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THE UNIVERSITY of  
TENNESSEE **UT**  
CHATTANOOGA

## University of Tennessee, Chattanooga Overview

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

The University of Tennessee, Chattanooga is a public, four-year institution of higher education in the University of Tennessee system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

#### **Institution Highlights:**

- University of Tennessee, Chattanooga had 206 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- UTC program completers tend to be more effective than *teachers statewide* in English III.
- UTC program completers perform at the same level as *teachers statewide* in the following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite, math, reading, science, and social studies
  - Algebra II, English I, English II, and US History
- Program completers from UTC tend to be less effective than *teachers statewide* in high school End of Course exam composite.
- UTC has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP social studies and English III.
- Based on the *statewide distribution of all teachers*, completers from UTC tend to underperform in 4<sup>th</sup>-8<sup>th</sup> grade TCAP reading and high school End of Course exam composite.

# University of Tennessee, Chattanooga

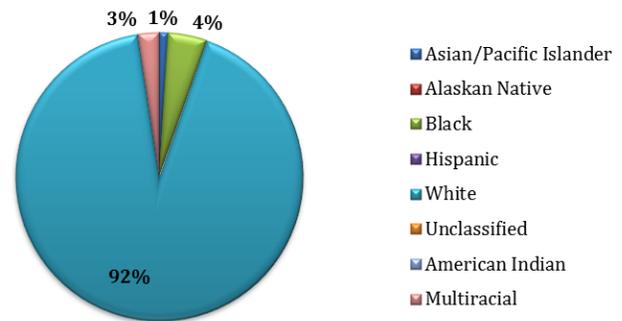
## Teacher Education Program Information

<b>Location:</b>	<b>Chattanooga, TN</b>
Institution Type:	UT
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	SPED Early Childhood PK-3 (78 completers)

### 2012-2013 Program Completers

<b>Total Completers</b>	<b>206</b>
Male	19%
Female	81%
In-State	93%
Out-of-State	7%
Apprentice License	166
Transitional License	40
Completers Statewide	4.3%

**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>	3.51	206	2.34-4.0	3.47	166	3.64	40	3.56	4258
<b>Major GPA</b>	3.49	189	2.0-4.0	3.48	162	3.56	27	3.58	1932
<b>High School GPA</b>	3.47	142	1.83-4.0	3.5	124	3.21	18	3.40	2240
<b>ACT Composite</b>	22.9	139	17-35	22.9	125	23	14	23.1	2406
<b>ACT Reading</b>	23.6	130	13-36	23.6	116	22.9	14	24.4	2212
<b>ACT Science</b>	22.5	130	14-35	22.4	116	22.9	14	22.5	2181
<b>ACT English</b>	23.6	130	12-35	23.5	116	24.9	14	24.1	2222
<b>ACT Math</b>	21.8	130	15-34	21.9	116	21.1	14	21.8	2220
<b>SAT Cumulative</b>	1036	22	850-1380	1035	21			1110	294
<b>SAT Math</b>	531	22	350-670	531	21			549	283
<b>SAT Verbal</b>	505	22	390-740	504	21			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

### 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	131	Early Childhood Education & Teaching
Master's Degree & License	33	Secondary Education & Teaching
License Only	42	

### 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.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	180	100%
Core Writing	162	178	100%
Core Math	150	180	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
UTC Completers	102	102	100%
• Apprentice License Completers	102	102	100%
• Transitional License Completers	Less than 5	Less than 5	-

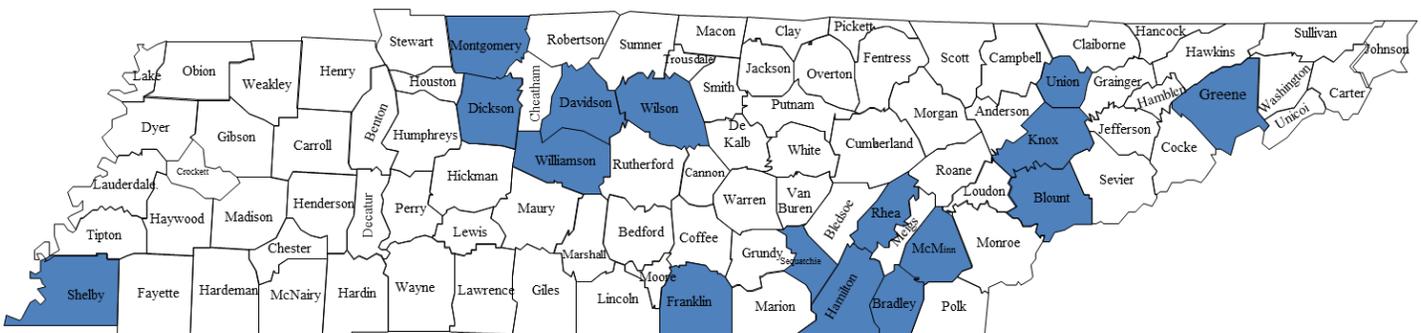
**Placement and Retention Data**

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	210	54.8%	59.0%	35.5%	49.7%
2010-2011	199	48.7%	40.9%	53.5%	
2011-2012	222	50.4%	50.5%		
2012-2013	206	45.1%			

**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	County	Teachers
Blount	2	McMinn	1
Bradley	2	Montgomery	1
Davidson	3	Rhea	2
Dickson	1	Sequatchie	3
Franklin	1	Shelby	4
Greene	1	Union	1
Hamilton	65	Williamson	1
Knox	4	Wilson	1

## 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>		+	74	30
○ Math			30	28
○ Reading/Language			28	27
○ Science			24	26
○ Social Studies		+	23	26
<b>EOC Composite (High School)</b>	-		29	28
○ Algebra II			5	7
○ English I			7	9
○ English II			8	7
○ English III			5	5
○ US History			5	6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

### Transitional License Teacher

*Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for University of Tennessee, Chattanooga transitional completers.*

**Apprentice and Transitional License Teachers**

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			76	34
○ Math			31	31
○ Reading/Language			28	31
○ Science			25	31
○ Social Studies			24	29
<b>EOC Composite (High School)</b>	-		30	32
○ Algebra II			5	13
○ English I			8	14
○ English II			8	11
○ English III	+		6	7
○ US History			5	8

- 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>	20.3%		21.6%		74
○ Math	23.3%		20.0%		30
○ Reading/Language	35.7%	-	21.4%		28
○ Science	25.0%		8.3%		24
○ Social Studies	21.7%		43.5%	+	23
<b>EOC Composite (High School)</b>	27.6%		3.5%	-	29
○ Algebra II	40.0%		0.0%		5
○ English I	42.9%	-	14.3%		7
○ English II	37.5%		0.0%		8
○ English III	0.0%		40.0%		5
○ US History	40.0%		0.0%		5

**Transitional License Teachers**

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**Apprentice and Transitional 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>	21.1%		22.4%		76
○ Math	22.6%		22.6%		31
○ Reading/Language	35.7%	-	21.4%		28
○ Science	24.0%		12.0%		25
○ Social Studies	25.0%		41.7%	+	24
<b>EOC Composite (High School)</b>	26.7%		3.3%	-	30
○ Algebra II	40.0%		0.0%		5
○ English I	37.5%		12.5%		8
○ English II	37.5%		0.0%		8
○ English III	0.0%		50.0%	+	6
○ US History	40.0%		0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect