



# 2024 Annual EPP Accreditation Reporting Measures (2022-2023 Completer Data)

**Christian Brothers University  
Department of Education**

CAEP Measure 1:  
Completer Effectiveness

# CAEP Measure 1: Completer Effectiveness

Measure 1 - Section A: Data that addresses completer impact in contributing to P-12 student learning growth (TVAAS)

The Tennessee Value-Added Assessment System (TVAAS) measures student growth year over year, regardless of whether the student is proficient on the state assessment. This tool measures how much students grow in a year, relative to other students across the state that took the same assessment that year.

% Cohort Members w/ TVAAS Scores Level 3 or Above (3-Year Average)*	
State Average	CBU Average
60.3%	58.3%

% Cohort Members w/ TVAAS Scores Level 4 or Above (3-Year Average)*	
State Average	CBU Average
25.1%	8.3%

\*Data based on 2023 EPP Report Card



# CAEP Measure 1: Completer Effectiveness

Measure 1 - Section B: Data that addresses completer effectiveness in applying professional knowledge, skills, and dispositions

Tennessee State Department of Education (TDOE) uses specific data to calculate teachers' final evaluation score, the Level of Effectiveness (LOE) score. The LOE score for public school teachers including qualitative measures, student growth measures, and student achievement measures. TDOE recognizes a score of '3' as 'Meeting/At Expectations' and a score of '4' or higher as 'Significantly Above Expectations'.

## CBU Completer Level of Effectiveness

### % Cohort Members with LOE scores Level 3 or Above\*

State Average	CBU Average
89.5%	89.4%

### % Cohort Members with LOE scores Level 4 or Above\*

State Average	CBU Average
61.1%	61.7%



# CAEP Measure 1: Completer Effectiveness

Measure 1: Section B: Data that addresses completer effectiveness in applying professional knowledge, skills, and dispositions

Instructional practices implemented in Tennessee public school are evaluated using the evaluation rubric. Made up of eleven indicators, the TEAM rubric is used to identify an educator's level of effectiveness in classroom instruction.

## CBU Completer Teaching Effectiveness

### % Cohort Members with Classroom Observation Scores of Level 3 or Above

State Average	CBU Average
96%	96%

### % Cohort Members with Classroom Observation Scores of Level 4 or Above

State Average	CBU Average
65.3%	72%



# CAEP Measure 1: Completer Effectiveness

Measure 1: Section B: Data that addresses completer effectiveness in applying professional knowledge, skills, and dispositions

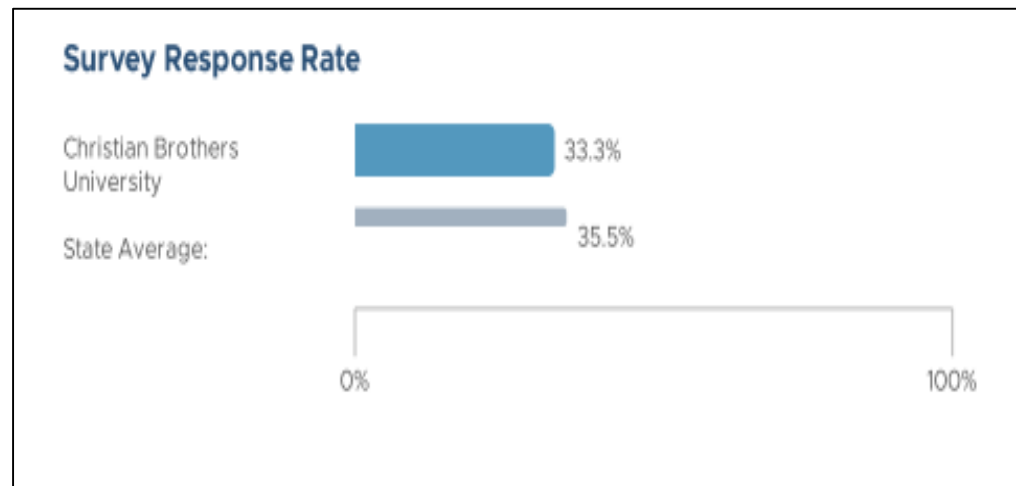
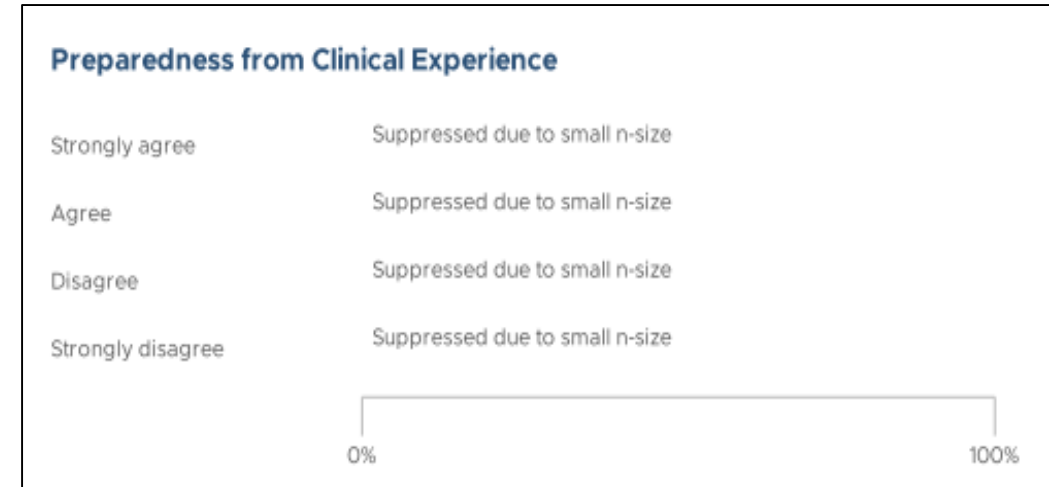
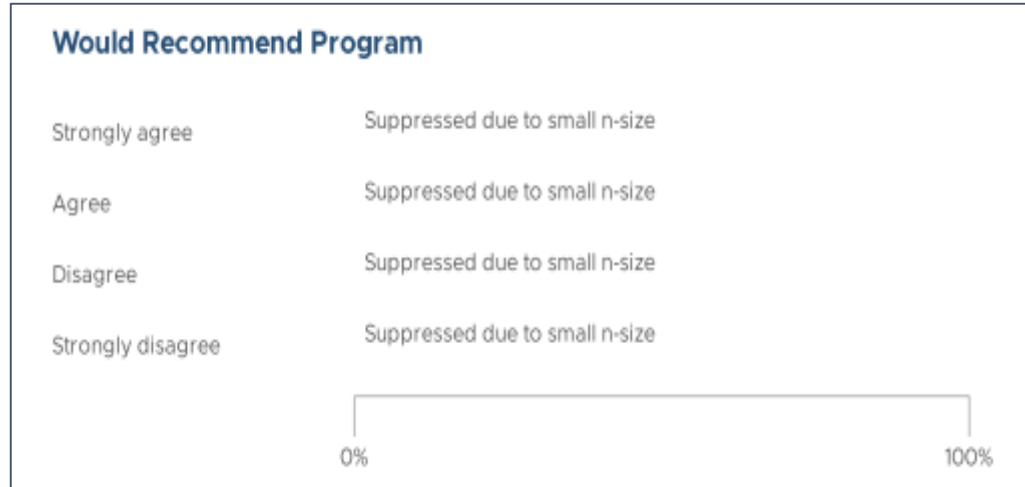
The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

Data Cycle	Domain Performance	Praxis PLT Pass Rate	EdTPA Pass Rate	Praxis Content Area Pass Rate	Leadership Praxis Pass Rate	Praxis Literacy Pass Rate
2023 EPP Report Card	Meets Expectations	96.8%	95%	89.8%	100%	78.3%
2022 EPP Report Card	Meets Expectations	97%	100%	91.7%	100%	82.6%
2021 EPP Report Card	Meets Expectations	97.4%	93%	92.9%	100%	N/A
2020 EPP Report Card	Exceeds Expectations	100%	91%	94.4%	100%	N/A



CAEP Measure 2:  
Satisfaction of Employers and Stakeholder  
Involvement

# CAEP Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial)





# CAEP Measure 2: Satisfaction of Employers and Stakeholder Involvement (Advanced)

Assesses Completer's Ability to:	Indicator Avg	Assesses Completer's Ability to:	Indicator Avg
Builds capacity of educators	4.5	Recognizes/Celebrates performance (educators & students)	4.3
Collaborates with educators to analyze and use multiple forms of data	4.3	Implement/Monitors rigorous evaluation system with TN evaluation data	3.6
Develop & execute interventions to address student learning styles	4.5	Engages team in data-driven professional learning	4.2
Monitors & adjusts progress (goals) to facilitate continuous improvement	4.5	Collaborates with others to support and retain effective educators	4.3
Leverages educator strengths to engage all students in learning opportunities	4.5	Supports potential teacher-leaders with growth opportunities	4.5
Fosters safe/respectful learning environment for all	4.5	Improves self-practices based on performance evaluation feedback and self-reflection	4.3
Takes measures to actively involves families in child's education	4.2	Includes diverse group of educators and stakeholders in school-improvement decisions	4.3
Models/Communicates expectations for shared ownership	4.7	Establishes and communicates standard operating procedures aligned with district/state/federal policy and financial responsibilities	4.3

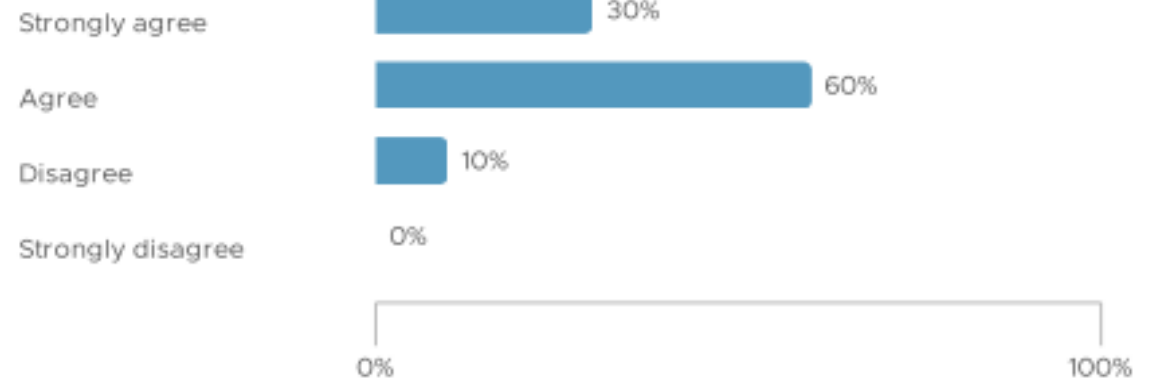
**Overall Employer Satisfaction Survey Rating – 4.4 (High Expectations)**

CAEP Measure 3:  
Candidacy Competency at Completion

# CAEP Measure 3: Candidacy Competency at Completion (Initial)

Documented responders were asked to rate their satisfaction with level of preparation from the EPP program for the teaching profession.

## Preparedness from Coursework



## CAEP Measure 3: Candidacy Competency at Completion (Initial)

EdTPA is a performance –based assessment designed to allow teachers/teacher candidates to demonstrate knowledge and skills to teach diverse learners.

EdTPA Mean Scores 2022-2023	
State Required Score	CBU Average
40	45.6%



# CAEP Measure 3: Candidacy Competency at Completion (Initial)

## TEAM Observation Data

The purpose of the TEAM evaluation process is to provide educators with a model that helps them continuously improve their practice based on indicators in the following three areas:

- Planning
- Environment
- Instruction

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<b>Instructional Plans</b>  <input type="checkbox"/>	Instructional plans include: <ul style="list-style-type: none"> <li>• measurable and explicit goals aligned to state content standards;</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards,</li> <li>○ are sequenced from basic to complex,</li> <li>○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and</li> <li>○ provide appropriate time for student work, student reflection, and lesson unit and closure;</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and</li> <li>• evidence that the plan provides regular opportunities to accommodate individual student needs.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• goals aligned to state content standards,</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are aligned to state standards,</li> <li>○ are sequenced from basic to complex,</li> <li>○ build on prior student knowledge, and</li> <li>○ provide appropriate time for student work, and lesson and unit closure;</li> </ul> </li> <li>• evidence that plan is appropriate for the age, knowledge, and interests of most learners; and</li> <li>• evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul>	Instructional plans include: <ul style="list-style-type: none"> <li>• few goals aligned to state content standards,</li> <li>• activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>○ are rarely aligned to state standards,</li> <li>○ are rarely logically sequenced,</li> <li>○ rarely build on prior student knowledge, and</li> <li>○ inconsistently provide time for student work, and lesson and unit closure; and</li> </ul> </li> <li>• little evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul>
<b>Student Work</b>  <input type="checkbox"/>	Assignments require students to: <ul style="list-style-type: none"> <li>• organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>	Assignments require students to: <ul style="list-style-type: none"> <li>• interpret information rather than reproduce it,</li> <li>• draw conclusions and support them through writing, and</li> <li>• connect what they are learning to prior learning and some life experiences.</li> </ul>	Assignments require students to: <ul style="list-style-type: none"> <li>• mostly reproduce information,</li> <li>• rarely draw conclusions and support them through writing, and</li> <li>• rarely connect what they are learning to prior learning or life experiences.</li> </ul>
<b>Assessment</b>  <input type="checkbox"/>	Assessment plans: <ul style="list-style-type: none"> <li>• are aligned with state content standards;</li> <li>• have clear measurement criteria;</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require extended written tasks;</li> <li>• are portfolio based with clear illustrations of student progress toward state content standards; and</li> <li>• include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	Assessment plans: <ul style="list-style-type: none"> <li>• are aligned with state content standards;</li> <li>• have measurement criteria;</li> <li>• measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require written tasks; and</li> <li>• include performance checks throughout the school year.</li> </ul>	Assessment plans: <ul style="list-style-type: none"> <li>• are rarely aligned with state content standards;</li> <li>• have ambiguous measurement criteria;</li> <li>• measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and</li> <li>• include performance checks, although the purpose of these checks is not clear.</li> </ul>



