



Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee at Chattanooga
Local Education Agency (LEA)	Williamson County Schools
Academic Year of Agreement	2023-2024

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Certification (signatures verify partnership)	
EPP Authorized Representative: Brent Goldberg	Title: Vice Chancellor for Finance and Administration
Signature: <small>DocuSigned by:</small> P. Brent Goldberg <small>009EAC94D9A46A...</small>	Date: 9/25/2023 14:30:24 PDT

LEA Head Administrator: Jason A. Golden	Title: Superintendent
Signature:	Date: 9/21/23

**Prompt
1**

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.*

UTC and its partner districts have jointly established criteria and processes for screening and selecting high-quality clinical educators who demonstrate expertise in school leadership and who have a track record of improving student achievement. The general recruitment and selection process is a collaborative effort of the UTC School Leadership Advisory Council (AC) which includes members from partner districts and the School of Education (SOE).

Each educational leadership candidate has several clinical educators including a school-based mentor, program mentors, incidental mentors, and university clinical supervisors.

School-based and program mentors are nominated and selected based on a series of steps:

1. District office personnel recommend mentors who are successful principals based on the State of Tennessee Administrator Evaluation Rubric. Recommended mentors are expected to demonstrate the exemplary standard in many categories and a minimum of a professional standard in all others. Mentors are expected to be principals of schools that are demonstrating progress in student achievement as well as other indicators of school reform. Mentors must have an active ILL-B or ILL-P license in the State of Tennessee.
2. Recommended mentors will also be sought who represent a diverse set of schools and community demographics.
3. Once recommended, these proposed mentors meet with the Educational Leadership Program Director to review the Mentor Handbook. They then sign an agreement certifying their intent to meet the co-designed standards for mentoring students.
4. The district administrator and/or building principal must sign the agreement, certifying support of the mentor assignment.

School-based mentors are provided a detailed Mentor Handbook which was developed collaboratively by the curriculum and clinical experiences subcommittee of the AC, which outlines specifics of the program, the mentorship requirements and timeline, and all mentor evaluations. School-based mentors participate in one online training session during the first fall semester of the program. School-based mentors participate in annual meetings with their protégé and the program director. At these meetings, progress is discussed, and plans are reviewed to ensure successful program completion. School-based mentors are evaluated at the conclusion of the candidates' program through an online survey completed by all program finishers.

Program mentors meet with candidates several times each year through a series of seminars. Incidental mentors assist with specific skills. A candidate who, for example, needs help with high school scheduling might be referred to a high school assistant principal with expertise in that area. Incidental mentors are recommended from the district office administrators based on known areas of demonstrated expertise. A list of incidental mentors is sent to the university each fall from district office personnel.



**Prompt
2**

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.*

Candidates are required to complete an approved leadership project that includes a minimum of 50 hours in a leadership capacity within a school. The candidate submits a final practicum report, that includes a mentor evaluation, as one of their course requirements. Results in terms of student achievement must be clearly documented. Candidates must include pre- and post-project student data to illustrate the impact of the project on student achievement, specifically addressing literacy achievement. Candidates must also include a substantive reflection on the practicum project including a summary of major learning from the experience and impact on the development of the candidate as a future leader. Program mentors certify that the project required at least 50 hours of leadership within the practicum project mentor evaluation.

Candidates must also complete 300 hours of clinical field experience beyond the 50-hour practicum project. Candidates have 113 field experience activities from which to choose. Some of the clinical field experience activities are required and others are chosen by the candidates to support their mastery of the standards. Clinical field experience summaries require candidates demonstrate understanding and application of requisite knowledge, skills, and dispositions through collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Within their clinical field experience log, candidates indicate their involvement on a leadership continuum. Candidates begin with an expectation of observing 30%, participating 40%, and leading 30% and finish with an expectation of observing 10%, participating 20% and leading 70%. The course sequence and associated required clinical experiences are designed so that the candidate engages in more substantive experiences as they progress through the curriculum. Candidates must progress from the role of an observer to that of a participant to that of a leader. Additionally, candidates must complete field experience in at least three educational grade level settings. Candidates are expected to complete sufficient hours at each grade level to demonstrate competency. Candidates are also required to demonstrate competency in multiple settings (rural, urban, suburban), with a minimum of one clinical field experience completed in each setting.

The criteria for success throughout the clinical experiences is primarily based on the mentor evaluations. Checkpoint 1 and 2 evaluations use the same form; whereas, the final mentor evaluation is more comprehensive in that it is used to evaluate the candidate's knowledge and skills summatively at the conclusion of the program. The Final Mentor Evaluation is based on the TILS and is also aligned to the NELP Standards. Scoring of the candidate using the mentor evaluation rubrics is based on the Tennessee Administrator Evaluation Rubric. The decision to use this rubric was made collaboratively with by the University Faculty and the UTC Educational Leadership Advisory Committee. To successfully meet the requirements of the final mentor evaluation, candidates are scored by their school-based mentors using a five-point scale.