



Tennessee State University
Traditional Report AY 2022-23
Tennessee



100% COMPLETE

STATUS: IN PROGRESS

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

221838

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

Nicole

LAST NAME

Arrighi

PHONE

(615) 963-5482

EMAIL

nkendall@tnstate.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.121 | Early Childhood Education | UG | |
| 13.1202 | Elementary Education | Both | |
| 13.1 | Special Education | PG | |
| 13.1301 | Teacher Education - Agriculture | UG | |
| 13.1302 | Teacher Education - Art | UG | |
| 13.1322 | Teacher Education - Biology | UG | |
| 13.1323 | Teacher Education - Chemistry | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1307 | Teacher Education - Health | UG | |
| 13.1328 | Teacher Education - History | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |
| 13.1312 | Teacher Education - Music | UG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | UG | |

Total number of teacher preparation programs:

13

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|--|---|---|
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input type="text" value="LinkedIn URL and resume"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> 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 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

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

TSU has switched to a comprehensive admissions review that examines all factors of a candidate's prior knowledge to enter the program. Test scores are required; however, the scores serve as a guide to remediate candidates in identified deficit areas.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|--|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> 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 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

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

N/A

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

145

Number of clock hours required for student teaching

555

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

145

Years required of teaching as the teacher of record in a classroom

2

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

0

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

1

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

23

Number of students in supervised clinical experience during this academic year

22

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

The undergraduate candidates are supervised by Master Clinicians. These are retired teachers and principals experienced with the school districts that we serve. They work directly with the teacher candidates, the university, and the school district to ensure that our candidates are having a rewarding student teaching experience. The teacher candidates' co-teaching/clinical experience is observed and evaluated a total of seven times in their senior year (Residency Year). One IHE faculty was for music due to the composition the school placement being split between middle grades instrumental and high school band.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2022-23 Total | |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 23 |
| Subset of Program Completers | 12 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 3 | 1 |
| Female | 20 | 11 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 15 | 6 |
| Hispanic/Latino of any race | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 8 | 6 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 0 | 0 |
| No Race/Ethnicity Reported | 0 | 0 |

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](#)

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

| CIP Code | Subject Area | Number Prepared |
|----------|---------------------------------------|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1202 | Teacher Education - Elementary Education | 7 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 3 |
| 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 | 1 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 0 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 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 | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 1 |
| 13.1329 | Teacher Education - Physics | 0 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="0"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="3"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="0"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 0 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 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 | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: <input data-bbox="289 1732 1258 1774" type="text"/> | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 09 | Communication or Journalism | <input type="text" value="0"/> |
| 11 | Computer and Information Sciences | <input type="text" value="0"/> |
| 12 | Personal and Culinary Services | <input type="text" value="0"/> |
| 14 | Engineering | <input type="text" value="0"/> |
| 16 | Foreign Languages, Literatures, and Linguistics | <input type="text" value="0"/> |
| 19 | Family and Consumer Sciences/Human Sciences | <input type="text" value="0"/> |
| 21 | Technology Education/Industrial Arts | <input type="text" value="0"/> |
| 22 | Legal Professions and Studies | <input type="text" value="0"/> |
| 23 | English Language/Literature | <input type="text"/> |
| 24 | Liberal Arts/Humanities | <input type="text"/> |
| 25 | Library Science | <input type="text"/> |
| 26 | Biological and Biomedical Sciences | <input type="text"/> |
| 27 | Mathematics and Statistics | <input type="text"/> |
| 30 | Multi/Interdisciplinary Studies | <input type="text" value="7"/> |
| 38 | Philosophy and Religious Studies | <input type="text"/> |
| 40 | Physical Sciences | <input type="text"/> |
| 41 | Science Technologies/Technicians | <input type="text"/> |
| 42 | Psychology | <input type="text"/> |
| 44 | Public Administration and Social Service Professions | <input type="text"/> |
| 45 | Social Sciences | <input type="text"/> |
| 46 | Construction | <input type="text"/> |
| 47 | Mechanic and Repair Technologies | <input type="text"/> |
| 50 | Visual and Performing Arts | <input type="text"/> |
| 51 | Health Professions and Related Clinical Sciences | <input type="text"/> |
| 52 | Business/Management/Marketing | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 54 | History | <input type="text" value="1"/> |
| 99 | Other Specify: <input type="text" value="English"/> | <input type="text" value="1"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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 Educator Preparation Provider (EPP) has established partnership agreements with school districts to identify and address district needs. The EPP program is based on a year-long clinical residency model, allowing candidates to experience the opening and closing of the school year. Courses and practica prepare candidates to address the needs of all students. The teacher candidates are placed with a mentor teacher in a P-12 classroom setting where a co-teaching model is practiced. Practicum observations and clinical experiences in partner schools with students from diverse backgrounds provide opportunities for candidates to plan for, instruct and assess students with diverse needs. Candidates practice differentiated instruction and other individualized instructional methods to ensure the needs of all students are met, including students with disabilities and limited English proficiency, as well as students from low-income families. Furthermore, field and clinical placements across the programs of study are managed

