

## Action Planning Worksheet: Local Education Agencies (LEAs)

Considerations (Included in brief)	Action Steps	Person(s) Responsible	Resources Needed	Timeline
Engaging in partnerships with EPPs that demonstrate shared commitment, investment, and accountability for the design and establishment of high-quality, practice-based opportunities.				
Engaging with EPPs in discussions and problem solving concerning the establishment of practice-based opportunities. For example, they can be partners in discussions about field-based experiences and help EPPs implement field-based experiences that align with preparation coursework and mirror what candidates are likely to experience in their schools.				
Sharing and advancing consistency in expectations of instructional practice from the EPPs to the classrooms to create a seamless preservice-to-inservice transition (e.g., reinforcing practices taught in EPPs through local educator evaluation models and professional development efforts).				

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Encouraging teacher leadership opportunities in which effective teachers are leveraged as cooperating teachers and/or mentors to establish expectations of high-quality, practice-based opportunities—specifically, by reinforcing and rewarding the importance of skilled, cooperating teachers and by establishing expectations of monitoring, coaching, and feedback to reinforce concepts learned in coursework.				
Making available and helping to identify high-quality field expectations for candidates by providing accessible information about the outcomes and objectives (e.g., what are candidates expected to do, learn, and demonstrate?) for performance in the various field experience opportunities.				
Ensuring that a system is in place to provide structure and regular feedback to the EPPs through district leadership and teachers about communication, gaps in training of candidates, and areas for improvement so that the programs can be strengthened.				