Measure 1 – Indicators of Teaching Effectiveness (Component 4.1)

Sources of Data
- Educative Teacher Performance Assessment (edTPA) scores received from Pearson

**Trend Analysis**

The Educative Teacher Performance Assessment (edTPA) serves as the capstone project for all Initial Licensure candidates at the University of Memphis. The three Tasks are externally, blind-scored according to 15 rubrics. 75 points are possible. Our passing score 42; the highest of any EPP in Tennessee, before we recommend them for licensure.

Data from undergraduate candidates in AY 2016-2017 follows that of AY 2014-2015 and 2015-2016 in that 95% of BSED candidates demonstrate proficiency on the edTPA as a first-time submitter. Upon the return of any resubmission, 98% pass. By the nature of their program, undergraduate candidates are with us longer and experience more assessments that are suggestive of edTPA requirements.

Graduate candidates’ program of studies is shorter; thus, candidates do not have as many opportunities to experience assessments suggestive of edTPA requirements embedded in their courses. Most graduate students for initial licensure are working under a Job Imbedded Practitioner license and employed as a “teacher of record” during their studies. Although candidates complete tasks for their jobs that resemble edTPA tasks, the transfer of knowledge and skills may not be evident. It is also possible that the demands of the edTPA and job compete, and candidates do not recognize the depth of analysis required to score 42. The pass rates from graduate or MAT initial licensure candidates has fluctuated over the years from a 45% pass rate to that shown below of a 78% pass rate for first-time submitters which increased to 94% after all resubmissions were returned. This is an area of concern and continued discussion among faculty members.

2017 Teacher Preparation Report Card Provider Impact Data shows our Initial Licensure completers initially score at least a 3 (“At Expectations”) out of 5 when evaluated by their administrators on the state approved teacher assessment instrument once fully licensed. These data show disturbing decline in the number of University of Memphis completers who scored at least 4 or 5 (“Above Expectations” or “Significantly Above Expectations”) and in the value-added scores of our completers. A faculty meeting discussion determined that we would be in closer contact with LEAs and gain a better understanding of their expectations and rubrics.
Data show that our graduate and undergraduate candidates positively affect student learning through the completion of the Educativ Teacher Performance Assessment (edTPA). BSED candidates are in cohorts and submit their portfolios only in Spring. MAT candidates are not in cohorts and submit in their final semester whether that is Fall or Spring.

78% of candidates passed the edTPA in Fall 2016. The range of passing scores for MAT candidates in Fall 2016 was 42-53. In Spring 2016, 98% of BSED candidates passed and the range of passing scores for was 42-61. 94% of MAT candidates eventually passed and the range of passing scores was 42-59.

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>BSED Candidates</th>
<th>MAT Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>N= 0</td>
<td>Not offered for BSED candidates in Fall</td>
<td>N= 27</td>
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<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>BSED Candidates</th>
<th>MAT Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=89</td>
<td>87 / 98% Scored 42 or higher</td>
<td>N= 33</td>
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Report Card Provider Impact Data

Provider Impact Statements and Data taken from the Tennessee Report Card
1. **Percentage of completers whose observation scores are Level 3 or above**

   This measure reports the percentage of University of Memphis completers who earned an Observation score of at least a 3 (“At Expectations”) after becoming employed at a local public school. N-Size: 421
   
   **The University of Memphis scored 96.7. The range of scores was 82.6 to 95.9. The score of 96.7 earned this EPP 6.0 of 6 possible points on this metric. This score increased 0.8 percentage points from 2016.**

2. **Percentage of completers whose observation scores are Levels 4-5**

   This measure reports the percentage of University of Memphis completers who earned an Observation score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”) after becoming employed at a local public school. N-Size: 421.
   
   **The University of Memphis scored 64.6. The range of scores was 32.4 to 66.1. The score of 64.6 earned this EPP 8.6 of 9 possible points on this metric. This score decreased 0.7 percentage points from 2016.**
3. **Percentage of completers whose TVAAS* scores are Level 3 or above**
   This measure reports the percentage of University of Memphis completers who earned a TVAAS score of at least a 3 (“At Expectations”) after becoming employed at a local public school. N-Size: 205.
   The University of Memphis scored 53.7. The range of scores was 45.5 to 69.9. The score of 53.7 earned this EPP 3.4 of 10 possible points on this metric. This score decreased 3.6 percentage points from 2016.

4. **Percentage of completers whose TVAAS (TN Value Added) scores are Levels 4-5**
   This measure reports the percentage of University of Memphis completers who earned a TVAAS score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”) after becoming employed at a local public school. N-Size: 205
   The University of Memphis scored 23.4. The range of scores was 9.1 to 37.7. The score of 23.4 earned this EPP 7.5 of 15 possible points on this metric. This score decreased 4.8 percentage points from 2016.