



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

<b>Educator Preparation Provider (EPP)</b>	The University of Tennessee at Chattanooga
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<b>Local Education Agency (LEA)</b>	Hamilton County Schools
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<b>Term of Agreement</b>	August 1, 2020 to July 31, 2020
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<b>Name:</b> Christopher Brown Clinical Experience Coordinator	<b>Name:</b> Erin Kirby Induction Specialist
<b>Title:</b>	<b>Title:</b>
<b>Name:</b> Avalon Gourlay Certification Officer	<b>Name:</b> Erin Harrell Recruitment Coordinator
<b>Title:</b>	<b>Title:</b>

<b>Certification (signatures verify partnership)</b>	
<b>EPP Head Administrator</b>	<b>Name:</b> Renee C Murley <b>Title:</b> Director - School <b>Signature:</b>  <b>Date:</b> 11-10-2020
<b>LEA Director of Schools</b>	<b>Name:</b> Dr. Bryan Johnson <b>Title:</b> Superintendent <b>Signature:</b>  <b>Date:</b> 11/20/2020

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**Prompt 1:** Identify the collaboratively-developed recruitment and selection strategies and goals.  
(500 words)

Formal partnership meetings, as well as informal, ongoing communication are critical for the strengthening of this critical partnership. Often the informal communication will occur during Clinical Experience placements. The formal partnership meetings will occur annually to update and address any needs of the LEA and EPP.

1) The School of Education will include representation from the LEA in various committees, advisory capacities and specific team meetings to assist in the co-development, co-selection and co-creation of Teacher Education Program policies and procedures. Through their participation in the stakeholder groups, the LEA representatives will provide feedback and support on the admissions process to ensure that the selection criteria are meeting not only the state policy, but also the LEA's needs.

For initial licensure, a review of the survey results collected from the EPP regarding the Pre-Service Instructive Mentor (PIMs), the Clinical Supervisors (CS) and the teacher candidates (TC). These results will guide discussions regarding the selection process, feedback results and necessary practices to implement in the recruitment and selection process. Accountable Partners: EPP Director, TEP Coordinator or Certification Officer; LEA: Induction specialist, Director of HR Operations, Principal(s)

The LEA and EPP will collaborate on the selection and recruitment of eligible Job-Embedded Clinical Experience candidates to fill high need areas not being met by the initial preparation program. Marketing the program will be

2) Chattanooga Teaching Fellows were created by the EPP in collaboration with community philanthropic groups and the LEA to provide teachers to the district to staff Title I schools. HCS recruiters participate in interviews and co-select applicants into the Fellowship. Priority is given to diverse and/or high-need endorsement area applicants.

3) The partnership will meet in August at the annual data retreat to discuss observation/effectiveness scores, satisfaction surveys, recruitment, recruitment pipeline and pipeline needs, and retention data. Once data is shared, goals will be laid out for the following academic year.

4) The EPP will work with the Future Ready Institute (FRI) at Tyner Academy with Erin Glenn in the development of a formal partnership for the purpose of recruiting local, future teachers of color. The Future Read Institute will offer the TN Department of Education's curriculum for the Teaching as a Profession (TAP) curriculum and the EPP will offer Dual Credit for EDUC 2010 through this partnership. Accountable Partners: EPP Director, TEP Coordinator or Certification Officer; LEA: Future Ready Institute Director

5) HCS will have multiple points of access to candidates in clinical practice for purposes of recruitment and addressing teacher pipeline needs. HCS will be given speaking time at midpoint session, list of candidate placements to visit individually, and candidate contact information to touch base and set up possible mock interviews. Induction specialist Erin Kirby and Jill Landtroop will also speak on supports the district offers new teachers during feedback session at the end of Residency II to further recruit candidates to partner.



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**Prompt 2:** Identify how entities will collaborate to **select, prepare, evaluate, support, and retain high-quality clinical educators**, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. (500 words)

The TEP and LEA are both committed to ensuring high quality Clinical Educators are selected, prepared, supported, evaluated, and retained. There is a commitment to gathering feedback from: 1) Teacher Candidates regarding PIMs and Clinical Supervisors 2) PIMs regarding Teacher Candidates and Clinical Supervisors. 3) Clinical Supervisors regarding PIMs and Teacher Candidates. All three groups provide results to guide discussions surrounding satisfaction and continuous improvement. The PIM and CS surveys were redeveloped this summer using a collaborative group of former PIMS, CS, Teacher Candidates, UTC faculty, and HCS district leadership.

