

## Overall Performance Rating

# Meets Expectations

### What does this mean?

"Does Not Meet Expectations" means the provider received less than 40% of possible points. "Meets Expectations" means the provider received 40-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

### Why is this important?

Overall Performance indicates how well a provider is doing in the State Board's key priority areas for preparing educators: recruiting strong, diverse candidates to teach in the areas of greatest need; preparing candidates for employment in Tennessee public schools; and preparing candidates to effectively support student learning.

The data for this report is based on a 3-year cohort. The cohort years associated with the 2023 report card are: 2019-20, 2020-21, and 2021-22. The earliest cohort (2019-20) will fall off next year and be replaced with 2022-23 cohort of completers. *NOTE: The scores in this report are still reflective of pandemic challenges as 2 of the 3 cohorts are part of that era.*

## Report Summary and EPP Plan of Action by Performance Category

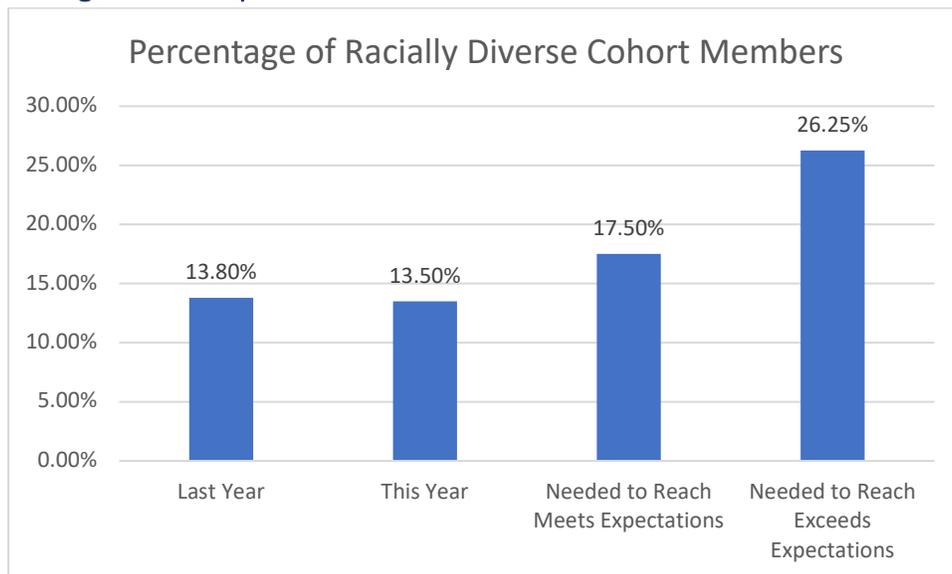
### Candidate Profile-Does Not Meet Expectations

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

#### Metrics

This domain includes two scored metrics, Percentage of Racially Diverse Cohort Members and Percentage of High-Demand Endorsements.

#### 1. Percentage of Racially Diverse Cohort Members



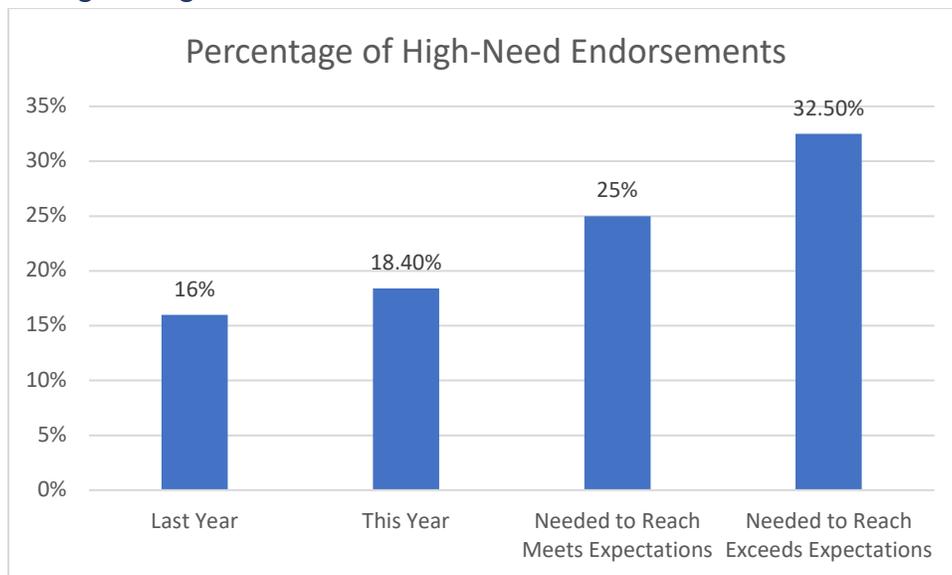
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### EPP Action Plan:

1. Grow Your Own (GYO) apprentice candidates are not included in this year's metric (cohort years). There are diverse apprentice candidates that will be part of the 2024 report card released in February 2025.
2. Call Me Mister program has increased and expanded recruitment to include other race/ethnicities which has opened additional diverse candidate populations to be eligible for program participation. Previously, Call Me Mister only recruited African American and male candidates for the program.

Summary: This metric is an area the EPP strives to improve and has established goals but do not expect to "meet expectations" in this category for 2024 Report Card (released February 2025) due to largest percentage of minority completers cohort dropping off next year.

