



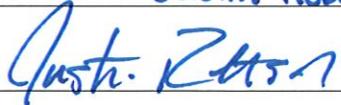
Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	University of Tennessee Chattanooga
Local Education Agency (LEA)	Hamilton County Schools
Academic Year of Agreement	2023-2024

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Certification (signatures verify partnership)	
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Signature:  <small>DocuSigned by: P. Brent Goldberg 008EAAC84D9A46A</small>	Date: 10/5/2023 06:11:21 PDT

LEA Head Administrator: Justin Robertson	Title: Superintendent
Signature: 	Date: 9/28/2023



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.



**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 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.

The LEA representative and SOE CEC are going to collaborate over the 2022-23 year and co-develop new strategies to recruit new clinical mentors to utilize for Clinical Experiences.

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.

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.



**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.

In the 2022-23 year, The Howard School (High) became UTC's English New Language lab for our EDUC 3600 (ESL Secondary Methods) course. The SOE will collaborate with the primary partner to take the model at The Howard School and establish the same model at East Lake Academy of Fine Arts (Middle). This would give UTC Elementary K-5th/ESL K-12 majors clinical experience in high ESL populations at all levels (Elementary/Middle/High). The SOE and partner are working to create more time in the ESL classroom in hopes of more of these dual majors wanting to do full-blown yearlong Residency placements in ESL and then wanting to be ESL teachers (high-need) at completion of the program.



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.



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 2023-24 academic year to ensure inclusiveness of LEA curricular content and materials during UTC SOE coursework.

- 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



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>Short-Term Goals:</p> <ul style="list-style-type: none"> -Teachers on Permits to have a supported pathway to Job-Embedded status. -Clinical Mentor (CM) data meeting to discuss effective and non-effective mentors. Partner to look at utilizing data for leadership or mentoring opportunities. -Clinical Mentor training with other area EPPs. Development of Level I (new Clinical Mentors) and Level II (repeat Clinical Mentor) training. -English New Language (ENL/ESL) model expansion to East Lake Academy of Fine Arts. -UTC Faculty involvement in partner district learning opportunities to see and work with curriculum (math and ELA specifically). <p>Long-Term Goals:</p> <ul style="list-style-type: none"> -Permit to Job-Embedded pathway leading to fully licensed teachers that complete the EPP. -Established yearly CM data meeting. -Continued work and development of LEA CM training. -Fully operational ENL/ESL lab schools at The Howard School and East Lake Academy of Fine Arts. -More COMP Level I trained faculty. 	



**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 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 show 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. 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 experience in these schools. This change was implemented in 2023 based on the recent goals of the recruitment and retention committee.

The Recruitment and Retention committee (a subcommittee of the full advisory council) consists of six members, including four from the primary-partner (PP) district, one of whom is the district's Chief Equity officer. 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. Additionally, this committee reviewed data from two surveys, one specifically from the PP district school principals and athletic directors, with regards to the need for a new certificate program in school athletic program leadership.

The following goals were developed for 2023: 1) Increase the variety of electives and programs available to attract candidates who wish to specialize in specific areas of leadership, namely athletic leadership, and 2) Update the mentor evaluation to reflect the NELP standards as well as the TILS, 3) Target recruitment to social media and online content.

Data are analyzed through regular Recruitment and Retention Committee 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.



**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 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).

Each educational 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.
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. 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 mentors will evaluate candidates using the final mentor evaluation rubric, which was developed in collaboration with the PP district. The evaluation used the TEAM administrator evaluation rubric. A goal for this year is to develop a cross-walk between the Project COACH administrator evaluation model and the TEAM model, so that candidates develop a deeper understanding of their competency within the PP district specifically. This also provides for connection and ease of use for the mentors themselves, who primarily use the COACH model in the PP district.

**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 that the project required at least 50 hours of leadership within the practicum project mentor evaluation.

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.

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 Educational Leadership Advisory Committee. To successfully meet the requirements of the final mentor evaluation, candidates are scored by their school-based mentors using a five-point scale.

**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. Each course presents students with theory and background knowledge aligned to specific TILS. Likewise, each clinical experience is aligned with the TILS and provides the student and 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 Committee (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.

This year, several changes were implemented based on recommendations from the CCE. For example, students in the instructional coaching program are now required to complete micro-credentials in developing a successful instructional coaching program.

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 16 members, with seven 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 School Leadership Curriculum and Clinical Experience committee). The School of Education Curriculum and Clinical Experience Committee meets 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 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.



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>The following outcomes have been developed for 2023: A) develop a seminar in collaboration with the LEA as to how the district works to build future leaders, B) collaborate with primary partner leadership to provide access and understanding of the primary partner instructional framework, and C) collaborate with partner to further develop and implement new courses.</p> <p>Steps to realize the short-term outcomes: The UTC Educational Leadership Advisory Council Curriculum and Clinical Experience committee will review the curriculum and determine the best placement for introducing program candidates to the primary partner instructional framework and their model for leading future leaders. Then, primary partner leaders have agreed to participate in a two-hour seminar in wherein they will review the main components of the model and field questions related to it. Program candidates, through an online Zoom seminar, will develop an understanding of the model and how it can be applied to their future leadership. Additionally, primary partner leaders will be contacted and asked for input into new courses at UTC, and ultimately, the primary partner will provide adjunct instructors for the new courses, thus strengthening the connections between the LEA and the EPP.</p> <p>The following outcomes have been developed long-term: A) build a collaborative partnership by connecting the EPP and LEA within the LEA leadership pipeline, B) strengthen the connection with targeted schools within the LEA to target and grow potential school leaders.</p> <p>Steps to realize the long-term outcomes: UTC will explore grant opportunities to provide training for LEA leadership pipeline participants. Further, the EPP will review options for streamlining program requirements so that the licensure program can be completed within one calendar year as part of an intensive "internship" model. Also, the EPP will establish marketing and outreach strategies that target difficult-to-staff schools within the LEA, providing incentives for completing a leadership program at the EPP.</p>	