1) The TEP and LEA will 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 Marsha Brumlow (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 Clinical Supervisor and Teacher Candidate. 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. This summer a new 1-page Residency Tips for new PIMs was created collaboratively by former PIMs, TCs, and current CS. This sheet is given to new PIMs for guidance to Residency.

2) Clinical Supervisors apply, interviewed by a collaborative group of LEA and UTC representatives, and co-selected to be hired to the role. The TEP asks the LEA for recommendations of recent retirees or individuals no longer working to apply. The TEP will create annual focus groups for ongoing feedback regarding their satisfaction of TEP Clinical Supervisors and TEP support. Feedback based on surveys, TC feedback Residency session, and focus groups are provided to the Clinical Supervisors in order to provide actionable feedback to address needs of improvement or recognition of areas of strength. Data obtained also will help UTC and LEA pursue necessary professional developments for Clinical Supervisors. CS can attend any HCS PD throughout the year. HCS provides the list and UTC shares to CS. CS PD identified goal will be PD on HCS new literacy curriculum.

3) The TEP and the LEA has worked to establish Residency Site Groups with different starting semesters. This will ensure candidates are getting a variety of settings and UTC is working to build collaborative relationships with multiple schools throughout the district. Having multiple schools allows to build a strong, wide pool of PIMs across the district.

4) PIMs and Clinical Supervisors will have the opportunity to participate in a training for the purpose of information regarding pacing guides, evaluation expectations, roles and responsibilities, edTPA, and Co-teaching. The TEP and the LEA will co-plan, co-develop and co-sponsor professional development for PIMs and Clinical Supervisors. To retain clinical educators, the LEA and the TEP will work toward identifying levels affiliated with Leadership opportunities where PIMs are recognized, trained and provided a stipend with the expectation they are specially trained to have a teacher candidate. The goal is to have the levels established and starting to operate by 2021-2022 school year, being designed by Erin Kirby and Chris Brown.



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**Prompt 3:** Identify mutually-agreed upon expectations for candidate preparation that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. (500 words)

The TEP and LEA partners work to develop mutual expectations for candidates completing all requirements in licensure programs. Teacher candidates are expected to demonstrate theory through pedagogical application in the P-12 classroom. This is accomplished through the implementation of a variety of tools such as formal and informal evaluations, dispositional assessments and summative evaluations. In addition to clinical performance expectations, teacher candidates also participate in other field experiences and course assignments aligning with edTPA, Specialty Area Standards and InTASC Standards.

- 1) The TEP and LEA will identify opportunities to collaborate on LEA curriculum into literacy coursework. All Literacy professors of UTC will collaborate with Dr. Stewart of the LEA to establish new goals in this literacy partnership.
- 2) PIMs or other LEA representatives will offer support and guidance to future teachers on a variety of topics to support and prepare teacher candidates for the field. The TEP and Hamilton County Schools co-selected a team of outstanding mentor teachers recognized for their classroom management skills. These individuals will participate in a variety of classes as guest speakers to support future teachers, in the classroom management courses in the EDUC 3900 semester.
- 3) In collaboration with HCS and feedback from priority school zone leaders, new professional development opportunities would be given to Residency students. Residency I students will go through 3-hour Trauma Informed Teaching training with EXED Supervisor Celeste McKenzie. For Residency II, it was decided Classroom Organizational Management Program (COMP) would be adopted by UTC during the Residency II semester. HCS will provide trainers for specific program areas.
- 4) The TEP will include LEA Mentor Teachers and/or other representatives to serve as adjunct professors and members of search committees for hiring purposes. Adjunct professors from the district will provide relevant experiences and targeted support with content specific/TN Ready Standards.
- 5) LEA representatives will offer TEP faculty and/or administrators the opportunity to participate in professional development activities within the district. The professional development includes new curriculum, state initiatives, new standards or important changes that are necessary for EPPs to include in the training of pre-service teachers.
- 6) Teacher candidates pursuing a license in Exceptional Education will be allowed to participate in IEP meetings as an observer only. Faculty from UTC and HCS representatives Dr. Luronda Jennings, April Grubbs, and/or Amber Smithson from Exceptional Education will start collaborative partnership work. HCS will work to allow UTC faculty/candidates to view Easy IEP and other items necessary.

