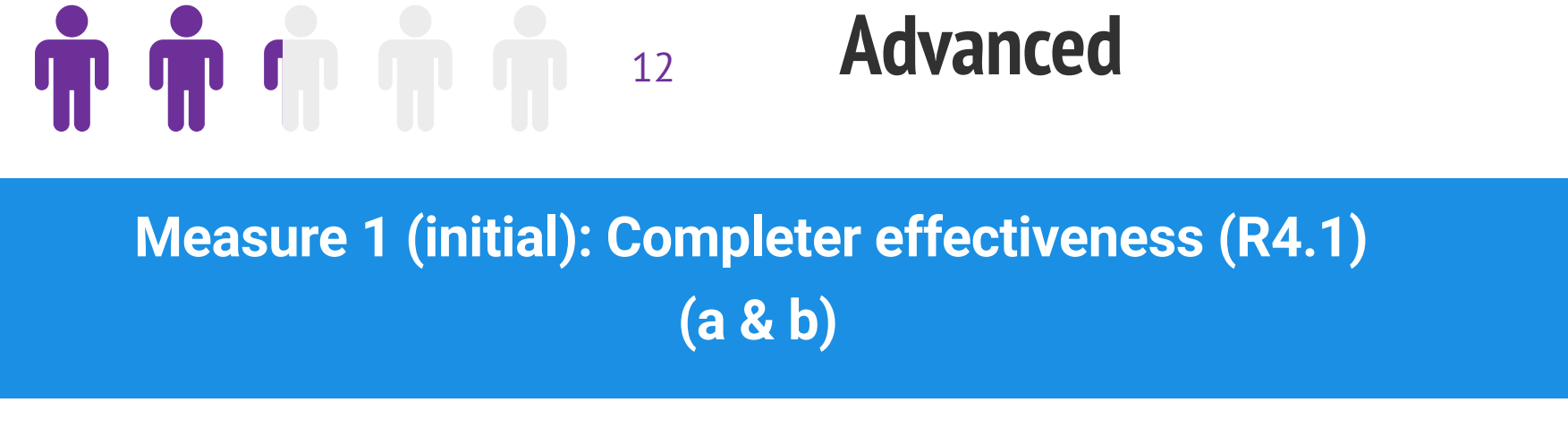


- Measure 1 (initial): Completer effectiveness
- Measure 2 (initial and advanced): Satisfaction of employers and stakeholder involvement
- Measure 3 (initial and advanced): Candidate competency at completion
- Measure 4 (initial and advanced): Ability of completers to be hired (in positions for which they have prepared

Completers (R4.1)



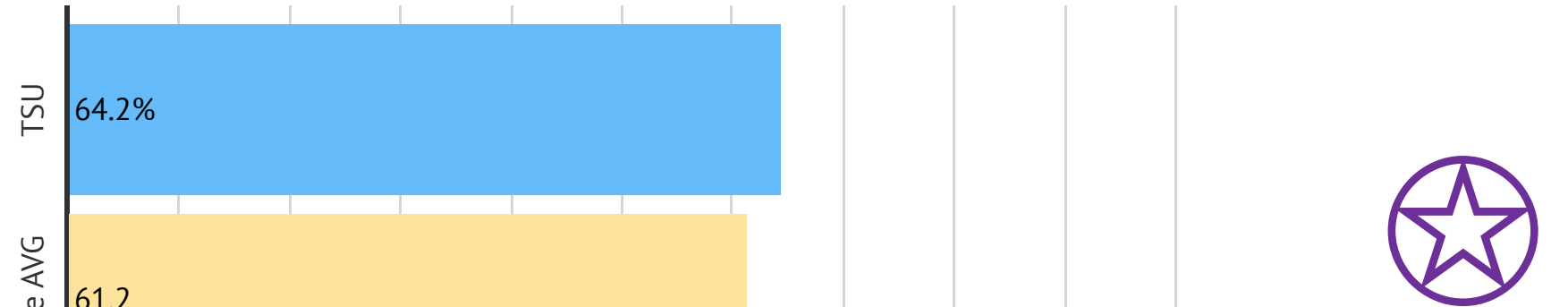
Measure 1 (initial): Completer effectiveness (R4.1) (a & b)

Tennessee Provider Impact and Completer Effectiveness

The College utilizes annual data to examine candidate effectiveness and disposition within their teaching assignments given the use of observation and student growth data. The data consists of six (6) metrics reported by the state of Tennessee of provider impact on the effectiveness of a provider's cohort members in Tennessee public school classrooms. The Tennessee Value-Added Assessment System (TVAAS) reports data from English language arts, math, science, and social studies. The baseline goal for the College is the state average; however, the College determines annual targets based on outcomes. TVAAS measures student growth year over year, regardless of whether the student is proficient on the state assessment. Given COVID-19 impacts across the State, the College is reporting results with the understanding that there was an impact on outcomes. COVID-19 has impacted the 2020-21 data as state law allows teachers the opportunity to nullify their evaluation scores and those scores are not included, which impacts the overall n-size (Tennessee Department of Education, n.d.). This result impacts the n-size of a given area. The 6-metrics include the following.