### 3. Percentage of High-Need Endorsements



### EPP Action Plan:

1. The EPP expects an increase on the 2024 Report Card due to Grow Your Own (GYO) English as Second Language (ESL) and SPED additional endorsements.
2. Effective fall 2024, all K-5 major candidates will receive training and certification in K-5 and ESL licensure upon program completion. The first cohort that will be affected by this programmatic change is 2028 (February 2027 Report Card).
3. The EPP is considering providing an option to Residency II candidates to complete an ESL bootcamp as part of the TCED 401 seminar course so that candidates can complete their programs and add the additional endorsement which is another way to increase the "high need" endorsement category. This could potentially begin immediately and could impact metric results as early as the 2024 report card. Funding is needed to pay instructor for delivery of the bootcamp.
4. Continue recruiting NOYCE Scholars and Grow Your Own apprentice candidates in "high need" endorsement areas- Recruitment currently in progress.

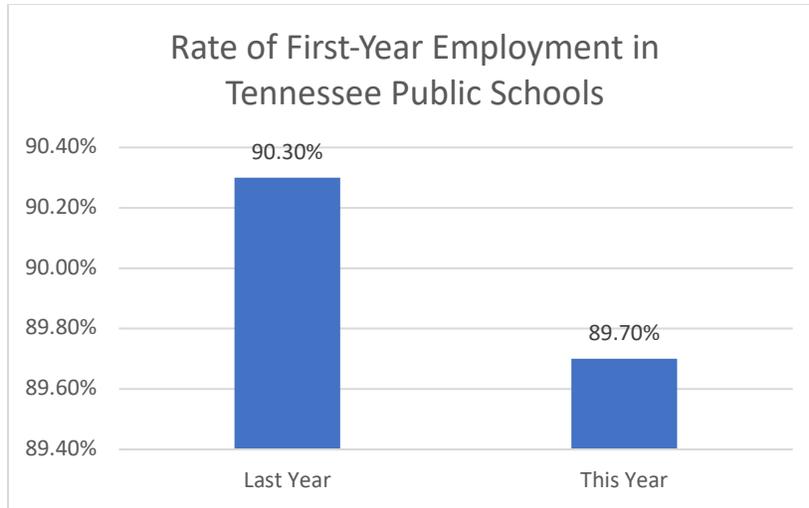
## Employment-Exceeds Expectations

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.

### Metrics

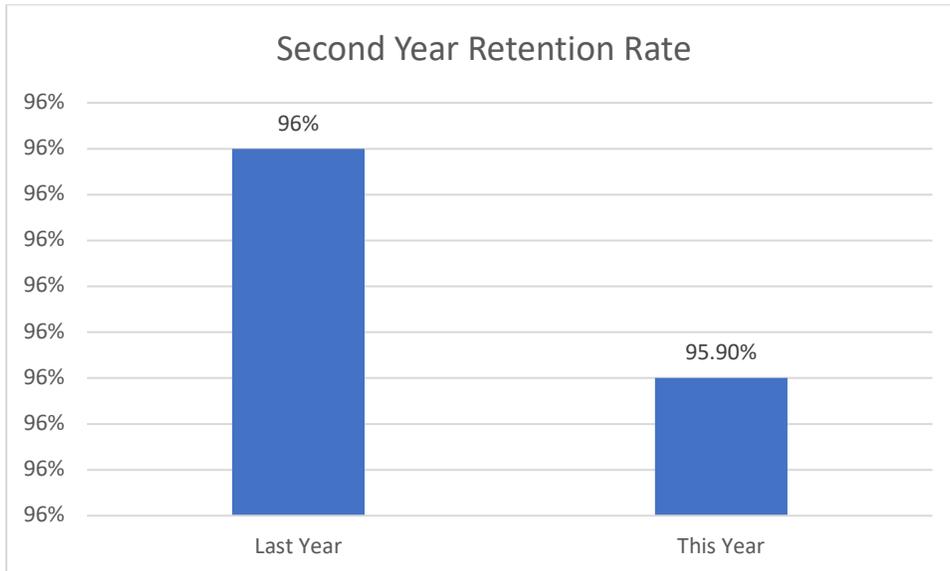
This domain includes two scored metrics and one unscored metric. The Rate of First-Year Employment in Tennessee Public Schools is the unscored metric. The two scored metrics include Second Year Retention Rate and Third Year Retention Rate.

