

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

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Please  
update*

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> <i>Lynn McHenry</i>	<b>Title:</b> <i>Board Chair</i>
<b>Signature:</b> <i>Lynn McHenry</i>	<b>Date:</b> <i>10/03/24</i>

Prompt  
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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 upcoming 2024-2025 academic year, ETSU's Office of Educator Preparation (OEP) collaborated with all state-recognized partners where students are placed for clinical experiences 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 communicate via phone and zoom as needed to ensure the relationship with clinical educators positively impact candidates' and prek-12 students' development. The OEP continues to communicate via email and phone with partnering LEAs that currently do not have students placed in their district.

In order 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 teacher online interest survey to use when selecting clinical mentors in order to help districts create a list of teachers that are 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. These candidate videos are shared for placement matches with LEAs during the partnership meeting to strengthen the co-selection process. ETSU received overwhelming positive feedback from LEAs regarding the videos and the match system. In order 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 to work with pre-service candidates. ETSU conducts interviews and contacts LEAs regarding supervisor references.

In order 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 are completing 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, mentor

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