




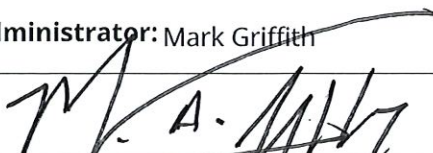
## Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	The University of Tennessee at Chattanooga
<b>Local Education Agency (LEA)</b>	Marion County Schools
<b>Academic Year of Agreement</b>	2023-24

EPP Contact/Designee	
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Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b> Brent Goldberg	<b>Title:</b> Vice Chancellor for Finance and Administration
<b>Signature:</b> 	<b>Date:</b> 10/5/2023   09:23:49 PDT

<b>LEA Head Administrator:</b> Mark Griffith	<b>Title:</b> Director of Schools
<b>Signature:</b> 	<b>Date:</b> 10-3-2023



**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 further meet the needs of our region, UTC will continue to offer the following undergraduate programs: K-5/ESL dual license, K-8 interventionists, K-12 comprehensive, ELA, History and STEM programs. Additionally, job-embedded secondary opportunities, including ELA, Math, Science, and Special Education K-8 interventionists will be utilized for GYO 2.0 to support local districts as they meet their talent pipeline shortage.

The UTC School of Education (SOE), as a part of the UT System, was tasked to outreach, learn, and explore avenues to expand opportunities for all learners. This led our faculty and staff to expand our outreach in areas of diversity, equity, and inclusion. Our SOE faculty and staff established an in-house recruitment, support, and retention committee/team in efforts to advance our findings in our CAEP Accreditation and teacher recruitment and retention. We created a plan of action during COVID and in the past year. Part of that work established great outreach to rural and urban communities. This includes under-served students and families.

UTC SOE continued recruitment focus is on the current and future endeavors of under-served students and their communities. We currently have established efforts include a collaborative partnership with a primary partner's Education Future Ready Institute with the primary purpose is to recruit local, future teachers of color. A new UTC program, MOC Academy, has been developed to assist men of color in the transition from high school to college and overall student success. The established partnership with UTC SOE and MOC Academy along with the Apprenticeship Program can assist these young men in reaching their professional aspiration to teach.

UTC School of Education (SOE) staff and faculty will meet regularly with our existing LEA partners and recruit potential teachers/students in our new targeted district partnerships. (See the list above.) The SOE will visit targeted LEAs and new regional partners to explore options to identify potential future teachers and professional job-embedded teacher applicants. This will work within the district and SOE ongoing needs assessment process. We will target paraprofessionals, current students, and future teaching professional groups. UTC plans to offer recruitment fairs, establish student organizations, offer informational sessions and intentional recruitment efforts with local districts.





**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.*

The EPP and LEA are both committed to effective strategies and actions to select high quality Clinical Educators and ensure they are prepared, evaluated, and supported. Evaluation feedback is gathered from: 1) Teacher Candidates (TC) regarding Clinical Mentors (PIM) and Clinical Supervisors (CS) 2) PIMs regarding TC and CS. 3) CS regarding PIMs and TCs. All three groups provide feedback to guide discussions surrounding satisfaction, retention, and continuous improvement, which is shared in our Quality Assurance System meetings and with district representatives. The PIM and CS surveys were redeveloped summer 2020 using a collaborative group of former PIMs, CS, TCs, UTC faculty, and MCS district leadership.

The EPP and LEA work together to identify the qualified Pre-Service Instructive Mentors (PIM) for all teacher candidates. The LEA representative and the School of Education (SOE) Clinical Experience Coordinator (CEC) communicate and co-assign teacher candidates with the appropriate mentor teacher. Both the LEA and CEC collaborate to ensure PIMs meet the required Tennessee State Board Policy requirements 5.504 of 3 years experience and an LOE of 4 or 5. At the end of Residency, PIMs are evaluated by the CS and TC. Retention lists are discussed jointly with district partners to ensure high-quality mentors are being retained based on feedback. New PIMs are also recommended by district partners during this feedback time. Model Mentor Teachers are selected at the end of each year and are provided a door badge to recognize their excellence to UTC teacher preparation. Model mentor names are then provided to the LEA to encourage these model mentors to be selected for future leadership roles.

The LEA representative and SOE CEC are going to collaborate over the 2023-24 year and co-develop new strategies to recruit new clinical mentors to utilize for Clinical Experiences.

Clinical Supervisors apply, are interviewed by a collaborative group of LEA and UTC representatives, and co-selected to be hired to the role. The EPP regularly asks the LEA for recommendations of recent retirees or individuals no longer working to apply. The EPP uses CS survey data to provide support and direct feedback to CS for improvement. The CEC meets with each individual CS to discuss individual data. The Accreditation, Evaluation, and Assessment and the Curriculum and Clinical Experience committees (see prompt 3) are charged with analyzing data and making decisions in regards to support and retention of CS. LEA partners serve on those committees.

