





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

<b>Educator Preparation Provider (EPP)</b>	East Tennessee State University
<b>Local Education Agency (LEA)</b>	Kingsport City Schools
<b>Academic Year of Agreement</b>	2023-2024

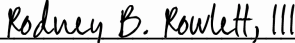
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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Dr. Cindy Chambers	<b>Title:</b> Associate Dean of Educator Preparation
<b>Signature:</b>  <small>DocuSigned by: DEFDA4FE447E4B9...</small>	<b>Date:</b> 11/20/2023

<b>LEA Head Administrator:</b> Christopher M. Hampton	<b>Title:</b> Superintendent of Schools
<b>Signature:</b>  <small>DocuSigned by: 5CDBEFA34E2F42E...</small>	<b>Date:</b> 11/14/2023

Attest:   
Angela Marshall, Deputy City Recorder

Approved as to form:   
Rodney B. 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.*

Stakeholders from ETSU's Educator Preparation Program (EPP) and Kingsport City Schools (KCS) collaborate throughout the academic year through primary partnership meetings, residency placement meetings, and additional meetings as needed.

During our most recent partnership meeting in September, KCS and members of ETSU's EPP leadership team reviewed the previous year's goals related to recruitment and participated in a brainstorming session to discuss opportunities for recruiting high-quality candidates, including those from diverse populations. The following goals were collaboratively developed related to recruitment.

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 obtaining a teaching license. 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 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 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. KCS will continue 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.
4. 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.

ETSU continues to support numerous recruitment programs (e.g., university-wide recruitment, campaigns for Special Education, Tuition Scholarships-ELPA, RITASEE, CILNT, Personal Prep grants). ETSU is also completing an application for Grow Your Own with Northeast State focusing on Special Education and Elementary Education. KCS and ETSU's EPP will continue to collaborate in order to recruit high-quality candidates from within KCS and their community, as well as, recruiting potential teacher candidates from other partnering districts. Both Kingsport City Schools and ETSU's Educator Preparation Program 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.*

ETSU's Office of Educator Preparation (OEP) collaborate via zoom or in person with all state-recognized partners during the months of May and June to examine procedures in order to select, prepare, evaluate, support, and retain high-quality clinical educators, and identify ways for continuous improvement. Throughout the year, ETSU and LEAs will also contact one another via phone and/or email if situations occur that warrant collaboration to ensure the relationship with clinical educators positively impact candidates' development and pre-k-12 students. 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 on the co-selection process of clinical educators, ETSU created an online mentor teacher interest survey for LEAs and ETSU's OEP to use when selecting clinical mentors. LEAs felt this survey created a win-win situation because it not only provided the district with a list of teachers who were interested in mentoring candidates, it also gave teachers a voice in the process and expanded the pool of candidates that have typically been used in the past. The OEP provides candidates with a self-assessment survey to gather information about their work style with others and other additional information that would be useful for their placement, and collaborates with their program of study instructors to gather additional information about candidates' strengths and areas of needed support. This candidate information is shared with LEAs during the partnership meeting to strengthen the co-selection process. LEAs have also agreed to share the EPP/LEA created university supervisor online application to retiring teachers they would recommend to work with pre-service candidates.

The OEP also request input from Kingsport City Schools (KCS) and other LEAs to strengthen practices that are used to prepare and support high -quality clinical educators. While the OEP provides beginning of the year training for school-based and university clinical educators that contains information about co-teaching, coaching cycles, edTPA and other topics, KCS leaders thought it would be beneficial to offer a full day of professional development focusing on leadership topics related to making connections, collaboration, edTPA requirements, and coaching. ETSU's OEP and KCS is planning on planning and implementing two days of professional development sessions between May-August of 2024. The content each day will be differentiated to accommodate novice and experienced clinical educators. University instructors and KCS curriculum coordinators and/or district coaches will work together to facilitate the PD sessions. ETSU's EPP began using a new platform, Student Licensure and Learning by Watermark for triangulating candidate progress and observational data, so several additional virtual support sessions were implemented during the month of September to train and support school based clinical educators on this new platform. University supervisors also received virtual and in-person training sessions to support the use of the new platform. These sessions were in addition to the regular monthly supervisor meetings are that are provided by the OEP.

The OEP has shared the mentor teacher and university supervisor surveys that are distributed at the end of each school year. KCS and other LEAs are given the opportunity to provide feedback surrounding the survey questions and the Office of Educator Preparation is transparent with the data that is collected from the survey responses. The Office of Educator Preparation requested input from KCS regarding the best way to get input from principals regarding the preparedness of teachers that are hired in their school. ETSU's OEP in collaboration with KCS will schedule a focus group meeting that includes diverse principals from partnering districts to gather feedback on recent graduates during their 1st and 3rd years of teaching.



**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's Office of Educator Preparation (OEP) and Kingsport City Schools (KCS) collaborate during partnership meetings and throughout the academic year to share ideas and needs surrounding the design and implementation of clinical experiences that allow candidates to improve their teaching effectiveness and positively impact pre-k12 students.

During the 2022-2023 academic year, ETSU implemented CUAJ K-5/ESL dual licensure program. The faculty from the CUAJ program met with several ESL coordinators from KCS and other partnering districts to create a list of beneficial clinical experiences that candidates would need to complete to prepare them as an ESL teacher. ETSU's OEP and CUAJ faculty scheduled a follow up meeting in September 2024 so ESL mentors could provide feedback about clinical experiences from the previous year as well as revise and edit the clinical experiences for the upcoming year. ETSU will continue to collaborate with KCS and ESL mentor teachers from other LEAs for continuous improvement related to required clinical experiences. ETSU's CUAJ program is also piloting a model that allows residency candidates placed in a departmentalized setting, to travel with their students to complete their clinical practices with an ELA/Social Studies and math/science mentor teacher. This pilot was implemented due to the feedback received from principals during candidates' mock interviews. Principals noticed that candidates were not always confident in sharing strategies from all settings if the majority of their time was spent in one or two content areas.

ETSU's OEP is also working with KCS and other partnering districts to ensure candidates receive clinical experiences with sufficient depth, breadth, diversity, and coherence. After collaborating about diverse experiences, KCS and other LEAs agreed that EPPs should make every effort to expose candidates to clinical experiences in rural, urban, and suburban settings. The OEP is working to track clinical experiences throughout candidates' program of study, in order to, share and receive feedback from KCS to ensure candidates experience a wide range of diverse experiences in a variety of settings. When placement requests are made to LEAs, the OEP also shares a detailed description of how the clinical experiences connect to coursework and inform mentor about assignments candidates are required to complete during the clinical experience. Strategically placing candidates in diverse settings and providing districts with course information and class assignments, will allow candidates to be placed with a mentor who can model and support the evidence-based practices being taught in the classroom and increase the depth, breadth, diversity, and coherence throughout the clinical experiences.

ETSU's EPP have also responded to feedback from candidates and mentor teacher surrounding High Quality Instruction Materials (HQIM), connected to lesson planning and edTPA completion. In order to better connect classroom preparation with clinical experiences, ETSU's EPP is collaborating with KCS and other LEA curriculum coordinators to share teacher preparation practices with HQIM and how this can be supportive when completing the edTPA. KCS 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.



**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's Educator Preparation Program (EPP) and Kingsport City Schools (KCS) work together to create and revise surveys designed to provide feedback surrounding the EPP's curriculum and practices, clinical practice placements, and the office of educator preparation. The feedback from these surveys is used to make decisions for continuous improvement. After reviewing the data, there has been a noticeable decline on the EPP principal/employer survey response rate, so ETSU's EPP and KCS met and collectively decided to pilot a focus group consisting of EPP leaders and diverse principals from partnering districts as a way to collectively increase participation and gain more meaningful feedback.

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. One specific area of feedback came from principals interviewing elementary education candidates. The principals sited that some candidates who completed student teaching in a departmentalized grade level were unable to provide thorough responses for various content areas if their placement was in a classroom that predominantly taught only one content area. Based on this feedback, several candidates in our elementary education program are piloting new placement practices that involves working with two mentor teachers in multiple content areas. ETSU's EPP and KCS will evaluate the data from this pilot at the end of the 2023-2024 academic year to determine if this type of placement should be implemented for the 2024-2025 academic year.

ETSU's Office of Educator Preparation also shares mentor teacher and university supervisor survey data during primary partnership meetings to analyze the feedback in order to make improvements related to course content, clinical practice and professional development for residency candidates.



**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) 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.

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 five-hour professional development event, Resilient Teachers Trauma-Informed and Equity Practices in July for candidates beginning their residency year. This PD was an extension to the TIC modules and content candidates complete in their coursework.

KCS also provides ETSU's 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 Schools' 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.

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.



**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.

**Short Term goals:**

1. ETSU's EPP and KCS will develop a list of field experience expectations for EPP courses that have a field experience component connected to coursework. The Office of Educator Preparation will share course descriptions with Kingsport City Schools (KCS) to select a placement that will enable ETSU students to meet their field experience requirements. These field experience descriptions will be used place students with mentor teachers who are interested in supporting a candidate in a field experience and based on their area of strength or expertise. (Partial information was shared with LEAs during the 2023-2024 academic year, but a revised list containing clinical experience expectations will be shared with all LEAs after collaborating with KCS.)
2. Per Kingsport City Schools CTE Director request, ETSU's newly hired Educator Preparation Coordinator, will begin attending CTE directors meeting each month to better support job-embedded and occupational licensure candidates.
3. KCS will continue 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.

**Long Term goals:**

4. 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.
5. 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.
6. 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.
7. In order 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.
8. 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.