

# CAEP ANNUAL REPORT 2021-22

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## CAEP ACCOUNTABILITY MEASURES

- Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1) Data provided should be collected on employers' satisfaction with program completers.
- Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure (e.g. EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements, or other measures the EPP uses to determine candidate competency at completion).
- Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

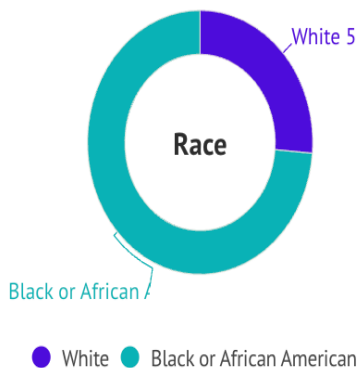
## CANDIDATE DEMOGRAPHICS

**Figure 1**

*Race, Gender, and Enrollment*

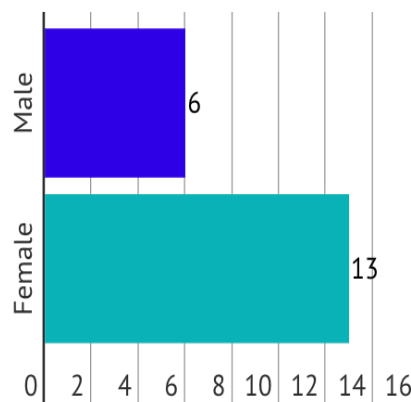
### Race

The program has enrolled 26% White candidates and Black or African American 74% predominantly. This is a shift in the pattern over the past two years.



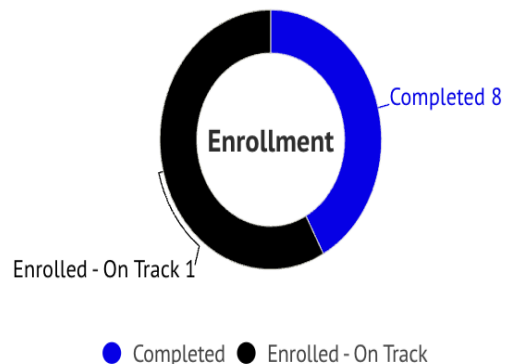
### Gender

Females are the demographic enrolled in the program with 68%. Males capture 32%.



### Enrollment Status

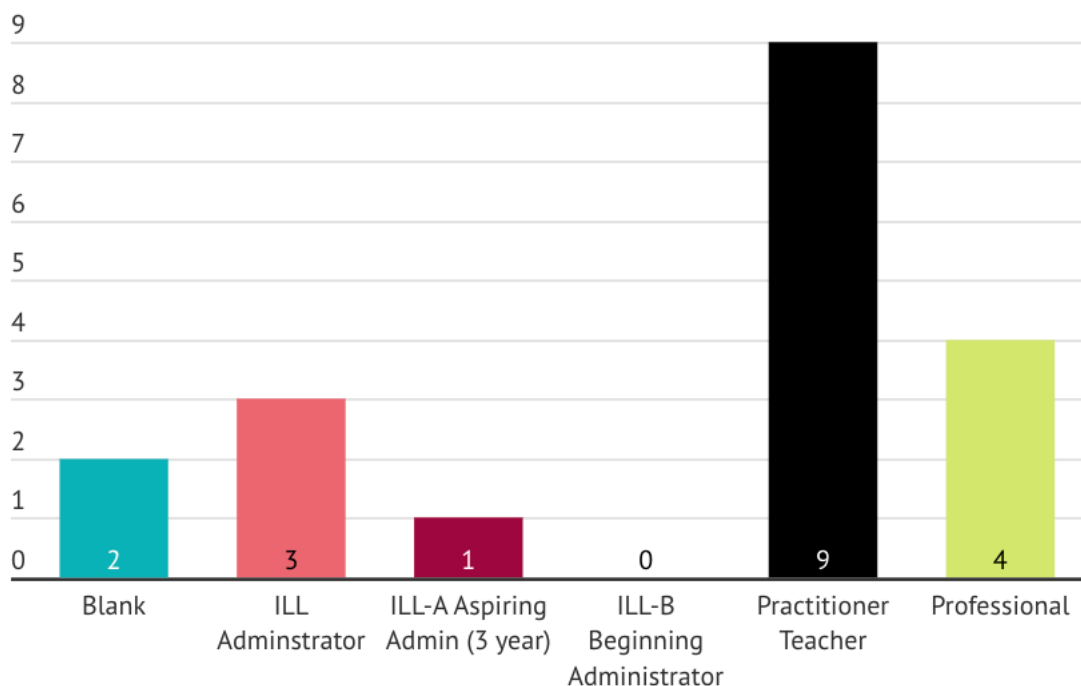
The term *enrolled* means registered and completing courses within the program. Candidates complete by 42%, and 58% are currently *Enrolled - On Track*.



Of the 19 licenses issued, most candidates consisted of initial licensure (47%), followed by Instructional Leadership (21%).

**Figure 2**

*Program Type*



## 1. COMPLETER EFFECTIVENESS (R4.2|R5.3|RA4.1)

The licensure programs have produced candidates from various programs. The EPP has enrolled predominantly Black or African American candidates (74%) and White candidates (26%). This is a shift in the pattern over the past two years as White females make up a majority of completers from the initial licensure program. Females are the largest gender demographic enrolled in the program, comprising 68% of the candidate population. Males capture 32% of the population. The term *enrolled* means registered and completing courses within the program. For 2021-2022, the areas are Completers (42%), and currently Enrolled - On Track (58%) for this reporting year. Specifically, 42% of candidates completed, and 58% are enrolled and on track to complete.

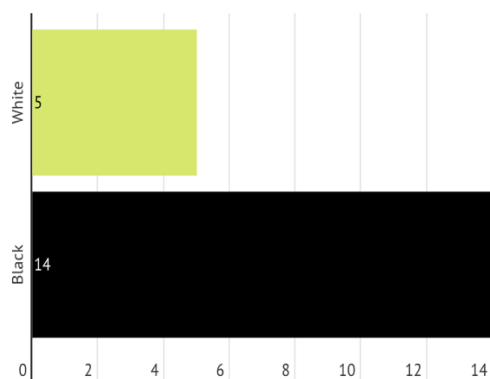
Candidates are identified as *Internship*, *Job Embedded*, *Leadership Practicum*, and *Additional Endorsement*, as each indicates the requirement for each program enrolled. An internship indicates a teacher preparation program that leads to initial certification. Leadership practicum refers to those completing the leadership program. Job embedded indicates those on an alternative pathway to teacher certification.

Additional endorsement refers to candidates with initial certification seeking an additional certification on a teaching license. The predominant experience is the job-embedded, with 58% of candidates seeking licensure through the job-embedded pathway, 37% seeking leadership licensure, and 5% seeking additional endorsement. The shift from traditional to job-embedded should be recognized here. Of the 19 records, the data indicates 11 candidates did not complete, or 58%. Figure 3 provides the further context of candidates by race and program completer type.

