



Department of
Education

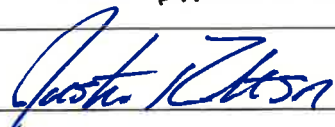
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	University of Tennessee Chattanooga
Local Education Agency (LEA)	Hamilton County Schools
Academic Year of Agreement	2025-26

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Certification (signatures verify partnership)	
EPP Head Administrator: P. Brent Goldberg	Title: Vice Chancellor for Finance & Administration
Signature: Signed by:  009EAA0940B9A0A...	Date: 10/10/2025 12:01:04 PDT

LEA Head Administrator: Dr. Justin Robertson	Title: Superintendent
Signature: 	Date: 9/29/2025



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 apprenticeship 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 2024-25 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. Our SOE faculty and staff established an in-house recruitment, support, and retention committee in efforts to advance our findings in our CAEP Accreditation and teacher recruitment and retention. An LEA representative is involved in this committee.

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 at Tyner with the primary purpose is to recruit local, future diverse teachers to increase expectations on the TSBE EPP Report Card.

To address critical teacher shortages, CEIE assisted the SOE developing innovative pathways into the profession. The establishment of a state-recognized Registered Apprenticeship Program provides alternative certification routes while maintaining rigorous standards. The "Grow Your Own" model cultivates local talent, and the 2+2 program, developed in partnership with regional colleges, creates advancement pathways for paraprofessionals pursuing careers in education. This work was detailed from CEIE Advisory Board discussions surrounding HCS teacher candidates needed and the current traditional completer at UTC.

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. This will work within the district and SOE ongoing needs assessment process. We continue to target paraprofessionals, permit teachers, current P-12 students, and future teaching professional groups. UTC plans to continue offering recruitment fairs, informational sessions, and intentional recruitment efforts with Hamilton County Schools.



**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.*

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.

The EPP and LEA work together to identify the qualified clinical mentors for all teacher candidates. A list of teacher candidates ready for Residency is collected and provided to Anne Barbieri (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 mentors are also recommended by district partners during this feedback time. Model and Master 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.

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.

Mentors and Supervisors participate in training each semester which provides them with clinical expectations, edTPA knowledge, NIET observation rubric, and the co-teaching model. Clinical supervisors meet with the CEC multiple times during the semester to provide support to CS, address issues and make adjustments regarding anything in residency, examine mentor 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. This years focus will be on problems of practice and appropriate feedback with mentor training.

UTC has developed and implemented a Mentor Teacher tiering structure to ensure retention of high-quality mentor teachers. Tier 1 mentors are new mentoring UTC teachers. Tier 2 are effective to highly-effective, but not quite to the level of recognized mentors (via an award). Tier 3 are highly-effective and recognized mentors, who receive a higher stipend. Tier 4 are those highly-effective mentors who have been recognized multiple times and receive a higher stipend than Tier 3. Selection is based on evaluations from the TC and CS.



**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 at both the baccalaureate and post-baccalaureate levels, 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 mentor teacher 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 mentor teacher 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. This is to be reviewed annually during the primary partnership agreement meeting. 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. This occurs at the CEIC meetings as large recruitment initiatives and innovative ideas for programming are discussed.

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) With edTPA going away as an assessment in 2025-26, the partnership will be co-creating professional seminar offering to ensure alignment between pre- and in-service teaching. Use of completer surveys and feedback points will guide the planning.

5) Assessment Coordinator position has been filled to improve the design, evaluation, and decision-making for data driven continuous improvement. The partnership looks forward to deeper data dives with a dedicated position.

6) Requests that the primary partner review CAEP narratives in preparation for February 2026 off-site report submission to create strong transparency, feedback, and guide co-created endeavors.



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. This is the space where LEA curricular content and materials are discussed and implemented.

Partner district has expressed the following goals for the 2025-26 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
- Implementation of new math curriculum
- Continued implementation of ELA/Literacy curriculum in elementary (EL) and secondary (Elevate)
- UTC Faculty in P-12 classrooms to see curriculum modeled

Recognizing literacy as the foundation of educational success, CEIE made substantial investments by appointing Dr. Yvette Stewart as the Director of Literacy. Dr. Stewart brings extensive experience and expertise in K-12 literacy leadership, as well as expertise in evidence-based reading instruction. The center conducted comprehensive audits to align its practices with Hamilton County Schools' proven literacy model and implemented intensive summer training programs for staff and faculty. Significantly, CEIE has aligned its efforts with the Chattanooga 2.0 Literacy First Model for 2025-2026, ensuring a coordinated regional impact.

