title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

TN

University of Tennessee Martin
Traditional Report AY 2023-24
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

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SALUTATION

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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

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	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1306	Teacher Education - Foreign Language	Both	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	

Total number of teacher preparation programs:

20

Program Requirements

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))**

THIS PAGE INCLUDES:
>> Undergraduate Requirements
>> Postgraduate Requirements
>> Supervised Clinical Experience

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	○ 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

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	● No	○	● No
Interview	● Yes	○	○	● No
Other Specify: [ ]	○	● No	○	● 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:

The UT Martin EPP has adopted a two-step admission process. The pre-admission process requires candidates to demonstrate a successful background check, a favorable educator dispositions assessment, a 2.75 minimum GPA, and a 21 ACT score. Receiving pre-admission permits candidates to register for program courses. Full admission takes place prior to the senior year, where candidates must pass a full admission interview and demonstrate continued successful background checks, a minimum 2.75 GPA, successful completion of required program courses, and favorable educator dispositions assessments conducted by university supervisors throughout program field experiences.

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	
	Yes	No	Yes	No
Transcript	● Yes	○	● Yes	○
Fingerprint check	● Yes	○	○	● No
Background check	● Yes	○	○	● No
Minimum number of courses/credits/semester hours completed	● Yes	○	● Yes	○
Minimum GPA	● Yes	○	● Yes	○
Minimum GPA in content area coursework	○	● No	● Yes	○
Minimum GPA in professional education coursework	○	● No	● Yes	○
Minimum ACT score	○	● No	○	● No

Element	Admission		Completion	
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: [ ]	○ 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 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.)

> 3

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

The UT Martin EPP has adopted a two-step admission process. The pre-admission process requires candidates to demonstrate a successful background check, a favorable educator dispositions assessment, a 2.75 minimum GPA, and a 21 ACT score. Receiving pre-admission permits candidates to register for program courses. Full admission takes place prior to the final year, where candidates must pass a full admission interview and demonstrate continued successful background checks, a minimum 2.75 GPA, successful completion of required program courses, and favorable educator dispositions assessments conducted by university supervisors throughout program field experiences.

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 2023-24. (§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	350
Number of clock hours required for student teaching	600

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	19
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	15
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	434
Number of students in supervised clinical experience during this academic year	430

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

The EPP Residency I program affords candidates majoring in PreK-3, K-5, Middle, Secondary, and SPED an extensive number of supervised clinical experiences. The candidates in these majors earn approximately 350 field experience hours prior to Residency II or student teaching. Other licensure programs within the EPP are provided multiple opportunities for supervised field experience but not all licensure programs have a Residency I program.

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

2023-24 Total	
Total Number of Individuals Enrolled	227
Subset of Program Completers	89

Gender	Total Enrolled	Subset of Program Completers
Male	33	27
Female	194	62
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	0	0
Black or African American	13	4
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	206	84
Two or more races	5	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
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.

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

- Academic Major

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 2023-24.

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 2023-24**

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**	5
13.1202	**Teacher Education - Elementary Education**	37

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	5
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	11
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	7
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	11
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	2
13.1320	Teacher Education - Trade and Industrial	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
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	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 2023-24. 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 2023-24**

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	5
13.1202	Teacher Education - Elementary Education	37
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
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	7
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	2
13.1320	Teacher Education - Trade and Industrial	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
13.1328	Teacher Education - History	4
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:	0
01	Agriculture	5
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	8
51	Health Professions and Related Clinical Sciences	11
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