#### 1. Rate of First-Year Employment in Tennessee Public Schools (Unscored Metric)



*\*\*UTM had a small decrease but still above state avg. of 80.3%*

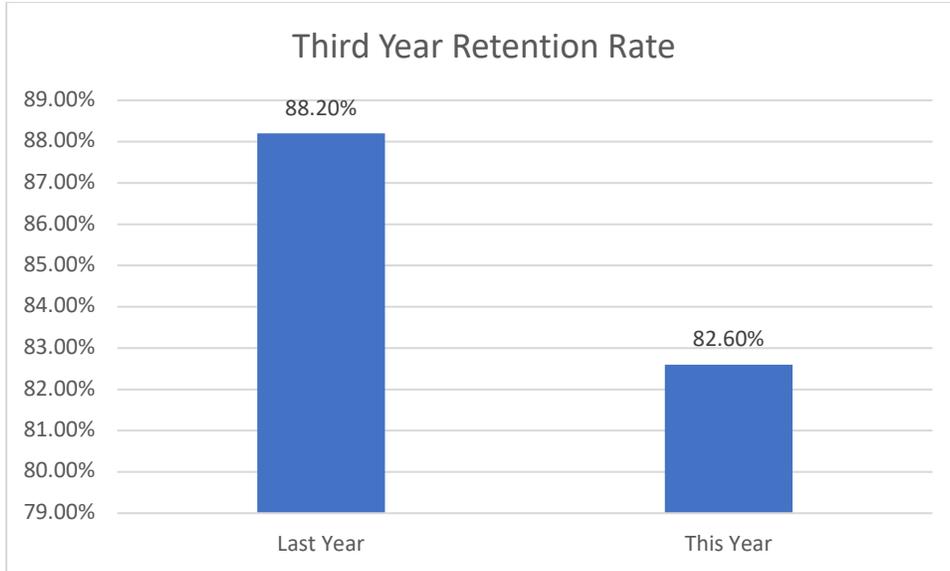
#### 2. Second Year Retention Rate



*\*\*UTM is above state avg. of 94.2-State avg. decreased this year.*

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### 3. Third Year Retention Rate



*\*\*UTM had a small decrease but still above state avg. Of 78.8%. The state avg. declined this year also.*

#### EPP Action Plan:

1. The EPP has redesigned the structure of our EPP Induction Program as of fall 23. All completers are tracked and provided the opportunity for training and professional development opportunities multiple times throughout each term for the 1<sup>st</sup> three years after completion of our programs. NOTE: The EPP collaborates with LEA's to determine completers in need of assistance and areas to strengthen.
2. The EPP began conducting "focus group" sessions with completers in the fall 2023. The focus groups are being expanded to also include focus groups consisting of LEA partners to help guide topics of concern with new teachers and ways in which to assist new teachers to retain and support recent completers. Additionally, feedback from both focus groups is used to assess program content for continuous improvement.
3. The EPP has advocated through the TACTE Advocacy group for teacher raises and higher beginning teacher pay as a retention tool.

*NOTE: A large population of UTM EPP completers are job-embedded candidates. They have left industry jobs to join the teaching profession.*

#### Summary:

Overall, the EPP is pleased with this category specifically given the fact that teacher retention is not only a state-wide concern but a national concern. Our completers are staying with the profession, and we will continue our efforts to keep this rating while working to improve our metrics.

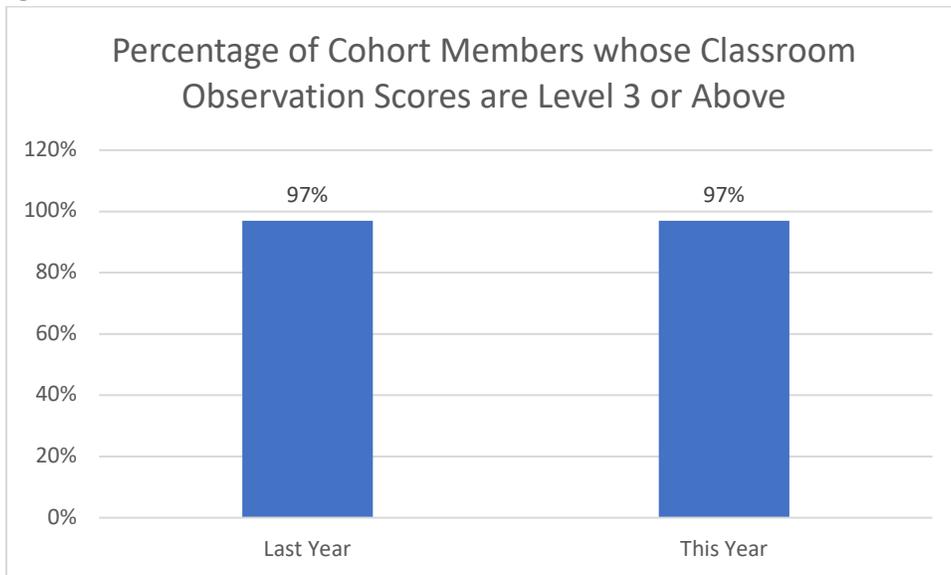
## Provider Impact-*Meets Expectations*

The Provider Impact domain reports on the effectiveness of a provider's cohort members in Tennessee public school classrooms.

