title II
higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

TN
Tennessee State University
Alternative, IHE-based Report AY 2017-18
Tennessee

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

3500 John A. Merritt Blvd.

CITY

Nashville

STATE

Tennessee ▼

ZIP

37209

SALUTATION

Dr. ▼

FIRST NAME

Heraldo

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List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture Education 6-12	No	
Agriscience 6-12	No	
Biology 6-12	No	
Chemistry 6-12	No	
Early Childhood PK-3	No	
Elementary Education K-5	No	
English 6-12	No	
ESL (English as Second Language) K-12	No	
Government 6-12	No	
Health and Wellness K-12	No	
History 6-12	No	
Instrumental / General Music K-12	No	
Mathematics 6-12	No	
Physical Education K-12	No	
Special Education: Modified	No	

Total number of teacher preparation programs: 17

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Visual Arts K-12	No	
Vocal / Genaeral Music K-12	No	
Total number of teacher preparation programs: 17		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

1. **Indicate when students are formally admitted into your initial teacher certification program:**

Postgraduate ▼

If Other, please specify:

2. **Does your initial teacher certification program conditionally admit students?**

○ Yes
● No

3. **Provide a link to your website where additional information about admissions requirements can be found:**

http://www.tnstate.edu/teachered

4. **Please provide any additional information about or exceptions to the admissions information provided above:**

N/A

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

1. **Are there initial teacher certification programs at the undergraduate level?**

○ Yes
● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit

	Yes	No	Yes	No
Transcript	○	○	○	○
Fingerprint check	○	○	○	○
Background check	○	○	○	○
Minimum number of courses/credits/semester hours completed	○	○	○	○
Minimum GPA	○	○	○	○
Minimum GPA in content area coursework	○	○	○	○
Minimum GPA in professional education coursework	○	○	○	○
Minimum ACT score	○	○	○	○
Minimum SAT score	○	○	○	○
Minimum basic skills test score	○	○	○	○
Subject area/academic content test or other subject matter verification	○	○	○	○
Recommendation(s)	○	○	○	○
Essay or personal statement	○	○	○	○
Interview	○	○	○	○
Other Specify:	○	○	○	○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the postgraduate level?

○ **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Letter of intent to hire from LEA/ letter of completion (10month)	● Yes	○ No	● Yes	○ No

2. **What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

2.75

3. **What was the median GPA of individuals accepted into the program in academic year 2017-18?**

3.86

4. **What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

2.75

5. **What was the median GPA of individuals completing the program in academic year 2017-18?**

3.824

6. **Please provide any additional information about the information provided above:**

N/A

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	11

Please provide any additional information about or descriptions of the supervised clinical experiences:

All Alternative (practitioner licensure) induction and supervision is conducted by the LEA. Candidates must complete 10 months. School principals typically observe Alternative (practitioner licensure) teachers four times in the school year.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Enrollment

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	32
Unduplicated number of males enrolled in 2017-18	12
Unduplicated number of females enrolled in 2017-18	20

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	0
Black or African American	20
Native Hawaiian or Other Pacific Islander	0
White	12
Two or more races	1

2017-18	Number Enrolled
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	0
13.1205	Teacher Education - Secondary Education	0
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐   **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	0
13.1205	Teacher Education - Secondary Education	0

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
01	Agriculture	0
13.09	Education - Social and Philosophical Foundations of Education	0
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
45.01	Social Sciences	0
09	Communication or Journalism	0
11	Computer and Information Sciences	0
45.02	Anthropology	0
45.06	Economics	0
12	Personal and Culinary Services	
45.07	Geography and Cartography	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
45.10	Political Science and Government	0

CIP Code	Academic Major	Number Prepared
45.11	Sociology	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	0
40	Physical Sciences	
41	Science Technologies/Technicians	
40.01	Physical Sciences	0
42	Psychology	0
40.02	Astronomy and Astrophysics	0
44	Public Administration and Social Service Professions	
40.04	Atmospheric Sciences and Meteorology	0
45	Social Sciences	
40.05	Chemistry	0
46	Construction	
40.06	Geological and Earth Sciences/Geosciences	0
47	Mechanic and Repair Technologies	
40.08	Physics	0
50	Visual and Performing Arts	0

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	0
54	History	0
99	Other Specify:	0

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	0

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	11
2016-17	8
2015-16	5

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

1. The College of Education's Recruitment's plan has specific strategies that focus on increasing the number of teacher education candidates interested in the area of math. 2. The college has offered Praxis Content preparation sessions to increase the number of students passing the examinations.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The EPP will take the following steps to improve performance in meeting the goal to increase the number of mathematics teacher candidates. 1. The College of Education's Recruitment plan will have specific strategies that focus on increasing the number of graduates interested in the area of math. 2. The Teacher Education program will implement math Praxis Content preparation sessions with the goal of increasing the number of students who pass the mathematics portion of the examination.

6. Provide any additional comments, exceptions and explanations below:

This number is difficult to predict since candidates are teachers on alternative (practitioner) licenses who are returning to receiving licensure in the chosen area. Therefore, expectations remain as a modest increase.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

○ **Yes**

○ **No (leave remaining questions for year blank)**

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

| 1 |

9. Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

○ **Yes**

○ **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

| 1 |

12. Provide any additional comments, exceptions and explanations below:

N/A

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

○ **Yes**

○ **No (leave remaining questions for year blank)**

2. How many prospective teachers did your program plan to add in science in 2017-18?

| 1 |

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

● **Yes**
○ **No**
○ **Not applicable**

4. Description of strategies used to achieve goal, if applicable:

The EPP has taken the following steps to improve performance in meeting the goal to increase the number of science teacher candidates. The Educator Preparation Provider (EPP) has taken the following steps to improve performance in meeting the goal to increase the number of science teacher candidates. 1. The College of Education's Recruitment plan has specific strategies that focus on increasing the number of teacher education candidates interested in the area of science. 2. The college has offered Praxis Content preparation sessions to increase the number of students passing the examination.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The EPP will take the following steps to improve performance in meeting the goal to increase the number of science teacher candidates. 1. The College of Education's Recruitment plan will have specific strategies that focus on increasing the number of teacher education candidates interested in the area of science. 3. The EPP will offer one-on-one mentoring to provide students with the support they need to successfully complete their programs of study.

6. Provide any additional comments, exceptions and explanations below:

This number is difficult to predict since candidates are teachers on alternative (practitioner) licenses who are returning to receive licensure in the chosen area. Therefore, expectations remain as a modest increase.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

● **Yes**
○ **No (leave remaining questions for year blank)**

8. How many prospective teachers did your program plan to add in science in 2018-19?

| 1 |

9. Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

● **Yes**
○ **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in science in 2019-20?

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2
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12. Provide any additional comments, exceptions and explanations below:

N/A

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

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1
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3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

The program has developed a recruitment plan to attract special education students. The program has also used edTPA data to make course modifications. The program has aligned some courses to edTPA. Finally, the program is offering more online courses.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The program will take the following steps to improve performance in meeting the goal to increase the number of special education teacher candidates. 1. The College of Education Recruitment Committee will develop and implement recruitment strategies that will specifically target the recruitment of teachers (pre-service and in-service) interested in gaining special education certification. 2. The program will implement retention strategies that will increase the persistence of special education teacher candidates. 3. The program will send out communications to various school districts. 4. The program will attend recruitment fairs with local school districts. 5. The program faculty will encourage students at conferences to seek special education certification.