# CAEP Measure 3: Candidacy Competency at Completion (Initial)

## TEAM Observation Data Analysis 2022-2023 Student-Teacher Completers (by Domain)

Fall 2022	
Domain	Average
Planning	3.4
Environment	3.9
Instruction	3.4

Spring 2023	
Domain	Average
Planning	3.4
Environment	3.9
Instruction	3.5



# CAEP Measure 3: Candidacy Competency at Completion (Initial)

## TEAM Observation Data Analysis 2022-23 Job-Embedded Completers (by Domain)

Fall 2022	
Domain	Average
Planning	3.2
Environment	3.8
Instruction	3.4

Spring 2023	
Domain	Average
Planning	3.4
Environment	4.1
Instruction	3.7



## CAEP Measure 3: Candidacy Competency at Completion (Advanced)

Candidates must pass the Praxis Leadership assessment to gain administrative licensure for the state of Tennessee.

CBU Praxis Leadership pass rates for SY 2022-23 is 100%

**100%**





## CAEP Measure 3: Candidacy Competency at Completion (Advanced)

The Educator Disposition Assessment (EDA) is a 3-point Likert scale used to provide opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Aligned to CAEP and INTASC standards, EDAs provide nine (9) indicators to assess candidate dispositions.

### **CBU Completers Educator Disposition Assessment Mean**

	Effective Oral Communication Skills	Effective Written Communication Skills	Professionalism	Positive & Enthusiastic Attitude	Preparedness in Teaching & Learning	Appreciation/ Value for Cultural & Academic Diversity	Collaborates Effectively w/Stakeholders	Self-Regulated Learner Behaviors/Takes Initiative	Social & Emotional Intelligence to Promote Goals & Stability
2022 – 2023 Average	2	2	2	2	2	2	2	2	2



CAEP Measure 4:  
Ability of Completers to be Hired

# CAEP Measure 4: Ability of Completers to Be Hired (Initial)

Based on the TN EPP Report Card, the Employment domain evaluates a provider's performance in preparing educators to **begin** and **remain** teaching in Tennessee public schools. Over a three-year range, CBU completers have surpassed state hiring and retention averages in Tennessee public schools, earning '**Exceeds Expectations**' performance rating.

Data Cycle	Overall Domain Performance	Rate of First Year Employment in TN Public Schools	Second Year Retention Rate	Third Year Retention Rate
TN Average	Exceeds Expectations	80.3%	93.6%	78.8%
CBU (2023)		82.5%	96.6%	77.8%

Data Cycle	Overall Domain Performance	Rate of First Year Employment in TN Public Schools	Second Year Retention Rate	Third Year Retention Rate
TN Average	Exceeds Expectations	79.1%	94.2%	82.6%
CBU (2022)		84.4%	96.6%	91.7%

Data Cycle	Overall Domain Performance	Rate of First Year Employment in TN Public Schools	Second Year Retention Rate	Third Year Retention Rate
TN Average	Exceeds Expectations	76.8%	92.9%	81.1%
CBU (2021)		83.7%	91.7%	83.3%



## CAEP Measure 4: Ability of Completers to Be Hired (Advanced)

<b>Number of Completers in 3-Year Cohort</b>	<b>Number Ever Employed as Administrator</b>	<b>Percentage Ever Employed as Administrator</b>
28	9	32.1%

Based on the TN EPP Report Card for Leader Preparation Completers, the percentage of educators employed as administrators in the state has been averaged over a 3-year period.



# CAEP Measure 4: Ability of Completers to Be Hired (Advanced)

