title II
higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

TN

University of Tennessee Martin
Traditional Report AY 2019-20
Tennessee

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

538 University Street

CITY

Martin

STATE

Tennessee ▼

ZIP

38238

SALUTATION

Mrs. ▼

FIRST NAME

Julie

LAST NAME

Alexander

PHONE

(731) 881-7214

EMAIL

jalexa61@utm.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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

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:

28

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

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))**

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

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
Essay or personal statement	⦿ Yes	○ No	○ Yes	⦿ No

Element	Admission		Completion	
Interview	● Yes ○ No		● Yes ○ No	
Other Specify: Portfolio	○ 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.)

2.75

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

Postgraduate Requirements

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

● **Yes**
○ **No**

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

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

Element	Admission		Completion	
Interview	● Yes	○ No	● Yes	○ No
Other Specify: Portfolio	○ 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§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	70
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	
Number of years required for 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	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	16
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	975
Number of students in supervised clinical experience during this academic year	884

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

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

2019-20 Total	
Total Number of Individuals Enrolled	172
Subset of Program Completers	95

Gender	Total Enrolled	Subset of Program Completers
Male	39	21
Female	133	74
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	2
Black or African American	21	3
Hispanic/Latino of any race	4	0
Native Hawaiian or Other Pacific Islander	1	1
White	140	88

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20**

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	4
13.1202	Teacher Education - Elementary Education	40

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	7
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 2019-20. 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?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

If your program 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	4
13.1202	Teacher Education - Elementary Education	40
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
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	0
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
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	8
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	3
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	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	1
54	History	7

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. Note: 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

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:**

    UT Martin has partnered with the area school districts to ensure the development of teacher education with the knowledge and skills necessary to be successful classroom teachers. This level of success will later be monitored by the EPP by analyzing teacher effect data that includes both student growth scores and teacher observation results. We use needs assessment surveys and employer/completer satisfaction surveys to identify specific educator needs to be incorporated in our coursework or used for content design for professional development. Because pre-service candidates benefit from field experiences, the undergraduate program at UT Martin offers several opportunities for observation and teaching practice before the student teaching semester. In the undergraduate program Teacher Education 302/305 and in the graduate program Teacher Education 780/705 contain early field experiences. Students observe student behavior and teacher strategies during observations in the classroom. These courses focus on planning, instruction, assessment, teaching and learning styles, and understanding students from diverse backgrounds. To ensure that pre-service candidates have insight into the challenges presented by poverty, all candidates attend a poverty simulation in TCED 305 and then again in SWK 220. This ensures

that all candidates have insight into approaches which provide the most effective learning opportunities for students in poverty. This subject is addressed in multiple courses. Students reflect on these experiences and in TCED 305 also engage in learning activities to assist in matching strategies with the needs of students in poverty. Service learning opportunities to tutor students in poverty with Martin Housing Authority are present in several courses— SEDU 411, 412, 413, 414 and 415. These courses also examine effective teaching strategies used in rural and urban school settings. As another assignment, students develop differentiated instruction plans used to teach students with limited English proficiency in TCED 302/305 and TCED 780/705. TCED 302/305 offer 40 hours of field experience as an introduction to planning and instruction. TCED 340 offers teaching opportunities at the elementary level; TCED 450/650 requires candidates to tutor on a middle school level for ten weeks. TCED 475, Kindergarten Practicum, requires PreK-3 and K-5 majors to work in a kindergarten setting for 60 hours during the semester. Students begin with observations and proceed to teaching short lessons for an entire morning. HPED 310 gives K-5 and 6-8 majors field experience in a physical education classroom. TCED 380, is designed to give middle school and secondary education majors preparation in the classroom similar to what TCED 475 offers PreK-3 and K-5 majors. This experience is designed to support the transition between courses and student teaching. Other classes that build on the initial experiences students receive are Teacher Education 450/650 and Teacher Education 340/731. These classes not only allow practice for planning and instruction but contain service learning activities as well. Students are exposed to diversity in the areas of race, ethnicity, and socioeconomic status within our region. 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 achievement. Students discuss strategies and best practices to meet the needs of students based on this data analysis. They learn to access reports to compare students, classes, schools and districts to inform and develop strategies and instruction. All education majors in the unit receive training to understand and address special needs students in Special Education 300/500. All candidates seeking licensure in PreK-5th grade enroll in READ 438. Since RTI2 is mandated for reading in Tennessee, a learning module that includes instruction, video, and reflection is now included in the delivery of READ 438 to better equip teacher candidates to understand their role and function in RTI2. There have been educational initiatives implemented in the state of Tennessee including the revised Tennessee State Standards. Courses offered by UTM's EPP address these standards in their syllabi and course work assignments. Response to Intervention and Instruction (RTI2) is another initiative. Several courses have added instruction to assess student needs and the specific interventions required for remediation in Tier 2 and 3 of RTI2. The final initiative is the yearly assessment of K-12 students from the Tennessee Comprehensive Assessment Program (T-CAP) which includes TN Ready assessment for grades 3-8 and End of Course exams that pertain to specific high school subjects. TCED 303 includes instruction to use these assessments as SPED 437 focuses on special education assessment. Both courses offer instruction in RTI2 assessment and the interpretation of data resulting from these exams. Our school district partners expressed the need for our students to have more instruction and practice to interpret of test data. As a result, both courses added modules for data interpretation and the response to that data provided by and the Tennessee Value-Added Assessment System (TVAAS). The Title II funded Teacher Quality Partnership Grant allowed the EPP at UT Martin to support 11 faculty members to become Classroom Organization Management Program (COMP) trainers. Our pre-service teachers will have the opportunity to receive certification for this researched based classroom management course from our faculty. COMP's goal for teachers is to help improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. Such practices provide a framework for order and organization in classrooms and provide opportunities for students to begin to manage their own learning opportunities. Additional goals are to improve student task engagement, reduce inappropriate and disruptive student behavior, promote student responsibility for academic work and behavior, and improve student academic achievement.