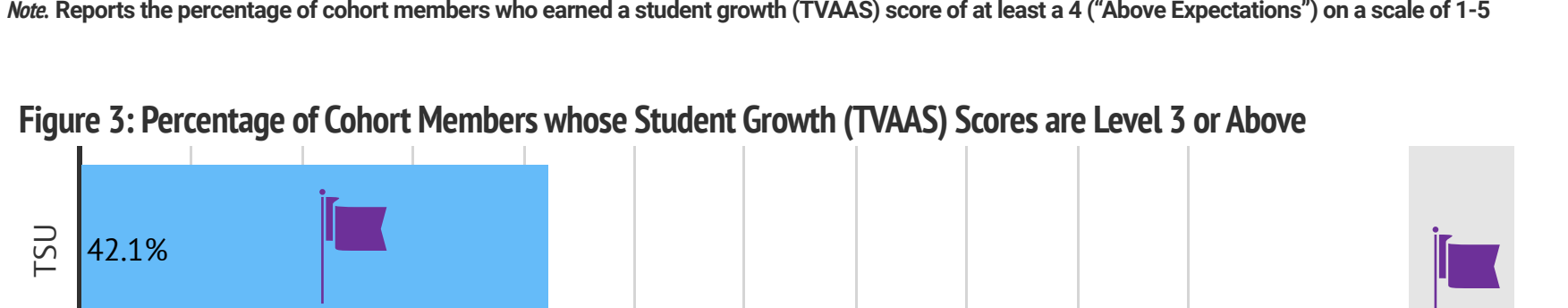
- Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above (1)
- Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above (2)
- Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above (3)
- Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above (4)
- Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above (5)
- Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above (6)

Figure 1: Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above (1)



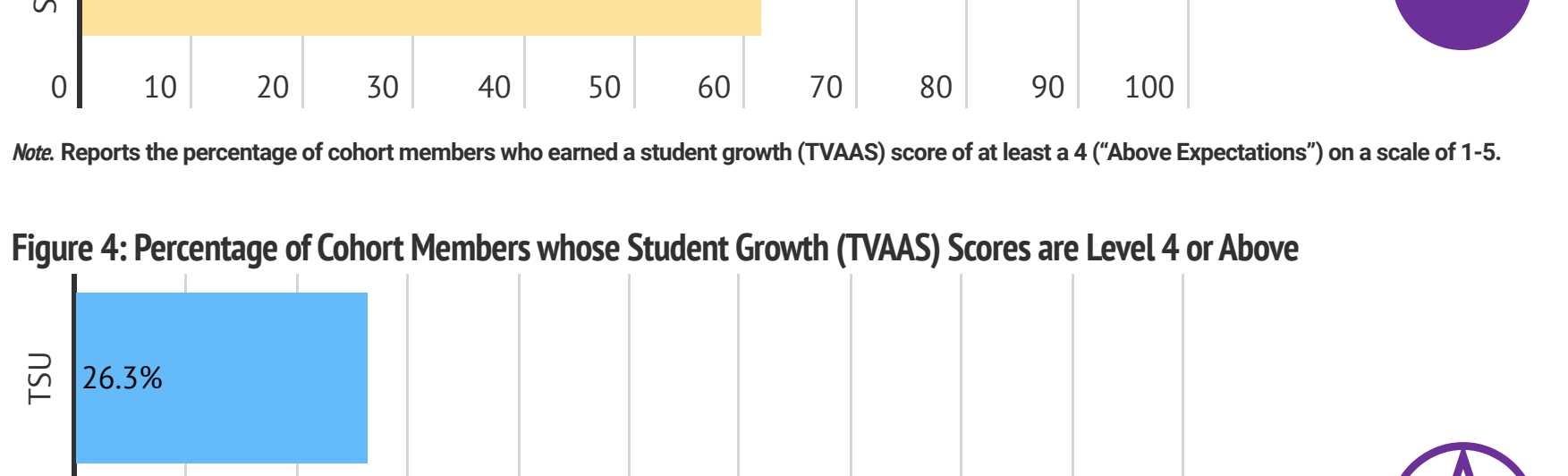
Note: Reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5

