OVERALL PERFORMANCE

PERFORMANCE CATEGORY 2

Candidate Profile

PERFORMANCE CATEGORY 2

Employment

PERFORMANCE CATEGORY 2

Satisfaction

NOT YET AVAILABLE

Provider Impact

PERFORMANCE CATEGORY 2

HOW TO READ THIS REPORT

The Teacher Preparation Report Card contains four (4) domains: Candidate Profile, Employment, Satisfaction, and Provider Impact. Each domain is comprised of multiple metrics. To date, data has not been collected for the Satisfaction domain, so it will be unscored this year. A provider must have at least ten total completers and must generate a score on at least one half of the metrics in each domain in order to generate an overall performance category rating. For more information, please refer to the technical guide.

Providers are awarded a performance category based on their ability to successfully prepare Tennessee educators. This is calculated using the percentage of points earned across all metrics. Category 1 represents the lowest performance, and Category 4 represents the highest performance.

The 2016 Teacher Preparation Report Card will include data on two cohorts of completers (2013-14 and 2014-15). Performance on each metric is displayed in the format shown in the graphic on the right.

1. The provider's score on the metric is noted by the dark blue circle.
2. The state average is marked with a vertical gray line.
3. If the provider scores below the minimum standard, zero points are earned for the metric. If the provider scores at or above the target, all possible points are awarded.
4. If the provider scores within the shaded range, it earns a proportional share of the points available.
5. Below the graphic is an example of the proportionate points earned for the illustrated case.
ABOUT THIS PROVIDER

Website
http://www.belmont.edu/education

Department Chair
Dr. Mark Hogan

Belmont University’s Department of Education prepares candidates to be advocates for families, children, and for the profession. With its emphasis on advocacy, the program teaches candidates to recognize and honor the worth and dignity of every learner. Belmont University's Department of Education believes that exemplary educators are passionate about their students, the families, and the content that they teach. Belmont teacher candidates can begin education courses on day 1 of their first semester at Belmont. Belmont University’s Department of Education believes that authentic engagement in the field of practice is an essential part of becoming an effective educator. With this commitment, every education course at Belmont will either be embedded in a school setting or have a direct field experience related to the content covered. As a result the Belmont teacher candidate will have had exposure to public, private, and charter schools prior to their final clinical practice experience.

COMPLETER CHARACTERISTICS

Number of Completers

<table>
<thead>
<tr>
<th>Year</th>
<th>Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>54</td>
</tr>
<tr>
<td>2014-15</td>
<td>56</td>
</tr>
</tbody>
</table>

Percent of Total State Completers

- This Institution: 1.4%
- Rest of State: 98.6%

Enrollment by Ethnicity

- American Indian or Alaskan Native: 0.0%
- Asian: 0.9%
- Black: 1.9%
- Hispanic/Latino: 2.8%
- Native Hawaiian or Other Pacific Islander: 0.9%
- White: 91.7%
- Two more races: 1.9%

Percent of Completers by State of Residency

- Tennessee: 62.7%
- Out-of-State: 37.3%

Completer Placement Across Tennessee
COMPLETER CHARACTERISTICS CONTINUED

Completers by Type of Initial Licensure

- Baccalaureate: 36.4%
- Post-Baccalaureate: 63.6%
- Licensure Only: 0.0%

Completers by Type of Clinical Practice

- Student Teaching: 37.5%
- Internship: 48.2%
- Job Embedded: 14.3%

Percent of Admissions Based on*:

<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>0.0%</td>
</tr>
<tr>
<td>ACT</td>
<td>0.0%</td>
</tr>
<tr>
<td>Praxis/CORE</td>
<td>0.0%</td>
</tr>
<tr>
<td>GRE</td>
<td>18.2%</td>
</tr>
<tr>
<td>Miller Analogies</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Praxis Principles of Learning and Teaching Passage Rate

- Pass: 100%
- Did Not Pass: 0.0%

* Providers often consider multiple assessments in the admission process; some candidates were admitted using a former version of the Praxis assessment.
CANDIDATE PROFILE

PERFORMANCE CATEGORY 49.5% PERCENT OF POINTS EARNED 9.9 OUT OF 20.0 POINTS

Percentage of completers who scored at or above an ACT score of 21 or an SAT score of 1020
This measure reports the percentage of completers who received an ACT score above 21 or an SAT score above 1020.

RESULTS

STATE AVERAGE: 75.0%

0 100
51.5% 96.3%

N-SIZE 54 POINTS EARNED 3.0 OUT OF 3.0 POINTS

Percentage of high-demand endorsements
This measure reports the percentage of all endorsements issued in the area of English as a Second Language, Secondary Math, Secondary Science (Biology, Chemistry, and Physics), Spanish, and Special Education (Modified, Comprehensive, and Interventionist).

RESULTS

STATE AVERAGE: 22.0%

0 100
3.1% 27.0%

N-SIZE 115 POINTS EARNED 5.4 OUT OF 10.0 POINTS

DISTRIBUTION OF HIGH-DEMAND ENDORSEMENTS

ESL 0.87%
Secondary Math 5.22%
Secondary Science 2.61%
Spanish 2.61%
Special Education 9.57%

Percentage of racially diverse completers
This measure reports the percentage of completers who reported having a racially or ethnically diverse background.

RESULTS

STATE AVERAGE: 13.0%

0 100
5.9% 33.7%

N-SIZE 108 POINTS EARNED 1.5 OUT OF 7.0 POINTS

SEE HOW THE CANDIDATE PROFILE METRICS ARE CALCULATED
EMPLOYMENT

First year placement rate
This measure reports at the rate at which completers were placed in Tennessee public schools within one year of receiving their initial license.

Three year placement rate
This measure reports at the rate at which completers were placed in Tennessee public schools within three years of receiving their initial license.

Beyond year one retention rate*
This measure reports the percentage of completers who were placed and remain teaching in Tennessee public schools the following year.

*For the 2016 Report Card, the Beyond Year One Retention Rate will only include data from the 2013-14 cohort of completers who were placed in the 2014-15 school year and remained teaching in the 2015-16 school year.
PROVIDER IMPACT

PERFORMANCE CATEGORY

OVERALL PERFORMANCE

58.3% PERCENT OF POINTS EARNED

23.3 OUT OF 40.0 POINTS

Percentage of completers whose Observation scores are Level 3 or above

This measure reports the percentage of completers who earned an Observation score of at least a 3 (“At Expectations”).

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>STATE AVERAGE: 86.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82.6% 95.9%</td>
</tr>
</tbody>
</table>

N-SIZE: 60
POINTS EARNED: 1.8 OUT OF 6.0 POINTS

Percentage of completers whose Observation scores are Levels 4-5

This measure reports the percentage of completers who earned an Observation score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”).

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>STATE AVERAGE: 50.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>32.4% 66.1%</td>
</tr>
</tbody>
</table>

N-SIZE: 60
POINTS EARNED: 4.7 OUT OF 9.0 POINTS

Percentage of completers whose TVAAS* scores are Level 3 or above

This measure reports the percentage of completers who earned a TVAAS score of at least a 3 (“At Expectations”).

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>STATE AVERAGE: 55.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>45.5% 69.9%</td>
</tr>
</tbody>
</table>

N-SIZE: 18
POINTS EARNED: 4.1 OUT OF 10.0 POINTS

Percentage of completers whose TVAAS scores are Levels 4-5

This measure reports the percentage of completers who earned a TVAAS score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”).

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>STATE AVERAGE: 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9.1% 37.7%</td>
</tr>
</tbody>
</table>

N-SIZE: 18
POINTS EARNED: 12.7 OUT OF 15.0 POINTS

SEE HOW THE PROVIDER IMPACT METRICS ARE CALCULATED

*The Tennessee Value Added Assessment System (TVAAS) reports the impact teachers have on their students’ academic progress. TVAAS measures student growth, not student achievement.