this can be supportive when completing the edTPA. KCS's 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. 3. KCS continues to contact ETSU's Office of Educator Preparation (OEP) 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. <p>Long Term goals:</p> <ol style="list-style-type: none"> 1. Kingsport City Schools (KCS) will provide ETSU's EPP with a list of potential Instructional Assistants that are interested in pursuing an education degree and teaching license. The Office of Educator Preparation will work collaboratively with KCS principals and mentor teachers to ensure teacher candidates can complete their program while remaining employed as an Instructional Assistant. The end result would be for KCS to hire these former instructional assistants who are now licensed teachers. 2. Kingsport City Schools' CTE department offers Teaching as a Profession (TAP) courses and pay for these students to complete the Para Professional exam required for certification. Kingsport City Schools (KCS) will begin having their high school faculty recommend students for the TAP program based on teachers' knowledge and experiences of students that are or might be interested in becoming a teacher. ETSU and KCS continue to work toward formalizing a plan to support these TAP students as they graduate from KCS, complete two years in a community college, and then obtain their education degree and teaching license from one of ETSU's Educator Preparation Programs. 3. Due to the mutually beneficial internship (Kingsport Academy of Teaching -KAT) for Elementary Education, Early Childhood and Special Education candidates, KCS and ETSU's EPP will collaborate to develop and implement an additional internship designed for secondary students, focusing on hard to fill teaching positions. 4. 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. 	