UTC faculty are all now required to serve as a CS for one student minimum in their discipline, allowing for faculty to see the current classroom, look for new ideas, and experience LEA curriculum.



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.
Short-Term Goals: -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. -Assistance with Employer Satisfaction Survey for CAEP accreditation requirements. -Continue Clinical Mentor training initiatives with the LEA. Development of Level I (new Clinical Mentors) and Level II (repeat Clinical Mentor) training. This 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. Topics of recommendation Problems of Practice and Appropriate Feedback for 2025-26. - Continue English New Language (ENL/ESL) model expansion to East Lake Academy of Fine Arts or East Ridge Middle or High. -UTC Faculty involvement in partner district learning opportunities to see and work with curriculum (math and ELA specifically). SAVVAS secondary ELA. ELLEVATE for ENL. K-8 Math HMH. Long-Term Goals: -Continue to openly share data among each other. -Fully operational ENL/ESL lab schools at The Howard School, East Lake Academy of Fine Arts, East Ridge Middle, and/or East Ridge High. -More COMP Level I trained faculty. Newer changes have occurred within the curriculum. -Continued development of mentor teacher trainings. Discussed state modules that will soon be released. -Literacy-First initiatives at Brown Academy -Shared HCS/SOE community schools liaison with Brown Academy. -Co-teaching and collaborative approaches to teaching content and pedagogical education courses. Professors and LEA practitioners co-teaching methods coursework.	



**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 is to embrace diversity and inclusion, while ensuring program graduates are prepared to positively impact students across Tennessee's schools. This goal is developed collaboratively with members of the UTC Educational Leadership Advisory Council and guided by systematic analyses of enrollment trend data. While recent cohorts reflect strong overall diversity, the number of Hamilton County candidates has declined, leading to renewed emphasis on strengthening the pipeline from the primary partner district while maintaining representation from a broad range of backgrounds.

Recruitment strategies emphasize preparing leaders for high-need positions in rural, remote, and urban schools. Application rubric points continue to be awarded for candidates from Hamilton County Schools, with additional points for those serving in hard-to-staff schools and for applicants with three or more years of experience in those contexts. Recruitment efforts will expand through targeted use of online and social media platforms and through deeper collaboration with Hamilton County Schools, including exploration of graduate credit for participants in the district's LEAD Academies. The program will also explore the feasibility of a fast-track completion option, pending SAP review.

Evidence is systematically collected through admission data, cohort composition, candidate demographics, and recruitment outcomes. The Recruitment and Retention Workgroup (a subcommittee of the Advisory Council, with five of seven members from Hamilton County Schools) meets regularly to analyze this evidence, develop strategies, and monitor progress toward goals. Findings are shared each semester with Hamilton County's executive leadership team, ensuring transparency and accountability. These data-driven reviews directly inform adjustments to recruitment strategies and allow partners to track the impact of initiatives on increasing the educator pipeline. In alignment with the program's Recruitment and Retention Plan, these strategies include a deliberate focus on attracting candidates from diverse backgrounds and preparing them to serve in diverse and hard-to-staff schools. Specific initiatives include targeted outreach to males of color, marketing in schools and districts with significant diversity, and building pathways from partner districts into UTC's program.

The following goals are identified for 2025: 1) strengthen Hamilton County representation in the Educational Leadership Program while sustaining overall diversity, 2) expand targeted recruitment through online and social media outreach, 3) implement opportunities for LEAD Academy participants to earn UTC graduate credit, and 4) examine a fast-track completion option pending SAP review. Together, these goals and the ongoing use of evidence ensure that UTC and Hamilton County Schools are jointly building a high-quality and diverse leadership pipeline.



