



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

<b>Educator Preparation Provider (EPP)</b>	University of Tennessee at Chattanooga
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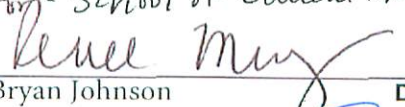

<b>Local Education Agency (LEA)</b>	Hamilton County Schools
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<b>Term of Agreement</b>	09/01/2020 - 08/31/2021
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<b>EPP Contact/Designee</b>	
<b>Name:</b> Barry Kamrath	<b>Title:</b> Director of School Leadership Programs
<b>Email Address:</b> barry-kamrath@utc.edu	<b>Phone Number:</b>

<b>LEA Contact/Designee</b>	
<b>Name:</b> Zac Brown	<b>Title:</b> Director of Instruction and Leadership D
<b>Email Address:</b> brown_z@hcde.org	<b>Phone Number:</b> 423-498-7090

<b>Other Key Staff</b>	
<b>Name:</b> Christopher Brown UTC Clinical Experience Coordinator	<b>Name:</b> Penny Murray Chief Talent Officer
<b>Title:</b>	<b>Title:</b>
<b>Name:</b> Renee Murley UTC School of Educator Department	<b>Name:</b> Neelie Parker Chief Schools Offic
<b>Title:</b> Head	<b>Title:</b>

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

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

The primary goal of the UTC School 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 School Leadership Advisory Council (AC), and is based on an analysis of enrollment trend data. Based on analysis of enrollment trends, 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 showed that students generally came from within a short driving distance of the Chattanooga campus. Yet, surrounding rural districts expressed concerns over not having satisfactory pool of qualified applicants for administration openings. Additionally, because inner-city schools in urban settings, specifically those in the local 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 inner-city schools.

To address the recruitment goal, the UTC School Leadership AC developed several objectives for the most recent recruitment plan, including the transition to a fully online delivery model, targeting digital marketing materials to all Tennessee School Districts, and focusing print marketing on local schools.

Beginning in the Spring of 2020, all UTC School Leadership courses are fully online, asynchronous. However, in an effort to connect students and faculty, and build strong relationships with students and local districts, the decision was made to offer one in-person seminar per semester. In a typical year (without a pandemic), students will attend a seminar one Saturday per semester. These seminars will feature in-person panels (defined as "program mentors") with local educational leaders (administrators from Hamilton County Schools). Chosen in collaboration with the primary partner, these administrators will be high-achieving school leaders from schools across the county, representing all school levels.

To ensure a candidate pool that can successfully complete the rigorous program requirements, each application is assessed using a detailed scoring rubric. All applicants must hold a current teaching license, have a minimum of three years of successful teaching experience, and electronically submit several required documents, including recent teaching evaluations, two letters of recommendation (one must be from the applicant's school administrator), evidence of an ability to improve student achievement and, also demonstrated leadership in coaching other teachers to raise student achievement. As part of the application process, each potential candidate undergoes an interview conducted by members of the AC.



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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)**

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). Beginning in the fall of 2020, the AC adjusted its membership, rotating off members who have served for four years, and bringing in new members from partner districts. In collaboration with primary and state recognized partners, the members of the AC will serve in a heightened capacity in the selection process of new program candidates, not only serving on interview committees, but also screening all application materials. Each school 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 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.

School-based mentors are provided a detailed Mentor Handbook, 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 are evaluated at the conclusion of the candidates' program through an online survey completed by all program finishers. Program mentors meet with candidates three times each year through a series of seminars (one per term, including the summer session). 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



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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)

Clinical educators from the University include university faculty and adjunct faculty. Faculty members are chosen based on identified selection criteria which include administrative and leadership experience in P-12 Schools. The search committee includes representatives from partner district administrative teams. In the selection of adjunct instructors, efforts are made to utilize experts from the partner districts who are highly qualified, thus strengthening partnerships and making valuable connections between practicing administrators and program candidates.

To ensure candidates are prepared to lead, the program is aligned with the Tennessee Instructional Leadership Standards (TILS). Each course and clinical experience is aligned to specific TILS.

UTC works with partnering districts to design and provide extensive meaningful clinical experiences for candidates to practice application of course content knowledge and skills. As a part of the required field experience, candidates are required to complete a leadership project that includes a minimum of 50 hours in a leadership capacity within a school. Candidates are expected to show evidence of the ability to lead an element of school reform in the practicum project. The project is expected to be substantive, data-driven and student achievement orientated. A summary of the practicum project is submitted to the school-based mentor for evaluation. This evaluation was developed collaboratively with members of the University Faculty and the AC. The candidate submits a final practicum report, that includes the mentor evaluation, as part their practicum course. Results in terms of student achievement must be clearly documented. Students 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.

Candidates must also complete 400 hours of field experience beyond the 50-hour practicum project. Within the Program Handbook, students have 113 field experience activities from which to choose. Some of the field experience activities are required and others are chosen by the candidates and their mentors to support their continual improvement. Field experience options were selected collaboratively by the University Faculty and the AC. Required field experience activities are also included in the UTC School Leadership Standards Alignment Matrix. The matrix shows that about 200 hours of field experience is built into the nine core courses, providing candidates an opportunity to bridge between theory and practice. An electronic portfolio is created by the candidate throughout the program, which is expected to contain descriptions of activities, artifacts, summaries of results, and reflections of all field experience activities. The portfolio must include document field experience hours, appropriate summaries and reflections, as well as all mentor evaluations.



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

Awareness and understanding are assessed through a series of three Program Checkpoints. Formative program checkpoints are established at the end of term one and term three. The program coordinator evaluates these program checkpoints by utilizing a checklist of requirements and a Checkpoint Scoring Rubric. Student grades are accessed via the UTC Learning Management System. Mentor evaluations are submitted directly to the program coordinator. Mentor evaluations are also placed in the student's electronic portfolio.

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 AC.

Each transition point in the program is preceded by the completion of a program checkpoint. In order to advance to the next level in the program, candidates must successfully meet the requirements of the series of program checkpoints. Candidates who do not successfully meet the requirements of a program checkpoint are placed on probation and a series of support actions are implemented; however, until the checkpoint requirements are met, the candidate is not advanced in the program.

The electronic portfolio is the mutually agreed upon key exit assessment for all school leadership licensure programs. The portfolio includes multiple and varied artifacts that demonstrate the student's mastery of the TILS indicators and NELP knowledge and skills. These indicators were agreed upon by the University Faculty and the UTC School Leadership Advisory Council. Embedded within the electronic portfolio, students demonstrate their ability to apply knowledge and skills related to each indicator. The UTC School Leadership program ensures candidates demonstrate a deep understanding of the critical concepts and principles of their discipline by assessing each component of their electronic portfolios. In addition to artifacts and reflections for each TILS indicator, and evidence of successful completion of the School Leadership Licensure Assessment (SLLA), students must include in the electronic portfolio: (a) a practicum project report and field experience log, (b) a capstone paper that includes synthesis and reflection on all program learning, standards, indicators, and dispositions, (c) a standards assessment and professional development plan, and (d) three successful mentor evaluations. The SLLA score previously accepted in the State of Tennessee was a 160; however, beginning in August of 2019, the format and composition of the exam has changed slightly, and students will be required to score a 151.



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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)**

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 the mentor evaluation. 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. Candidates must also include a substantive reflection on the practicum project.

Candidates also complete 400 hours of field experience beyond the 50-hour practicum project. Candidates have 113 field experience activities from which to choose. Some of the field experience activities are required and others are chosen by the candidates to support their mastery of the standards. Required 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 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 so as to demonstrate competence. 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 School Leadership Advisory Committee.