All of these goals are assessed by reviewing data gathered throughout the program including: field experience reflection, course evaluations, Residency II/Student Teaching TEAM evaluation, and long-term completion data through the TDOE Annual Report and Project Coach Evaluation data reviewed during annual data meetings with the LEA. Success in candidate outcomes is determined by meeting the domains in the TDOE Annual Report with focus on Domain 2 and 5. If the domain isn't met, accountability is shared to collaboratively come up with a plan of action to address any weaknesses with the LEA.



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**Prompt 4:** Identify mutually-agreed upon key assessments, transition points, and exit requirements.  
(500 words)

The partnership between the TEP and the LEA will include mutually agreed upon key assessments, transition points and exit requirements. The key assessments assist in the success of teacher candidates as they transition through their program of study. All the key assessments, transition points and exit requirements will address the TDOE's TEP policy expectations.

- 1) The TEP in collaboration with the LEA will identify indicators of the competencies, attitudes, and dispositions of an effective educator. These mutually agreed upon competencies, attitudes, and dispositions will be assessed by the PIM and Clinical Supervisor during clinical practice to ensure areas for improvement are identified early on so that remediation can occur. The data will be reviewed and shared with key stakeholders in the district annually.
- 2) Collaboratively, the TEP and the LEA identified 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 transition process. This will also address recruitment, retention and support services to ensure teacher candidates are successful and demonstrate professional skills, knowledge and dispositions. Data will be reviewed with LEA annually. Additionally, the LEA and TEP review and discuss district needs using the Human Capital report for the district. LEA data regarding recruitment, retention and ongoing needs are discussed and reviewed annually to ensure the co-planning of new programs, recruitment programs and additional financial resources to support high need areas.
- 3) The TEP will share performance domains of the Summative Evaluations for the purpose of alignment with the Project Coach, the teacher evaluation system for Hamilton County. The feedback from the LEA will ensure mutually agreed upon skills, knowledge, dispositions and performance expectation of all completers of the TEP. Data reviewed with the LEA annually.
- 4) The EPP analyzed and found about 55-60% of graduates ended up in HCS. Because of observation completer data in the TDOE Annual Report and to help a majority of completers' prepare for professional practice, UTC co-constructed with HCS a new Residency evaluation rubric called UTC Coach, based heavily off of HCS Project Coach. This will begin pilot in Fall 2020 as a key program assessment.

The Transition Points/Clinical Experience progression supplemental document has been provided to show the scope and sequence of transition points and clinical experience breadth, depth, duration, and coherence throughout the program.



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**Prompt 5:** Identify mutually-agreed upon **design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. **(500 words)**

Since the summer of 2016, communication and ongoing conversations have included the need for deeper more meaningful experiences during clinical experience. Hence, one of the reasons, UTC has worked to implement the Residency model. Not only is the Residency experience vital for a teacher candidates' success but also includes the opportunity to have diverse experience throughout their licensure programs. While the Residency I/II model does not exist in all initial preparation programs outside the SOE, there are plans for implement

1) The LEA and UTC will commit to ensure all teacher candidates can work with a diverse population of children throughout their clinical experiences. EDUC 3900 is a testament to this collaborative commitment. EDUC 3900 Induction (Pre-Residency) requires candidates to be placed for 3 hours, 1 day a week, for a total 30-36 hours of field experience in a priority school with teachers strong in classroom management within HCS. Literacy II and Classroom management coursework are corequisites for 3900. Diverse population of children include, but not limited to, diversity in the following terms: socioeconomically diverse, cognitively diverse and culturally diverse. Because placements are co-designed, the placement data will be monitored and reviewed annually to ensure this goal is met.

2) The TEP and LEA 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 10-20 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 10-25 hours. Level III is the EDUC 3900 Induction (Pre-Residency) semester, which is mentioned in bullet 1. Candidates fulfill diverse experience in this placement, and are required to teach whole group instruction. Level IV and V, the TEP, 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 TEP 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 TEP. The TEP 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). To allow candidates more diverse offerings, candidates enrolled in our dual-endorsed programs (PreK-3/EC SPED, K-5/ESL) are given the option to have a second placement in Res II in either EC SPED or ESL.

3) The TEP and LEA will share impact data annually. The TEP data are provided by the TNDOE's Annual Report and the State Board of Education's Preparation Report Card. Human capital, hiring trend, and TVAAS data are provided by the LEA for the purpose of review, analysis and continuous improvement of the effectiveness preparation program and pipeline.