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 University of Tennessee at Martin's Educator Preparation Program (EPP) is deeply committed to preparing teacher candidates who are ready to meet the instructional needs of P-12 learners across Tennessee, with particular attention to alignment with local district priorities, student population needs, and state policy mandates. Across all licensure areas, the EPP ensures that teacher preparation is grounded in rigorous academic expectations, responsive to partner district needs, and inclusive of the instructional skills and professional dispositions required in today's diverse classrooms. The following narrative outlines the EPP's strategies for addressing the Title II assurances, demonstrating a comprehensive, data-informed, and collaborative approach to teacher preparation. UT Martin's EPP designs its educator preparation programming to be directly responsive to the hiring needs and educational priorities of the more than 30 local partner school districts it serves. These districts span rural, suburban, and small urban

settings in West and Middle Tennessee, and the EPP actively collaborates with them to develop strategies that address high-need licensure areas and persistent teacher shortages. Ongoing engagement through partnership agreements and biannual partnership meetings allows the EPP and its partner districts to jointly evaluate the effectiveness of clinical placements, assess mentor teacher quality, and co-construct preparation practices that reflect hiring and instructional priorities. Districts also submit formal Requests for Support through the EPP's induction program process, which has revealed consistent areas of need in early literacy, classroom management, special education, and culturally responsive practices. These findings have directly influenced the creation of embedded ESL preparation for K-5 licensure candidates, the integration of trauma-informed teaching modules into methods coursework, and the development of bootcamps and scholarships such as the NOYCE STEM initiative and SPED licensure incentives to increase completers in shortage areas. The EPP's focus on targeted recruitment is also informed by data analysis of regional vacancy reports, retention trends, and completer instructional effectiveness outcomes—ensuring that preparation is not only relevant but purposefully designed to contribute to the stability of the local and state educator workforce. The program's structure ensures that preparation is closely tied to the realities of instructional decision-making and the daily challenges faced by new teachers. Beginning in early courses such as TCED 302 for undergraduates and TCED 730 for graduate students, candidates engage in structured field experiences that require them to observe, analyze, and reflect on authentic classroom interactions. These early experiences emphasize key topics such as classroom management, lesson planning, instructional differentiation, and behavior analysis. The progression of preparation intensifies during Residency I, where a majority of undergraduate candidates spend seven weeks completing all required methods courses followed by a full-time, seven-week supervised field experience. The majors in the Department of Education Studies (PreK, K-5, Middle, Secondary, and SPED) enroll in "Residency I" the semester prior to Residency II (student teaching). These majors have incorporated innovation models into courses. The innovation models include foundational literacy skills instructions for elementary and special education interventionists. Trauma-informed instruction modules are also included in the courses. Both of these innovative modules align with state requirements for TN Literacy Success Act and meet needs based on partnership collaboration. The modules are in undergraduate and graduate courses. In an effort to align with TN Literacy Success Act requirements, READ 442/READ 742, Early Literacy Practicum, has been revised to include foundational literacy skills innovation models that incorporate a practicum experience where the students apply these skills in a real-world Kindergarten, First Grade, or Second Grade setting. This experience consists of 36 hours in a K-2 classroom. Graduate licensure candidates engage in similarly embedded clinical experiences throughout their coursework term. The design of Residency I and II ensures that candidates receive over 900 hours of field-based practice before graduation, providing sustained opportunities to implement instructional strategies, collaborate with mentor teachers, and apply assessment data to inform teaching. Candidates also complete TEAM rubric-based planning, analyze student work samples, and adjust instruction as part of key assessments such as the Lesson Plan Key Assessment and the Data Analysis and Commentary assignment. Additionally, courses such as TCED 303/EDEV 761 have been revised to include targeted training on interpreting data from formative and summative assessments and the Tennessee Value-Added Assessment System (TVAAS), enabling candidates to make evidence-based instructional decisions from their earliest field placements. Special education candidates receive specific and robust preparation in core academic content and instructional strategies. Through coursework such as SPED 440 and SPED 660, candidates develop and apply differentiated lesson plans aligned with Tennessee academic standards and demonstrate their ability to plan for and instruct in core subjects. The Interventionist K-8 and 6-12 programs include rigorous content area coursework in reading, math, science, and social studies, along with clinical placements that provide experience teaching across content areas and grade bands. The program has also expanded trauma-informed practice modules within special education coursework, preparing candidates to meet the needs of students with behavioral, emotional, and cognitive challenges while maintaining high academic expectations. Data from program key assessments and TEAM-aligned observations indicate that special education candidates consistently demonstrate the ability to plan and implement instruction in alignment with both IEP goals and state standards, confirming their preparedness to teach core academic content. General education candidates are similarly equipped to support students with disabilities through intentional coursework and field experiences. All licensure candidates take SPED 300/780, which provides foundational knowledge in special education law, instructional adaptations, and inclusive practices. In addition, literacy and methods courses include assignments that require planning accommodations for students with learning disabilities and those requiring behavioral supports. Candidates are introduced to the RTI2 framework early in the program and explore Tier 2 and 3 interventions through learning modules embedded in READ 442/742 and SPED coursework. These efforts ensure that all general education candidates graduate with a working knowledge of how to provide meaningful access to content for students with disabilities, collaborate with special education teachers, and support learning goals for all students in inclusive settings. The EPP also prepares general education candidates to teach students with limited English proficiency through a variety of program structures. Undergraduate K-5 licensure candidates now receive embedded ESL preparation as part of their program of study, ensuring that every graduate in this licensure area is equipped to support English learners. Additional supports are built into literacy courses such as READ 433 and READ 733, which address vocabulary development, oral language scaffolds, and strategies for integrating language objectives into daily instruction. The Clinical Experience Tracking System ensures that candidates are placed in linguistically diverse classrooms whenever possible, particularly in districts with growing populations of multilingual learners. These experiences provide candidates with first-hand exposure to the instructional strategies necessary for supporting English learners in content-rich and inclusive environments. In response to the high percentage of students from low-income families in partner districts, the EPP prioritizes preparation for teaching in high-poverty contexts. TCED 305 includes assignments specifically focused on the effects of poverty on learning and behavioral outcomes, and candidates practice identifying research-based strategies to promote academic achievement in low-income settings. Field placements regularly include Title I schools, and candidates reflect on how factors such as food insecurity, family structure, and housing instability affect classroom engagement and instructional design. Candidates are also expected to complete lesson planning assignments that explicitly address differentiated strategies for meeting the needs of students from economically disadvantaged backgrounds. The new diversity course, first implemented in Spring 2024, builds upon this foundation by emphasizing equity-focused instruction, culturally responsive practices, and the importance of understanding student identity in the context of poverty and systemic barriers. The EPP ensures candidates are prepared to work in both urban and rural schools, reflecting the geographic and demographic range of its partner districts. While UT Martin is located in a rural region, its clinical placement network includes urban settings in Jackson, Clarksville, Memphis, and Nashville, as well as placements in small-town and remote districts across West and Middle Tennessee. Candidates are tracked across placements using the SLL-based Clinical Experience Tracking System to ensure they engage with students from diverse racial, socioeconomic, and geographic backgrounds. The presence of EPP satellite centers in Parsons and Selmer has increased candidate enrollment from rural areas and enabled more candidates to complete licensure while remaining embedded in their home communities. Many of these candidates remain employed in the same schools where they completed Residency, contributing to improved teacher stability and school-community relationships in hard-to-staff rural areas. In conclusion, the UT Martin Educator Preparation Program demonstrates its commitment to preparing teachers who are instructionally effective, culturally responsive, and ready to meet the varied needs of Tennessee's schools. Through strategic partnerships with districts, alignment to state initiatives such as the TN Literacy Success Act

and RTI2, rigorous assessment practices, and intentional field placement design, the EPP addresses all seven Title II assurances with depth and fidelity. The program's integrated approach ensures that candidates are not only eligible for licensure but well-equipped to serve as competent, reflective, and impactful educators in classrooms across the state.

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

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Plan to prepare 5 prospective teachers in mathematics in 2024-2025. We are excited to have exceeded our 2023-2024 goal of 6 math teachers prepared. We will continue our efforts through the NOYCE grant and our EPP recruitment plan. A future goal consists of offering STEM coursework and possibly a certification based on LEA feedback. This is an area of much interest to districts in recruiting teachers.

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:

To improve math teacher recruitment and meet established goals, UT Martin's Educator Preparation Program is strengthening outreach and engagement through expanded NOYCE Grant promotion, targeted recruitment events for high-need STEM fields like middle and high school math, and enhanced data tracking to refine strategies based on previous performance. These efforts reflect a renewed commitment to increasing enrollment in math endorsement areas and addressing statewide teacher shortages.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Plan to prepare 5 prospective teachers in mathematics in 2024-25.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Plan to prepare 5 prospective teachers in mathematics in 2025-2026.

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

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Plan to prepare 5 prospective teachers in science in 2023-24.

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:

To improve science teacher recruitment and meet established goals, UT Martin's Educator Preparation Program is strengthening outreach and engagement through expanded NOYCE Grant promotion, targeted recruitment events for high-need STEM fields like biology, chemistry, and middle grades science, and enhanced data tracking to refine strategies based on previous performance. These efforts reflect a renewed commitment to increasing enrollment in science endorsement areas and addressing statewide teacher shortages.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Plan to prepare 1 prospective teachers in science in 2024-25.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Plan to prepare 2 prospective teachers in science in 2025-26.

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 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 (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Plan to prepare 5 prospective teachers in special education in 2023-24.

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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Plan to prepare 10 prospective teachers in special education in 2024-25.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Plan to prepare 10 prospective teachers in special education in 2025-2026.

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

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ◯ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ◯ Yes
- ● No

10. Describe your goal.

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 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) Other enrolled students	3			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	5			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	7			
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	6			
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	7			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	4			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	7			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	6			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2023-24	29	45	29	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	24	45	24	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	39	45	38	97
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	8			
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	1			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2023-24	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2022-23	5			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	5			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	6			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	3			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	4			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	9			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	4			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	37	170	31	84
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	36	178	36	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	35	178	35	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	42	179	42	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	39	171	36	92
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	36	172	36	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	35	174	35	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	42	173	42	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	40	172	37	93
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	36	175	36	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	35	176	35	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	42	177	42	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	37	160	25	68
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	36	168	36	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	35	167	35	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	42	170	42	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
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, 2021-22	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	45	165	34	76
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	52	168	52	100
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	59	167	58	98
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	58	168	58	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	4			

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 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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	88	88	100
All program completers, 2022-23	97	93	96
All program completers, 2021-22	95	91	96

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:

SACSCOC

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.

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.**

   Technology is covered extensively in all educator preparation programs. Human Learning 311, Educational Studies 750, Fine Arts 300, and Music 108 are all technology classes offered for specific programs. Each of the classes cover technology and its instructional integration for the specific major. Instruction includes but is not limited to, data collection, data management, and data analysis for the improvement of instruction. TCED 303 (Diagnosis & Assessment) has been revised to provide a more in-depth look at the Tennessee Value-Added Assessment System (TVAAS). Students are required to take five self-paced modules which help the students further understand, interpret, and use TVAAS value-added analysis to inform practices and accelerate student progress. Students discuss strategies and best practices that meet the needs of all students. They are also given instructions on how to access reports for comparison among classes, schools, and districts. Special Education 440/640 addresses the need for differentiated instruction by using multi-methodologies to reach all students. Universal design for learning is required to be used in all lesson plans throughout the curriculum. In addition to the specific technology classes listed above, technology usage is integrated throughout the curriculum. The UT Martin EPP uses a structured technology integration plan to ensure candidates are prepared to integrate technology effectively into curricula and instruction, and to use technology to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. The plan, implemented in Spring 2024, was developed through a process that began with research and benchmarking in Spring 2023, including a survey of Tennessee EPPs and active classroom teachers. These findings informed the creation of a phased integration structure, beginning with foundational training in tools such as Google for Education in Level Zero and advancing through progressively complex tasks such as asynchronous lesson planning and instructions, technology-integrated classroom instruction, and flipped classrooms at Levels Two through Four. These structured experiences align

with CAEP, InTASC, and ISTE standards and are embedded across multiple courses and clinical experiences to support a cohesive model of candidate development. The EPP uses multiple forms of evidence to demonstrate candidates' proficiency with technology integration. Candidates complete lesson planning with technology commentaries, which require them to explain how technology is used to enhance learning. These commentaries, scored with a rubric focused on the 4Cs—critical thinking, creativity, collaboration, and communication—provide both qualitative and quantitative data. The Technology Framework Evaluation Tool measures how effectively candidates apply frameworks such as SAMR and TPACK in their clinical experiences. Additional evidence comes from University Supervisor and Cooperating Teacher Walk-Through Evaluations, which assess candidates' application of instructional technology in diverse P-12 settings, including virtual and hybrid formats. These assessments are designed to document how candidates use technology to support instructional decision-making and positively impact student learning. The EPP's plan also addresses the use of Universal Design for Learning (UDL) principles by requiring candidates to apply technology to create inclusive learning environments. Early coursework emphasizes digital citizenship, differentiated instruction, and student engagement through tools that promote accessibility. Candidates apply UDL-aligned strategies such as self-paced digital lessons, multiple means of engagement, and technology-supported scaffolding to meet diverse learner needs. Rubrics and candidate reflections document their ability to use digital tools to promote equity and access, consistent with the plan's emphasis on instructional adaptability and inclusive practice. All four elements—technology integration into instruction, technology use for data-informed teaching, preparation in UDL principles, and structured implementation—are currently in place. The plan was introduced in Spring 2024 following EPP unit meetings in Fall 2023 and builds on a foundational course (HLRN 311) with structured progression across program levels. Continuous improvement activities include analysis of lesson commentary rubrics, instructional technology use rubrics, and demographic trends disaggregated by race, ethnicity, and program level. These data sources feed into the Quality Assurance System and are reviewed on a regular cycle to guide refinements in curriculum and support equitable access to technology preparation across candidate groups.

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**

   All candidates in the UT Martin Educator Preparation Program (EPP) are prepared to teach students with disabilities through a coordinated series of coursework, clinical experiences, and embedded assignments designed to ensure inclusive, equitable instruction. All majors complete SPED 300/780 as a core requirement, introducing candidates to foundational concepts in special education, including the legal and instructional responsibilities of general educators within the IEP team. In addition, many majors also require SPED 440/640, which deepens candidates' understanding of differentiated strategies and instructional planning for students with disabilities. Across both courses, candidates learn to apply individualized supports, recognize disability categories, and develop inclusive practices that meet students' diverse academic and behavioral needs. Beyond these dedicated special education courses, preparation is embedded throughout the program. Methods courses consistently require candidates to develop lesson plans that include accommodations for students with IEPs, as confirmed by the Lesson Plan Key Assessment. These plans require candidates to demonstrate differentiation and apply strategies that promote equitable access to learning. Additionally, the Assessment Data Analysis and Commentary assignment reinforces candidates' ability to use formative assessment data to identify learning gaps and implement instructional adjustments that support all learners, including those with disabilities. Candidates also complete structured reflections during clinical placements, which require them to analyze how instructional decisions impact students with varying learning needs, aligning with the program's emphasis on self-reflection and ethical practice. To support knowledge of Response to Intervention (RTI), the EPP integrates instruction on reading interventions and curriculum-based measurement within required literacy courses, READ 442/742 and READ 433/733. These courses include case study assignments where candidates collect assessment data, identify student needs, and implement targeted instructional strategies. These experiences prepare candidates to respond to data in real time and provide tiered instructional supports in alignment with RTI frameworks. These assignments reinforce the program's definition of diversity, equity, and inclusion by emphasizing instructional adaptability and the use of assessment to support individualized learning outcomes. Together, these components ensure that UT Martin EPP candidates are systematically prepared to collaborate with special educators, design inclusive instruction, and apply data-informed strategies to meet the needs of students with disabilities across diverse classroom contexts.

   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.***

   All majors take Special Education 300/780 and several majors also require Special Education 440/640. Pre-service candidates in general education are required to take two special education courses, SPED 300 and 440 courses have a component in which preservice candidates have an introduction to the IEP meeting and the development of the IEP for students identified as having special needs. SPED 440 in particular teaches students to differentiate instruction and provides strategies for the tiers of RTI (Response to Intervention). Graduate students take SPED 780, Strategies for Differentiation in the Inclusive Classroom. To support these special education courses, other general education courses ask pre-service candidates to plan for differentiated instruction in lesson plans and teaching simulations in the classroom. The Residency I coursework and other methods courses within the EPP unit require candidates to create lessons that always differentiate instruction and provide support for students with an IEP.

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

   Candidates enrolled in all literacy courses (READ 438, TCED 475/READ 442, READ 433, and READ 448) complete multiple assignments (including lesson plan development) that meet the needs of English language learners in the classroom. In the coming academic year (2024-2025), undergraduate candidates will also be prepared with strategies and field experiences in TESL 400 and 410, which have specifically been designed to meet the needs of limited English proficient students.

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 special education program at UT Martin prepares students to work with students with disabilities, participate as a member of individualized education program teams, and work with students who are limited English proficient learners. The program consists of twenty-eight hours of special education coursework that covers a vast amount of information. Students in the special education program at UT Martin are trained in grades P-12. UT Martin's special education majors are considered well prepared by the local school districts in which they student teach and are hired as full-time employees. UT Martin currently offers special education licensure as K-8 Interventionist and 6-12 Interventionist. The EPP recently submitted a specialty area program proposal to the TN State Department of Education for the integrated early childhood program. Upon state and university curriculum approval, this program will be implemented in Fall 2024.

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.***

Pre-service candidates in special education receive coursework that supports teaching a variety of students with special needs. In addition to the subject knowledge required of all teachers, these candidates take courses to address differentiating instruction, assessment in special education, behavior interventions, special education law and requirements, and students with intellectual disabilities. These candidates take some of the courses required of regular education candidates in lesson planning and field experiences.

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

The needs of ELL students are incorporated into SPED 440, a course where differentiating instruction and universal design for learning are the focus, as well as, all literacy courses available to all majors.

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.

The UT Martin EPP is a data-driven, student-centered program dedicated to preparing educators who can meet the needs of all learners in diverse and inclusive P–12 communities. Despite being located in rural West Tennessee, the EPP partners with more than 35 school districts each semester and offers multiple pathways to licensure, including traditional undergraduate programs, job-embedded graduate options, and the state's largest Career and Technical Education (CTE) certification program. These partnerships allow the EPP to align its preparation with district priorities and state workforce needs, ensuring that candidates receive authentic, field-based learning experiences that support their development as classroom leaders and collaborative professionals.The primary mission of the Educator Preparation Program is to prepare K-12 classroom teachers, administrators, and school service personnel for the public schools in Tennessee as well as in the nation. Programs are designed to prepare classroom teachers who exhibit understanding and proficiency in knowledge, skills and applications, reflective practice, professional and ethical behavior, and inquiry with emphasis in assessment, technology and diversity. The EPP's continuous improvement efforts are guided by a comprehensive Quality Assurance System (QAS) that integrates assessment data, stakeholder feedback, and disaggregated outcome trends to inform curricular updates and candidate support services. Technology integration is a consistent focus across all levels of preparation, supported by a structured technology plan that guides candidates from foundational digital literacy to the use of advanced tools for assessment, instruction, and student engagement. At the same time, preparation for teaching diverse learners is embedded across coursework and clinical experiences, with all candidates receiving training in trauma-informed practices, RTI2, special education supports, English learner strategies, and culturally responsive instruction. These efforts are reinforced by data collected through validated program key assessments, as well as follow-up completer and employer satisfaction surveys and focus groups. Through these systems and innovations—along with post-completion support through the UT Martin New Teacher Induction Program—the EPP remains committed to improving program quality and preparing educators who are equipped to meet the needs of today's schools and communities. Programs are evaluated on a regular basis and validated through state and national accreditation. The Tennessee State Board of Education prepares an annual Teacher Education Effectiveness Report Card that our program uses to develop plans and strategies to support continuous improvement.

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:

Stanton Watson

TITLE:

Coordinator of Assessments, Training, and Partnerships

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:

Stanton Watson

TITLE:

Coordinator of Assessments, Training, and Partnerships