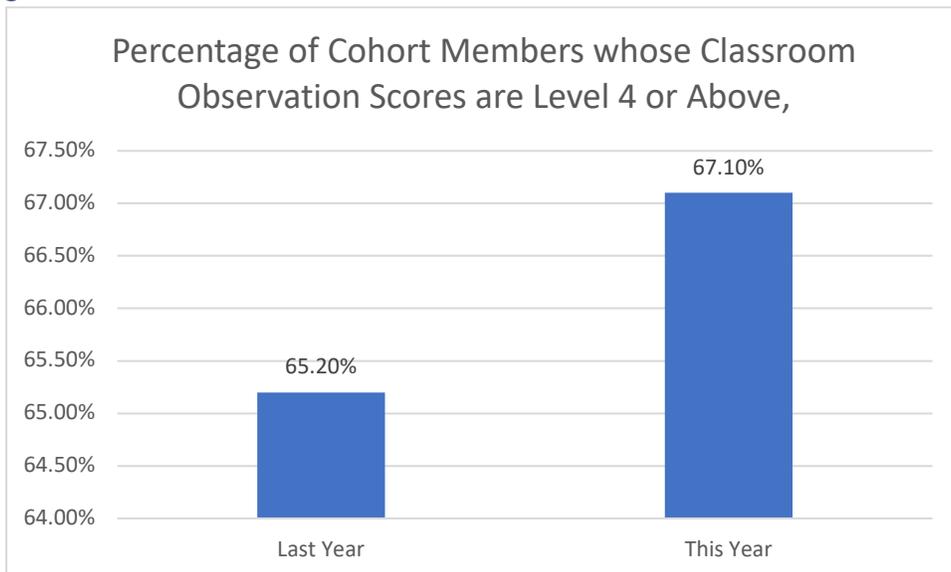
### Metrics

This domain includes four scored metrics and two unscored metrics. The four scored metrics include Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above, Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above, Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above, and Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above. The two unscored metrics include Percentage of Cohort Members whose LOE Scores are Level 3 or Above and Percentage of Cohort Members whose LOE Scores are Level 4 or Above.

#### 1. Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above

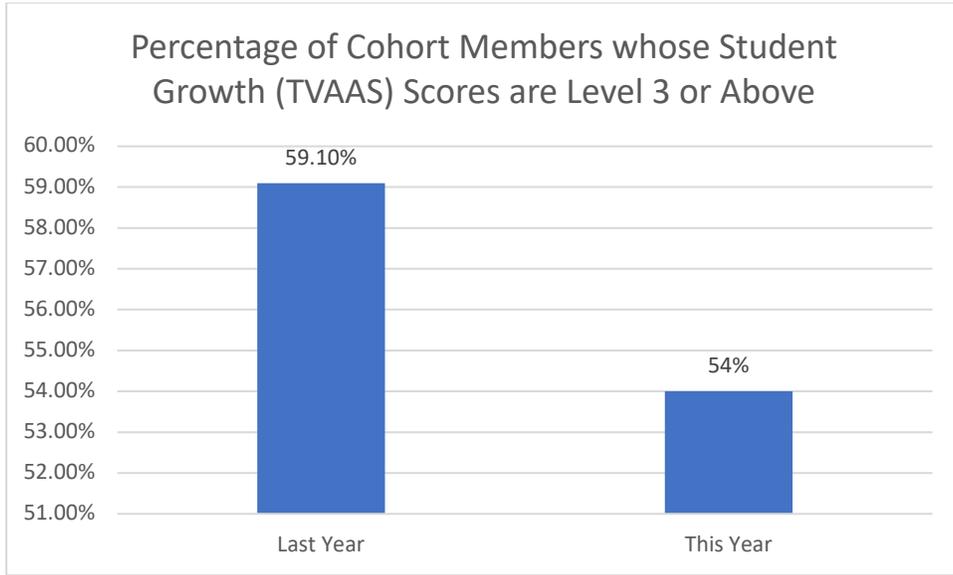


#### 2. Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above

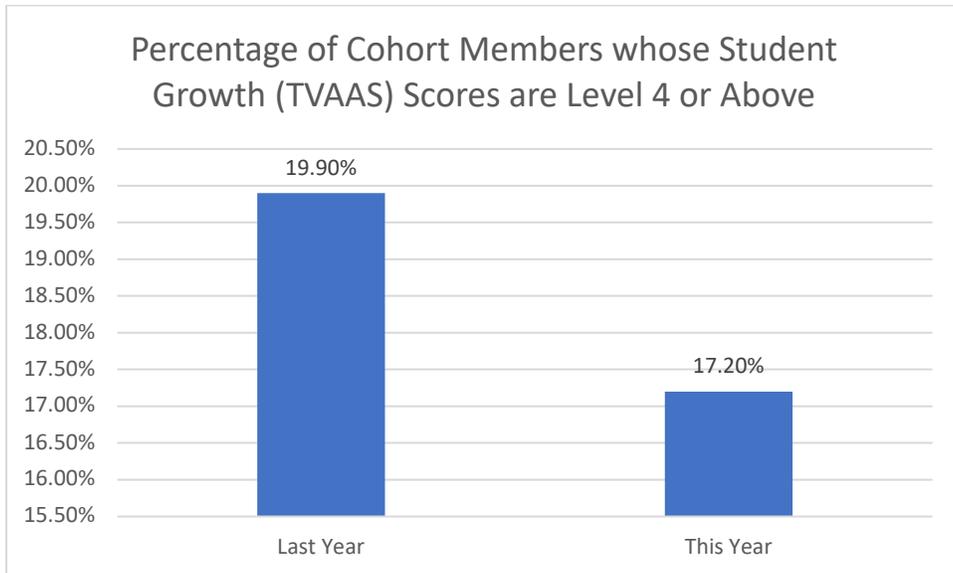


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3. Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above