**Figure 3**

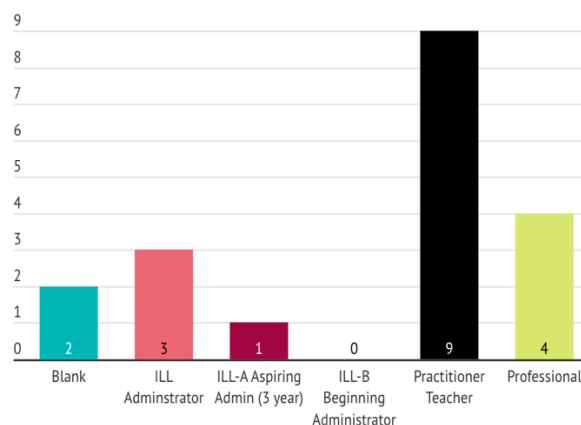
#### Program Completer - Race

The data indicates 74% of the completers are Black, 26% are White.



#### Program Completer - License Type

After completing the various programs, the section focuses on the licenses distributed to candidates. Of the 19 licenses issued, the Practitioner License was issued 47% of the time, followed by Professional at 21%.



## Initial

### edTPA®

Table 1 includes the edTPA® participants (N= 38) for 2021-22. The table provides the content areas, number of candidates, and averages only. The result includes 27 *pass* and 11 *no pass* for a pass rate of 71%. Of the *no pass*, five (5) did not complete (Elementary Literacy, K-12 Physical Ed (3), Elementary Math) the rubrics, six (6) averaged a 34 out of the pass rate of 40. The total N in Table is 33, but the total is 38 as 5 did not complete. All of the content areas fall below 3.0 with a specific focus on Secondary Math (1.5), Secondary History (2.0), Visual Arts (2.0), Secondary English Language Arts (2.3), and K-12 Physical Education (2.3). It is important to note that 89% of these areas have an n<5.



**Table 1***Content and Rubric Average 2021-2022 (n=38)*

	N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	$\mu$
Early Childhood Education	3	3.3	3.3	3.0	3.0	2.7	3.0	3.0	2.3	2.3	2.7	3.3	3.3	2.7	3.3	3.0	2.7
Elementary Literacy	18	3.0	3.0	3.2	2.7	3.2	3.1	2.8	2.8	2.8	2.9	2.9	2.7	2.8	2.7	3.1	2.6
English Additional Language	1	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	1.0	2.0	2.0	2.0	1.0	2.0	3.0	2.5
K-12 Performing Arts	2	3.0	3.0	3.0	2.5	3.0	3.5	3.0	3.5	2.5	3.0	2.5	3.5	3.0	2.5	3.5	2.5
K-12 Physical Education*	1	2.5	2.8	2.8	2.3	2.8	2.0	2.5	2.5	2.8	2.0	3.0	3.0	1.0	3.0	2.0	2.3
Secondary English Language Arts	4	3.8	3.3	3.0	3.3	3.5	3.5	3.0	3.8	3.3	3.0	4.0	3.8	3.3	2.8	3.3	2.3
Secondary History	2	4.0	3.5	3.5	4.0	3.5	3.5	3.0	3.5	3.0	3.5	4.0	2.5	3.5	3.0	3.0	2.0
Secondary Math	1	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	1.0	3.0	1.0	2.0	1.0	1.5
Visual Arts	1	4.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	4.0	2.0	3.0	2.0	2.0

**Note.** The total scored rubric *N* for English was four (4) for rubrics (1-10), but only one (1) valid or complete entry due to incomplete rubrics.

## Tennessee Department of Education Report Card

The *Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above* metric reports the percentage of cohort members who earned an observation score of at least a 3 (“At Expectations”) on a scale of 1-5 (Tennessee Department of Education, n.d.). Only cohort members who teach a grade or subject with a state assessment receive scores. Results (n=148) indicate a score of 93% compared to the state average of 95%. TSU candidates are near the state average and increased by 2.2%.

The *Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above*. This metric reports the percentage of cohort members who earned an observation score of at least a 4 (“Above Expectations”) on a scale of 1-5 (Tennessee Department of Education, n.d.). Results (n=148) indicate a score of 64.2% compared to the state average of 61.2%. TSU candidates are maintaining above the state average.

The *Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above*. This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 3 (“At Expectations”) on a scale of 1-5 (Tennessee Department of Education, n.d.). For this metric, small n-sizes were suppressed. Only cohort members who teach a grade or subject with a state assessment receive TVAAS scores. Results (n=19) indicate a score of 42.1% compared to the state average of 61.3%. The CoED improved from the 2019-2020 by 7%.

The *Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above* metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 (“Above Expectations”) on a scale of 1-5.

Only cohort members who teach a grade or subject with a state assessment receive TVAAS scores (Tennessee Department of Education, n.d.). Results (n=19) indicate a score of 26.3% compared to the state average of 20.2%. TSU candidates are maintaining above the state average.

The *Percentage of Cohort Members whose LOE Scores are Level 3 or Above* metric reports the percentage of cohort members who earned a LOE score of at least 3 ("At Expectations") on a scale of 1-5, which includes all components of a teacher's annual evaluation required by state law and policy 4 (Tennessee Department of Education, n.d.). Results (n=138) indicate a score of 87% compared to the state average of 89.5%.

The *Percentage of Cohort Members whose LOE Scores are Level 4 or Above* metric reports the percentage of cohort members who earned a LOE score of at least 4 ("Above Expectations") on a scale of 1-5, which includes all components of a teacher's annual evaluation required by state law and policy (Tennessee Department of Education, n.d.). Results (n=138) indicate a score of 51% compared to the state average of 57%. TSU candidates are 6% below the state average.

## TEAM

The TEAM is administered during Residency 1 (R1) and Residency 2 (R2). The candidates' (n = 17) R2 mean was 3.3 in *Instructional Plans*, 3.1 in *Standards/Objectives*, 3.5 in *Expectations*, 3.7 in *Respectful Culture*, 3.2 in *Motivating Students*, 3.3 in *Presenting Instructional Content*, 3.2 in *Lesson Structure and Pacing*, 3.5 in *Activities and Materials*, 3.1 in *Grouping Students*, and 2.9 in *Problem Solving*. The difference scores for R1 and R2 was normally distributed, as assessed by Shapiro–Wilk's test ( $p = .245$ ) as the  $p$  was greater than .05. Based on the R2 results, candidates improved in practice ( $M = 3.3$ ,  $SD = 0.23$ ) compared to R1 ( $M = 3.1$ ,  $SD = 0.19$ ). The candidates in R2 elicited a mean increase of 0.14, 95% CI [0.07, 0.21] compared to R1. The candidates remained within the *At Expectations* range.

## PRAXIS®

The Elementary Education: MS Social Studies (n = 18; 78% pass rate), Special Education: Core Know Mild/Moderate (n=16; 75% pass rate), Elementary Education: MS Reading Language Arts (n = 18; 72% pass rate), Teaching Reading: Elementary (n = 35; 69% pass rate), Elementary Education: MS Mathematics (n = 21; 67% pass rate), Elementary Education: MS Science (n = 18; 67% pass rate), English Language Arts: Content Knowledge (n=5; 60% pass rate), English to Speakers of Other Languages (n = 10; 60% pass rate), World and US History: Content Knowledge (n = 5; 60% pass rate) programs had pass rates ranging between 60% and 79% for a total of 146 exam takers. The Early Childhood program (n = 6; 50% pass rate) had pass rates ranging between 40% and 59% for six (6) exam takers. The Music: Content and Instruction program (n = 9; 11% pass rate) had a pass rate ranging between 0% and 39% for nine (9) exam takers.

