

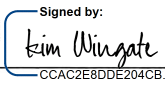


Educator Preparation Provider/Local Education Agency Primary Partnership Agreement


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| Educator Preparation Provider (EPP) | University of Tennessee at Chattanooga |
| Local Education Agency (LEA) | Hamilton County Schools |
| Academic Year of Agreement | 2024-2025 |

| EPP Contact/Designee | |
|---|--|
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| LEA Contact/Designee | |
|-----------------------------------|--|
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| Certification (signatures verify partnership) | |
|---|---|
| EPP Head Administrator: Kim Wingate | Title: Director, School of Education |
| Signature:  <small>Signed by: CCAC2E8DDE204CB...</small> | Date: 9/30/2024 05:34:21 PDT |

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|---|---------------------------------------|
| LEA Head Administrator: Dr. Justin Robertson | Title: District Superintendent |
| Signature:  | Date: 9/25/2024 |

UTC Authorized Signatory: 
Signed by:
009EAAC94D9A46A...
 Brent Goldberg, Vice Chancellor for Finance and Administration

9/30/2024 | 06:13:59 PDT



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.*

The primary goal of the UTC Educational Leadership Program recruitment plan has been to embrace diversity and inclusion, while ensuring our program graduates are equipped to positively impact students across all school districts in the state. This goal was developed collaboratively with members of the UTC Educational Leadership Advisory Council and is based on an analysis of enrollment trend data. Based on this analysis, and the needs of the partner districts, the most recent recruitment efforts focus on preparing leaders for high-need school leadership positions, namely, rural, remote schools, and urban inner-city schools. Primarily due to proximity and program inflexibility, examination of enrollment trend data show that students generally came from within a short driving distance of the Chattanooga campus. Yet, surrounding rural schools have concerns over not having satisfactory pool of qualified applicants for administration openings. Additionally, because inner-city schools in urban settings, specifically those in the primary partner school district, often face challenges in staffing administrative positions, and the program composite shows a lack of diversity, the program specifically targets students who are currently employed in hard-to-staff and inner-city schools. Application rubric points are awarded for applicants from our PP district, and additional points for those who are in hard-to-staff schools, and an additional point to those with three or more years of experience in these schools.

The Recruitment and Retention work group (a subcommittee of the full Educational Leadership Advisory Council) consists of seven members, including five from the primary-partner (PP) district, one of whom is the district's Director of Talent Acquisition. This committee meets regularly to analyze recruitment and retention data, develop strategies to address educator pipeline needs, and develop, implement, and review recruitment and retention goals. These goals are revisited annually.

The following goals were developed for 2024: 1) Increase the variety of electives and programs available to attract candidates who wish to specialize in specific areas of leadership, namely special education leadership, 2) Target recruitment to social media and online content, 3) develop a new three-year recruitment plan, and 4) Explore ways to offer credit through UTC for individuals in the PP district leadership pipeline LEAD academies.

Data are analyzed through regular Recruitment and Retention Workgroup and shared through regular meetings with the PP district leadership team. New candidate / cohort composition is shared with members of the PP executive team, and they must also review and approve all mentors, assuring they are on their list of approved quality mentors, and that they are not engaged in any personal targeted improvement efforts. Additionally, the UTC Program Director is participating in the PP district LEAD Aspiring Assistant Principal's Academy and will be placed as an assistant principal in the district for the upcoming spring semester. This will help build stronger understanding of the district's needs.



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.*

UTC and its primary partner district 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 Educational Leadership Advisory Council which includes members from partner districts and the School of Education. Each 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 nominates mentors who are successful principals based on the State of Tennessee Administrator Evaluation Rubric. Nominees are expected to demonstrate the exemplary standard in many categories and a minimum of a professional standard in all others. Nominees are expected to be principals of schools that are demonstrating progress in student achievement as well as other indicators of school reform.
2. Nominees will also be sought who represent a diverse set of schools and community demographics.
3. Once nominated, those specific principals apply to be mentors. The application will require a statement of commitment, identification of specific areas of expertise, and opportunities that the mentor can provide in his/her school that address diverse communities and students.
4. The principal of the school in which the candidate teaches will be asked to serve as a school-based mentor throughout the program if they meet the above criteria.
5. District office personnel approve the final list of school-based mentors.

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. The mentor handbook outlines a weekly requirement for mentor / protégé meetings and also provides guidance for monthly discussion topics. Additionally, each program course requires an interview (with report and reflection) of the program mentor regarding a course-related topic. 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. Program candidate track their interaction with their mentors by using a mentor meeting tracker. This spreadsheet requires candidates to log the minutes they meet with their mentor, the meeting modality, and the specific topics and standards that are addressed in the meetings.



**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.*

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 and evaluate the practicum project using a rubric designed by the Advisory Council.

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. Candidates track their clinical field experience using a template provided. They must also link all clinical field experience to specific standards addressed during the field experience.

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, and Program Dispositions. 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 Council.



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 expectation for the Educational Leadership Program is that we will prepare students to be instructional leaders in today's schools. To ensure candidates are prepared to lead, the program is aligned with the Tennessee Instructional Leadership Standards (TILS) and the National Educational Leadership Preparation (NELP) Program Recognition Standards, as well as the EPP Literacy Standards, and the Program Dispositions. Each course presents students with theory and background knowledge aligned to specific standards. Likewise, each clinical experience is aligned with the standards and provides the candidate an opportunity to apply the theory and knowledge in a school setting.

