



# Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Initial Teacher Licensure

<b>Educator Preparation Provider (EPP)</b>	University of Tennessee Chattanooga
<b>Local Education Agency (LEA)</b>	Hamilton County Schools
<b>Academic Year of Agreement</b>	2024-2025

EPP Contact/Designee	
<b>Name:</b> Christopher Brown	<b>Title:</b> Clinical Experience Coordinator
<b>Email:</b> christopher-r-brown@utc.edu	<b>Phone Number:</b> 423-425-2351

LEA Contact/Designee	
<b>Name:</b> Jesse Gray	<b>Title:</b> Director, Talent and Acquisition
<b>Email:</b> gray_jesse@hcde.org	<b>Phone Number:</b> 423-498-7085, Ext. 20070

Certification (signatures verify partnership)	
<b>EPP Head Administrator:</b>	<b>Title:</b> Vice Chancellor for Finance and Administration
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"><b>Signature:</b></div> <div style="border: 1px solid black; padding: 2px;"> <div style="font-size: 8px; margin-bottom: 2px;">Signed by:</div> <div style="font-family: cursive; font-size: 1.2em; margin-bottom: 2px;">P. Brent Goldberg</div> <div style="font-size: 8px; margin-top: 2px;">009E AAC94D9A46A...</div> </div> </div>	<b>Date:</b> 10/3/2024   08:28:08 PDT

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<b>LEA Head Administrator:</b> Dr. Justin Robertson	<b>Title:</b> Superintendent
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"><b>Signature:</b></div> <div style="font-family: cursive; font-size: 1.5em; color: blue;">Justin Robertson</div> </div>	<b>Date:</b> 9/26/2024



**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, job-embedded elementary and secondary opportunities, including ELA, Math, Science, and Special Education will be utilized for GYO 2.0 to support local districts as they meet their talent pipeline shortage. Elementary K-5th, Elementary K-5th/ESL K-12 dual, and SPED interventionist/comprehensive were all created and approved by the state in last academic year to address the growing needs in these areas of the partner district.

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.

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. 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.

UTC SOE and the LEA are going to explore the creation of a teacher licensure permit to job-embedded pathway to increase the educator pipeline by recruiting and supporting/mentoring current teachers on permit. Data provided by the LEA at the Primary Partnership meeting showed a large number of elementary educators on permit who need support and have the ability to be transitioned into a longer term role as a job-embedded teacher, and then in the end as a fully licensed educator.



<b>Prompt 2</b>	<p>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. <i>NOTE: Responses should not exceed one page per prompt.</i></p> <p>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 HCS district leadership.</p> <p>The EPP and LEA work together to identify the qualified Pre-Service Instructive Mentors (PIM) for all teacher candidates. A list of teacher candidates ready for Residency is collected and provided to Anne Barberi (LEA representative for placements). 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.</p> <p>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. CS can attend any HCS PD throughout the year. HCS provides the list and UTC shares to CS.</p> <p>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.</p> <p>UTC and the primary partner are currently building a proposal for the creation of a Mentor Teacher Academy (MTA), aimed at the recruitment and retention of high-quality mentor teachers. The 2024-25 year will serve as a development and pilot time of the MTA.</p>
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**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.



**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 Project Coach evaluations, the teacher evaluation system for HCS. The feedback from the LEA will ensure mutually agreed upon skills, knowledge, dispositions and performance expectation of all completers of the EPP Data reviewed with the LEA annually.

Much of the work noted above occurs in the established committees that include the primary partner LEA. The committees of Curriculum and Clinical Experience, Assessment, and full organization all have primary partner representation to speak to curriculum, clinical experience, assessment, and programmatic design.

The EPP is in the current process of interviewing for an Assessment Coordinator position aimed to improve the design, evaluation, and decision-making for data driven continuous improvement.

The EPP hired a new literacy professor with a leadership role within the center around literacy alignment from K-12 to pre-service teachers.



**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 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, 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.

Partner district has expressed the following goals for the 2024-25 academic year to ensure inclusiveness of LEA curricular content and materials during UTC SOE coursework. UTC continues to increase the use of LEA adjuncts within programming to create further alignment between pre-service and in-service teaching.

- More UTC Faculty engaged in District Learning Opportunities: The center will help serve and develop plans from K-12 to pre-service teachers.
- Implementation of new math curriculum
- Continued implementation of ELA/Literacy curriculum in elementary (EL) and secondary (My Perspectives)
- Implementation of English New Language curriculum (Ellevate).
- UTC Faculty in P-12 classrooms to see curriculum modeled



<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>Short-Term Goals:</p> <ul style="list-style-type: none"> <li>-Teachers on Permits to have a supported pathway to Job-Embedded status. From 2023-24 to now this is up and running. The goal is to increase permit teachers retainment as full-time teachers via the job-embedded pathway.</li> <li>-Clinical Mentor (CM) data meeting to discuss effective and non-effective mentors. Partner to look at utilizing data for leadership or mentoring opportunities. 2024-25 will aim to develop a mentor teacher academy to recruit and retain high-quality mentor teachers.</li> <li>-Clinical Mentor training with other area EPPs. Development of Level I (new Clinical Mentors) and Level II (repeat Clinical Mentor) training. 2024-25 development will include co-teaching foundations workshop, further bolster EPP expectations training, educate and train clinical mentors on the newly adopted NIET Aspiring Teacher Rubric, and Level II training on the feedback cycle of an instructional coach.</li> <li>- Continue English New Language (ENL/ESL) model expansion to East Lake Academy of Fine Arts.</li> <li>-UTC Faculty involvement in partner district learning opportunities to see and work with curriculum (math and ELA specifically).</li> <li>-UTC SOE/HCS align and work collaboratively with the created Center for Innovation and Excellence in Education. Establish and work with the center's advisory group to align the proper pathways to help address the needs of the community.</li> </ul> <p>Long-Term Goals:</p> <ul style="list-style-type: none"> <li>-Permit to Job-Embedded pathway leading to fully licensed teachers that complete the EPP.</li> <li>Continue shared data of CM meetings.</li> <li>-Continued work and development of LEA CM training.</li> <li>-Fully operational ENL/ESL lab schools at The Howard School and East Lake Academy of Fine Arts.</li> <li>-Co-develop Mentor Teacher Academy and subsequent trainings.</li> <li>-The center will help SOE/HCS set strategic plans, joint professional development, and establish offices on the main campus of UTC.</li> <li>-Collaborate with primary partner LEA in development of potential aiEDU conference to address Artificial Intelligence in the education setting.</li> </ul>	