Figure 2: Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above (2)



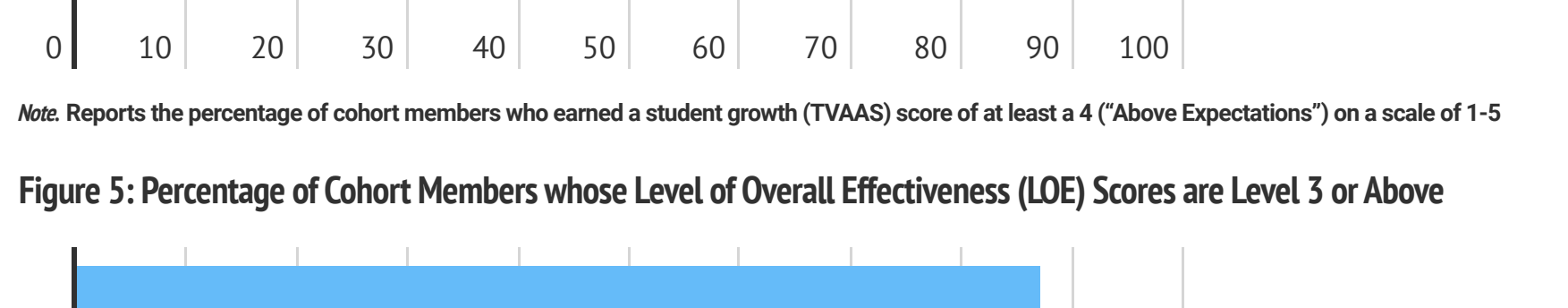
Note: Reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5

Figure 3: Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above



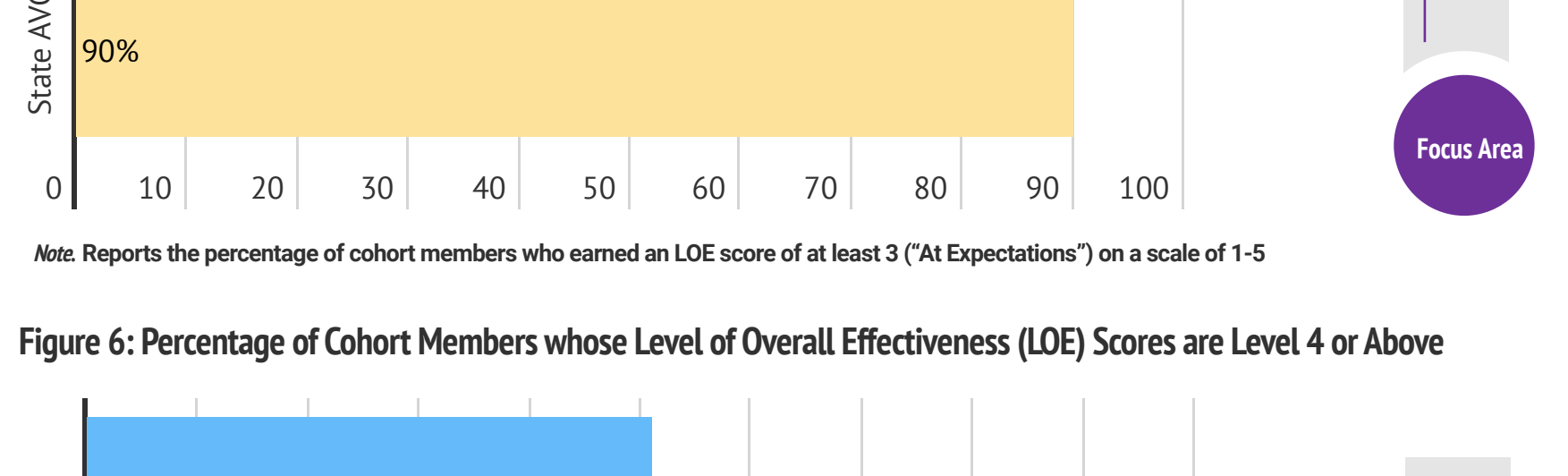
Note: Reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5.