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))

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

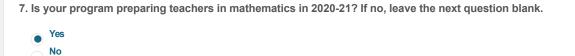**If no, leave remaining questions for 2019-20 blank (or clear responses already entered).**

- ● Yes
- ○ No

2. Describe your goal.

Planned to prepare 3 prospective teachers in mathematics in 2019-20.

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:

UT Martin's Educator Preparation Program has secured a partnership with Clemson University's Call Me MiSTER® program to provide tuition assistance, academic, social, and cultural support, and assistance with job placement to under-served, socio-economically disadvantaged, and educationally at-risk students seeking a degree in STEM education.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. Describe your goal.

Plan to prepare 3 prospective teachers in mathematics in 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. Describe your goal.

Plan to prepare 3 prospective teachers in mathematics in 2021-22.

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))

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Planned to prepare 2 prospective teachers in science in 2019-20.

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:

UT Martin's Educator Preparation Program has secured a partnership with Clemson University's Call Me MiSTER® program to provide tuition assistance, academic, social, and cultural support, and assistance with job placement to under-served, socio-economically disadvantaged, and educationally at-risk students seeking a degree in STEM education.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Plan to prepare 2 prospective teachers in science in 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Plan to prepare 2 prospective teachers in science in 2021-22.

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))**

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Planned to prepare 5 prospective teachers in special education in 2019-20.

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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Plan to prepare 5 prospective teachers in special education in 2020-21.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Plan to prepare 5 prospective teachers in special education in 2021-22.

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))

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 (2019-20)

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

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

	THIS PAGE INCLUDES:
	>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2017-18	6			
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) Other enrolled students	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, 2019-20	4			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	7			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	27	45	25	93
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	6			

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, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	7			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	9			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	12	171	12	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	168	7	70
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	38	171	37	97
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	79	172	79	100
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	49	172	49	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	15	170	15	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	66	169	66	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	44	170	44	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	24	174	22	92
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	26	170	24	92
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	23	169	18	78
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	23	162	15	65
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	11	178	11	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	10	163	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	14	165	14	100
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS 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 (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	10	169	10	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	10	172	10	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	13	173	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	36	173	36	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	51	173	51	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	13	172	13	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	11	168	11	100
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) Other enrolled students	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	59	174	58	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	56	175	56	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	170	11	85
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	62	169	48	77
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	54	171	54	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	92	172	92	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	71	172	71	100
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	1			
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) All program completers, 2019-20	7			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2017-18	10	161	10	100

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	95	87	92
All program completers, 2018-19	135	133	99
All program completers, 2017-18	131	131	100

Low-Performing

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

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

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

Use of Technology

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

   Does your program prepare teachers to:

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   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 integration for the specific major. Instruction includes, but is not limited to, data collection, data management and data analysis. In addition to the specific technology classes listed above, technology usage is integrated throughout the curriculum. Students are trained on how to use the Smartboard prior to beginning the student teaching semester. Many classrooms, with additional classrooms to follow, are equipped with Echo 360 technologies so that students can actively use technology in class presentations. 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 which meet the needs of all students. They are also given instruction on how to access reports for comparison among classes, schools and districts. Special Education 440 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. A learning module focused on Response to Intervention and Instruction (RTI2) has been added to READ 438, the elementary reading methods course. Typically, reading disabilities are identified by teachers in grades PreK-5. All candidates seeking licensure in PreK-5th grade enroll in READ 438. Since RTI2 is mandated for reading in Tennessee, a learning module that includes instruction, video,

and reflection is now included in the delivery of READ 438 to better equip teacher candidates to understand their role and function in RTI2. For the past several years, there have been several important educational initiatives in the state of Tennessee. The first is the implementation of Common Core State Standards. Because of this initiative, all courses offered by the Department of Educational Studies at UT Martin include in their syllabi and course work assignments based in CCSS. The second is Response to Intervention and Instruction. Because of this initiative, several courses have added instruction in the assessments required to institute RTI2 and the specific interventions required to remediate students in Tier 2 and Tier 3 of RTI2. The third is the change (the Tennessee Legislature voted against PARCC assessments for the 2014-15 school year. T-CAP continued as the summative state test.) in the assessment of K-12 students from the Tennessee Comprehensive Assessment Program (T-CAP) to the Partnership for Assessment of Readiness for College & Careers (PARCC) tests. These tests address Common Core State Standards and therefore instruction on these assessments also permeates the courses in education. In particular, TCED 303, assessment and SPED 437, special education assessment, offer instruction in RTI2 assessment and the interpretation of data resulting from the assessments. Local school districts have requested that our graduates receive instruction in the interpretation of testing data. As a result, both courses offer modules in data interpretation and the Tennessee Value-Added Assessment System (TVAAS) interpretation. Due to the pandemic, students also learned how to use various forms of technology to reach their students and complete their coursework. For example, Zoom was used to communicate with classes. Pre-service teachers also used Zoom and Canvas Studio for evaluation and reflection. GoReact will be used in Fall 2021.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

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

    a. **Teach students with disabilities effectively**

    All EPP candidates are trained in working with students with disabilities, members of individualized education program teams, and limited English proficient students. All majors take Special Education 300/500, SPED 680, and several majors also require Special Education 440/640. In addition to these two special education classes, TCED 302/305 also covers instruction of limited English proficient learners. The introductory course TCED 302/305 has an important assignment in which pre-service candidates design a lesson plan which differentiates instruction, accommodates a student with special needs, and provides supports for ELL students. Other methods courses build on this first assignment by asking candidates to create lessons which always differentiate instruction, provide support for students with an IEP, and provide strategies for accommodating ELL students. Specifically, TCED 450, the course on middle level curriculum, and SEDU 415, social studies methods, offer opportunities for candidates to include accommodations and universal design for learning in lesson planning assignments. To address the requirements of Response to Intervention (RTI), specific instruction on reading interventions and curriculum- based probes is included in the required reading course, READ 438. The assignment includes a case study with testing and implementation of specific strategies.

    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 300/500, SPED 680, 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 into 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 680, 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 introductory course TCED 302/305 has an important assignment in which pre-service candidates design a lesson plan which differentiates instruction and accommodates a student with special needs. Other methods courses build on this first assignment by asking candidates to create lessons which always differentiate instruction and provide support for students with an IEP.

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

    TCED 302/305 covers instruction of limited English proficient learners. The introductory course TCED 302/305 has an important assignment in which pre-service candidates design a lesson plan which provides supports for ELL students. Other methods courses build on this first assignment by asking candidates to create lessons which provide strategies for accommodating ELL 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 only offers special education licensure in PreK-3 (early childhood special education) and K-12 modified licensure.

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 course work which supports teaching the 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. In addition, they have extra field experience in SPED 386 where they observe closely in two different special education settings. In that course, one of the assignments is to participate as a member of an IEP team; this assignment is expanded during their tenure as a student teacher.

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 is the focus.

Contextual Information

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

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

Contextual Information

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

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. Programs are evaluated on a regular basis. The unit uses the following surveys to obtain data to inform course or program improvements. The surveys include pre-service teacher exit surveys, completer and employer satisfaction surveys, and alumni surveys. The Tennessee Higher Education Commission 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:

Donna Neblett

TITLE:

Director of the Educator Preparation Program

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:

Julie Alexander

TITLE:

Assessment Coordinator, Educator Preparation Program