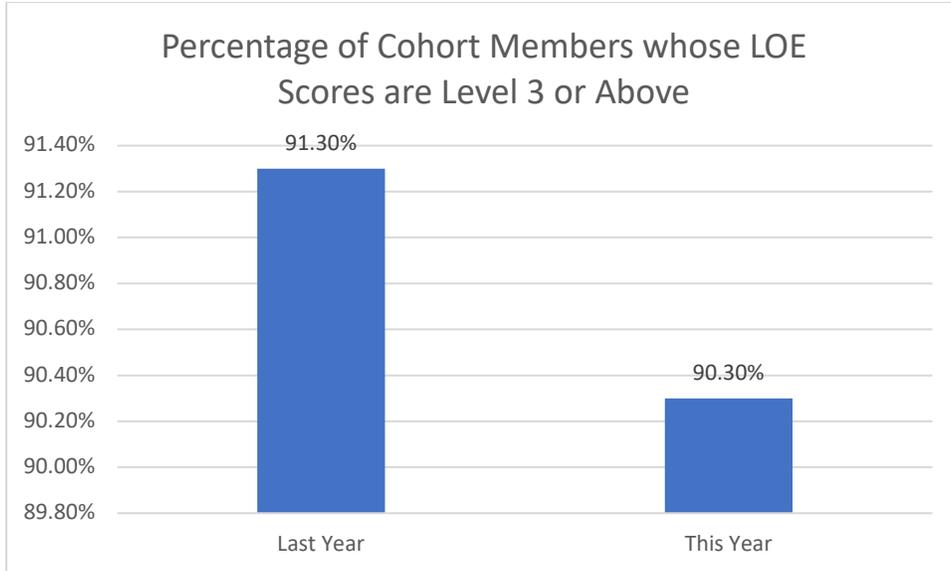


4. Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above

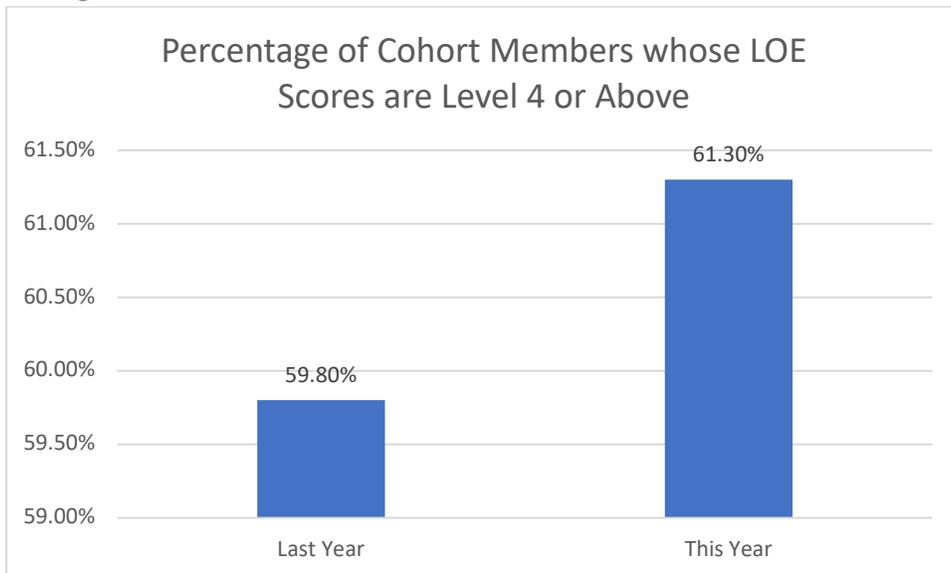


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### 5. Percentage of Cohort Members whose LOE Scores are Level 3 or Above



### 6. Percentage of Cohort Members whose LOE Scores are Level 4 or Above



#### Challenges

1. Completers must have taught one full year before earning scores. By the time the EPP has the data, the former candidates is completing their 2<sup>nd</sup> year of teaching. This does not lend opportunity for the EPP to intervene and offer support that could impact performance. The EPP continues to stress concerns related to delayed data receipt and the State Board (SBE) has indicated they are considering earlier release of data but this has not yet occurred.
2. In the past, the EPP was scored on completer data for individuals teaching in areas we did not train or license them in. This is in review by the SBE to ensure those metrics will reflect only areas we prepared and licensed our completers in.

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### EPP Action Plan:

The EPP induction program is developing a library of online training modules and resources to support our completers for up to three years after graduation. Additionally, the EPP is considering professional development opportunities either on-campus or delivered at districts for additional support.

### Important Notes:

Many candidates from our largest program, K-5, and PreK-3 are not included in the “Provider Impact” metrics because they teach in non-tested grade levels. The only completers in these metrics are from 3<sup>rd</sup>-8<sup>th</sup> grades. Additionally, 9-12 grades are only considered if teaching an “End of Course” (EOC) subject. For example, English, Algebra, etc.