Figure 4: Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above



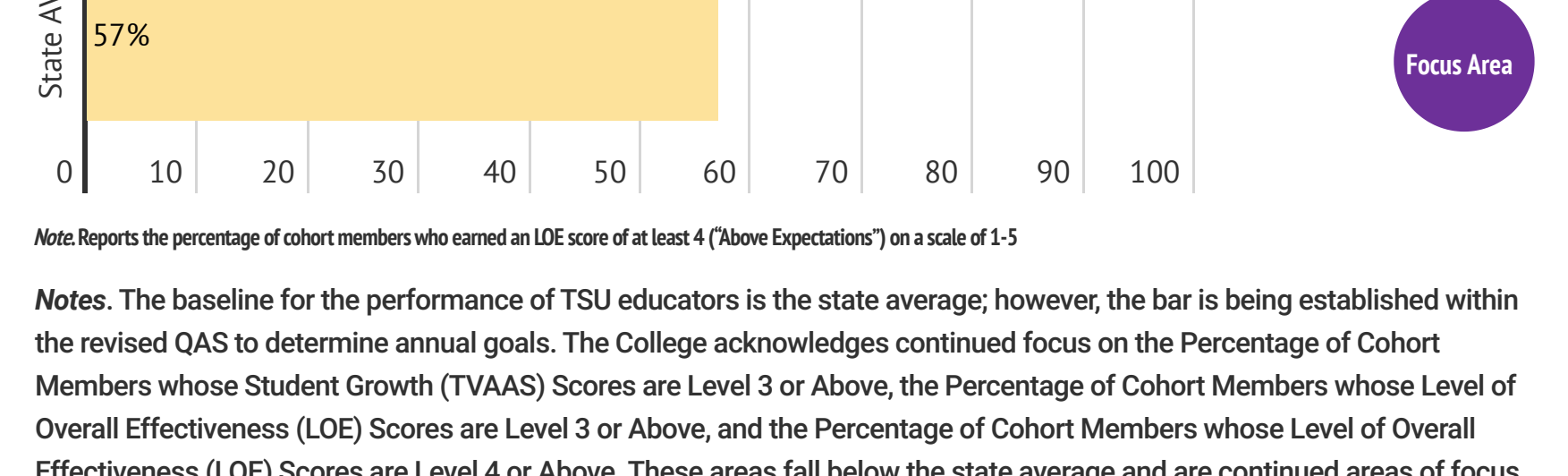
Note: Reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5

Figure 5: Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 3 or Above



Note: Reports the percentage of cohort members who earned an LOE score of at least 3 ("At Expectations") on a scale of 1-5

Figure 6: Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 4 or Above



Notes: The baseline for the performance of TSU educators is the state average; however, the bar is being established within the revised QAS to determine annual goals. The College acknowledges continued focus on the Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above, the Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 3 or Above, and the Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 4 or Above. These areas fall below the state average and are continued areas of focus.

Measure 2 (initial and advanced): Satisfaction of employers and stakeholder involvement (R4.2|R5.3|RA.4.1)

Employer Satisfaction

The employer satisfaction surveys yielded no meaningful results for this reporting year. The survey (n=25) for initial and advanced employers yielded four (4) total responses. As a result, the College researched samples to adopt a revised survey that solicits the requisite information needed. The revised survey shall be disbursed on a schedule to yield a more significant response rate with relevant feedback. Also, a list of pertinent survey respondents has been collected to ensure relevant feedback. This task is now coordinated and monitored by the College's Office of Assessment and Accreditation (OAA).

Stakeholder Involvement

The Metro Nashville Public Schools (MNPS) is heavily involved with the initial and advanced candidates from TSU. Minimally, 80% of candidates from TSU complete their experience within MNPS. The District is a primary partner and supports the College in various components, including admissions and candidate selection, recruitment, placement, logistical support, committees, and continuous improvement efforts for initial and advanced programs. The state of Tennessee requires a primary partner district and aligned the process in response to the revised CAEP standards (Tennessee Department of Education, n.d.). The TSU and MNPS partnership has collaboratively developed criteria (skills and competencies) for selecting school-based clinical mentors (mentor teachers) and provider-based clinical educators (master clinicians) annually. Support includes but is not limited to an overview of TSU and MNPS handbooks, edTPA®, and the co-teaching model. A partnership committee including EPP members and MNPS has been developed to enhance the communication skills, best assessment practices, knowledge about components such as edTPA®, and effectiveness in providing reflective feedback among school-based clinical mentors. Individual sessions are used so that school-based clinical mentors can become familiar with specific expectations.