PIMs and Clinical Supervisors participate in training each semester which provides them with clinical expectations, edTPA knowledge, and on the co-teaching model. Clinical supervisors meet with the CEC monthly during the semester to provide support to CS, address issues and make adjustments regarding anything in residency, examine PIM feedback, and ensure alignment among all CS. UTC asks the LEA to provide a partner to attend monthly CS meetings to provide input and hear feedback about residency. The LEA Consortium, which works with multiple EPPs, helps provide much needed Clinical Mentor training. These trainings/professional developments are co-planned, co-developed, and co-sponsored by the LEA and EPPs in the consortium. Consortium trainings can be attended by Clinical Educators and occur yearly. As more grant funded opportunities occur at UTC, the more opportunities are offered to Clinical Educators.





**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.*

Starting in the 2021-22 academic year, UTC implemented a new QAS which is now fully functioning (see prompt 4). The committee pertaining to this work in prompt 3 is the Curriculum and Clinical Experience committee (CCE). The CCE has representation of program level area leads, identified partner representation, and EPP staff. The committee ensures and addresses sufficient depth, breadth, diversity, coherence, and duration is occurring in individual program areas based on data and feedback provided by the QAS ASA committee (see prompt 4) and clinical experience coordinator. Meetings occur every second Friday of the month during normal academic semester operations.

Throughout initial licensure programs with the SOE, the EPP and LEA co-constructed levels of clinical experience to ensure candidates have a depth, breadth, diversity, coherence, and duration of clinical experience. Level I placements occur early on in the program and focus primarily on observation only, lasting 10-15 hours. Level II placements occur throughout the middle of the program and require more hands on expectation of candidates. Examples of this would be one-on-one student work, small group, whole group, designing instruction, and developing assessments and IEP/504 plans. Level II usually are 10-20 hours. Level III is the EDUC 3900 Induction (Pre-Residency) semester, which is an intense 30-36 hour placement co-requisite with literacy and classroom management. Candidates fulfill a diverse experience (SES, cognitive, Title 1, hard to staff, and cultural) in this placement and are required to teach whole group instruction. Ideally, the placement goes well with a co-selected clinical mentor who meets state clinical mentor requirements in policy 5.504 and the principal, clinical mentor, and/or teacher candidate can request for teacher candidate to remain for the next level placements. Level IV and V, the EPP, in collaboration with the LEA, ensure the TC will have a placement throughout a full year to completely immerse in the classroom setting for an entire year. During Level I Residency 1, the first semester of the senior year ensures TCs have a minimum of 2 days a week in a classroom with a PIM co-selected by the EPP and LEA. During last semester of the program, Level V Residency II (student teaching) experience includes a minimum of 15 weeks placement with PIM co-selected by the LEA and EPP. The EPP Teacher candidates participating in their year-long residency will be allowed to begin their placement in the field with their PIM at the opening day of school during both the fall and spring semesters. Since the TC begins the placement when the local LEA begins school (both during the fall and spring semesters) TCs are able to achieve more than the minimum 15-week experience (See supplemental document on Transition Points/Clinical Experience progression).

During the 2021-22 academic year, the CCE created evidence piece [clinical experiences table](#) to ensure all aspects of design and implementation for each program area are addressed with LEA partner input. The CCE and program areas will continue to develop this evidence piece as new requirements or data come.

A new opportunity for the 2023-24 academic year the LEA and EPP will explore is rural education lab experience. At end of residency debrief sessions in spring, UTC Teacher Candidates conveyed the need to have a devoted time during the program to see/observe rural education due to the vast difference between Title I urban and Title I rural education.



**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.*

The partnership between the EPP and the LEA will include mutually agreed upon key assessments, transition points, and exit requirements. The key assessments enable teaching candidates to demonstrate success and/or serve as means to identify areas for growth as candidates transition through the EPP program of study. All the key assessments, transition points, and exit requirements address the TDOE's EPP policy expectations.

1) The mutually agreed upon key assessments used to determine candidates' progress through the EPP program of study will include: Disposition documentation; Mentor and Supervising Teacher Evaluations; Candidate Self-Evaluations; Candidates' GPA and Praxis II scores. These data will be reviewed and shared with key stakeholders in the district annually.

2) The LEA and EPP review and discuss district needs using the Human Capital report for the district. LEA data regarding recruitment, retention, and ongoing staffing needs are discussed and reviewed to ensure the co-planning of admissions and recruitment efforts and the additional financial resources required to support high need areas.