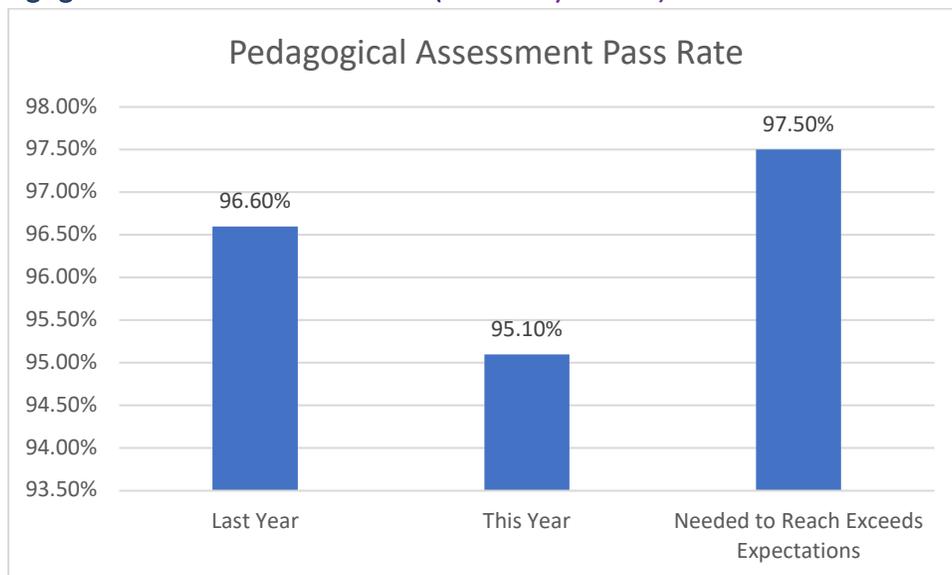
## Candidate Assessment-Does Not Meet Expectations

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

### Metrics

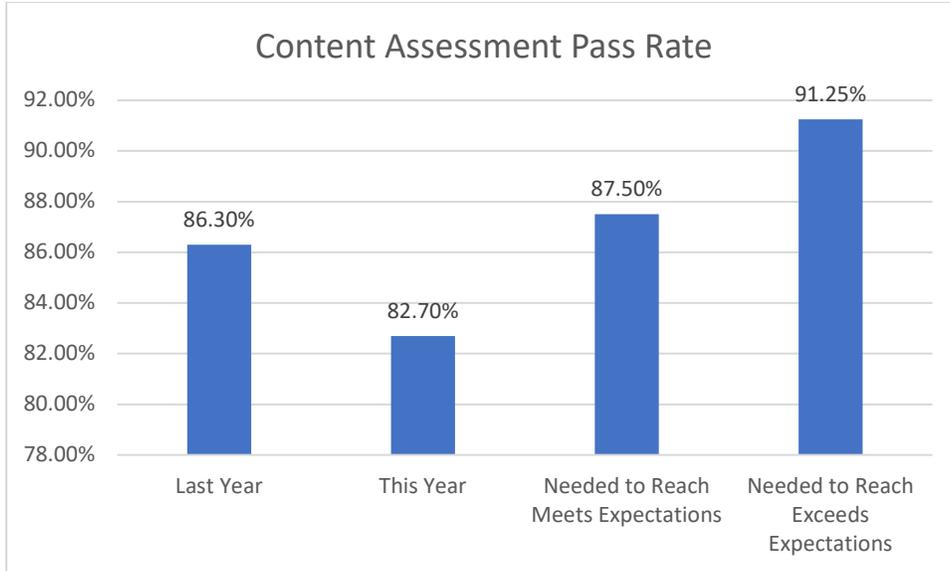
This domain includes two scored metrics (Pedagogical Assessment Pass Rate and Content Assessment Pass Rate) and one unscored metric (Literacy Assessment First-Time Pass Rate).

#### 1. Pedagogical Assessment Pass Rate- (Currently “Met”)

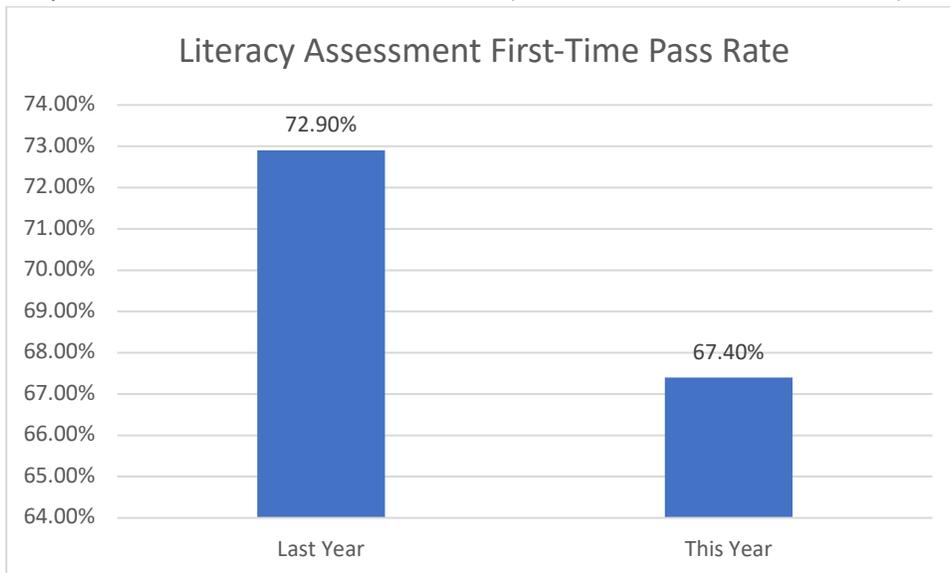


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### 2. Content Assessment Pass Rate (Currently “Not Met”)



### 3. Literacy Assessment First-Time Pass Rate (Unscored Metric at this time)



#### EPP Action Plan:

1. Content Assessment needs to increase to 87.5% to “meet expectations.” The implementation in the last year to require candidates to complete 240 Tutoring expects to have a positive impact on our pass rates based on Title II pass rates in the last year. For example, Title II current pass rate is 96% (for all tests).

