



Department of
Education

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Knox County Schools (KCS) EPP
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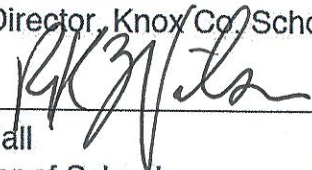
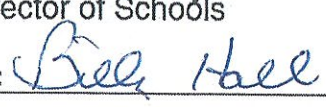
Local Education Agency (LEA)	Scott County School District
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Term of Agreement	2 years (reviewed annually)
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EPP Contact/Designee	
Name: Ulla Carr	Title: CTE/EPP Specialist
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LEA Contact/Designee	
Name: Keith Shannon	Title: CTE Director
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Other Key Staff	
Name: Bob Thomas Title: Superintendent, KCS	Name: Title:
Name: Dr. Keith Wilson Title: CTE Director, KCS	Name: Title:

Certification (signatures verify partnership)		
EPP Head Administrator	Name: Dr. Keith Wilson	Date: 07-23-2021
	Title: CTE Director, Knox Co. Schools	
	Signature: 	
LEA Director of Schools	Name: Billy Hall	Date: 07-23-2021
	Title: Director of Schools	
	Signature: 	

Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals. (500 words)

The following strategies and goals for recruitment and selection have been developed collaboratively between the KCS EPP and representatives of the partnering Scott County School District.

Goals:

1. Attract new instructors, who are occupationally licensed, to complete their EPP requirement for their professional occupational license with the KCS EPP program.
2. Attract new CTE instructors to teaching positions in the Scott County School district because of the fact that they partner with the KCS EPP.
3. Provide job-embedded, fulltime placements for EPP candidates to complete their clinical experience components of the KCS EPP program.

Structures & systems to support the recruitment strategies outlined further below:

Timeline	Milestones
1. Between EPP program approval – July 2021 Cohort training	→ district hires new Occupationally-licensed teachers and employs them as teachers of record in classrooms, recruit 1-2 of them into KCS EPP
2. July 2021: Summer Training for Cohort 1	→ first cohort completes first 5 days of training before start of school year and continues into first semester
3. Spring 2022: Recruitment of new teachers for 22/23 SY	→ Promotion of both teaching jobs and the availability of the KCS EPP (Goal: depending on which teaching positions need to be filled, maintain if not increase number of EPP candidates)
4. July 2022: Summer Training for Cohort 2	→ second cohort completes first 5 days of training before start of school year and continues into first semester
5. 18 months after start of first cohort: end of the EPP program coursework	→ all candidates from Cohort 1 have completed the EPP coursework successfully and are preparing to take (and pass) the PLT praxis exam in the Spring semester of 2023
6. Spring 2023 and ongoing	→ Continuation of the partnership between Scott County School District and the KCS EPP and their common recruitment efforts in overlapping cohort cycles

Staffing and Funding Sources:

Several people will play a key role in the KCS EPP as faculty/instructors. The EPP Specialist is a member of the KCS CTE Department. Her position is funded through the KCS district. She will serve as the lead clinical educator and facilitate all components of the EPP program. The EPP Head Administrator, as the KCS CTE Director, is also a salaried position within Knox County Schools. CTE Specialists are existing KCS district-level facilitators (receiving a salary from KCS) who serve in an instructional capacity for candidates. In addition, mentors at each school in Scott County, where EPP candidates are placed, receive a stipend from SCSs for their role in addition to their regular teacher salary.

Knox County Schools is going to invoice partnering districts for their candidates' participation in the EPP at the beginning of each semester, for the amount of \$600/semester per candidate.

Strategies:

1. SCSs will offer CTE programs, and will therefore need instructors from those respective fields, that lead to jobs which are in high demand, require high skill, and offer competitive wages (e.g. areas of STEM, Advanced Manufacturing, and Health Science).
2. All SCS job postings, including CTE specific ones, are posted by the Human Resources Department and are available to the public on the Scott County Schools HR website. Applicants from all backgrounds are encouraged to apply. Both the CTE Department website as well as the SCS HR website explicitly state a Non-Discrimination Clause to ensure the creation of an instructor pool that best serves the student population in the district.
3. The SCS CTE Department will recruit directly in its community of professionals (e.g. by word of mouth, contacting employers in the region etc.). The SCS CTE Department also promotes vacancies during meetings with its local partners (e.g. during advisory meetings). Last, the unconventional avenue of looking for suitable applicants via social media is another way for SCS and other districts to reach out. The Scott County School District is represented on Twitter via @ScottCountyNet.
4. Once candidates have applied online, principals interview these applicants and consult with the CTE Department (especially around licensure). The principals make recommendations for hire to HR, which will then extend the offer to the candidate. As soon as the new teacher is formally hired, they work directly with the CTE Department on enrolling in an EPP if necessary.
5. EPP representatives will actively approach newly hired occupational SCS teachers and promote the EPP program as a convenient and affordable option to complete their EPP requirement for licensure during an 'orientation conversation' regarding next steps after hiring.

Ways to analyze recruitment data:

In collaboration with the Scott County Schools CTE Department, the EPP can collect data in the technical form of a spreadsheet. The data gathered will include:

- how many positions requiring occupationally-licensed instructors have been filled
- how many of them have entered the KCS EPP
- how many of them have entered a different or no EPP by the end of their first year of teaching
- how many KCS EPP candidates complete the program
- how many of them are still working in their district when transitioning to a professional license

Collecting and, with the support of the KCS REA Department, analyzing this data will reveal how successful the KCS EPP is in recruiting candidates – in general and from specific school districts – and leading them to obtaining a professional occupational license. Additionally, these datapoints can be desegregated by endorsement areas (especially to observe trends in high-needs areas) and by groups (especially to observe trends with those that are underrepresented).

Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Prompt 2: Identify how entities will collaborate to select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. (500 words)

The EPP Specialist and EPP Head Administrator will continuously collaborate with representatives of the Scott County Schools to ensure all involved clinical educators (CTE mentors, CTE Specialists, school administrators) are well selected, prepared, evaluated, supported, ultimately retained, and of high-quality. The following roles have been co-selected between the KCS EPP and the SCS:

1. *EPP Specialist* - member of the KCS CTE Department who will serve as the lead clinical educator in the program and facilitate all components of the EPP program.
2. *CTE Specialists* - existing KCS district-level facilitators who serve in an instructional (delivery of the T2L coursework) capacity for candidates.
3. *Mentors for EPP candidates* – CTE Mentors at each school where candidates are placed provide instructional support at the school level and are chosen by their principals for strong leadership. These individuals serve as the lead in the clinical placement. SCS mentors will receive a small stipend from their district during any given year IF their school has at least one new occupationally licensed teacher and they serve as their mentor.
4. *Practitioners* – observed at least four times per year by the EPP candidate (at least two CTE practitioners, one academic practitioner). They serve as the content based instructional example for the candidates and support their clinical experience.
5. *School and District Administrators* - trained on their role in the EPP program, expectations for each candidate, and how to support and retain these individuals on an ongoing basis. They also conduct formal evaluations of their district's candidates.

Identification and retention of high-quality clinical educators:

The KCS district (more specifically the HR Department and Chief Accountability Officer Dr. Jon Rysewyk) together with the CTE Director, Dr. Keith Wilson, have determined that due to their content expertise and professional experience, the KCS EPP would be managed by the EPP Specialist, supported in curriculum delivery by the other CTE Specialists since the initial focus of the EPP will be an SAP centered around CTE occupationally licensed candidates. All EPP supervisors have a teaching background, are currently licensed/endorsed (several in administration), are TEAM certified, and will be trained by SREB on the T2L curriculum. The KCS EPP has partnered with the KCS to choose specific district-level staff for the work of the EPP (e.g. the EPP Head Administrator, EPP Specialist, CTE Specialists), and since their role is continuous, retention of this personnel is highly likely.

Mentors, practitioners, and school administrators are crucial for the candidates' clinical experience. The Scott County School District has identified these parties as instructional leaders and selected mentors for their EPP candidates who shall be compensated for their efforts which would help with retaining them in this role.

Mentors and practitioners have to fulfill formal selection criteria (see Educator Preparation Policy 5.504, p.14). While the mentors are selected by the school administrators (must have a Level of Effectiveness score of at least 4 or 5 and are licensed in the same or a closely related area as their mentee), the practitioners to be visited are identified with the help of the district's CTE Department staff (e.g. an HVAC candidate should visit and observe a veteran HVAC teacher/practitioner). All stakeholders are trained and informed about their specific roles and responsibilities within this EPP system by the EPP Specialist and the EPP Head Administrator. Since school administrators will turn over more frequently, the EPP plans to train all administrators and mentors from any partnering districts in a training session before the school year starts (first one took place May 27-28, 2021) and from then on regularly on an annual basis.

Another strategy to retain high-quality clinical educators, besides compensation and comprehensive training around curriculum and their part in the candidates' learning process, is direct support from the EPP Specialist and the Head Administrator throughout the program via regular on-site visits (at the candidates' schools, anticipated at least once per semester), check-ins via email, text, or phone call, and general availability for any case of troubleshooting. This shall ensure the candidates are receiving the needed support from their mentors and administrators.

Collaborative approach to preparing and assessing the clinical educators:

The KCS EPP will prepare clinical educators beginning with SREB training on all things related to the curriculum. The SREB and the KCS EPP have created a detailed training plan for implementation over a three-year period. SREB will also provide support during the first two years to clinical educators when it comes to questions around the curriculum. At the end of the 18-month cohort, the KCS EPP will collect evidence of the quality of the clinical partner's work throughout the candidate's year. This will be done utilizing end of year surveys that measure the effectiveness of the mentor and the practitioners, the curriculum, and the program as a whole.

The survey results as well as other collected data will inform potential adjustments to the program from year to year including the selection of certain practitioners and mentors. The KCS REA Department will support the EPP in providing the surveys and helping with the analysis of the survey results. The EPP Specialist and Head Administrator will share the survey results with the clinical educators to identify with them certain areas of reinforcement and refinement in their mentoring activity. Also, when the EPP supervisors conduct their on-site visits as described above, they can provide immediate feedback to the mentors (which shall be logged).

EPP Specialist, Head Administrator, CTE Specialists, and district administrators undergo annual observations by their respective supervisors and shall remain in good standing (LoE = 4 or above). Part of the surveys, completed by EPP candidates and mentors, are going to include sections regarding the support they receive from the EPP Specialist and Head Administrator. This feedback shall be taken into consideration going forward working with the next cohort.

All clinical educators will be provided sufficient growth opportunities based on their evaluation and survey results in form of ongoing SREB training, coaching within the department, and other professional learning opportunities at the district and/or state level.

In summary, all entities will regularly work together and depend on each other for fulfillment of their roles and responsibilities in the overall system (EPP program). This includes the selection, support, and retention of high-quality clinical educators.