3) Collaboratively, the EPP and the LEA identify the admissions process and transition points for licensure programs. The role of the LEA will be to offer suggestions and innovative ideas to assist in monitoring teacher candidates through the admissions and the candidacy process, including recruitment, retention, and support services needed to ensure teacher candidates' success in demonstrating the professional skills, knowledge and dispositions required. Data will be reviewed with LEA annually.

4) The EPP will share performance domains of the Summative Evaluations for the purpose of alignment with the TEAM evaluations, the teacher evaluation system for Marion County. The feedback from the LEA will ensure mutually agreed upon skills, knowledge, dispositions and performance expectation of all completers of the EEP. Data are reviewed with the LEA annually.





**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.*

UTC School of Education (SOE) incorporates a Quality Assurance System to support programmatic excellence. Data collection and review inform programmatic improvements and ensures that the EPP candidate preparation is aligned with the LEA content and materials.

The Curriculum and Clinical Experience committee (CCE) is the body in which these data are reviewed. The CCE has representation of program level area leads, identified LEA partner representation, and EPP staff. The committee ensures and addresses sufficient depth, breadth, diversity, coherence, and duration is occurring in individual program areas based on data and feedback provided by the OAS data and clinical experience coordinator.

Throughout initial licensure programs within the SOE, the EPP and LEA co-constructed levels of clinical experience to ensure candidates have a depth, breadth, diversity, coherence, and duration of clinical experience.

Level I placements occur early on in the program and focus primarily on observation only, an average of 10-15 hours.

Level 11 placements occur throughout the middle of the program and require more hands on expectation of candidates. Examples of this would be one-on-one student work, small group, whole group, designing instruction, and developing assessments and IEP/504 plans, resulting in an average of 10-20 hours.

Level III is the EDUC 3900 Induction (Pre-Residency) semester, which is an intense 30-36 hour placement co-requisite with literacy and classroom management. Candidates fulfill a diverse experience (SES, cognitive, Title 1, hard to staff, and cultural) in this placement and are required to teach whole group instruction. Ideally, the placement goes well with a co-selected clinical mentor who meets state clinical mentor requirements in policy 5.504 and the principal, clinical mentor, and/or teacher candidate can request for teacher candidate to remain for the next level placements.

Level IV and V, the EPP, in collaboration with the LEA, ensure the TC will have a placement for a full year to completely immerse in the classroom setting. Level IV (Residency I) is the first semester of the senior year and is designed so that the TCs will have a minimum of 2 days a week in a classroom with a PIM co-selected by the EPP and LEA. The Level V Residency II (student teaching) experience includes a minimum of 15 weeks placement with PIM co-selected by the LEA and EPP.

The EPP Teacher candidates will be allowed to begin their placement in the field with their PIM at the opening day of school during both the fall and spring semesters. Since the TC begins the placement when the local LEA begins school (both during the fall and spring semesters) TCs are able to achieve more than the minimum 15-week experience.

SOE program areas work with the CCE committee to continually review and update, where appropriate, the UTC clinical experiences table to ensure prompt 5 requirements are being met in every initial licensure program area. This process ensures alignment and informs programmatic discussions, when warranted.



<b>Primary Partnership Outcomes</b>	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><b>OUTCOMES:</b></p> <p>UTC's Grow Your Own program goals focus on increasing teacher diversity to better reflect the student population and address teacher shortages within the state of Tennessee. Our programs will provide wraparound support services to participants to include mentoring, pedagogy training, praxis testing support, and financial aid to remove barriers for degree and licensure completion. We will work with LEA partners to increase minority teacher candidate enrollment to address districts much needed positions.</p> <p>UTC will collaborate with local and regional school districts, along with Charter Schools and other groups to recruit candidates. GYO will be included in the recruitment and retention goals for the School of Education.</p> <p>.</p> <p><b>IMPACT MEASURES:</b></p> <p>The UTC EPP will develop a separate file-based program for GYO Apprenticeship data as a means of reviewing and tracking various data such as apprenticeship site, GPA, grades, program progression/completion, assessment scores, and graduation rates. The data will be reviewed, monitored and analyzed each semester with a summary developed through a “GYO 2.0 Annual Report Cord” at the end of each academic year.</p> <p>UTC EPP will continue to track impact scores and employment retention/duration up to two-years after the apprentice completes the program by expanding our induction program to include these completer's.</p> <p>The EPP will hold “debrief” sessions at the end of each term to seek feedback regarding performance including any additional areas of support needed for the apprenticeship candidates. Additionally, the EPP will develop a “GYO Advisory Group” consisting of partner mentors, administrators, and EPP faculty/staff to continually monitor candidate progress, review candidate/mentor/district annual survey feedback, support needs and to remain abreast of position needs in district talent pipelines.</p>	