6. Provide any additional comments, exceptions and explanations below:

Projecting the number of candidates remains modest for Special Education. This number is difficult to predict since candidates are teachers on

alternative (practitioner) licenses who are returning to receiving licensure in the chosen area

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

● Yes

○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

2

9. Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

● Yes

○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

2

12. Provide any additional comments, exceptions and explanations below:

N/A

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

● Yes

○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

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1
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3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

The program has developed a recruitment plan to attract ESL students. The program has also used edTPA data to make course modifications. The program has aligned some courses to edTPA. Finally, the program has offered summer programming to ESL teacher candidates.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The program will take the following steps to improve performance in meeting the goal to increase the number of ESL teacher candidates. The College of Education Recruitment Committee will develop and implement recruitment strategies that will specifically target the recruitment of teachers (pre-service and in-service) interested in gaining ESL Endorsement. 1. The program will implement retention strategies that will increase the persistence of ESL teacher candidates. 2. The program will offer three (3) undergraduate ESL courses during the 2019-2020 academic year to increase the number of ESL-endorsement- ready teacher candidates. 3. The program will send out communications to various school districts. 4. The program will attend recruitment fairs with local school districts. 5. The program faculty will encourage students at conferences to seek ESL endorsement. 6. Efforts are underway to design and implement online courses in ESL.

6. Provide any additional comments, exceptions and explanations below:

The projections are modest for 2019-2020 as additional faculty must be hired in order recruit and prepare more participants. It is likely that the first phase of the partnership with Metropolitan Nashville Public Schools will be completed by Summer of 2020 and better projections can be provided.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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5
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9. Provide any additional comments, exceptions and explanations below:

None

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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2
```

12. Provide any additional comments, exceptions and explanations below:

N/A

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

   ● Yes
   ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

   ● Yes
   ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

   ● Yes
   ○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

   ● Yes
   ○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

   ● Yes
   ○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

   ● Yes
   ○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

   The TSU Teacher Education Program meets regularly with the LEA to determine programming needs. The strong partnership between TSU and the LEA results in the successful preparation of effective teachers who demonstrate proficiency in the classroom.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	2			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	8		
All program completers, 2016-17	9		
All program completers, 2015-16	5		
All program completers, combined 3 academic years	22	20	91

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    ● Yes
    ○ No

    b. **use technology effectively to collect data to improve teaching and learning**

    ● Yes
    ○ No

    c. **use technology effectively to manage data to improve teaching and learning**

    ● Yes
    ○ No

    d. **use technology effectively to analyze data to improve teaching and learning**

    ● Yes
    ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

    The TSU Educator Preparation Program integrates technology into curricula, instruction, and assessments through required instructional technology courses (EDCI 4190 and EDCI 5190). The use of technology is further integrated in methods courses (EDCI 4550, EDCI 4600, and EDLI 4500) where teacher candidates design lessons incorporating the use of technology during instruction. Moreover, teacher candidates are required to utilize technology in virtually all education courses since coursework often requires employing technology in presentations (e.g., Prezi, Internet WEB 2.0 digital platforms, Nearpod) and to engage in online discussions. Candidates are prepared to use technology to collect, manage, and analyze data to improve teaching and learning by developing assessments that are administered electronically in the assessment and evaluation courses (PSYC 3120 or PSYC 5330). The University's learning management system provides a platform for candidates to document and analyze student performance data and self-assessment during clinical practice. The aforementioned assessments document the use of technology in the instructional episodes. Additionally, candidates complete the capstone portfolio assessment known as edTPA®. The portfolio requires candidates to prepare a 3-5 lesson segment including assessments and a video to demonstrate teaching the lesson segment. An analysis of the formal and informal assessments to determine the effectiveness of the instruction is also required. The edTPA® portfolio requires reflective writing on the use of assessment data to improve instruction. All prepared materials are submitted to Evaluation Systems Group by Pearson to be assessed by a national scorer. Consistent with the theme of the TSU Educator Preparation Program's conceptual underpinning, "committed to diversity and the success of all," the program prepares candidates to

employ the principles of universal design for learning (UDL). Thus, several courses in the program, along with field experiences, implement the use of UDL: EDC 3120 Contexts for Teaching and Learning, EDCI 3500 Instructional Strategies, EDSE 3330 Education of Exceptional Children, and EDCI 2100 and EDCI 2200 Field Study in Education I & II. In accordance with UDL, candidates develop strategies for (1) providing multiple means of representation, (2) providing multiple means of expression, and (3) providing multiple means of engagement, so that all students may achieve academic success.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(§205(a)(1)(G))**

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

   c. **teach students who are limited English proficient effectively**

   ● Yes
   ○ No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   Content is covered in EDCI 6100 Curriculum Planning and Programming; PSYC 5330 Measurement and Assessment in Classroom; EDCI 5840 Classroom Behavior Management; EDSE 5330 Education and Psychology of Exceptional Children; EDCI 6300 Multicultural Education and EDCI 5000 Foundations of Education. The local education agency also provides content through professional development workshops since these candidates are already working in the school system on alternative licenses.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

   b. **participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The special education licensure program at TSU is a post-baccalaureate only. The program prepares special education teachers to teach students with disabilities effectively through focused coursework (EDSE 5530, 5560, 5570 & 5950) and related field and clinical experiences. Teacher candidates are prepared to serve on individualized education program (IEP) teams in the following courses (EDSE 5530, 5560, 5570 & 5950) Additionally, candidates receive preparation to work with students with limited English proficiency (EDSE 5530 and 5540).

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

One of seven major academic divisions at Tennessee State University, the College of Education offers baccalaureate, master's, education specialist, and doctoral degrees through three academic departments: Teaching and Learning, Psychology, and Educational Leadership. The Educator Preparation Provider, coordinated by the College of Education, cuts across five other colleges: Agriculture, Human, and Natural Sciences, Life and Physical Sciences, Engineering, Health Sciences, and Liberal Arts. Undergraduate and post-baccalaureate degree programs lead to professional licensure in nineteen areas. All programs constituting the Educator Preparation Provider are state approved, and the EPP is CAEP accredited. Consistent with the mission of TSU, the Educator Preparation Provider endeavors to prepare competent, caring teachers, counselors, psychologists, administrators and other professionals to maximize learning among students and to work effectively with diverse schools and communities. The organizing theme and primary purpose of the Educator Preparation Provider is the preparation of "competent and caring facilitators of learning, committed to diversity and the success of all." Thus, the TSU Educator Preparation Program is designed to develop the knowledge, skills, and dispositions that enables teacher candidates to use their content knowledge competently in creating learning environments that support the learning of all students. Competent facilitators of learning are well prepared to engage students in the learning process successfully. • Facilitators of learning guide students in becoming independent, life-long learners who think critically and examine issues from multiple perspectives. In this collaborative process, instructor and learner engage in mutual inquiry in the acquisition of knowledge and skills. To be successful, facilitators must consider the learner's needs and abilities when (1) planning, (2) maximizing learning, (3) evaluating, (4) managing, (5) modeling professionalism, (6) communicating, and (7) specializing in content. • Educators who care ensure that instruction and evaluation are fair and responsive to diverse learners, acknowledging that the criteria for success may differ across individual learners, and that accurately measuring success requires differentiated instructional approaches and differentiated methods of assessments. • The commitment to success of all is built upon dedication to diversity, predicated on the belief that all learners can achieve and succeed, and confidence that facilitators of learning who are both competent and caring can indeed facilitate the success of all. This commitment affirms the need for educators to utilize appropriate tools to help all learners achieve their potential, regardless of background, ability, or other differences. As a historically black university, TSU is especially committed to diversity and expects similar commitment of program completers. The Teacher Education Program at TSU, populated by a diverse group of candidates predominantly trained in the multicultural, urban milieu of Nashville, Tennessee, prepares candidates to meet the needs of an increasingly diverse P-12 student population.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Trinetia Respress

TITLE:

Interim Assistant Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Heraldo Richards

TITLE:

Interim Dean