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. <i>NOTE: Responses should not exceed one page per prompt.</i>
	UTC and Hamilton County Schools have jointly established clear criteria and processes for screening and selecting clinical educators who demonstrate strong leadership expertise and evidence of positive impact on student achievement. The recruitment and selection of clinical educators is a collaborative process through the UTC Educational Leadership Advisory Council, which includes members from the School of Education and district partners. Each candidate is supported by multiple clinical educators, including a school-based mentor, program mentors, incidental mentors, and a university clinical supervisor. School-based and program mentors are nominated and selected through a structured process: - District office personnel nominate principals with proven success on the Project COACH Evaluation Rubric, demonstrating exemplary practice in many categories and at least professional standards in all others. - Nominees are drawn from schools showing measurable progress in student achievement and representing a diversity of schools and community demographics. - Nominated principals apply to serve as mentors by submitting a statement of commitment, areas of expertise, and opportunities they can provide for candidates to engage with diverse student populations. - The principal of the candidate's school is invited to serve as school-based mentor, pending district approval. - Final mentor lists are reviewed and approved by Hamilton County Schools leadership. School-based mentors receive a detailed Mentor Handbook, collaboratively developed by the Advisory Council's Curriculum and Clinical Experiences subcommittee, which outlines expectations, timelines, and evaluation procedures. Mentors are expected to meet weekly with protégés, guided by structured monthly discussion topics. Each course includes a mentor interview and reflection, further deepening collaboration between candidates and mentors. School-based mentors participate in online orientation each fall and meet annually with their protégé and the program director to review progress. To ensure accountability and quality, mentor experiences are evaluated through end-of-program surveys completed by all finishers. Program mentors meet with candidates in scheduled seminars, while incidental mentors provide targeted expertise (e.g., scheduling, budgeting, or special education leadership). Each fall, district office personnel provide UTC with an updated list of approved incidental mentors. Candidates are required to track their mentorship experiences using the Mentor Meeting Tracker, a shared tool that logs meeting minutes, modality, topics, and standards addressed. These data provide both UTC and Hamilton County Schools with evidence of the depth and quality of mentoring, ensuring clinical educators are consistently prepared, supported, and evaluated for their impact on candidate development and student outcomes.



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.). <i>NOTE: Responses should not exceed one page per prompt.</i>
	Candidates complete an approved leadership practicum project requiring a minimum of 50 hours in a leadership role within a school. The final practicum report must include pre- and post-project student achievement data (specifically addressing literacy outcomes). The practicum project is overseen and evaluated by the site-based mentor. Candidates also provide a substantive reflection describing what they learned from the project and its impact on their development as future leaders. Practicum projects are explicitly aligned to the Tennessee Instructional Leadership Standards (TILS), the Foundational Literacy Standards (FLS), and the International Society for Technology in Education (ISTE) Standards for Education Leaders. In addition to the practicum project, candidates complete 300 hours of clinical field experiences across a broad set of required and elective activities. Of the 113 possible experiences, some are mandated to ensure coherence, while others allow candidates to pursue areas of interest. Clinical field experience (CFX) logs have been updated to require alignment of each activity to specific standards and indicators, ensuring that candidates demonstrate mastery of knowledge, skills, and dispositions. Within their logs, candidates also track their progress along the leadership continuum—beginning with observing (30%), participating (40%), and leading (30%), and progressing to observing (10%), participating (20%), and leading (70%) by program completion. Candidates must complete experiences across at least three educational grade levels and in multiple school settings (rural, urban, suburban) to ensure sufficient breadth and diversity. Logs require evidence of collaboration with teachers, administrators, community organizations, and parents, reinforcing the expectation that leadership extends beyond the classroom. The primary measure of candidate success in clinical experiences remains the series of mentor evaluations. Checkpoints 1 and 2 use a consistent formative tool, while the final mentor evaluation (which includes the TN TEAM Rubric, the PSEL Rubric, and the ISTE Rubric) provides a comprehensive, summative measure of candidate performance. Together, the practicum project, clinical field experience requirements, and aligned evaluation measures provide a coherent system that ensures candidates demonstrate both effectiveness and positive impact on preK–12 students.