The College collects feedback from this partnership through a primary partnership inventory to determine if staffing needs were met, which is distributed by the state of Tennessee. Results indicated that, on average, the College meets the staffing needs with an average of 3 on a 1-5 scale with 1 being not enough and 5 being too many. The survey provides context using various questions specifically gauging the quality of the partnership. The scale for those questions includes Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. MNPS responses did not include Strongly Disagree or Disagree. Key areas on the survey include partnership has developed mutual goals, partnership jointly recruits and selects candidates for EPP programs, and partnership strategically places teacher candidates for clinical experience progression. Areas, where MNPS responded neutral, will require follow-up to determine the rationale for the response. Areas of neutral response include partnership has mutually agreed upon the design of clinical experiences, partnership reviews data to improve the educator pipeline related to endorsement areas, and partnership aligns coaching and feedback strategies for candidates with district expectations for context. The College is currently developing a process for collecting deeper stakeholder opinions about the partnerships and practices.

Measure 3 (initial and advanced): Candidate competency at completion (R3.3|RA3.4)

Initial

Initial program candidates completed the ETS Praxis® content exams. There were 299 exam takers, with 211 passing the exams for a passage rate of 71%. When examining the number of exams taken, the passage rate is 55%. Focus areas include physical education, music, reading (elementary), history, English language arts, biology, and mathematics. Areas of growth include early childhood, ESL, special education core, and speech pathology (Figures 7-9).

Figure 7: Praxis Exam Passage Rate

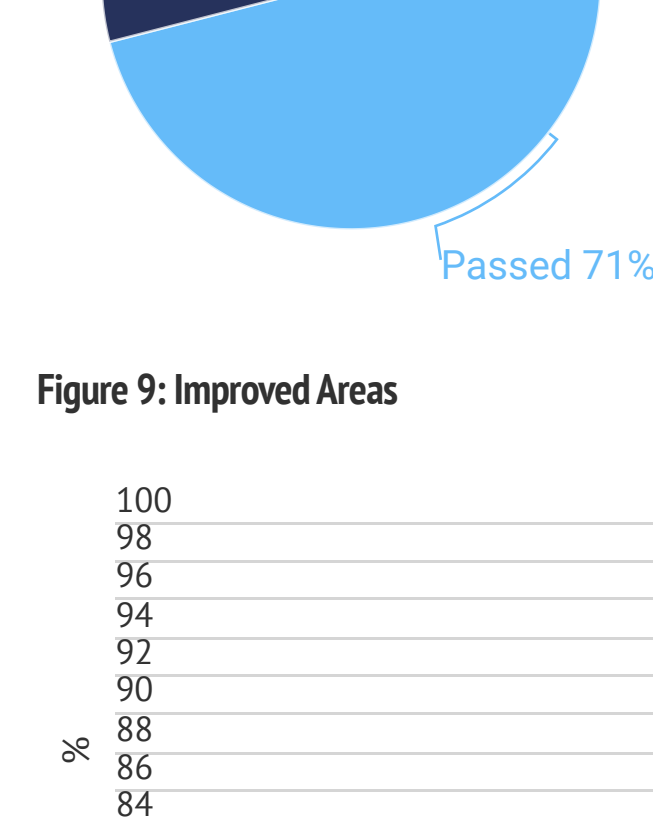


Figure 8: Content Areas of Focus

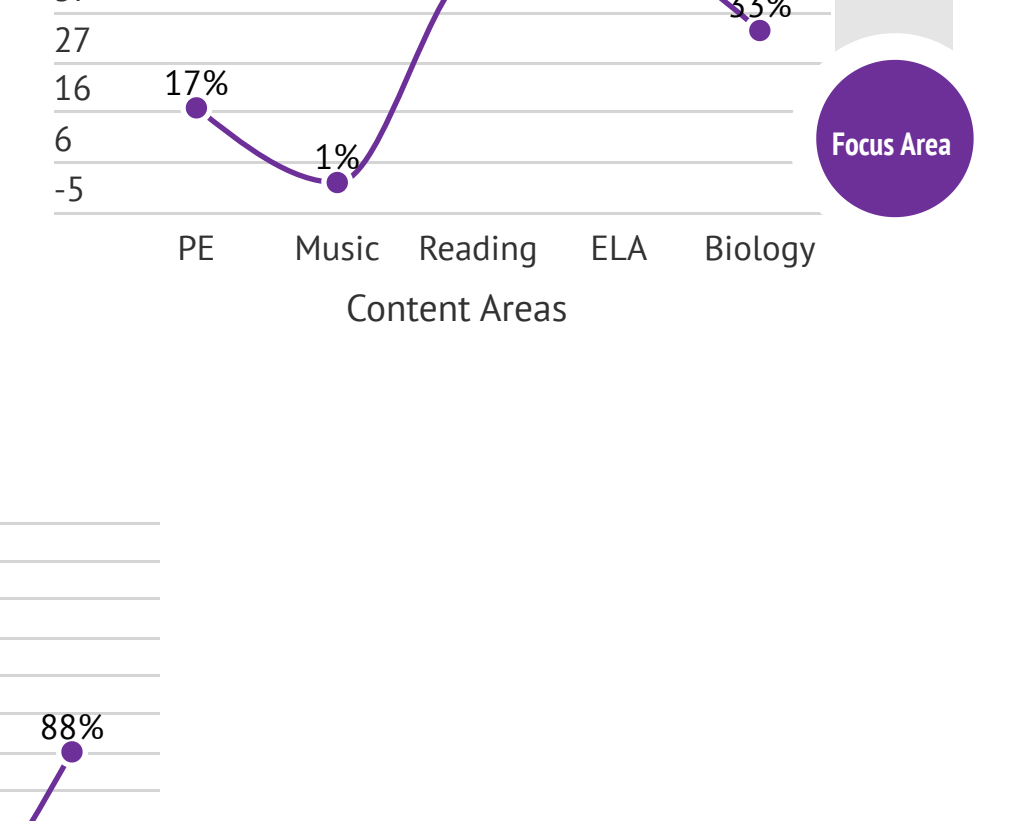
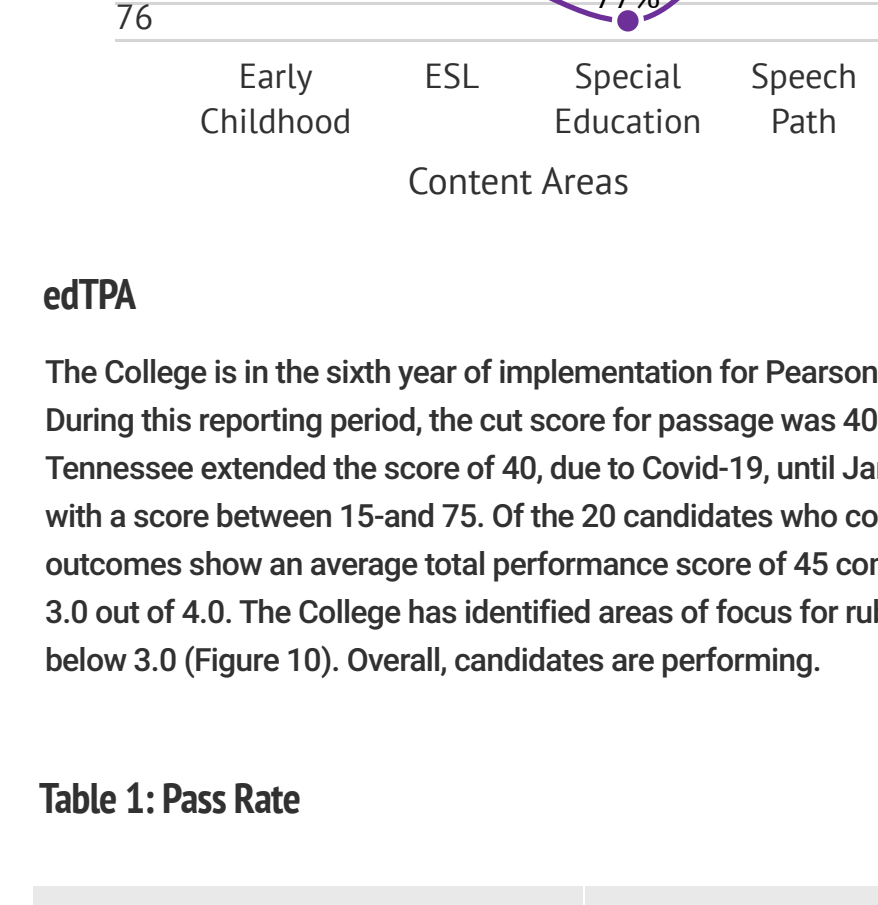


Figure 9: Improved Areas



edTPA

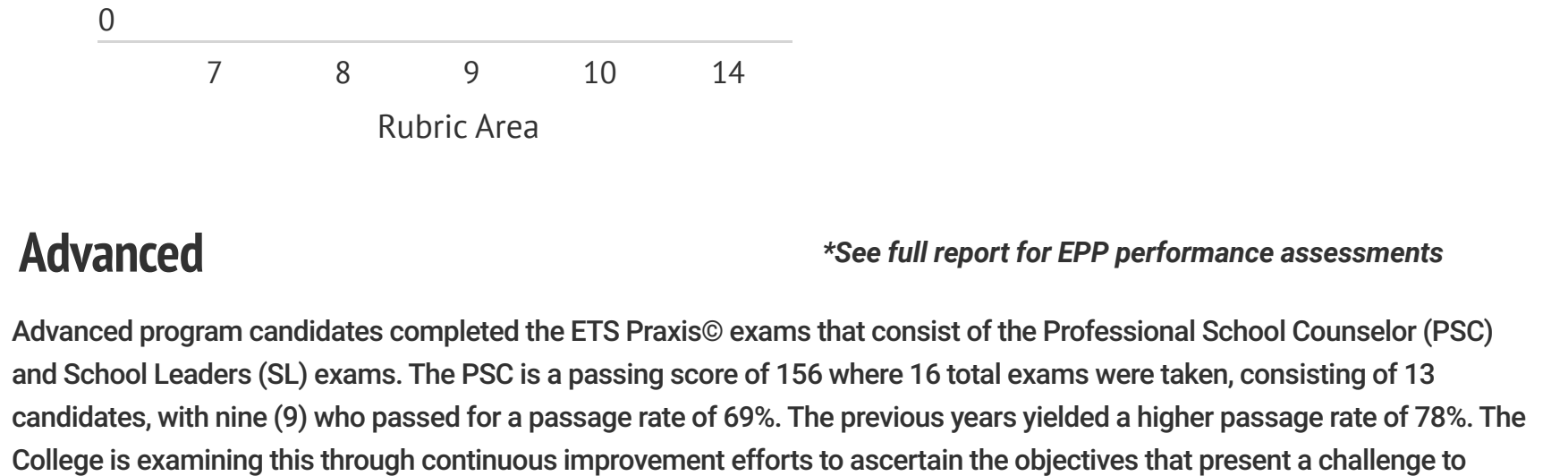
The College is in the sixth year of implementation for Pearson edTPA® and working to ensure implementation with fidelity. During this reporting period, the cut score for passage was 40. This score was supposed to progress to 42; however, Tennessee extended the score of 40, due to Covid-19, until January 1, 2023. The cut score for passing is based on 15 rubrics, with a score between 15 and 75. Of the 20 candidates who completed the 15 rubrics, 85% passed, whereas 15% did not. The outcomes show an average total performance score of 45 compared to 42 in 2018-19 (Figure 9). The average rubric score is 3.0 out of 4.0. The College has identified areas of focus for rubric areas 7-10 and 14, as the average for these sections fell below 3.0 (Figure 10). Overall, candidates are performing.

Table 1: Pass Rate

Candidate Pass Rate	Candidate DNP Rate
85%	15%
Candidate AVG Pass	Candidate AVG DNP
45%	36%

Note: N=20 candidates and data retrieved from Pearson.