to assure diversity of placement sites (i.e., urban, suburban, rural).

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Enhance Teacher Content Knowledge and Pedagogy in High-Needs Areas Focus: Address the specific needs of future math teachers who will be serving in high-needs schools (e.g., urban, rural). Action Steps: Curriculum Integration: Integrate real-world applications of mathematics relevant to high-needs communities into existing content courses. Professional Development Workshops: Offer targeted workshops on effective pedagogy for diverse learners and culturally responsive teaching in mathematics.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Strengthen Collaboration with Local School Districts to Improve Field Experiences: Focus: Ensure that student teachers have access to high-quality, diverse field experiences. Action Steps: Partnerships: Expand partnerships with local high-needs school districts to create more student teaching placements within their schools. Co-teaching Opportunities: Develop co-teaching models where student teachers can collaborate with experienced math teachers in high-needs schools.

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal will be increase the number of students enrolled in the biology and chemistry teacher licensure programs by three students. The Tennessee State Board of Education passed 5.105 that exempts biology and chemistry candidates from taking a specialty area content assessment if they hold a degree with a major aligned to a qualifying middle or secondary core academic endorsement which they are seeking licensure and endorsement. We hope that this measure; in addition to the Noyce Grant and partnerships with the Departments of Biology and Chemistry will attract students into the science education.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Strengthen Collaboration with Local School Districts to Improve Field Experiences: Focus: Ensure that student teachers have access to high-quality, diverse field experiences. Action Steps: Partnerships: Expand partnerships with local high-needs school districts to create more student teaching placements within their schools. Co-teaching Opportunities: Develop co-teaching models where student teachers can collaborate with experienced math teachers in high-needs schools.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal will be to prepare at least 20 students in special education.

3. Did your program meet the goal?

- Yes
 No

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

The EPP utilized the Grow Your Own pathway and district residency to increase the number of candidates pursuing the Special Education/Interventionist (K-8) program.

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

The program of study/curriculum should align with standardized test expectations so students can apply their coursework in multiple ways. In addition, identify multiple sources of funding to ensure a continuous pipeline of candidates to partner districts.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal will be increase the number of special education candidates through a district residency program and other state grants. Specifically, we are working with our state primary partner to train para-professionals to become special educators. This will help to address to the teacher shortage and attract teachers to a high needs area.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Support the final cohort of district residents through their program, while creating proposals for new residency partnerships.

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

At least 10 students will be prepared with add-on endorsements for the 2023-24 year through residency program and traditional ESL add-on certification program.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

At least 5 students will be prepared with add-on endorsements for the 2024-25 year through residency program and traditional ESL add-on certification program.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 RTI'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 (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23 | 8 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21 | 5 | | | |
| TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23 | 5 | | | |
| TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2022-23 | 5 | | | |
| TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22 | 7 | | | |
| TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23 | 9 | | | |
| TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22 | 4 | | | |
| TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2022-23 | 2 | | | |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23 | 1 | | | |
| TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23 | 1 | | | |
| TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23 | 10 | 42 | 8 | 80 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23 | 9 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21 | 5 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 16 | 163 | 13 | 81 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 11 | 180 | 11 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 173 | 10 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 15 | 160 | 11 | 73 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22 | 11 | 168 | 11 | 100 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 168 | 10 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23 | 14 | 162 | 10 | 71 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22 | 11 | 174 | 11 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 168 | 10 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 3 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 16 | 160 | 11 | 69 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 11 | 169 | 11 | 100 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 168 | 10 | 100 |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ESP0304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23 | 1 | | | |
| ESP0304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23 | 5 | | | |
| ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21 | 6 | | | |
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23 | 6 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21 | 4 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21 | 11 | 172 | 11 | 100 |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl | 6 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23 | 9 | | | |
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2020-21 | 3 | | | |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl | 8 | | | |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23 | 28 | 161 | 20 | 71 |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22 | 12 | 168 | 11 | 92 |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21 | 12 | 165 | 12 | 100 |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21 | 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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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, 2022-23 | 52 | 23 | 44 |
| All program completers, 2021-22 | 13 | 12 | 92 |
| All program completers, 2020-21 | 21 | 20 | 95 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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. These course provide candidates with the skills to develop flexibility in instructional strategies (e.g., differentiated instruction), and the use of different tools/materials to facilitate learning. Thus, 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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