Program design is tightly aligned to the standards; however, the Educational Leadership Curriculum and Clinical Experience Workgroup (CCE), a subcommittee of the UTC Educational Leadership Advisory Council, meets regularly to analyze data, review syllabi, and recommend program and course revisions. The CCE consists of five individuals across three school districts. Three committee members are from the PP district, including the Future Ready Students Director and the Director of Talent Development.

This year, several changes were implemented based on recommendations from the CCE. For example, this year 1. Candidates keep track of mentor meetings using a newly designed mentor meeting tracker, 2. Mentors are provided a list of topics to address with their proteges each month, 3. Additional program dispositions were implemented and will be used in evaluating candidates.

Many of the implemented changes are geared not only to improve the program but also to collect additional data on program improvement efforts. Goals of the CCE Workgroup for 2024 include 1) Review program standards and develop scoring rubrics for standards which do not have clear rubrics (Athletic Program Leadership, Instructional Coaching Program Standards, Special Education Leadership Standards), 2) Develop rubrics for scoring dispositions, 3) Revise Clinical Field Experience Handbook to include new program standards (Athletic, Instructional Coaching, and Special Education Leadership), 4) Develop or adopt technology leadership standards and associated scoring rubrics.

Program evaluation occurs annually through the UTC Quality Assurance System (QAS). Data are collected from program finishers at the end of each year. Additionally, surveys are distributed to employers regarding their satisfaction with program graduates in leadership roles. These data are analyzed by the Educational Leadership Advisory Council through a system of ongoing review.

The Advisory Council consists of 18 members, with nine members from the PP district.

Decision making for continuous improvement occurs through the Educational Leadership Advisory Council, as well as through the School of Education Curriculum and Clinical Experience Committee (a different committee than the Educational Leadership Curriculum and Clinical Experience Workgroup). The School of Education Curriculum and Clinical Experience Committee meets twice monthly to review QAS data, review PP data, and ensure continuous program improvement.



**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.*

Decisions regarding program improvement and candidate preparation are primarily made through the EPP’s Advisory Council, with approximately 50% of the members serving in various roles across the primary partner district. This council meets regularly to analyze data, review trends and issues, and recommend improvements. A focus of the council has been to ensure that representatives from the primary partner district come from various levels and positions across the district. Therefore, committee members include district-level leaders, school-level leaders, instructional coaches, and teachers. The composite makeup of the council is deliberately designed to ensure that connections go beyond administrators, and that individuals responsible for implementing curricular changes in the classroom also have input into program improvement efforts. In recent years, having teachers and instructional coaches as contributing members has proven to be invaluable. For example, the EPP and LEA have created a new seminar that focuses specifically on the needs of the district in terms of instructional coaching. Further, the EPP has changed its policy regarding “double dipping” of credits so that leadership candidates can easily add on a 12-credit certificate in instructional coaching, that will make them excellent candidates for vacant positions within the partner district.

Additionally, district leaders have agreed to meet quarterly to review progress on the PPA, and strengthen the working relationship between the LEA and EPP. District leaders are active on the School of Education Curriculum and Clinical Experience committee which meets regularly to review data, align content, and update partners of any changes.

Two short-term outcomes for the recent academic year, developed collaboratively with the LEA, were to: A) introduce the primary partner instructional framework to program candidates as required reading, and B) collaborate with primary partner leadership to provide access and understanding of the primary partner instructional framework. Within the LEA’s instructional framework, is access to the district curriculum guides, student engagement framework, core beliefs, and the LEA “instructional triangle” (what, how, how well). Together with the LEA, the EPP will focus on aligning content to standards, ensuring quality, fidelity, intensity, and consistency in implementation, and alignment of formative and summative assessments. The EPP Educational Leadership Advisory Council will be reviewing the entire instructional framework and will recommend where and how to best include access and a working knowledge of the framework, curricula, and assessments.



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| Primary Partnership Outcomes | 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>Outcomes Approved for 2024 include:</p> <ol style="list-style-type: none">1. Increase the variety of electives and programs available to attract candidates who wish to specialize in specific areas of leadership, namely special education leadership2. Update and revise the program recruitment plan based on careful analysis of program data and PP needs3. Explore ways to offer credit through UTC for individuals in the PP district leadership pipeline LEAD academies.5. Incorporate PP District materials and models within core leadership courses6. Select adjunct instructors from the primary partner, and provide appropriate training9. Engage in the PP Leadership Pipeline training sessions10. Develop a system of presenting and discussing PP district instructional model and Portrait of a Graduate to program candidates.11. Introduce the primary partner instructional framework to program candidates as required reading12. Collaborate with primary partner leadership to provide access and understanding of the primary partner instructional framework. <p>Outcomes for 2025 include:</p> <ol style="list-style-type: none">1. Co-develop or adopt a set of technology standards for school leaders and complementing rubrics for scoring and data collection2. Co-develop valid and reliable scoring rubrics for data collection on all program checkpoints3. Revise employer satisfaction survey instrument and co-develop scoring valid and reliable scoring instruments for data collection | |