



Tennessee Technological University  
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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Christen

**PHONE**

(931) 372-3558

**EMAIL**

nchristen@tntech.edu

# List of Programs

THIS PAGE INCLUDES:

>> [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	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1331	Teacher Education - Speech	Both	

**Total number of teacher preparation programs:**

32

# Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

## Undergraduate Requirements

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

- Yes  
 No

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

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

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="edTPA"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2

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

The minimum GPA for completing the program is the current university requirement, not the Teacher Education program's. The culminating Teacher Education courses all requirement a grade of B or better to meet program completion requirements.

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: edTPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2

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

The minimum GPA for completing the program is the current university requirement, not the Teacher Education program's. The culminating Teacher Education courses all requirement a grade of B or better to meet program completion requirements.

## 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

150

Number of clock hours required for student teaching

900

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

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

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)

23

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

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

29

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

537

Number of students in supervised clinical experience during this academic year

465

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



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

**(§205(a)(1)(C)(ii))**

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

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

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	804
Subset of Program Completers	204

Gender	Total Enrolled	Subset of Program Completers
Male	156	31
Female	648	173
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	9	1
Hispanic/Latino of any race	11	2
Native Hawaiian or Other Pacific Islander	0	0
White	770	198

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	12	2
<b>No Race/Ethnicity Reported</b>	1	1

## 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 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	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="125"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	10
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	11
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	10
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

## 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	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="125"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="6"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="10"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="4"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="6"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input data-bbox="289 1644 1256 1690" type="text"/>	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [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:

1. Strong collaboration with College of Arts & Sciences and College of Education 2. Strong collaboration with LEA Administration, Teachers, and Other School Personnel 3. Office of Teacher Education monitors and facilitates the placement of all field and clinical experiences to provide candidates with diverse experiences 4. All pedagogical courses integrate instructional technology and require performance outcomes of all licensure candidates.

# 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## 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.

Tech aims complete at least 3 middle grade or secondary math majors each year.

3. Did your program meet the goal?

- Yes  
 No

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

Increased recruitment and support services.

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 mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Tech aims complete at least 3 middle grade or secondary math majors each year.

## 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.

Tech aims complete at least 3 middle grade or secondary math majors each year.

# Annual Goals: Science

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

Tech aims complete 5 middle grade or secondary science majors each year.

3. Did your program meet the goal?

- Yes  
 No

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

Increased recruitment and program support services.

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 science in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Tech aims complete 5 middle grade or secondary science majors each year.

## 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.

Tech aims complete 5 middle grade or secondary science majors each year.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

Tech aims to complete 5 special education majors each year.

3. Did your program meet the goal?

- Yes  
 No

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

Increased recruitment and program support services.

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.

Tech aims to complete 5 special education majors each year.

## 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.

Tech aims to complete 5 special education majors each year.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

Tech aims to complete 2 instruction of limited english proficient students majors each year.

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:

Tech created more opportunities to obtain an endorsement in ESL, such as creating dual endorsement and other additional endorsement options.

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.

Tech aims to complete 2 instruction of limited english proficient students majors each year.

## 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.

Tech aims to complete 2 instruction of limited english proficient students majors each year.

## 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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## 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	4			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	7			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	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, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	17	172	17	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5911 -ECONOMICS Educational Testing Service (ETS) All program completers, 2019-20	1			
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0100 -EDTPA: AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			

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 All program completers, 2019-20	10	44	10	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	10	46	10	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	58	49	58	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	58	50	58	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	79	49	79	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	63	50	60	95
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	76	50	76	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	65	49	65	100
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	2			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	1			

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, 2019-20	11	49	11	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	12	48	12	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	17	47	17	100
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0127 -EDTPA: LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0127 -EDTPA: LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	6			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	10	45	10	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	12	46	12	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	11	48	11	100
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	2			
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	6			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	10	174	10	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	15	171	15	100
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	159	5	36
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	132	172	132	100
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	148	173	148	100
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	162	172	162	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	1			
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	2			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	39	172	38	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	140	169	140	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	152	169	152	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	132	174	123	93
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	132	170	128	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	132	169	122	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES 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 (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	132	164	113	86
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	6			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) Other enrolled students	1			
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2017-18	1			
ESP0304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	6			
ESP0304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
ESP0105 -MATHEMATICS (MIDDLE GRADES AND EARLY SECONDARY) Evaluation Systems group of Pearson Other enrolled students	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
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	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS 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 (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	24	167	19	79
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	11	170	11	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	12	170	12	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	19	169	19	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	11	165	4	36
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	1			

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) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	7			
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, 2018-19	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	10	173	10	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2018-19	10	173	10	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	10	172	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	18	165	15	83
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	145	172	130	90
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	150	176	150	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	166	174	166	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	176	176	176	100
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	6			
ETS5641 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	11	160	7	64
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2017-18	11	158	11	100

## 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	203	195	96
All program completers, 2018-19	217	217	100
All program completers, 2017-18	244	244	100

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## 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:

NASAM,NASAD, 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.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

The introduction to teaching and technology course is required for all licensure candidates. Candidates build a website at the beginning of the program that they maintain throughout their programs of study. Candidates continue to create artifacts that demonstrate specific instructional technology performance outcomes in each pedagogical course culminating in their clinical student teaching semester. All licensure candidates are also required to successfully complete a second instructional technology course prior to admission to their clinical teaching semester. Tech adopted Tk20 by Watermark for assessment and evaluation of candidates to improve their teaching and learning.

# Teacher Training

THIS PAGE INCLUDES:

>> [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 initial licensure candidates complete the SPED 3000 course or the equivalent. All other pedagogical courses integrate performance outcomes that require candidates to plan and assess for a variety of learning differences.

#### 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*.

A course which details and explores the individualized education program (IEP) was developed for our candidates in SPED. Candidates are expected to participate in IEP meetings when allowed during both practicum and Residency experiences. In SPED 4872 candidates are placed in their Residency I and II placement and must communicate, collaborate and plan with any/all school personnel involved with their assigned focus learner. They communicate and collaborate on what is to be taught, based on the both reading and math assessment results and IEP requirements. During Residency I and II, candidates are required to mirror the mentor teacher and assume all teaching and planning responsibilities. They attend IEP meetings and collaborate with all school personnel and parents. Whether candidates are placed in a self-contained classroom, a resource room or an inclusion classroom, literacy is a major component of their teaching responsibility as literacy impacts all aspects of education.

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

Initial licensure candidates are required to take a class focused on English as a second language (ESL). ESLP 4100/5100 Course Description: Current approaches, methodologies, techniques, and materials for teaching ESL primarily in preK-12 situations; developing literacy skills appropriate for age and language proficiency levels. Cultural background influences all candidates understanding of differences across ethnic groups, socioeconomic status, ability levels, and social/educational opportunities. All candidates across licensure programs bring both implicit and explicit bias into each classroom collectively affecting children. The goal is to understand and reduce biases by reframing attitudes and assumptions. In special education, cultural differences include, but are not limited to school ethos of understanding/awareness of difference between cultural and disability may lead to disproportionate labeling of subgroups such as African American, type and range of disabilities that impact learners, and families of those with learning challenges. A section of the TTU Lesson Plan template targets student differences. All candidates enrolled in this course must design instruction with attention given to adaptations to meet individual student needs as well as those who are English Language Learners (ESL). Such adaptations in a lesson take into consideration different student levels and learning styles as well as modifications needed for special population such as learners in special education and ESL learners. In addition to this specific section, the lesson plan requires candidates to address language demands including communication needs, content/academic vocabulary, discourse, and syntax. Communication needs are addressed by the candidates identifying either an expressive or receptive communication skill the learner needs to improve his understanding of the lesson objective. Communication skills may focus on discourse and/or syntax components of language, requiring candidates to vary their plans for integrating skills into instruction. Candidates design their lesson plans to provide opportunities for learners to engage in verbal and written discourse, allowing for differentiation in of learning styles (i.e. auditory and visual). Additionally, during the lesson plan construction candidates identify a variety of supports for instructional delivery as well as various strategies and activities to reinforce the content skills and objectives outlined in the lesson plan. Beyond these considerations, candidates are asked to address student differences in lesson delivery, striving for approaches that encourage acceptance and highlight variances among learners. Specifically, they plan for delivery that may take the form of whole class, collaborative group work, or individualized instruction which potentially allows candidates to address both interpersonal and intrapersonal strengths of learners. In doing so, candidates intentionally plan for learners to offer valuable contributions within the lesson, regardless of their speaking or writing proficiencies.

## 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 SPED program focuses on knowledge and skills required for educating students with mild to severe disabilities in school systems for grades K-12 in a developmentally appropriate manner. The program focuses on the state standards and the needs of individual students, regardless of their handicapping condition. Candidates will acquire the knowledge and skills needed through field and clinical experiences across age levels and in various settings. Candidates will have opportunities to see how response to intervention is implemented, assess student skills, plan instruction, teach multiple lessons, and reflect on their teaching. A focus on the continuum of services for students with mild to severe disabilities, the instructional cycle, and understanding of direct instructional strategies are a priority throughout the program.

### 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*.

A course which details and explores the individualized education program (IEP) has been developed for our candidates in SPED. Candidates are expected to participate in IEP meetings when allowed during both practicum and Residency experiences. In SPED 4872 candidates are placed in their Residency I and II placement and must communicate, collaborate and plan with any/all school personnel involved with their assigned focus learner. They communicate and collaborate on what is to be taught, based on the both reading and math assessment results and IEP requirements. During Residency I and II, candidates are required to mirror the mentor teacher and assume all teaching and planning responsibilities. They attend IEP meetings and collaborate with all school personnel and parents. Whether candidates are placed in a self-contained classroom, a resource room or an inclusion classroom, literacy is a major component of their teaching responsibility as literacy impacts all aspects of education.

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

Cultural background influences all candidates understanding of differences across ethnic groups, socioeconomic status, ability levels, and social/educational opportunities. All candidates across licensure programs bring both implicit and explicit bias into each classroom collectively affecting children. The goal is to understand and reduce biases by reframing attitudes and assumptions. In special education, cultural differences include, but are not limited to school ethos of understanding/awareness of difference between cultural and disability may lead to disproportionate labeling of subgroups such as African American, type and range of disabilities that impact learners, and families of those with learning challenges. A section of the TTU Lesson Plan template targets student differences. All candidates enrolled in this course must design instruction with attention given to adaptations to meet individual student needs as well as those who are English Language Learners (ESL). Such adaptations in a lesson take into consideration different student levels and learning styles as well as modifications needed for special population such as learners in special education and ESL learners. In addition to this specific section, the lesson plan requires candidates to address language demands including communication needs, content/academic vocabulary, discourse, and syntax. Communication needs are addressed by the candidates identifying either an expressive or receptive communication skill the learner needs to improve his understanding of the lesson objective. Communication skills may focus on discourse and/or syntax components of language, requiring candidates to vary their plans for integrating skills into instruction. Candidates design their lesson plans to provide opportunities for learners to engage in verbal and written discourse, allowing for differentiation in of learning styles (i.e. auditory and visual). Additionally, during the lesson plan construction candidates identify a variety of supports for instructional delivery as well as various strategies and activities to reinforce the content skills and objectives outlined in the lesson plan. Beyond these considerations, candidates are asked to address student differences in lesson delivery, striving for approaches that encourage acceptance and highlight variances among learners. Specifically, they plan for delivery that may take the form of whole class, collaborative group work, or individualized instruction which potentially allows candidates to address both interpersonal and intrapersonal strengths of learners. In doing so, candidates intentionally plan for learners to offer valuable contributions within the lesson, regardless of their speaking or writing proficiencies.

## Contextual Information

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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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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.

Historically, Tennessee Tech has produced the highest number of teacher candidates across the state, providing opportunities for candidates to earn licensure in 32 initial programs and 5 advanced programs with a variety of undergraduate, post-baccalaureate, and alternative pathways. These programs, ranging from Agriculture and Physical Education to Visual Arts and Elementary Education, have a strong reputation of serving P-12 districts across the Upper Cumberland and the state. Tennessee Tech candidates participate in a year-long residency model, initiated in 2010, that maximizes the amount of time spent in the culminating clinical experience. The residency experience provides both depth and breadth for candidates to engage positively with the P-12 community, impact diverse groups of students, and build teacher effectiveness. One unique way the EPP supports teacher candidates in the licensure process is through edTPA coaches. Established in 2013, the EPP selects and trains edTPA coaches to assist candidates with the portfolio process, including 1-on-1 guidance, allowable feedback for candidates, and support at candidate seminars. edTPA coaches are content area experts and are assigned appropriately via handbook. Coaches include EPP faculty, university supervisors, and former P-12 administrators/teachers. The EPP retains approximately 25 edTPA coaches each year to maintain a low candidate to coach ratio. In addition to professional preparation received in the program, edTPA coaches are an additional support to bolster success, meet licensure standards, and meet the needs of P-12 students. TTU candidates' edTPA scores surpassed the national mean since 2015.

## 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

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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:

Nikki Christen

TITLE:

Assessment Coordinator

## 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:

Dr. Julie Baker

TITLE:

Associate Dean