Figure 10: Targeted Rubric Areas for Support

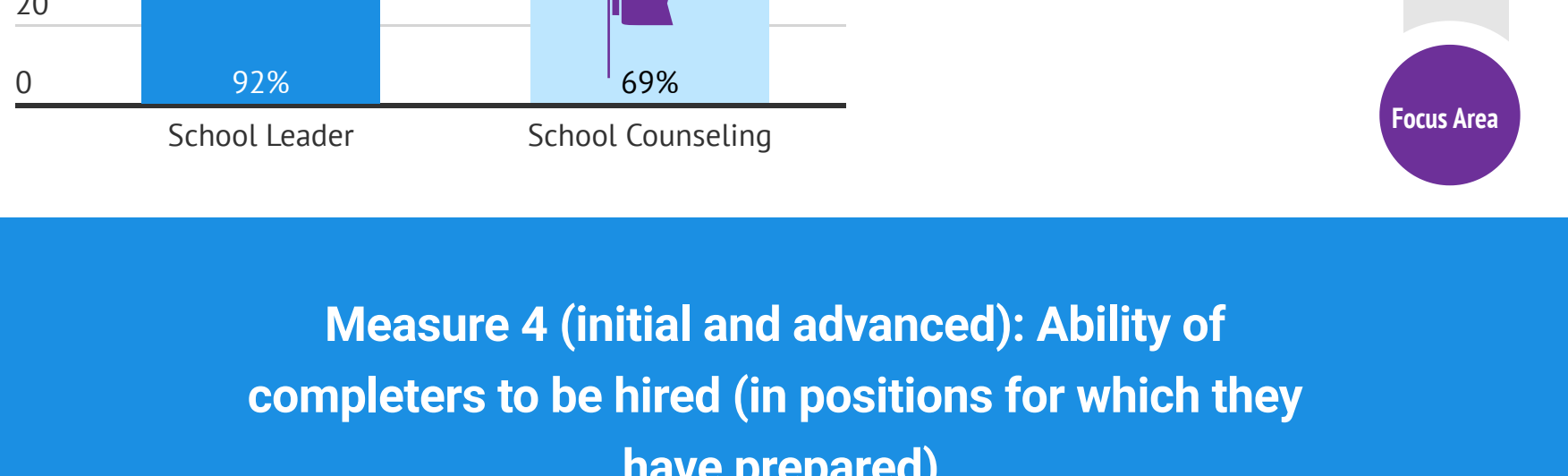


Advanced

*See full report for EPP performance assessments

Advanced program candidates completed the ETS Praxis® exams that consist of the Professional School Counselor (PSC) and School Leaders (SL) exams. The PSC is a passing score of 156 where 16 total exams were taken, consisting of 13 candidates, with nine (9) who passed for a passage rate of 69%. The previous years yielded a higher passage rate of 78%. The College is examining this through continuous improvement efforts to ascertain the objectives that present a challenge to candidates. This evaluation includes examining the curriculum and the alignment of objectives. The SLA passing score is 151, where 81 exams were taken by 78 individuals, with 72 who passed for a passage rate of 92%. The SL passage rates improved by 12%, indicating that the program's updates yield positive results (CAEP 9).

Figure 11: Advanced Program Pass Rate

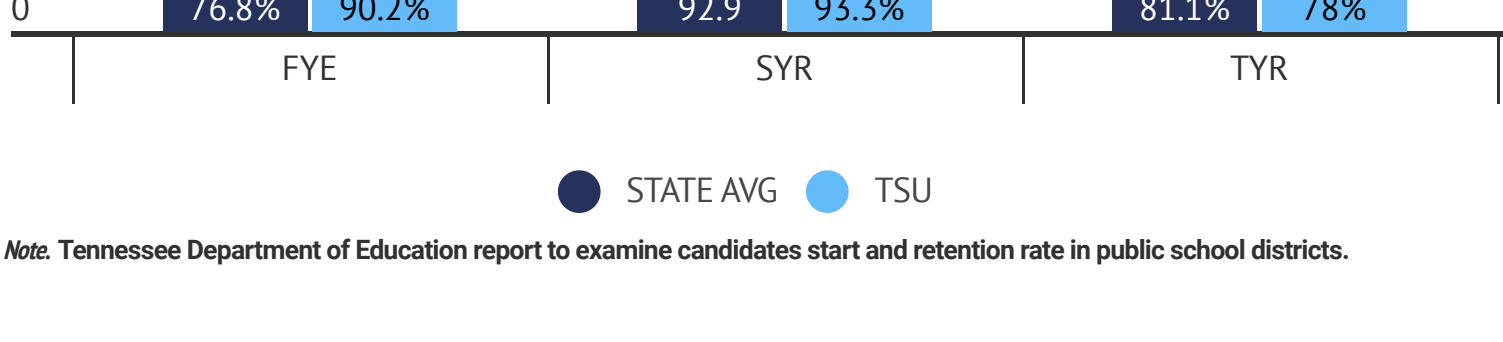


Measure 4 (initial and advanced): Ability of completers to be hired (in positions for which they have prepared)

Candidates Ability to be Employed

Annually, the Tennessee Department of Education evaluates the performance in preparing educators to start and remain as an educator in Tennessee public schools. Based on 20-21 results, TSU "exceeds expectations" in the retention of teachers within the school districts. The overall score consists of three metrics that include the Rate of First-Year Employment in Tennessee Public Schools (FYE), Second Year Retention Rate (SYR), and Third-Year Retention Rate (TYR). The FYE reports "the percentage of cohort members who were 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.) and is unscored for this domain. The SYR reports the percentage of first-year employed cohort members who remain to teach in Tennessee public schools for a second year and 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 indicate 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 indicate movement in the proper direction.

Figure 12: Employment Rate



Note: Tennessee Department of Education report to examine candidates start and retention rate in public school districts.

Conclusion

The College identified areas of focus based on data review and acknowledges conditions that impacted data collection and results for the 2020-21 period. Overall, the College managed the unintentional variables (i.e., Covid-19 and staff changes), but those variables also provided insight into revising practices to ensure candidates are receiving the support to become champions in education.