Prompt 4	Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. <i>NOTE: Responses should not exceed one page per prompt.</i>
	The UTC Educational Leadership Program is designed to prepare candidates to serve as effective instructional leaders in today's schools. To ensure candidates are well prepared, the program is aligned with the Tennessee Instructional Leadership Standards (TILS) and the National Educational Leadership Preparation (NELP) Standards. Coursework integrates theory and background knowledge with applied practice, and each clinical experience is directly aligned with the TILS to provide candidates opportunities to apply learning in authentic school settings. Program design and continuous improvement are carried out through the Educational Leadership Curriculum and Clinical Experience Workgroup (CCE), a subcommittee, or work group, of the Educational Leadership Advisory Council. Membership in this workgroup is updated annually to reflect current district and program needs and continues to include leaders from Hamilton County Schools, including the Director of Talent Development and other key representatives. The CCE meets regularly to review data, analyze course syllabi, and recommend program revisions. Program evaluation occurs annually through the UTC Quality Assurance System (QAS), which collects data from candidates at key checkpoints, program finishers, and employers of graduates. These data, along with mentor evaluations and clinical fieldwork records, are analyzed by the Advisory Council as part of an ongoing review cycle. Decisions for continuous improvement are made collaboratively through both the Advisory Council and the School of Education Curriculum and Clinical Experience Committee. The latter meets twice monthly to review QAS evidence, align with Hamilton County Schools data, and ensure that program design remains responsive to district needs. Together, these processes provide a robust system for ensuring program quality, alignment with standards, and responsiveness to the needs of Hamilton County Schools.



Prompt 5	Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. <i>NOTE: Responses should not exceed one page per prompt.</i>
	Collaboration between UTC and Hamilton County Schools (HCS) ensures that candidate preparation remains tightly connected to district curricular priorities and instructional frameworks. Decisions regarding program improvement are primarily made through the Educational Leadership Advisory Council, with approximately half of its membership drawn from various roles across HCS. The council meets regularly to review data, analyze trends, and recommend changes, with intentional representation from district leaders, school administrators, instructional coaches, and teachers. This structure ensures that input extends beyond administrators alone and incorporates the perspectives of those directly engaged with teaching and learning. The Advisory Council’s diverse membership has proven critical to program alignment with district curricular initiatives. For example, the council contributed to the development of a seminar on instructional coaching and helped shape program adjustments that allow candidates to add a certificate in instructional coaching without duplicating credits. As of 2025, certificate development is explicitly tied to the PPA outcomes, ensuring program offerings are responsive to Hamilton County’s leadership pipeline needs. Ongoing collaboration occurs through regular review meetings between district leaders and the UTC program director, as well as active HCS participation in the School of Education Curriculum and Clinical Experience Committee. These meetings allow both partners to align candidate preparation with district instructional models, curricula, and assessment frameworks. Short-term outcomes for 2025–2026 include: (1) embedding the Hamilton County instructional framework into required coursework, (2) involving HCS leaders as adjunct instructors, and (3) continuing to provide program candidates with access to district curricular materials such as guides, frameworks, etc., and (4) incorporate the district’s academic press and personalization model into the instructional leadership course. Long-term outcomes include sustained integration of HCS models within core leadership courses and strengthening connections with hard-to-staff schools to grow the district’s future leadership pool. Through these structures and outcomes, UTC and Hamilton County Schools ensure that candidate preparation remains inclusive of district curricular content and responsive to both immediate and long-term leadership needs.



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.
Short-Term Outcomes (2025–2026): 1. Increase the number of Hamilton County candidates entering the program by expanding recruitment through online platforms, social media outreach, targeted district communication, and #2 below. 2. Implement graduate credit opportunities for participants in HCS LEAD Academies to strengthen alignment between district leadership pipelines and UTC's program. 3. Embed Hamilton County's instructional framework and Portrait of a Graduate and APP model into core coursework. 4. Collect and analyze evidence from candidate demographic data, mentor evaluations, and employer surveys, sharing findings with the HCS executive leadership team to ensure accountability and responsiveness. Long-Term Outcomes (2026 and beyond): 1. Expand program options, including fast-track pathways (pending SAP review). 2. Sustain and deepen integration of Hamilton County curricular models, frameworks, and leadership expectations across all Educational Leadership courses. 3. Strengthen pathways for aspiring leaders in hard-to-staff Hamilton County schools by aligning practicum projects, clinical field experiences, and candidate placement with district staffing needs.	