



## Memphis Teacher Residency Overview

### *2014 Report Card on the Effectiveness of Teacher Training Programs*

Memphis Teacher Residency (MTR) includes Union University and urban schools in Memphis. The MTR members work toward a Masters in Urban Education at Union University while gaining classroom experience over the twelve month residency program. Upon completing the program, MTR participants earn a Tennessee teaching license and work to fulfill a three year teaching commitment within an urban Memphis school.

#### **Institution Highlights:**

- Memphis Teacher Residency had 28 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Memphis Teacher Residency program completers tend to be more effective than *teachers statewide* in high school End of Course exam composite.
- Program completers from Memphis Teacher Residency tend to be less effective than *teachers statewide* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP reading and social studies.
- Memphis Teacher Residency program completers tend to be more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP math and high school End of Course exam composite.
- Program completers from Memphis Teacher Residency tend to be less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP reading and social studies.
- Memphis Teacher Residency has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state high school End of Course exam composite.
- Memphis Teacher Residency has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite, reading, and social studies.

# Memphis Teacher Residency

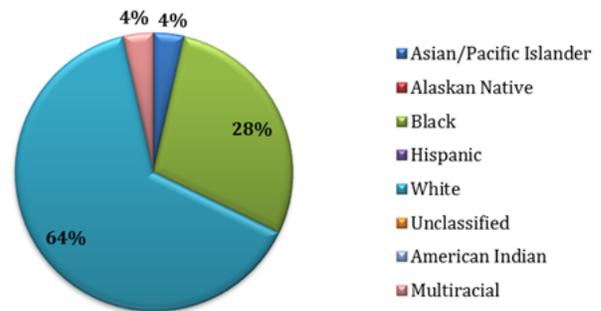
## Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Elementary K-6 (13 completers)

### 2012-2013 Program Completers

<b>Total Completers</b>	<b>28</b>
Male	36%
Female	64%
In-State	100%
Out-of-State	
Apprentice License	28
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



### Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
<b>Final GPA</b>								3.56	4258
<b>Major GPA</b>								3.58	1932
<b>High School GPA</b>								3.40	2240
<b>ACT Composite</b>								23.1	2406
<b>ACT Reading</b>								24.4	2212
<b>ACT Science</b>								22.5	2181
<b>ACT English</b>								24.1	2222
<b>ACT Math</b>								21.8	2220
<b>SAT Cumulative</b>								1110	294
<b>SAT Math</b>								549	283
<b>SAT Verbal</b>								557	282
<b>GRE Composite</b>								1034	228
<b>GRE Math</b>								549	239
<b>GRE Verbal</b>								480	240
<b>MAT Score</b>								399	275

*\*Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

**Apprentice and Transitional Completers**

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License		
Master’s Degree & License		
License Only	28	

**Licensure Assessments**

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
MTR Completers	28	28	100%
• Apprentice License Completers	28	28	100%
• Transitional License Completers	-	-	-

**Placement and Retention Data**

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	22	100%*	100%*	95.0%	70.0%
2010-2011	25	88.0%	72.0%	68.2%	
2011-2012	29	55.1%	75.9%		
2012-2013	28	75.0%			

*\*Data reported by MTR.*

### Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Shelby	21

**Tennessee Value Added Assessment System (TVAAS) Analysis**

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

**TVAAS Statewide Teacher Comparison:** The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

**TVAAS Program Comparison:** The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

**Apprentice License Teachers**

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			23	30
o Math		+	8	28
o Reading/Language	-	-	12	27
o Social Studies	-	-	6	26
<b>EOC Composite (High School)</b>	+	+	14	28

**Transitional License Teacher**

*Memphis Teacher Residency does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.*

**Apprentice and Transitional License Teachers**

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			23	34
o Math		+	8	31
o Reading/Language	-	-	12	31
o Social Studies	-	-	6	29
<b>EOC Composite (High School)</b>	+	+	14	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

**Apprentice License Teachers**

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
<b>TCAP Composite (grades 4-8)</b>	39.1%	-	26.1%		23
○ Math	37.5%		25.0%		8
○ Reading/Language	58.3%	-	0.0%		12
○ Social Studies	66.7%	-	16.7%		6
<b>EOC Composite (High School)</b>	7.1%		35.7%	+	14

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