General education teachers are prepared to teach students with disabilities effectively by: a. Observing in an inclusion classroom with a certified general education teacher; b. Developing lesson plans, including modifications and accommodations for students with disabilities; and c. Teaching a mini lesson demonstrating ability to provide instruction to students with disabilities, in methods courses and field experience placements.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Students are allowed to participate as a member of Individualized Education Program (IEP) teams by participating in a Mock IEP Meeting. Students participate in a simulated IEP meeting where each person has a role, such as parent, special education teacher, general education teacher, or school counselor. Students have an opportunity to develop IEP goals and a full IEP for a student with a disability. Groups are formed based on the area of certification, i.e., elementary, early childhood, or secondary.

c. Effectively teach students who are limited English proficient.

In preparation for teaching English language learners (ELLs) and obtaining the Tennessee K-12 ESL Endorsement, undergraduate teacher candidates are required to enroll in EDCI 3300 (Foundations of Second Language Acquisition and Teaching English as a Second Language) their sophomore year and EDCI 4300 (Methods and Assessment of TESOL) their junior year. EDCI 3300 addresses the foundations of teaching ELLs, language acquisition theories, and the cultural implications in teaching English. EDCI 4300 prepares students to implement methods of TESOL and testing and assessment for emergent bilinguals. In addition, the edTPA portfolio system requires students to submit a portfolio that demonstrates their ability to plan for, instruct, and assess students with varying academic and linguistic needs.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

The Interventionist K-8 program, offered at the Post-Baccalaureate level, provides special education teacher candidates with courses and experiences designed to prepare competent professionals with the knowledge and skills to teach students with disabilities, guided by the principle of inclusion. Candidates take courses in assessing and diagnosing disabilities (EDSE 5560 and EDLI 5640), managing behavior (EDSE 5640), consultation and collaboration (EDSE 5570), and utilizing technology to address special needs (EDSE 5800), along with methods courses preparing them to develop and implement IEPs (EDLI 5610, EDSE 5580, EDSE 5570). Candidates also complete a full semester residency working with individuals with disabilities under the supervision of a mentor teacher. In addition, special education teachers are prepared to teach students with disabilities effectively by: a. Observing an inclusion classroom with a certified general education teacher; b. Developing lesson plans, including

modifications and accommodations, for students with disabilities; and c. Teaching a mini lesson demonstrating ability to provide instruction to students with disabilities, in methods courses and field experience placements.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Students obtain experience as a member of Individualized Education Program (IEP) teams by participating in a Mock IEP Meeting. Students participate in a simulated IEP meeting where each person has a role, such as parent, special education teacher, general education teacher, or school counselor. Students have an opportunity to develop IEP goals and a full IEP for a student with a disability. Groups are formed based on the area of certification, i.e. elementary, early childhood, or secondary.

c. Effectively teach students who are limited English proficient.

Strategies for working with students with limited English proficiency are integrated into the coursework preparing special education teachers. Candidates develop lesson plans that include strategies for differentiated instruction, taking into consideration students for whom English is not their first language. Moreover, candidates are placed in clinical residencies (student teaching sites) where there are students from diverse backgrounds, allowing candidates the opportunity to work with students with limited English proficiency who have disabilities.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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, Psychological Sciences and Counseling, 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 enable teacher candidates to create learning environments that support the learning of all students. Moreover, 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 educator preparation 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:

TITLE:

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:

TITLE: