

Initial Level Program Key Assessments

The **Council for the Accreditation of Educator Preparation (CAEP)** is a professional accreditor that is responsible for review of departments, schools, and colleges that prepare teachers and other educators. The following assessments, along with their descriptions and timelines, have been selected by the Clemmer College CAEP leadership team (based on CAEP and the Tennessee Department of Education guidelines for teacher preparation) as mandated assessments required by all teacher education licensure programs at ETSU.

Candidate Demographic Data (CDD): CDD are collected across the candidate's progression through the program. These data include, but are not limited to, test scores, GPA, gender, race/ethnicity, 1st generation college student status, high school county, and rural status designation.

Educator Disposition Agreement (EDA): The [EDA](#) is a product of [Watermark](#) used to measure teacher candidate dispositions throughout their teacher preparation program. Teacher candidates are assessed at Residency Application submission (self-assessment) and at the end of both Residency I and Residency II (completed by supervisor with mentor teacher feedback).

Lesson Plan: Lesson Plan development is an integral part of the educator preparation program. Teacher candidates will formally submit three lesson plans to Livetext for review as CAEP key assessment data points. Teacher candidates will submit their first lesson plan during their junior year (i.e., Fall or Spring), in a program-specific teaching methodology course, that is evaluated by course instructors. Teacher candidates submit their second plan to Livetext during the first part of the semester in Residency I. This second lesson plan will be evaluated in Livetext by the field supervisor. Teacher candidates submit their lesson plan during mid-semester of Residency II in Livetext before they enter their second placement (if applicable) and it is evaluated by the field supervisor.

TEAM: The [Tennessee Educator Acceleration Model \(TEAM\)](#) is a comprehensive, student outcomes-based, statewide educator evaluation system used throughout districts in Tennessee that includes frequent observations and thorough feedback for educators. Field supervisors complete the TEAM on teacher candidates the first part of the semester in Residency I, and mid-semester of Residency II before candidates start their second placement.

edTPA: [edTPA](#) is a performance-based and subject-specific assessment that requires candidates to fulfill specific standards prior to completion of their program during Residency II. Teacher candidates create a portfolio with lesson plans and a video of themselves teaching that is submitted for scoring at the end of their Residency II course (i.e., Fall or Spring).

Praxis II: The [Praxis II](#) assessments cover content knowledge and pedagogy that differs for each of the licensure areas. Teacher candidates must pass this exam for their specific licensure area before Residency II begins.

Diversity Survey: Access to diverse P-12 students is an important element of accreditation through CAEP. The Diversity Survey, located on LiveText will ask candidates to identify the types of diverse students they work with during their field placements. Teacher candidates will complete the diversity survey three times total: once during junior year, once during their Residency I, and once during Residency II.

Technology Survey: The goal of the technology survey is to document the educational technology skills and behaviors observed and applied by the Clemmer College teacher candidates. The technology survey is based on the [Teacher Educator Technology Competencies \(TETCs\)](#) and is collected during a field placement in the junior year and again during Residency I and Residency II for a total of three collection points per candidate.

Mentor Teacher Survey: Mentor teachers of Residency II teacher candidates will complete the Mentor Teacher Survey at the end of Residency II. Respondents evaluate teacher candidates, field supervisors, and ETSU's educator preparation programs.

End of Program: At the end of the program, program completers evaluate their preparedness, field supervisors, the Office of Field Experiences and Residency, and ETSU's educator preparation programs through the End of Program Survey.

Completer Survey: After being employed as a teacher for one-year and again after three-years of employment, alumni are asked to respond to a survey that asks them to evaluate their educator preparation experience related to their preparedness for their teaching position.

Principal/Employer Survey: Principals/Employers of our graduates complete a survey is one year after completers have left the program and become employed in their school/school district. Respondents evaluate the preparation of their teachers who were trained by ETSU.

ETSU Supervisor Survey: ETSU supervisors of our Residency II teacher candidates complete the Supervisor Survey at the end of Residency II. Respondents evaluate the professional knowledge, skills, and dispositions of teachers who mentor ETSU teacher education candidates.

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