The EPP needs one more year to truly see an impact which should occur when the 20-21 cohort falls off the reporting cycle.

2. It should be noted the Job-Embedded (JE) candidates should no longer be included in these metrics. We have questioned the State Board (SBE) to determine if JE was removed

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from 2019-20 and 2020-21 cohorts for this report and are awaiting a response. If they have not been removed, this is one reason for the low pass rate in this metric.

### [EPP Action Plan](#)- Literacy 1<sup>st</sup> Time Pass rate metric

The “Literacy 1<sup>st</sup> Time Pass Rate” metric is currently “unscored” but it will be scored in the future. In preparation, students are currently required to complete 240Tutoring test preparation software and instructors are aligning test prep modules with the content taught in the course. We are already seeing a positive impact on incoming test scores for this exam in the last 6 months.

Additionally, faculty have recently revised curriculum in the last year, and this has also improved candidate knowledge in this area.

NOTE: Pending SBE approval in February, the Teaching Reading-Elementary required assessment may be removed from Middle School licensure programs. If this change occurs, the EPP expects this to improve the potential 1<sup>st</sup> time pass rate for the literacy assessment metrics as we have seen a decline in pass rate for the Middle School candidates. A factor in how much of an impact this change we will have depends on whether or not the SBE will remove Middle School data from the previous cohorts. If they do not remove from cohort data, we may not see a significant change for at least two years (2025 or 2026 Report Card).

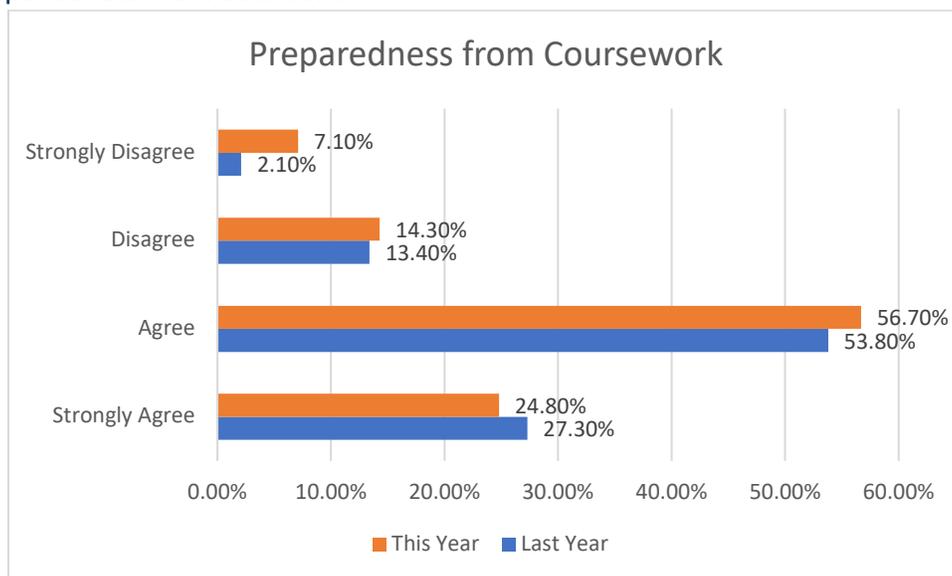
### [Satisfaction-\*Unscored Domain\*](#)

The Satisfaction domain reports how well cohort members feel that their preparation program prepared them for teaching. This survey is sent to teachers employed in their first three years of teaching.

#### Metrics

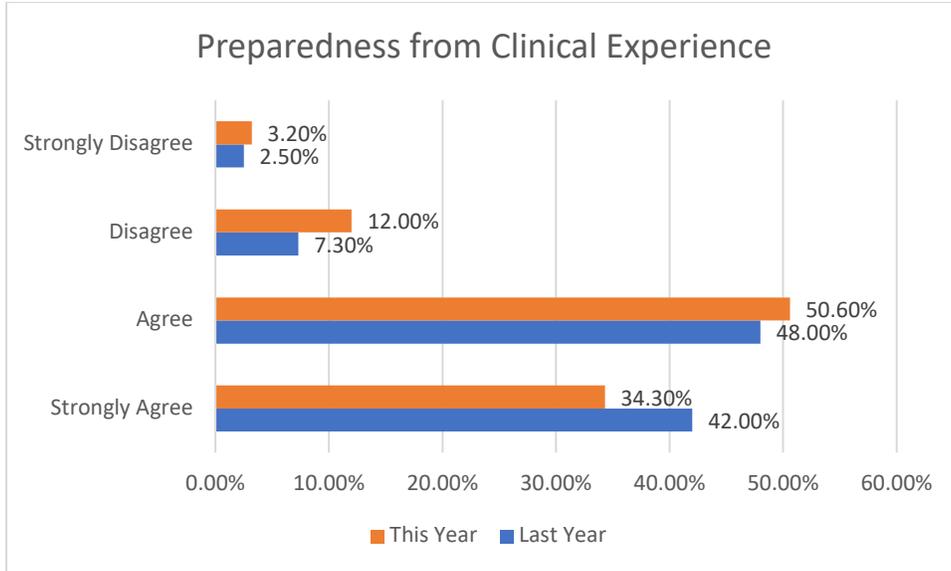
This domain includes three unscored metrics: Preparedness from Coursework, Preparedness from Clinical Experience, and Would Recommend Program.