## Active Educators

Active educator determines the effectiveness of the completers by indicating the number who remain active. This section also relates to candidates enrolled but inactive in one or more semesters within their respective programs. Of the 19 valid records, 84% of the candidates are active; however, 16% or 3 are inactive. While 84% indicates that candidates who complete the various programs remain active, the EPP will follow up to determine the percentage of inactive candidates.

## Advanced

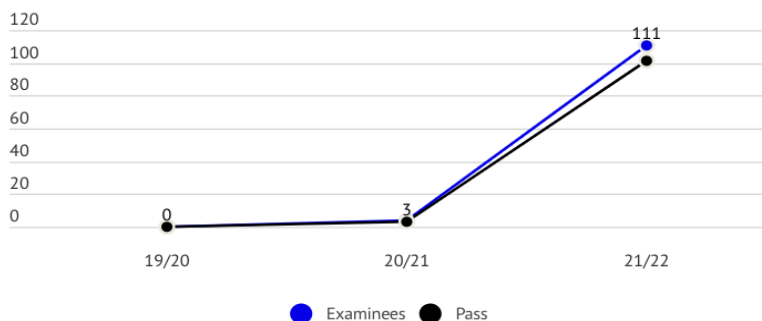
Generally, the advanced programs have fewer students in the pipeline, which must be addressed in the revised recruitment plan. The rationale for this section is to highlight the advanced programs and provide a snapshot of the licensure numbers. The licensure information indicates that Speech Pathology had no candidates, School Counseling had two (2), Reading Specialist had two (2), and Instructional Leadership had 119 candidates seeking licensure after completing their respective programs. While there were candidates, some programs had no data for completer effectiveness. Data exists for School Counseling, Speech Pathology, and Instructional Leadership. Also, while some candidates take the courses, there is no evidence of candidates taking the Praxis®. Figures 4-6 provide exam outcomes. Additional EPP performance assessment data is provided for Instructional Leadership and School Counselor programs. Specific performance assessments to capture additional information are in the implementation phase for 2022-2023.

**Figure 4**

## Instructional Leadership

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for exam takers. For 19/20, no candidates tested., followed by 75% in 20/21 (4 total), and 91% in 21/22 for a 3-year average of 94%. For 19/20, 100% of distance candidates passed, followed by 93% in 20/21, and 100% in 21/22 for a 3-year average of 83%.



**Figure 5**



## School Counseling

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for exam takers. For 19/20 and 20/21, there were no test takers. There were two (2) examinees in 21/22, and 100% passed. This program generally has small numbers.

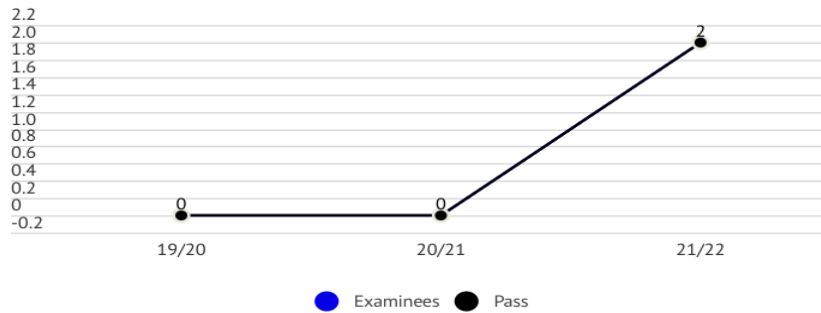
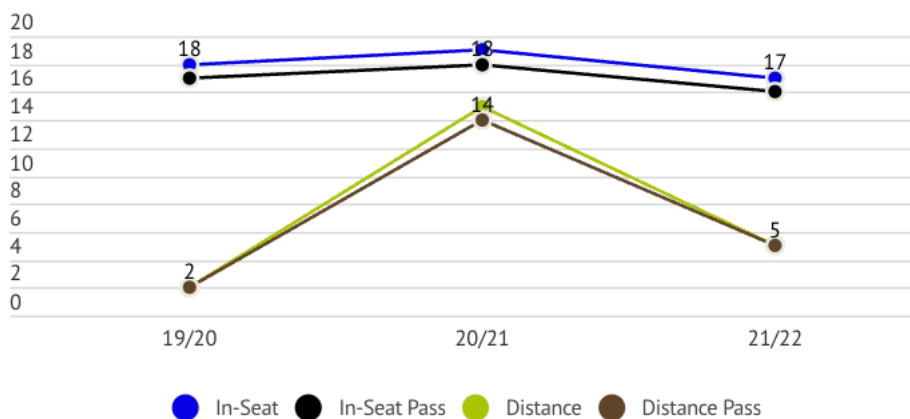


Figure 6

## Speech Pathology

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for in-seat and distance exam takers. For 19/20, 94% of in-seat candidates passed, followed by 95% in 20/21, and 94% in 21/22 for a 3-year average of 94%. For 19/20, 100% of distance candidates passed, followed by 93% in 20/21, and 100% in 21/22 for a 3-year average of 94%.



## Advanced Program Data

### Instructional Leadership

The comprehensive exam determines the candidate's ability to apply the Tennessee Instructional Leadership Standards (TILS) standards in Philosophy and Introduction to Educational Administration, Instructional Leadership, School and Community Relations, Human Resources Management, and Educational Law. The exam is pass or fail and scores scenarios; however, the exam is scored based on categories with a 4-point rubric. The evaluation is based on five areas that include: (1) Quality & Quantity of Detail; (2) Complexity of Ideas; (3) Organization; (4) Fluency and Length of Response; and (5) Correctness in Grammar, Word Usage, and Punctuation.

- 2021-2022: 121 candidates passed the Spring 2022 comprehensive exam. The average scores were not maintained.

Two professors review each candidate's exam. If the scores differ significantly, then a third reader is required. Historically the scores have not been reviewed to determine strengths and weaknesses; however, as of January 2023, the program process will be to analyze the six scenarios. The demographics of the candidates have traditionally not been used in the analysis. For Spring 2023, the program shall incorporate demographics to determine inequitable themes.

The **Praxis: SLLA 6990 Exam®** measures the readiness of entry-level school leaders on standards-relevant knowledge and skills necessary to lead schools in Tennessee.

- 2021-2022: 167 students passed the Praxis SLLA 6990 Exam®. This is a collective number of candidates, including previous cohort candidates.

### School Counselor

The program also utilizes a *year-long internship*. The internships consist of *Internship I* for Elementary School Counseling and *Internship II* for Secondary School Counseling. The supervising counselors observe and evaluate the candidates while engaging in individual and group counseling, psychoeducational group, consultation, and referral. The nine (9) professional school counseling candidates were observed twice in *Internships I* and *II*. The supervising counselors use the Learning Progressions for School Counselors (LPSC) Scoring Rubric for Practicum and Internship Field Experience to evaluate a candidate's ability to create, manage, deliver, and evaluate comprehensive school counseling programs.

This tool is based on Tennessee State Professional School Counseling Standards and the American School Counseling Association (ASCA) national standards. A score of 2 on this rubric indicates an Acceptable performance and the minimum score required. A score of 3 is Good, and 4 is Great. Results from the direct

supervisor evaluation of group work indicate that 100% (n=7) of students scored a mean of 2 or higher on the final practicum evaluation.

**Data.** Data indicates an increase in the evaluation score for evidence-based counseling techniques for large and small groups. The average mean scores went from 3.35% (2019-2022) to 3.57%. This increase is by 6.6% from 2019 to 2022. Given the small number of candidates, the scores are aggregated. Results from the direct supervisor evaluation of a candidate's ability to use resources to evaluate developmentally appropriate student learning indicate an average of 3.93 (n=9). Results showed a decrease in the area associated with using technology-based resources (i.e., the student management system). Data indicates that decreased attention focused on Student Management Systems yielded negative results. There was a 1% decrease in this score from last year. As a result, an action shall include increased instruction and additional readings specifically focused on data analysis and evidence-based practice design to increase students' competence in analyzing and interpreting school data. The direct supervisor evaluation of a candidate's effective teaching practices indicates a 12% increase in the mean score of 4.0. Data show that students improved using counseling and learning theories to identify, problem-solve, and appropriately present results to varying educational stakeholders.

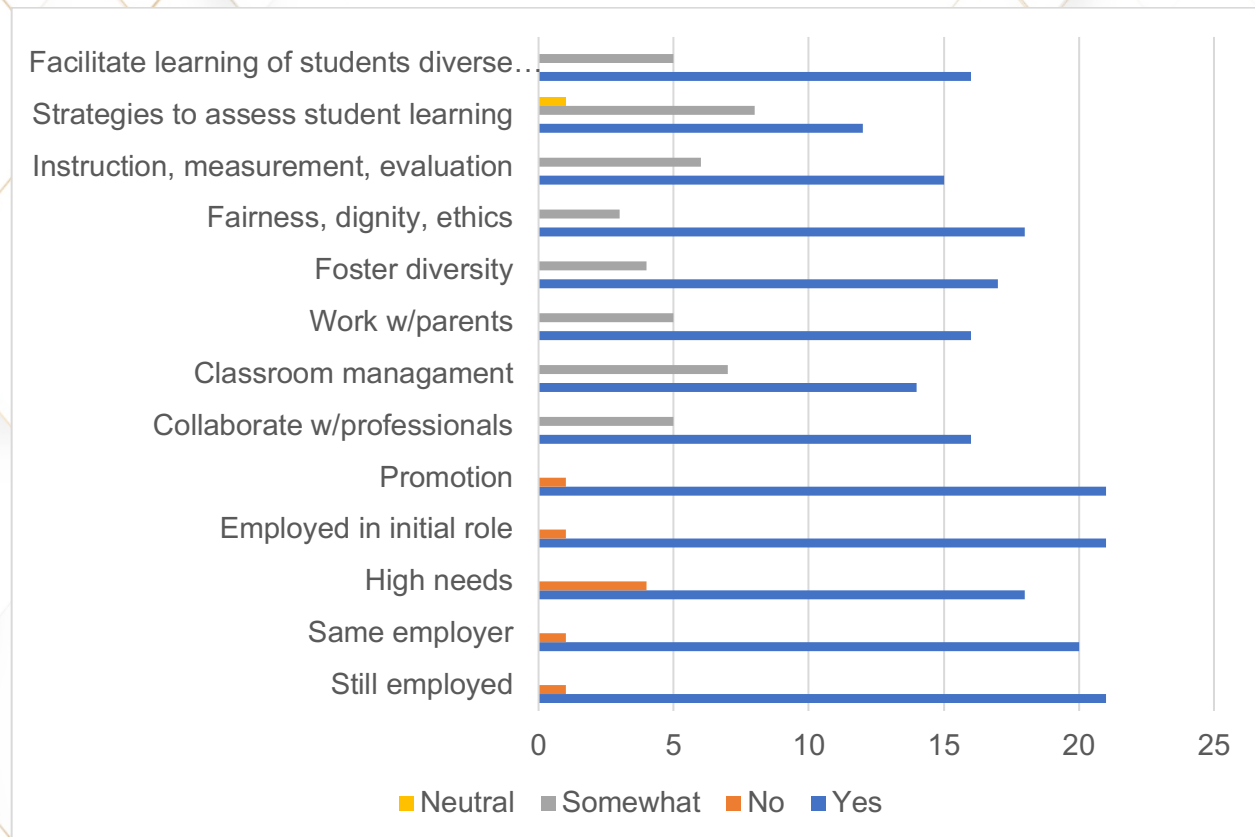
## **2. SATISFACTION OF EMPLOYERS AND STAKEHOLDERS' INVOLVEMENT**

### **Employer Satisfaction – Initial**

After being distributed multiple times, the survey had 25 total responses and 22 valid responses. The responses were from various district employees, including principals, directors, and teachers. Of the results, 24% of employers say candidates are somewhat prepared in the marked areas. Two areas of focus include classroom management and strategies to address student learning. The two areas displayed more respondents for somewhat or Neutral. While most employers are satisfied, 24% indicate an aim to improve in the various areas noted in Figure 7.

**Figure 7**

*Employer Satisfaction – Initial Programs*



**Employer Satisfaction – Advanced**

The advanced employer's survey yielded four (4) total responses. While there was some data, the responses did not articulate dissatisfaction or satisfaction. The respondents inputted statements such as "I don't believe I am the accurate person to answer," or there was no response. The survey response rate consisted of low feedback due to the limited distribution frequency to partner employers. The respondents that received the survey may have been the correct population, and a review of the questions indicated that they might not have been optimally constructed to obtain the necessary information.

**Stakeholder Involvement – Initial and Advanced**

The CoED has various meetings to address stakeholder involvement; however, the ability to quantify this information during this period is minimal. This issue will be remedied and reflected in 2022-2023 as focus groups and surveys have been designed



to collect the information for initial and advanced programs. Primary partners are engaged with the CoED again to ensure the collection of meaningful feedback.

### 3. CANDIDATE COMPETENCY AT COMPLETION (R3.3|RA3.4)

For this reporting period, the EPP used some measures for candidate effectiveness and to support candidate competency. For 2022-2023, this method will change with the use of advisory and focus groups to support effectiveness and competency.

#### Initial

The edTPA® had N = 35 participants for 2021–2022. The result includes 27 *passes* and 8 *no pass* for a pass rate of 71%. Of the *no pass*, 3 did not complete the rubrics for K-12 Physical Ed (2), Elementary Math (1) the rubrics, and 8 averaged a 34 out of the pass rate of 40. The total N in Table 3 for completers is 35, but the total is 32, as three did not complete. Focus content areas include Secondary Math and K-12 Physical Education. Rubric areas of focus include rubrics 9 and 12, as the score fell below 3.0. It is important to note that 89% of these areas have an n < 5. Female candidates (26) were the majority compared to male (9) candidates. Table 2 includes the numbers in each content area.

**Table 2**

*Content and Mean Score*

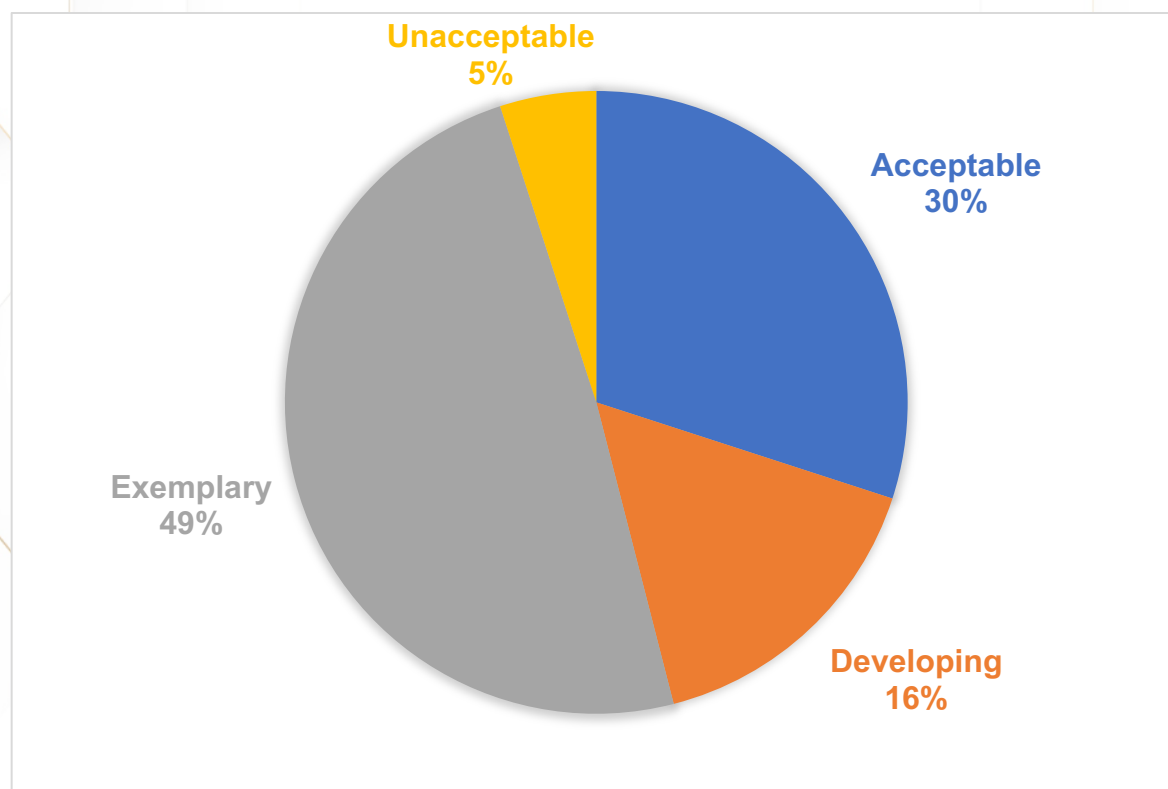
Content	Frequency	Percent	Mean Score (n=35)	No Pass (n=8)	Mean Score (n=8)
Early Childhood	3	11.5	45		33
Elementary	16	61.5		2	
English Literacy	1	3.8		1	
K-12 Phys Education	2	7.7		2	
Secondary English	3	11.5			
Secondary HSS	1	3.8		1	
<b>Total</b>	26	100			
Elementary	2	22.2	45		36
K-12 Performing Arts	2	22.2			
K-12 Phys Education	1	11.1		1	
Secondary English	1	11.1			
Secondary HSS	1	11.1			
Secondary Math	1	11.1		1	
Visual Arts	1	11.1			
<b>Total</b>	6	100.0			

## TESS Exit Interview

The interview had 26 total participants and 100% participation from initial licensure candidates. The revised process asks candidates to rate their experience and preparedness as Acceptable, Developing, Exemplary, and Unacceptable. Figure 8 provides context for candidate outcomes. Two areas of improvement include overall EPP and Praxis® test center experience. Ultimately, the candidate's perception correlates to their overall preparedness. That includes disposition, technology, etc.

**Figure 8**

*TESS Interview Results*



## TEAM

The 2021-2022 data reflected the inter-rater reliability of the TEAM tool between observers, observers, and candidates in Tables 3 and 4. However, the scoring average is not considerably different between the observer and the candidate. The *Residency 1* (R1) and 2 (R2) observations (sections 1-8) show an *R1* mean observation score of 3.2 and candidate score of 3.3 compared to the *R2* mean observation and candidate score of 3.4, indicating increased scoring for observers and candidates. Candidates are “At Expectations’ based on the TEAM rubric.

**Table 3***Residency 1 and 2 Observations – Sections 1-8*

R1 (n=29)	Instructional Plans	Student Work	Assessment	Expectations	Managing Student Behavior	Environment	Respectful Culture	Standards/ Objectives	$\mu'$
Observer	3.3	3.1	2.8	3.3	3.4	3.4	3.4	3.1	3.2
Candidate	3.3	3.2	2.9	3.5	3.4	3.5	3.6	3.2	3.3
Difference	0	.1	.1	.2	0	.1	.2	.1	.1
R2 (n=25)									
Observer	3.3	3.2	2.8	3.5	3.6	3.7	3.7	3.1	3.4
Candidate	3.3	3.3	3.1	3.5	3.4	3.6	3.7	3.2	3.4
Difference	.1	.1	0	0	0	.1	.2	.2	.1
Observer Overall Result	0	.1	0	.2	.2	.3	.3	0	.1

**Note.** Comparison conducted as an aggregate versus individual due to missing data. *Residency 1* is R1, and *Residency 2* is R2.

The *Residency 1* and 2 observations (sections 9-19) show an *R1* mean observation score of 3.1 and a candidate score of 3.2. The *R2* mean observation score increased slightly to 3.2 compared to the *R2* candidate mean score of 3.3, indicating decreased scoring for observers and a slight increase for candidates. Candidates are “At Expectations” based on the TEAM rubric.

**Table 4***Residency 1 and 2 Observations – Section 9-19*

R1 (n=29)	Motivating Students	Presenting Instructional Content	Lesson Structure & Pacing	Activities & Materials	Questioning	Academic Feedback	Grouping Students	Content Knowledge	Knowledge of Students	Thinking	Problem Solving	$\mu'$
Observer	3.1	3.2	3.0	3.3	3.0	3.0	2.9	3.3	3.3	2.8	2.8	3.1
Candidate	3.3	3.1	3.3	3.3	3.1	3.2	3.0	3.4	3.4	2.9	3.0	3.2
Difference	.2	.1	.3	0	.1	.2	.1	.1	.1	.1	.2	.1
R2 (n=25)												
Observer	3.2	3.3	3.2	3.5	3.1	3.3	3.1	3.5	3.3	3.1	2.9	3.2
Candidate	3.4	3.2	3.3	3.3	3.2	3.2	3.2	3.5	3.5	3.2	3.1	3.3
Difference	.1	.1	.1	.2	.1	.1	.1	0	.2	.1	.2	.1
Observer Overall Result	.1	.1	.2	.2	.1	.3	.2	.2	0	.3	.1	.2

**Note.** Comparison conducted as an aggregate versus individual due to missing data. *Residency 1* is R1, and *Residency 2* is R2

## Advanced

Generally, the advanced programs have fewer students in the pipeline, which must be addressed in the revised recruitment plan. The rationale for this section is to export the advanced programs and see a snapshot of the licensure numbers. The licensure information indicates that Speech Pathology had 0 candidates, School Counselor had 2, Reading Specialist had 2, and Instructional Leadership had 119 candidates seeking licensure after their respective programs. While there were candidates, some programs had no data for completions effectiveness. Data exists for School Counselor, Speech Pathology, and Instructional Leadership. Also, while some candidates take the courses, this does not equal taking the Praxis®. Figures 9-11 provided exam outcomes. Additional EPP performance assessment data is provided for Instructional Leadership and School Counselor programs. Specific performance assessments to capture further information are in implementation for 2022-2023.

Figure 9

## Instructional Leadership

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for exam takers. For 19/20, no candidates tested, followed by 75% in 20/21 (4 total), and 91% in 21/22 for a 3-year average of 94%. For 19/20, 100% of distance candidates passed, followed by 93% in 20/21, and 100% in 21/22 for a 3-year average of 83%.

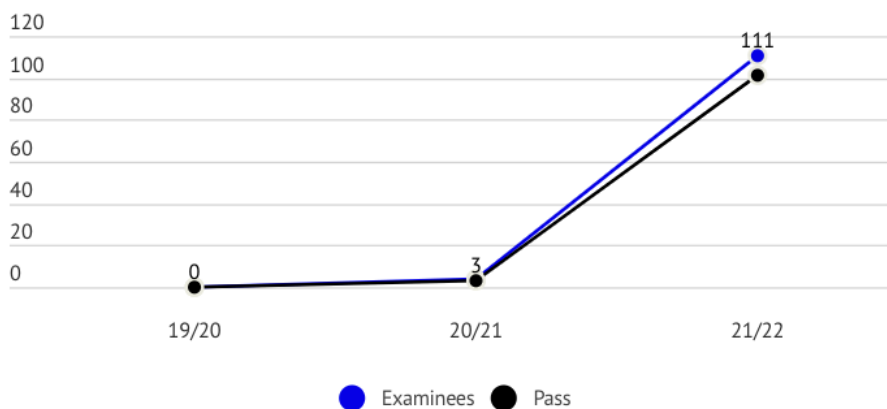




Figure 10

## School Counseling

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for exam takers. For 19/20 and 20/21, there were no test takers. There were two (2) examinees in 21/22, and 100% passed. This program generally has small numbers.

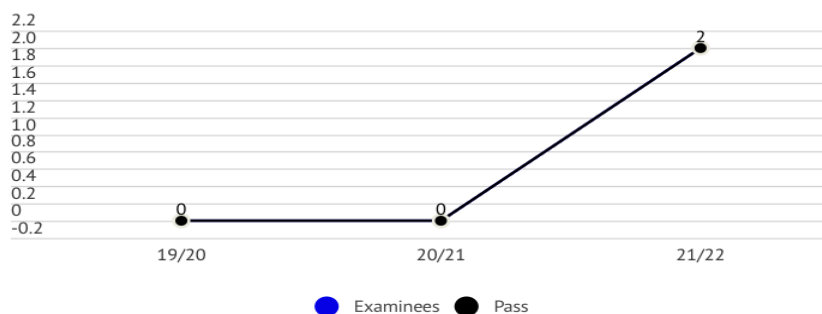
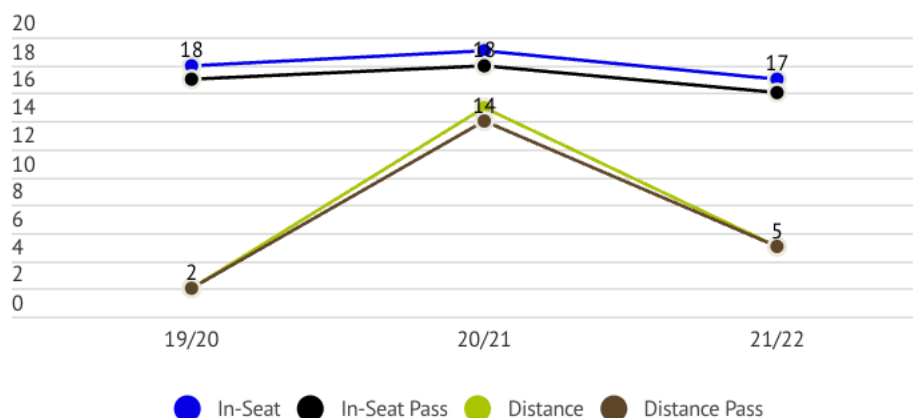


Figure 11

## Speech Pathology

### Praxis Pass Rates

The chart provides the breakdown of candidates' Praxis pass rates for in-seat and distance exam takers. For 19/20, 94% of in-seat candidates passed, followed by 95% in 20/21, and 94% in 21/22 for a 3-year average of 94%. For 19/20, 100% of distance candidates passed, followed by 93% in 20/21, and 100% in 21/22 for a 3-year average of 94%.



## Advanced Program Data

### Instructional Leadership

The comprehensive exam determines the candidate's ability to apply the TILS standards in Philosophy and Introduction to Educational Administration, Instructional Leadership, School and Community Relations, Human Resources Management, and Educational Law. The exam is pass or fail and scores scenarios; however, the exam is scored based on categories with a 4-point rubric. The evaluation is based on five areas that include: (1) Quality & Quantity of Detail; (2) Complexity of Ideas; (3) Organization; (4) Fluency and Length of Response; and (5) Correctness in Grammar, Word Usage, and Punctuation.

- 2021-2022: 121 candidates passed the Spring 2022 comprehensive exam. The average scores were not maintained.

Two professors review each candidate's score. If the scores differ significantly then a third reader is required. Historically the scores have not been reviewed to determine strengths and weaknesses; however, as of January 2023 the program process will be to analyze the six scenarios. The demographics of the candidates has traditionally not been used in the analysis. For Spring 2023, the program shall incorporate demographics to determine inequitable themes.

The **Praxis: SLLA 6990 Exam®** measures the readiness of entry-level school leaders on standards-relevant knowledge and skills necessary to lead schools in Tennessee.

- 2021-2022: 167 students passed the Praxis SLLA 6990 Exam®. The COVID-19 pandemic impacted the number of test takers; candidates delayed taking the exam.

### School Counselor

The program also utilizes a *year-long internship*. Those consist of *Internship I* for Elementary School Counseling and *Internship II* for Secondary School Counseling. The supervising counselors observe and evaluate the candidates while engaging in individual and group counseling, psychoeducational group, consultation, and referral. The 9 professional school counseling candidates are observed two times in both *Internship I* and *Internship II*. The supervising counselors use the (LPSC) Scoring Rubric for Practicum and Internship Field Experience to evaluate a candidate's ability to create, manage, deliver, and evaluate comprehensive school counseling programs.

This tool is based on Tennessee State Professional School Counseling Standards and the American School Counseling Association (ASCA) national standards. A score of 2 on this rubric indicates an Acceptable performance and the minimum score required. A score of 3 is Good, and 4 is Great. Results from the direct supervisor evaluation of

group work indicate that 100% (n=7) of students scored a mean of 2 or higher on the final practicum evaluation.

**Data.** data indicates an increase in the evaluation score for evidence-based counseling techniques for large and small groups. The average mean scores went from 3.35% (2019-2022) to 3.57%. This increase is by 6.6%. Results from the direct supervisor evaluation of a candidate's ability to use resources to evaluate developmentally appropriate student learning indicate an average of 3.93 (n=9). Results showed a decrease in the area associated with using technology-based resources (i.e., the student management system). Data indicates that decreased attention focused on Student Management Systems yielded negative results. There was a 1% decrease in this score from last year. As a result, an action shall include increased instruction and additional readings specifically focused on data analysis and evidence-based practice design to increase students' competence in analyzing and interpreting school data. The direct supervisor evaluation of a candidate's effective teaching practices indicates a 12% increase in the mean score of 4.0. Data show that students improved using counseling and learning theories to identify, problem-solve, and appropriately present results to varying educational stakeholders.

## 4. CANDIDATE'S ABILITY TO BE EMPLOYED

### Initial

Annually, the Tennessee Department of Education evaluates the performance of EPPs in preparing educators to start and remain as educators in Tennessee public schools (initial programs only). Based on 20-21 results, TSU "exceeds expectations" in the retention of teachers within the school districts. This is an aggregate of the 3-cycles of data. The overall score consists of three metrics, including the **Rate of First-Year Employment (FYE)** in Tennessee Public Schools, Second-Year **Retention Rate (SYR)**, and **Third-Year Retention Rate (TYR)**. The FYE reports that "the percentage of cohort members employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program" (Tennessee Department of Education, n.d.) is unscored for this domain. The SYR reports the percentage of first-year employed cohort members who continue teaching in Tennessee public schools for a second year. The **TYR** reports the percentage of first-year employed cohort members who remain to teach in Tennessee public schools for three years (Tennessee Department of Education, n.d). Results for the **FYE** (n=123) indicate a score of 90.2% compared to the state average of 76.8%. The **SYR** (n=89) results show a score of 93.3% compared to the state average of 92.9%. The **TYR** (n=50) results indicate a score of 78% compared to the state average of 81.1%. Collectively, the results are promising and show movement in the proper direction. The TYR component is added as a focus area for continuous improvement.

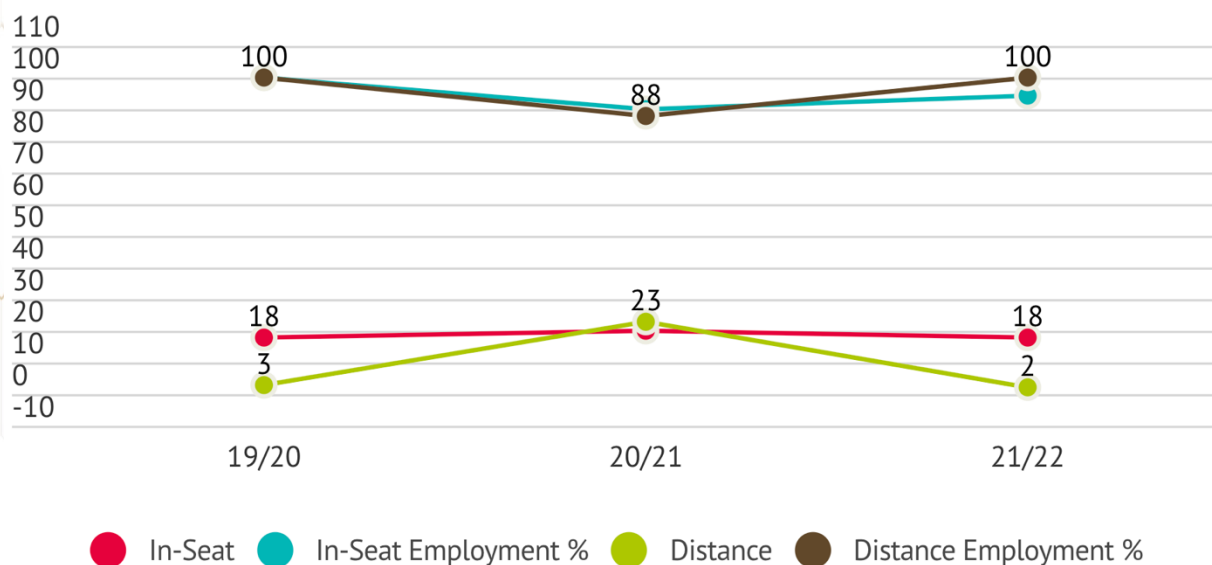
## Advanced

Advanced programs that include Instructional Leadership, Reading Specialist, and School Counseling did not have a mechanism in place to track candidates in employment. For 2022-2023, the mechanisms are in place. Figure 12 provides the breakdown of candidates' graduation and employment rates. For 21/22, there was a 3-year average of 95%.

**Figure 12**

### Graduates and Employment

The chart provides the breakdown of candidates' graduation and employment rates. For 19/20, 100% of in-seat candidates were employed, followed by 90% in 20/21, and 94% in 21/22 for a 3-year average of 95%. For 19/20, 100% of distance candidates were employed, followed by 88% in 20/21, and 100% in 21/22 for a 3-year average of 90%.



**Note.** Speech pathologist only.

## Combination (initial and advanced)

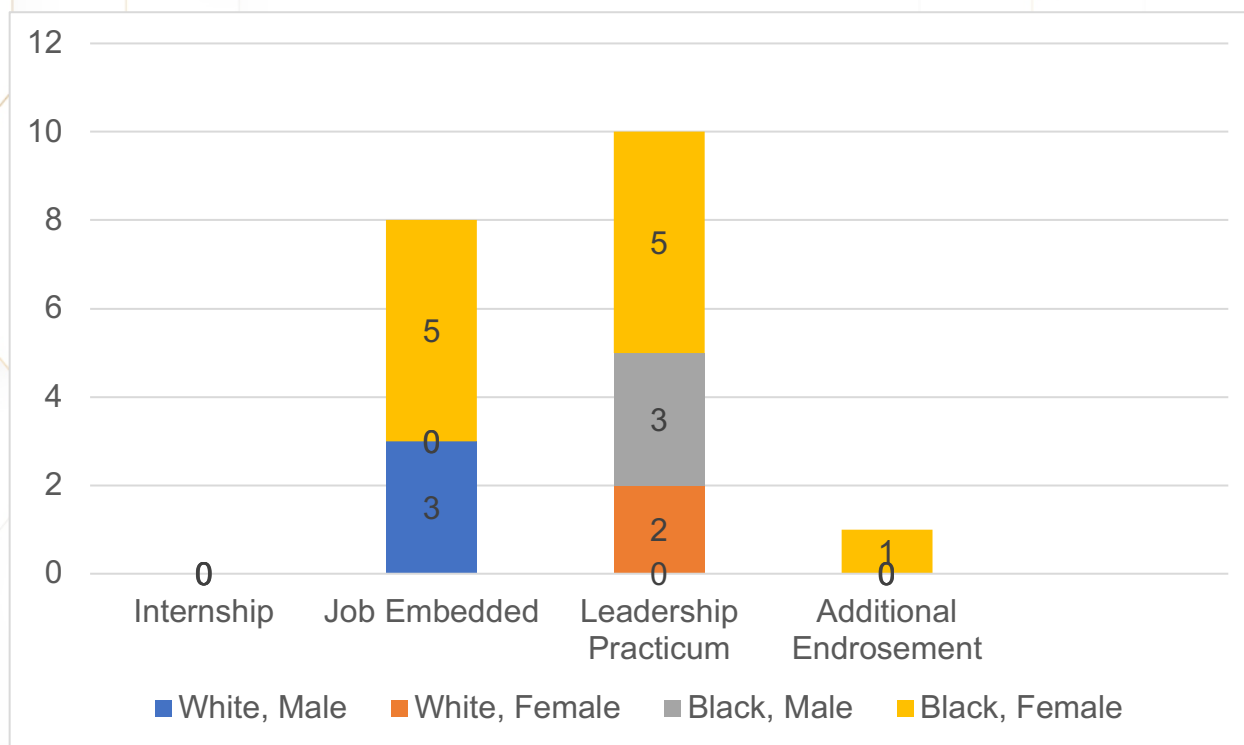
Figure 13 provides the breakdown of candidates in the program identified by Internship, Job Embedded, Leadership Practicum, and Additional Endorsement in completing their internship or clinical experiences in preparation for graduating. White males and females comprise most of those in their clinical experiences. Advanced is "leadership



practicum.” Also, the EPP is shifted to an increased number of job-embedded (alternative licensure) versus traditional in this reporting year.

**Figure 13**

*Clinical Experience by Race and Gender*



**Note.** Current TNCompass state licensure system data.

## UPDATES TO PROGRAM (6.1)

The EPP has reviewed the program and found areas supporting the collection timelines for improved data use. The [Data Dashboard](#) provides the 3-cycles of data and the disaggregation to identify disparities or inequities for adding to the action plan. All programs are represented in the dashboard, which alleviates the issue of not representing all programs.

This is the first iteration of CoED data and a more profound examination compared to what has been conducted in past years. The dashboard is updated annually after the Spring semester (May) to include outcomes of changes, themes, and next steps to be added to the continuous improvement tracking document. The proprietary and CoED assessments (90%), surveys, and reports are now represented.

Tennessee State University recently created the **Enrollment and Retention Dashboards**, and the CoED will use modified versions to monitor enrollment. The

purpose of using these tools is to align with the Recruitment and Retention plan to begin revising programs.

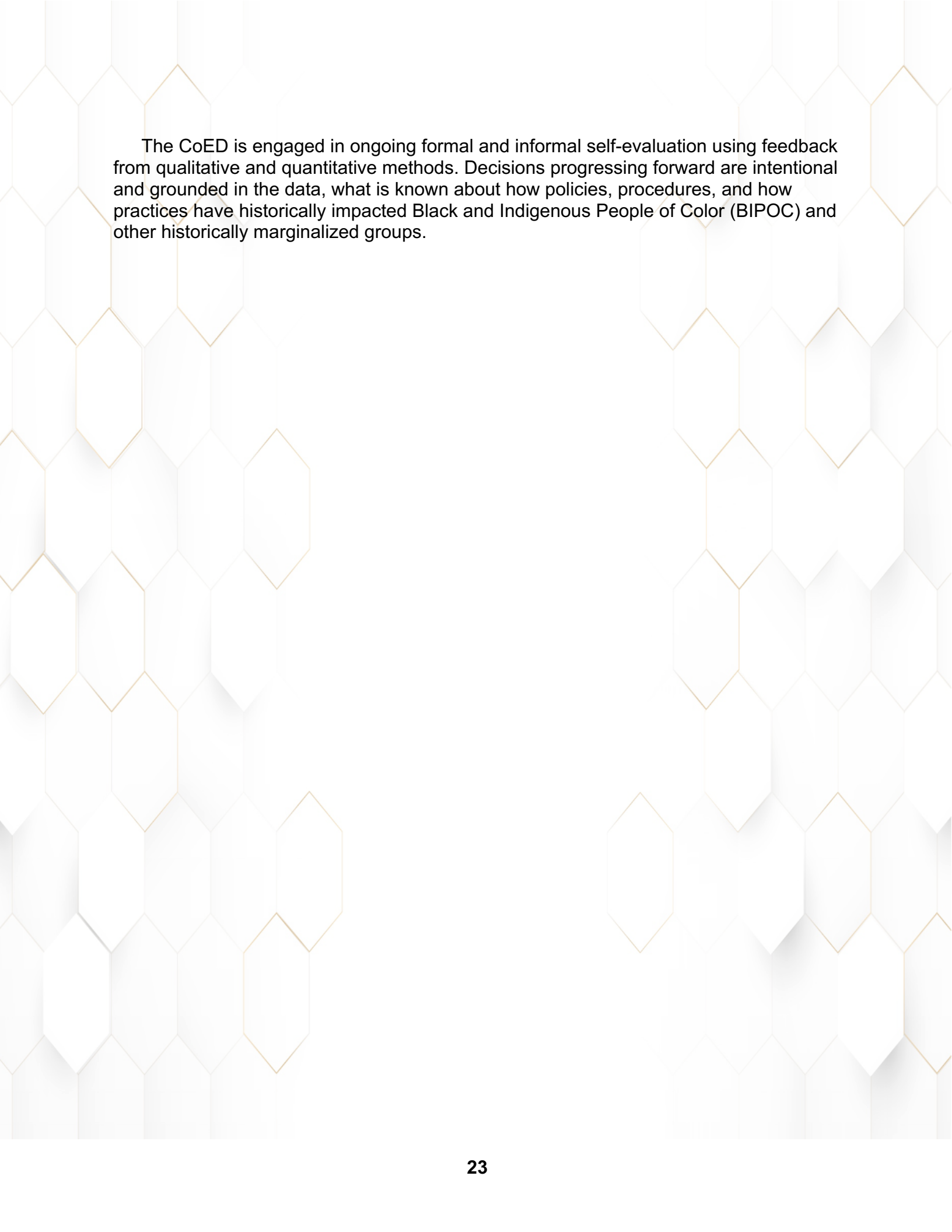
The CoED had challenges identifying the appropriate data for the “3-cycles.” While drafting the self-study, the CoED grappled with a more beneficial way to collect and analyze data from multiple data systems within Tennessee State University and now has identified the various procedures and data to retrieve. The CoED has specific dates for data collection based on system data availability for each reporting year. For example, data is collected from the end of the Spring 2019 semester to the Spring of 2022. Data is retrieved at the end of each Spring semester to align with Title II reporting. Thus, the reporting period is September 1 through August 31 or Spring 20 (2019-20), Spring 21 (2020-21), Spring 22 (2021-22), and so forth.

The **Data Procedures Manual** documents the 3-cycles of data for analysis and identifies the appropriate measures. The procedures also provide the exact location of where to retrieve proprietary and CoED-specific data. This is a dynamic document with important components added each semester. Data is collected each semester but analyzed the first week of May.

The CoED has also reinstated the **Focus Group** to collect feedback from internal and external stakeholders, including principals, other school personnel, and alumni, to continuously improve all candidates in the three areas within the CoED: Teaching and Learning, Educational Leadership, and Psychology. Participants will be invited to discuss our candidates’ performance in initial and advanced programs in person or virtually. The guided discussion will focus on eliciting feedback for program improvement. This practice ceased in the last 2-3 years but is back in the rotation. The inclusion of the focus group will provide the program impact data needed for initial and advanced programs.

The CoED recognizes and acknowledges that the college is built upon pre-existing structures (policies, procedures, and practices) that, for many years, were not regularly or critically examined. The CoED began with a modified **Diversity, Equity, and Inclusion (DEI) Framework** (University of Milwaukee, 2021) used to examine progress across DEI. The CoED examines the following outcomes to ensure this standard of diversity.

1. The College supports creating an educational environment that leverages the diverse characteristics of the global society.
2. The College demonstrates diversity through various points of view, as reflected in then curriculum (curriculum, instruction, and assessment).
3. The College demonstrates diversity by admitting and retaining a diverse and inclusive student population.
4. The College demonstrates diversity by recruiting, developing, and retaining faculty and staff.
5. The College values diversity in its placement of students by identifying and providing access to field and clinical placements in urban, suburban, and rural school settings.



The CoED is engaged in ongoing formal and informal self-evaluation using feedback from qualitative and quantitative methods. Decisions progressing forward are intentional and grounded in the data, what is known about how policies, procedures, and how practices have historically impacted Black and Indigenous People of Color (BIPOC) and other historically marginalized groups.