



## Vanderbilt University Overview

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

Vanderbilt University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. 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:**

- Vanderbilt University had 110 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Vanderbilt University 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
  - High school End of Course exam composite, Algebra I, Algebra II, and English I
- Vanderbilt University program completers tend to be more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP reading.
- Vanderbilt University 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 reading.
- Vanderbilt University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in Algebra I.

# Vanderbilt University

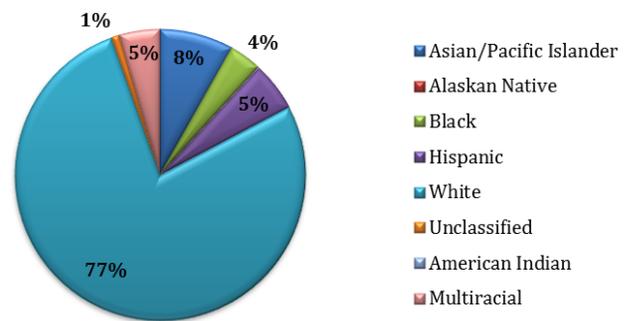
## Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (39 completers)

### 2012-2013 Program Completers

<b>Total Completers</b>	<b>110</b>
Male	15%
Female	85%
In-State	23%
Out-of-State	77%
Apprentice License	110
Transitional License	
Completers Statewide	2.3%

**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>	3.74	110	2.53-4.0	3.74	110			3.56	4258
<b>Major GPA</b>								3.58	1932
<b>High School GPA</b>								3.40	2240
<b>ACT Composite</b>	30.3	47	15-35	30.3	47			23.1	2406
<b>ACT Reading</b>	31.1	47	14-36	31.1	47			24.4	2212
<b>ACT Science</b>	28.3	47	10-35	28.3	47			22.5	2181
<b>ACT English</b>	31.1	47	18-36	31.1	47			24.1	2222
<b>ACT Math</b>	30	47	16-35	30	47			21.8	2220
<b>SAT Cumulative</b>	1323	25	1130-1510	1323	25			1110	294
<b>SAT Math</b>	675	24	530-780	675	24			549	283
<b>SAT Verbal</b>	648	24	480-750	648	24			557	282
<b>GRE Composite</b>	1233	46	1050-1430	1233	46			1034	228
<b>GRE Math</b>	637	46	440-780	637	46			549	239
<b>GRE Verbal</b>	596	46	430-800	596	46			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	58	Secondary Education & Teaching
Master’s Degree & License	52	Elementary Education & Teaching
License Only		

**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.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Vanderbilt Completers	43	43	100%
• Apprentice License Completers	43	43	100%
• Transitional License Completers	-	-	-

**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	108	27.8%	32.4%	16.6%	21.3%
2010-2011	117	17.1%	12.3%	22.1%	
2011-2012	126	31.7%	34.1%		
2012-2013	110	32.7%			

### 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
Davidson	24	Sumner	1
Dickson	1	Williamson	10

**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>			30	30
o Math			8	28
o Reading/Language		+	23	27
o Science			5	26
o Social Studies		+	12	26
<b>EOC Composite (High School)</b>			27	28
o Algebra I			6	9
o Algebra II			8	7
o English I			6	9

**Transitional License Teacher**

*Vanderbilt University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.*

**Apprentice and Transitional License Teachers**

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			30	34
o Math			8	31
o Reading/Language		+	23	31
o Science			5	31
o Social Studies			12	29
<b>EOC Composite (High School)</b>			27	32
o Algebra I			6	19
o Algebra II			8	13
o English I			6	14

*- 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>	16.7%		20.0%		30
o Math	12.5%		25.0%		8
o Reading/Language	8.7%		34.8%	+	23
o Science	20.0%		20.0%		5
o Social Studies	8.3%		33.3%		12
<b>EOC Composite (High School)</b>	25.9%		14.8%		27
o Algebra I	50.0%	-	16.7%		6
o Algebra II	37.5%		0.0%		8
o English I	0.0%		33.3%		6

**Transitional License Teachers**

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**Apprentice and Transitional License Teachers**

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<b>TCAP Composite (grades 4-8)</b>	16.7%		20.0%		30
o Math	12.5%		25.0%		8
o Reading/Language	8.7%		34.8%	+	23
o Science	20.0%		20.0%		5
o Social Studies	8.3%		33.3%		12
<b>EOC Composite (High School)</b>	25.9%		14.8%		27
o Algebra I	50.0%	-	16.7%		6
o Algebra II	37.5%		0.0%		8
o English I	0.0%		33.3%		6

- represents a statistically significant negative effect

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