#### 1. Preparedness from Coursework

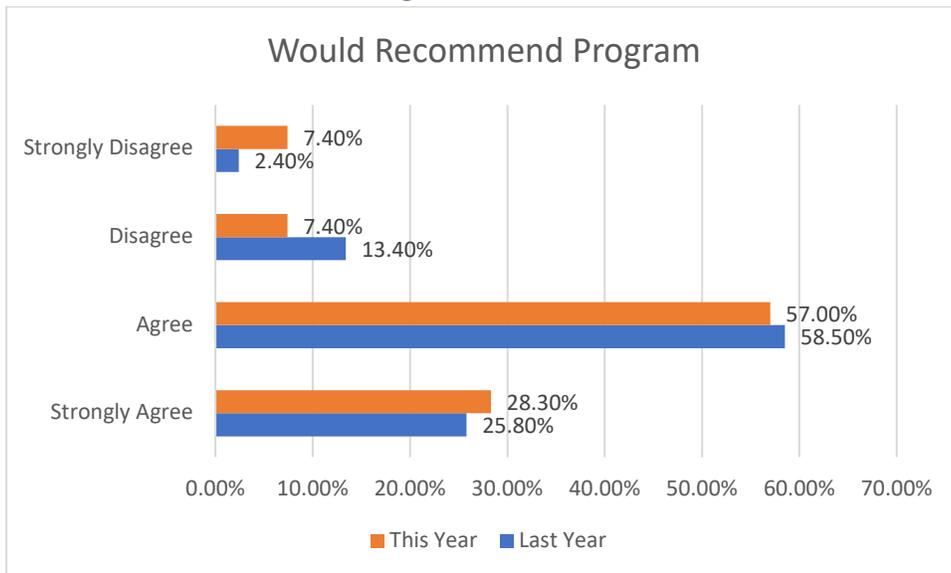


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### 2. Preparedness from Clinical Experience

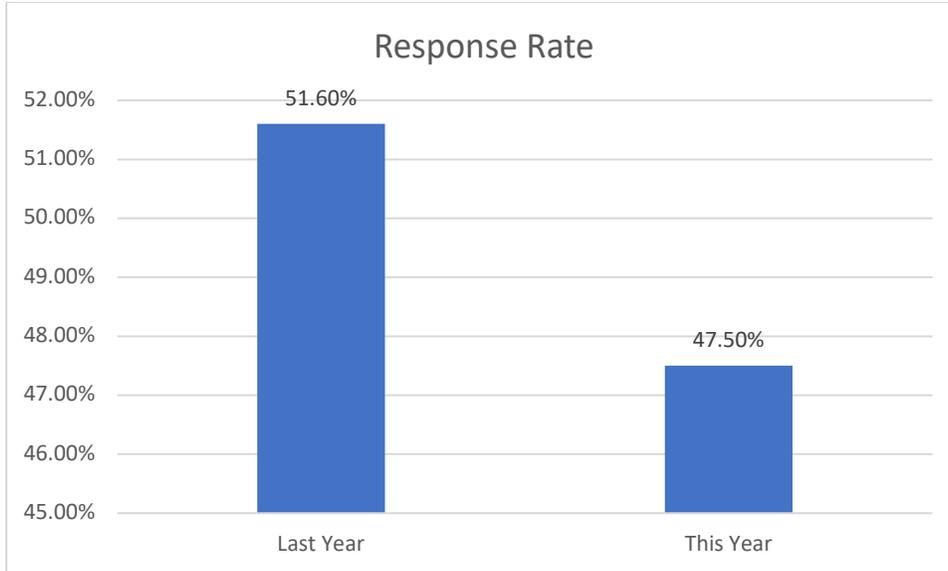


### 3. Would Recommend UTM EPP Program



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**4. Response Rate**



*\*State response rate was only 35.5%*

Note: In the future, the “Preparedness from Coursework” and “Preparedness from Clinical Experience” metrics should be disaggregated by licensure area which will help the EPP drill down on responses more specifically and review based on program requirements for continuous improvement. At this time, there is not enough specific details provided to devise a plan of action.

**Other Information:**

As of the 2023 Report Card, UT Martin EPP is the 3<sup>rd</sup> largest producer of teacher candidates in the state of TN with 717 candidates in a 3-year cohort. MTSU has moved to first place with 788 candidates and Tennessee Tech is in 2<sup>nd</sup> with 782 candidates in a 3-year cohort. UTM along with MTSU and TN Tech all ranked at “Meets Expectations.”

FYI...ALL UT System Schools – How do we rank?

School	# of 3-year cohort completers	Ranking
<b>UT Martin</b>	<b>717</b>	<b>Meets Expectations</b>
UT Chattanooga	413	Meets Expectations
UT Knoxville	548	Exceeds Expectations
UT Southern	33	Meets Expectations